





Aston Lodge
Primary School
Show Pride • Reach for the Stars

PUPIL PREMIUM STRATEGY STATEMENT

2023/24

**ASTON LODGE
PRIMARY SCHOOL**

Lodge Lane, Aston, Sheffield, S26 2BL

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 01142 872432 **HEADTEACHER:** Mrs S Cronin



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Pupil premium strategy statement

School Overview

Detail	Data
Aston Lodge Primary School	
Pupils in school	176 including F1s (excluding 152)
Proportion of disadvantaged pupils	30% (46 pupils inc.5 LAC, excluding F1)
Pupil premium allocation this academic year	£68,835
Academic year or years covered by statement	2022-2025
Publish date	01 December 2022
Review date	December 2023
Statement authorised by	Sarah Cronin
Pupil premium lead	Sarah Cronin
Governor lead	Sulena Ellinger

[Disadvantaged pupil performance overview for last academic year \(based on teacher assessment\)](#) Due to Covid-19, performance measures have not been published for 2020 to 2021 and 2020-2021 results will not be used to hold schools to account. Given this please see the below teacher assessments.

Measure	Score Dis 12 chn SEND 7	Score Others 13 chn SEND 0	Score Total 25 chn SEND 7
Meeting expected standard at KS2+	Writing 58% Reading 50% Maths 67% Combined 50%	Writing 100% Reading 93% Maths 76% Combined 77%	Writing 80% Reading 72% Maths 72% Combined 64%
Achieving high standard at KS2	Writing 0% Reading 17% Maths 0% Combined 0%	Writing 0% Reading 16% Maths 31% Combined 0%	Writing 0% Reading 16% Maths 16% Combined 0%

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,075

Recovery premium funding allocation this academic year Please see separate Recovery Premium Report for details of spending	£5,500.39
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	£52,575.39

Statement of Intent

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Our ultimate objectives are:

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate a 'Catch Up' Enhanced Teaching Assistant to pupil groups - providing small group work focussed on overcoming gaps in learning
- 1-1 support where needed
- Additional teaching and learning opportunities provided in school or through external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support

Challenges

Challenge number	Detail of challenge
1	Improve oral language and vocabulary skills using NELI interventions
2	Narrowing the attainment gap in Reading
3	Some of our pupil premium do not have the same opportunities of rich and varied experiences as non-pupil premium children which limits are developing interests, passions, first hand experiences to develop vocabulary acquisition
4	Attendance is lower than other pupil groups
5	Many of our pupil premium children fit into another vulnerable group such as additional special educational need

Intended Outcomes

Intended outcome	Success criteria What will it look like?
<p>1.To ensure poor language, vocabulary acquisition is not a barrier for pupils to develop early reading, writing skills and access to a broad & balanced curriculum</p> <p>72% of pupils are exiting FS at the correct level for phonics and inline with GLD,2019 National 71.8%</p>	<ul style="list-style-type: none"> ● Pupil's are able to access phonics programme and ● Pupil's are well prepared for the KS1 curriculum ● Pupils achieve GLD in line with their peers and other ● Pupils are confident and are able to articulate and share their ideas, opinions and experiences
<p>2. Pupils will make good or better progress in reading-this will help vocabulary acquisition</p> <p>70% or inline with other pupil groups achieve Strive For Pride</p> <p>100% minimum of 2 weekly reads</p> <p>Attainment in reading is line with National (73% 2019)</p>	<ul style="list-style-type: none"> ● PP children will develop a love for reading ● They will engage in termly reading initiatives inline with peers ● They will be regularly heard reading by an adult at home (reading records) and additional reads at school ● Progress in reading in better and achieve national average scores KS2 (73% 2019)
<p>3.Provide all pupils with wide and varied range of enrichments activities & experiences</p> <p>40% PP children attend extra curricular activities</p> <p>100% pupils attend trips</p>	<ul style="list-style-type: none"> ● A wide range of extra-curricular activities will be offered to tap into our children's passions Pupil Premium children to be prioritised to join after school clubs with limited numbers, Discounts/ free access will apply to pupil premium families for all enrichment opportunities to include trips, family workshops, after school clubs, music lessons & other PP children are able to learn a new skill, continue or pursue an interest (pupil questionnaires identify interests and this is acted upon)

<p>4. For attendance for PP children to be no lower than attendance for non-PP children. For attendance to be 'good' compared to national attendance (96%)</p> <p>There is a current gap of 1%, this will be narrowed</p>	<ul style="list-style-type: none"> ● Attendance officer will have first day response for an absent child without a reason ● A 'red flag' list will be used for children we know who have historic attendance concerns and home visits will be completed for these pupils when needed ● The use of a graduated response to attendance, attendance pathway and fines to work with families to improve attendance and remove barriers ● Extremely poor attendance (below 90%) will be challenged with attendance meetings termly ● Engagement with external agencies to support families with attendance
<p>5. Removing Barriers to Learning Team will meet regularly to ensure a strong professional dialogue between staff so all pupils needs are identified and met</p> <p>100% of PP children are assessed early and have access to the interventions, referrals, universal, targeted and specialist support that they need (no child is missed)</p> <p>100% Pupils have access to a chromebook</p>	<ul style="list-style-type: none"> ● SENCO identifies pupils with additional needs and support plans are put into place ● At least half termly meetings to discuss vulnerable groups/pupils ● TA deployment is directed to the most vulnerable groups/pupils ● Intervention data shows these pupils are making progress and gaps in learning are closing ● PP pupils are provided with chrome books and a personalised programme is put into place

Teaching

Budgeted cost: £10,754.50

Activity	Evidence that supports the approach	Challenge
Seconded year 6 Teacher within the Trust TLR £3300	Recommended in the EEF's Guide to the Pupil Premium, the tiered model is designed to help schools focus on a small number of strategies with the greatest potential to make a meaningful difference for their pupils. 50% of this model is centered around quality first teaching. Quality First Teaching EFF (+6)	1,2,5
Collaborative Learning Approaches CPD	The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year	1,2,5
Assessment & Feedback CPD	Very high impact based on little costs and highly evidence based. Feedback appears to have slightly greater effects for primary school age pupils (+7 months) than for secondary (+5 months).	1,2,5

	Effects are high across all curriculum subjects, with slightly higher effects in mathematics and science Low attaining pupils tend to benefit more from explicit feedback than high attainers.	
Personalised & whole school targeted CPD programme in curriculum areas/ strands identified for all staff £3000	EFF guide to pupil premium-tiered approach-teaching is top priority ensuring 'Quality First Teaching' including CPD	1,2,5
Subscription to Accelerated reader & training £4454.50	The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	2

Targeted academic support for current academic year

Budgeted cost: £27,407.12

Activity	Evidence that supports the approach	Challenge
School led interventions, small groups, 1:1 (SENCO 2.5 days, specialist TA 5 days) £20,800	EEF (+4months) Small group interventions/teaching groups will enable teachers to personalise learning, address gaps, pre-teach, same day misconceptions, 1:1 reading etc to provide a flexible more responsive approach for pupils who are falling behind. It will be used as a more general strategy to ensure progress for pupils who fit into more than one vulnerable group. We have identified that our year 3 and 4 cohorts have been most impacted by the pandemic due to part school closures, home schooling and disrupted education.	1,2,5
SENCO and SLT to deliver interventions from Autumn 2	The most experienced teachers should work with our most vulnerable pupils so that they get quality personalised support	2,4,5
Continue with the NELI language intervention for increased vocabulary development/SALT Delivery pm daily £4607.12	NELI is an EFF endorsed programme. Oral language interventions in EYs can have a high impact on pupil's outcomes of up to 7 months. It is important that spoken language activities are matched to learner's current stage of development, so it extends their learning and connects them to the curriculum.	1,2
Purchase of further books to support delivery of RWI and books that children are interested in £1000	Ensure all pupils have access to the correct phonological stage book in school and at home. (Reading Framework) Pupils have access to range of high quality texts to develop a love for reading.	2

Lego Therapy £1000	Training for TA to deliver Lego Therapy to support pupil's to develop social skills, collaborative play skills, prominently used to support pupils autistic children and children communication difficulties.	1,3,5
CPD	Training from Early Help to support teacher with referrals and multi-agency working.	5

Wider strategies for current academic year

Budgeted cost: £8,919.81

Activity	Evidence that supports the approach	Challenge
Continue to pay extra hours to support the free Breakfast club (food parcels offer for PP pupils) £2000 £1170	All pupils are fed and ready for the school day. EEF/DfE recognised evidence base statistics to support the provision of breakfast. (NSBP survey) <ul style="list-style-type: none"> • 22.97% reduced behavioural incidents • 93% positive impact on concentration • 27.8% reduction in lates • 82% Headteachers reported improved punctuality and attendance 	
Pay admin staff additional hours to implement and monitor strategies to improve attendance £2599.81	Poor attendance can affect children's ability to make and keep friendships ; a vital part of growing up. Parents can be very surprised at how quickly their children can accumulate 15 days absence within a year. Research has also shown that children who are not in school can become vulnerable. There is clear evidence that low attendance impacts academic achievement. Pupils cannot make progress and narrow the gap if they are not attending regularly. Vulnerable pupils are identified early and rapid follow up is in place. Pupils are motivated to come to school. Pupils are motivated by the attendance badges and subsidised enrichment activities.	4
Subsidised after school clubs, trips, extra-curricular activities, in school events to ensure all pupils get to experience enrichment activities and £750.00 Afterschool clubs £900.00	Inclusion and equal opportunities for all pupils to attend enrichment, school trips and wider opportunities by removing the barrier of cost. Additionally, to provide incentives for parents and pupils to improve whole school attendance and reduce persistent absenteeism.	3,4
Programme of workshops and parental engagement activities £1500	Parental engagement initiatives is low cost but can have a high impact, up to 4 months on attainment and improve attendance. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions.	3,4,5

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.

Quality of Teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
For children with communication difficulties and low literacy ability on entry to be able to develop in language and literacy skills –increasing their access to all learning.	<ol style="list-style-type: none"> 1.Implementation and development in Early Language (oracy training project 2.EYFS SLE to visit EYFS termly to support improving language outcomes. 3 Audit of learning environments in F1&F2 specifically for language development. 4. Class Tracker to track outcomes. 5. Progress meetings with every staff member each term to review impact 6.Traded services (S&L) to assess all pupils in F1/2 & year 1 in S & L 7.Senco & SALT to identify pupils who need additional support 8.After screening implement programmes set by SALT 	Direct teaching of oral language - explicitly to extend children’s vocabulary through storytelling, shared reading and high quality adult interaction. To improve oracy, vocabulary and early reading skills.	Due to lockdown and decreased capacity with working in bubbles the programme delivery was sometimes disrupted. This time needs to be protected as little and often will have the maximum impact on early reading development.

<p>Improved attainment between PP and Non PP pupils across school - at GLD Gap predicted in 2020 was 14% (GLD) so that a higher proportion attain higher in school at KS1 and KS2.</p>	<p>9. Over staff to improve capacity to deliver interventions and support</p> <p>10. Implement the NELI programme to develop early language.</p> <p>1. Early identification & tracking of PP pupils. Info shared with whole staff team.</p> <p>2. PP children to be Focus every half term – staff to target support to work on individual targets and gaps towards meeting</p> <p>3. Interventions targeted to support progress in specific areas to meet GLD - Provision mapping in place for identified pupils</p> <p>4. Implement ‘5-minute box’ with identified PP children needing additional support with phonics/literacy.</p>	<p>Ref: EEF Guidance report Preparing for Literacy in the Early Years June 2018 states that storytelling linked to letters and sounds, singing and rhyming activities alongside breaking down and supporting</p>	<p>Success of developing early literacy skills can be further accelerated with parental engagement. Parents need the support and skills to support their children at home with early phonics and understanding the importance of following programmes such as SALT to have the long term impact on their children’s early development in literacy skills.</p>
<p>Improved consistency of quality of teaching/provision for phonics/early reading</p>	<p>1 Develop a track for groups to track phonic score gains and intervention pupils.</p> <p>2. Pupil progress meetings to plan intervention.</p> <p>3 1:1 targeted intervention 10 mins daily pupils with gaps in phonics.</p> <p>4. Implement 5 minute boxes throughout targeted individuals</p> <p>5. Direct teacher intervention groups to diminish gaps in learning</p> <p>6. Embed Read Write Inc programme</p> <p>7. Buy home reader books that match what pupils are being taught in school</p> <p>8. Re-organise old phonics books to be in-line with the programme</p> <p>9. 2 full days training for staff, untrained.</p> <p>10. Linked consultant from Ruth Miskin to support all staff involved.</p>	<p>EEF guidance Improving Literacy at KS1 highlights the need for a clear systematic phonics approach, continuous staff training, engaging sessions using effective pedagogy. Monitoring pupils continuously to challenge and also act swiftly if some pupils require intervention and additional support.</p> <p>EEF guidance also evidences research suggesting whole class phonics, non-streamed is the most successful approach within KS1 with pupils receiving targeted intervention when gaps emerge.</p> <p>EEF research states, a consistent approach to phonics can have an impact of 4+ months. As this programme is planned to be delivered with EYFS, EEF also recognised that interventions and structured approaches to phonics/reading within the</p>	<p>Ensuring that all staff have sufficient training in the RWI programme, investment in new resources and close monitoring as resulting in 80% pupils leaving reception at the expected levels, Year 1 phonics screening 87.5% and year 2 60%. This is incredible given the disrupting last two school years.</p> <p>This has been achieved by minimizing the impact of school closures, self-isolation periods by delivering phonics lessons were delivered daily either face to face or remotely, alongside phonics intervention.</p> <p>School needs to continue to educate parents and give them the skills to support their children at home and understand the importance of developing early literacy skills.</p>

	<p>11. "Refresher" staff development opportunities with access to online materials.</p> <p>12. Moderation of assessments across staff.</p> <p>13. RWI lead to observe and support all staff teaching.</p>	<p>early years can have an impact of 5+ months progress.</p>	
<p>Attainment in reading is inline with national for all pupil groups and the gap narrowed</p>	<ol style="list-style-type: none"> 1. To renew and fully implement the accelerated reader programme 2. Purchase new books, 3. Release staff to code all books, 4. CPD/training from Accelerated Reader Programme for all staff 20.10.20 5. Release time to set up programme, organise all pupils logins, 6. Baseline all chn so they can be allocated appropriate levels 7. Buy the Lexia catch up programme to target our bottom 10 pupils in year 3 (lowest performing cohort in school, 26% SEND, 35% Disadvantaged) 20.11.20 8. Purchase new relevant books to engage pupils 9. Implement reading corners in every classroom 10. Develop a 'love for Reading' through events and initiatives 	<p>By teach pupils to use strategies for developing and monitoring their own reading</p> <p>Comprehension they will become independent learners and have a better understanding of what they need to do to overcome difficulty.</p> <p>Staff are now confident in how to use the programme to make the most of all its features and identify areas for development for pupils.</p>	<p>Pupils accessing the online materials and quizzes was difficult to monitor during remote learning periods.</p> <p>Parents received support materials with how to use the programme and most parents were able to access and some level.</p> <p>In order to monitor the direct impact pupils need to take regular assessments this has only been manageable since the pupils returned to school in Spring. However all pupils needed recessing to ensure they were accessing the correct reading materials.</p> <p>Feedback from pupils is positive and they enjoy accessing the resources.</p> <p>We have no invested in more chrome books in school to increase the capacity of pupils being able to access the programme regularly.</p>
<p>Develop a consistent approach across school in teaching reading and writing by fulling implementing and embedding the SfA programme</p> <p>C,D</p>	<ol style="list-style-type: none"> 1. Termly monitoring to identify teachers who are struggling to move beyond the implementation phase of SFA. 2. SFA Implementation Partner (Joanne Maxwell) to support the SFA lead in the monitoring process. 3. Teachers who need further support to be quickly identified and given additional support with SFA lead and Joanne Maxwell. 	<p>Research undertaken by the NFER has identified 7 building blocks that are common in school which are more successful in raising disadvantaged pupil's attainment. Collaborative working low cost high impact, potential +5 months.</p> <p>EEF research states, a consistent approach to phonics can have an impact of 4+ months. As this programme is planned to be delivered with EYFS, EEF also recognised that</p>	<p>Some of the SfA approaches such as collaborative learning and grouping have been unable to be implemented or used. This has limited the impact of progress due to the school risk assessment and Covid restrictions of working in bubbles, face front etc.</p> <p>Adaptions needed to be made.</p>

(implementing in January, but lockdown in March, not fully rolled out)

(adaptions made due to teaching in bubbles)

4. Teachers to be given opportunities to observe 'good' or better SFA practitioners from other settings or within school.
5. Pupil voice questionnaires to be carried out with a focus on PP pupils. Ensure continued pupil enthusiasm for SFA and if not address issues.
6. Conduct learning walks and lesson observations to check that co-operative learning strategies are being used throughout all areas of the curriculum.
7. Staff to continue to access remote CPD so they are fully trained and confident to deliver effectively
8. Ensure all pupils (including PP pupils) can articulate the key components of SFA.
9. Teachers in school continue to share good practice with each other and professional dialogue ensures that teachers are constantly seeking ways to get even better.
10. Classroom environment supports and enhances all aspects of SFA teaching.
11. All teachers in school are at least good.

interventions and structured approaches to phonics/reading within the early years can have an impact of 5+ months progress.

Pupils' writing can be improved by teaching them to plan and monitor their writing. Producing quality writing is a complex process but a number of different strategies are likely to help, depending on the current skills of the writer.

- These include: pre-writing, activities; drafting, editing and revising; and sharing.
- Teachers will introduce these strategies using modelling and structured support, which should be gradually reduced as a child progresses until the child is capable of completing the activity independently

<p>Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching</p>	<ol style="list-style-type: none"> 1. Staff training on new handwriting scheme 2. Buy specialist exercise books to support writing scheme 3. Buy CPG books/Rising Stars for GPS/skills builders/spelling 4. Adopt whole school approach to spelling 5. Buy resources to support with spelling scheme/curriculum for each year group 6. Organise training of the programme 7. Develop a tracking system to monitor progress 8. Introduce Knowledge Organisers with relevant 	<p>Writing assessments have highlighted pupils poor spelling, sentence structure and sometimes handwriting is impacting on the quality of writing and barrier to pupils being ARE.</p> <p>EFF Improving Literacy Guidance Transcription refers to the physical processes of handwriting or typing, and spelling. Children must develop fluency in these skills to the point that they have become automated. If children have to concentrate to ensure their transcription is accurate, they will be less able to think about the content of their writing. A large amount of purposeful practice, supported by effective feedback, is</p>	<p>All staff have received training using the Martin Harvey handwriting scheme and are confident in using the scheme. Specialist books for all core subjects were also brought to encourage consistency of handwriting application.</p> <p>The delivery of the programme has been disrupted and we are not yet as far forward with embedding the approach.</p>
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	vocabulary to support writing transcription and speed	required to develop fluency. Achieving the necessary quantity of practice requires that children are motivated and fully engaged in the process of improving their writing. Spelling should be explicitly taught. Teaching could focus on spellings that are relevant to the topic or genre being studied.	
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Strengthen the curriculum delivery by improving our online curriculum & ensure that if there is further lockdowns pupils remote learning delivery is high quality C,D	<ol style="list-style-type: none"> 1. Review current online subscriptions 2. Audit and research curriculum packages which will support with the delivery of the curriculum in school and in the event of remote learning subscribe to online Subscriptions to support with curriculum delivery 3. Organise training for any packages subscribed to 4. Purchase new chrome books and devices for school 	EEF Covid-19 Support Guide for Schools, recommends school to invest in education systems that will support with remote and blending learning.	Having more chromebooks that we could supply to pupils and delivering training to staff on appropriate platforms, approaches and online resources ensured that school was able to respond quickly and delivery a broad and balanced curriculum to all pupils who attended and worked remotely.
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Improve our capacity to split teach, differentiate, delivery of interventions and SLT time C,D	1. To temporarily employ an ITT student to use as an additional member of staff	<p>This will improve school's capacity to deliver 1:1, interventions, internal cover, boosters and free up the DH to develop and work on SEND and mental health 'Me in Mind'</p> <p>Additionally to meet with head to work on OFSTED priorities and school improvement.</p>	<p>Unfortunately, due to a disrupted school year, staff absence and the limitations of capacity to deliver interventions remotely the consistency of interventions has been significantly impacted.</p> <p>This employment did improve capacity in terms of delivering both face to face and remote lessons and supported school in not needing to close bubbles if a staff member was self-isolating.</p> <p>Where capacity was more manageable and regular remote and face to face interventions took place the biggest impact was seen. For example daily phonics and</p>
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			SALT intervention in Foundation Stage.
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Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
For all pupils to attend school visits and experiences by removing the barrier of cost.	Subsidised trips/visits for disadvantaged pupils.	All children attended school visits and experiences which were linked to their learning in school.	Approach to be continued to ensure all children have access to educational experiences.
PP pupils are ready for learning and able to access academic work with less behavioural incidents logged. For pupils' behaviour not to have a detrimental effect on their academic progress through support from mentoring and additional adult support. For pupils to	<ol style="list-style-type: none"> 1. CPD Pastoral (interrupted development/ time 'Me in Mind') 2. Practitioner training for learning mentor (new role to school) 3. Dedicated leadership time for monitoring of disadvantaged pupils learning with a focus on pastoral support. 4. Monthly inclusion meetings – to discuss personalised learning needs of pupils. 5. Re-visit and launch of School's Learning Behaviours 'Aston Lodge Way' 6. Development of Aston lodge Pledges (increasing challenge and expectations for what and how pupils can achieve with developed self-believe and aspirations to achieve their potential) 7. Set up a sensory room to ensure that pupils with ASDA, behavior issues, social care have the opportunity to access sensory breaks and have a safe space. (Room for ASPIRE/ 'Me in Mind' team and other agencies to work safely with children) 8. Boxall pupils who have been identified as vulnerable 	<p>EEF Toolkit cites that behaviour interventions have moderate impact. We have consulted with other schools successfully using the Thrive Approach and other pastoral programmes. The</p> <p>By teaching learning behaviours alongside managing misbehaviour we want to have a positive impact on supporting pupils with challenging needs.</p> <p>A sensory room will provide a physical and mental stimulus for children with additional needs</p> <p>This room will provide a calm sanctuary and provide a sensory space for pupils who can become overwhelmed and struggle to manage their behavior.</p>	<p>Not all pupils have been able to access the sensory room due to working within bubbles. However, this space has enabled us to keep a pupil in school and has been used as a safe space to support him through a challenging time.</p> <p>The Dojo shop has been very popular and successful in motivating pupils during lockdown and pupil voice is very strong.</p> <p>Aston Lodge Pledges was launched during lockdown and will be relaunched when we return to school.</p>

undertake activities to raise their self-esteem and self-confidence.	<p>through the recovery curriculum assessments</p> <p>9. Introduce a DOJO prize shop</p> <p>10. Introduce a half termly reward system for completing home learning</p> <p>11. Purchase of Jigsaw PSHE scheme and organize training</p>		
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Other Approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<p>Improve attendance of PP pupils by 4 % at the end of the school year.</p> <p>Reduction of PP persistent absentees by at the end of the school year.</p>	<p>1. Fortnightly meetings with EWO to implement strategies to improve individual and whole school attendance and punctuality.</p> <p>2. Bromcom support to track and monitor attendance.</p> <p>3. First day response to absence</p> <p>4. Reward initiative for attendance</p>	<p>Research into school absenteeism has consistently shown that a much higher and disproportionate number of pupils who come from deprived social backgrounds are more likely to miss school and underachieve than their peers who come from more favourable social and economic home backgrounds. We want to minimise this impact for our pupils and ensure that this is not a barrier to academic success.</p>	<p>We have had significant success with the attendance measures and incentives that we have put in place. We registered pupils for remote lessons so we could ensure that pupils were engaging in their learning.</p> <p>Pupil's voice demonstrated that they were motivated by continuing with the Dojo and attendance initiatives.</p>
<p>To ensure that all pupils have access to a healthy breakfast every day, removing the hunger barrier towards</p>	<p>1. Free breakfast for all pupils is offered every day</p> <p>2. Pay additional hours for a member of staff to provide provision (Additional costs due to operating in bubbles and needed more than 1 member of staff)</p> <p>3. Offer a am & pm nurture group for vulnerable pupils/behavior/social care involvement</p>	<p>EEF/DfE recognised evidence base statistics to support the provision. (NSBP survey)</p> <ul style="list-style-type: none"> • 22.97% reduced behavioural incidents • 93% positive impact on concentration • 27.8% reduction in lates • 82% Headteachers reported improved punctuality and attendance 	<p>Throughout lockdown we continued to provide breakfast for all pupils. We delivered breakfast packages to homes and provided them for pick up. This enabled us to keep in regular contact with pupils and complete informal safeguarding checks.</p>

learning and improve punctuality			
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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
Accelerated Reader	
Read Write Inc	

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

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.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and key stage 2 performance data, phonics check results and our own internal assessments

EYFS

- 100% of pupil premium pupils made at least expected progress from baselines in EYFS with 85% of pupil premium pupils achieved GLD compared to 79% Non PP (pupil premium pupils who did not get GLD were also SEND)

PHONICS

- 100% of pupil premium pupils made at least expected progress with 38% making accelerated progress from baseline with 75% of pupil premium pupils passed phonics screening (pupil premium pupils who did not get pass were also SEND)

KS1

- 100% of pupil premium pupils made at least expected progress from baselines with 36% accelerated in writing with 60% working at expected (3 out of the 4 that did not achieve were also SEND)
- 100% of pupil premium pupils made at least expected progress from baselines with 50% accelerated in reading with 60% working at expected
- 100% of pupil premium pupils made at least expected progress from baselines with 50% accelerated in maths with 67% working at expected

KS2

- 100% of pupil premium pupils made at least expected progress from baselines with 49% accelerated in writing with 67% working at expected
- 100% of pupil premium pupils made at least expected progress from baselines with 49% accelerated in reading with 67% working at expected
- 100% of pupil premium pupils made at least expected progress from baselines with 49% accelerated in maths with 67% working at expected
- 67% of PP pupils achieved SPAG

To continue to improve the consistency of good or better teaching and learning so that PP children close the gap with their peers:

- Monitoring of the quality of teaching across the school and tracking of pupil progress has evidenced that gaps between school and national closed and pupils continue to achieve and know more. Targeted approach for pupils has demonstrate accelerated progress in their interventions. Effective teaching of phonics and early reading in KS1 has resulted good progress from baselines where the children could not articulate phoneme due to significant speech and language issues. Where language and speech has been targeted these children also show improve literacy, language and phonics skills in the last year. TAs and teachers monitor progress in lessons and evidence in books and learning walks shows that they intervene to ensure any misconceptions are dealt with swiftly. The quality of teaching is now good across the school. This approach will continue.

Attendance

- 2019-20 gap of 3.17%
- 2021-22 gap has narrowed 0.63%
- 2022-23 Attendance of PP pupils 96.36% compared to 91.8% PP pupils (National 2018-19), compared to attendance for all pupils Nationally 2023 93.6%
- Pupils are tracked daily using a flagging scheme and this will continue next year

Behaviour

- Our observations and tracking demonstrated that pupil behaviour improved last year with 26 less incidents record

Personal Development 3 Provide all pupils with wide and varied range of enrichments activities & experiences 40% PP children attend extra curricular activities 100% pupils attend trips

Many of our pupils come from families with low aspirations, unemployment and pupils enter school with low aspirations.

- There has been an intense focus on personal development throughout the curriculum.

- Links have been made with partners at Sheffield University, the library service and Broadacres care home to support children in understanding their place in the community, raise aspirations and dream big.
- The WPT pledges have been and will continue to be planned for the Bronze band to be entitlement for our pupils and planned through the curriculum to understand cultural experiences, life skills and citizenship.
- A range of visitors were planned throughout the year to inspire and engage pupils. Pupils do q and a sessions to raise aspirations of future careers.
- Dojo points have been used as reward to engage pupils in their learning. Pupils created a dojo catalogue of rewards that are based on an experience eg lego activity, Just dance dancing time. Children can save points for a larger reward or redeem points for an experience.