

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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

Detail	Data
School name	Wath Central Primary School
Number of pupils in school	428 pupils (including 29 F1)
Proportion (%) of pupil premium eligible pupils	16.7% 23.89% (including awaiting funding)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Dec 2021 – Dec 2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Ms J Gray
Pupil premium lead	Mr J Barker
Governor / Trustee lead	Mrs J Skupien

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,670.00
Recovery premium funding allocation this academic year	£13,050.00 (90 children x £145)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£142,720</b> N/A

# Part A: Pupil premium strategy plan

## Statement of intent

For us, education is about preparing our children to succeed in a modern world; both in skills and knowledge. As a school, we aim for all children to gain experiences, opportunities and academic accomplishments to achieve this, regardless of their background. However, we appreciate that some children may be considered as disadvantaged and therefore we want to ensure that our pupil premium offer allows us to provide an enhanced curriculum offer that raises aspirations, nurtures SEMH needs and offers experiences that children may not have been provided outside of school, allowing them to thrive and be inspired to achieve their full potential.

This plan details the strategies and procedures in place to ensure children of a disadvantage are provided with enhanced opportunities in addition to the offer for all of our pupils. Our current pupil premium strategy works towards developing each individual holistically using a range of evidence data sources to ensure we provide a first-quality standard of education for every disadvantaged child.

High quality teaching is at the heart of our approach, focussing on areas that our disadvantaged children are requiring the most support. Professional Development opportunities are key to supporting this. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils, regardless of background.

We also appreciate that there is a need for tailored group support and, in some cases, enhanced group support. Our intended outcomes, as seen below, detail what targeted academic support is needed particularly for our Pupil Premium children. This support has been specified and chosen based on research from a wide range of strategies, including the most recent EEF documentation.

Following an inconsistent two years, we have seen and analysed the impact that the COVID-19 pandemic has had on all our children, but particularly our disadvantaged children. Research, along with school based findings, has projected a clear impact on mental health, wellbeing and, in some cases, home life. At Wath Central, we have a nurturing, supportive community and believe that a key role in our school is supporting mental health and wellness. Our wider strategies outcomes, aim to aid children in developing holistically, feel safe and comfortable and feel supported in both their school and home life.

Our approach will be adaptable and respond to the challenges and needs of our disadvantaged children. We will use different forms of assessment and data collection to evidence the implementation of our actions. This goes beyond summative data and also draws on pupil voice, teacher feedback and triangulation of pupil progress. To ensure our pupil premium children are progressing, we will:

- Ensure our disadvantaged children feel comfortable, supported and challenged in the classroom.
- Have access to specific support and wider opportunities, based on the individual's needs and interests.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Pupil premium children find accessing reading and developing phonics skills challenging and struggling to find reading enjoyable.</p> <p>PP reading data for FS and KS1 saw a significant impact last academic year, with the gap between PP and non-PP remaining steady and not narrowing.</p> <p><i>Evidence: Data collection, staff feedback</i></p>
2	<p>There are an increased number of Pupil Premium children who have gaps in key basic skills, including speech and language, motor skills, social skills and learning behaviours.</p> <p>Through school, following the lockdown, pupil progress meetings shared a trend of needing further key skill intervention support. In particular years, this has seen an impact on PP data in comparison to non-PP years.</p> <p><i>Evidence: Data collection, pupil progress meetings</i></p>
3	<p>Outcomes and progress of our disadvantaged children are affected by an additional need, including SEND, which can impact on their academic performance, and home issues, which can impact on their wellbeing and attendance.</p> <p>PP without additional needs show positive progress against non-PP children. However, a significant number of PP children also have an additional need. The progress measures of these children could be further monitored and evidenced.</p> <p><i>Evidence: Data collection, SENDCO progress monitoring, observations</i></p>
4	<p>Following the COVID lockdown, there has been significant impact on the SEMH needs of our most vulnerable pupils.</p> <p>During welfare walks by the DSL during lockdown, some families requested further support. The return to school, PIVAT documentation and pupil voice has identified that more children are struggling with daily routines and, in some cases, having varying attendance. Attendance records show that a group of PP children are struggling to hit the 96% target since the return to school.</p> <p><i>Evidence: DSL records, PIVAT documentation, Nurture referrals, Pupil Voice, Attendance records</i></p>
5	<p>Many of our pupil premium children have limited life experiences, narrowing their exposure to opportunities to develop hobbies, interests, life lessons and create their own views around the wider world and school life.</p> <p>Pupil voice has identified that more children are struggling with daily routines or are spending less time enjoying out of school activities than prior to the lockdown.</p> <p><i>Evidence: Pupil voice, DSL records</i></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>1.1 Our pupil premium children will make further progress in early reading.</p>	<ul style="list-style-type: none"> <li>• The % of Pure Pupil Premium children will continue to rise and narrow when compared to non-PP.</li> <li>• KS1 reading outcomes in 2024/25 show that more than 80% of PP children, without an additional need, are working at the national expectation.</li> <li>• Each Pupil Premium child will make progress in reading and, if the child has a further SEND need, will make progress in line and evidenced within their support plans.</li> <li>• The % of Pupil Premium passing the phonics screening will further increase to narrow the gap between PP and non-PP.</li> </ul>
<p>1.2 - Our pupil premium children will appreciate the joy of reading and develop a passion for books.</p>	<ul style="list-style-type: none"> <li>• Pupil Premium children will be exposed to a variety of texts throughout their school life that develops curiosity.</li> <li>• Children will be read with regularly both in school and at home, and provided additional opportunities for reading if not.</li> <li>• Children can express their favourite text and what they enjoy about reading.</li> </ul>
<p>2 - Pupil Premium children will be supported to develop their speech and language and language acquisition skills</p>	<ul style="list-style-type: none"> <li>• There will be scaffolds, support and specific interventions for pupil premium children struggling with language acquisition and early reading.</li> <li>• Pupil Premium children, where needed, will have access to a wider team of external agencies, including a SALT.</li> <li>• The % of pupil premium children meeting FS objectives in language and passing the phonics screen test increases.</li> <li>• KS1 and KS2 writing and maths outcomes in 2024/25 show that more than 80% of PP children, without an additional need, are working at the national expectation.</li> </ul>
<p>3 – All pupil premium children make good or better progress through their curriculum diet, including those with a personalised curriculum.</p>	<ul style="list-style-type: none"> <li>• Pupil premium children continue to make good progress in Reading, Writing and Maths.</li> <li>• The gap between PP and non-PP narrows. The gap between Pure PP and non-PP continues to narrow.</li> </ul>

	<ul style="list-style-type: none"> <li>• Clear scaffolds and support are in place to support all pupil premium children.</li> <li>• PP children with an additional need make progress towards their individualised targets through support and scaffolds, as outlined in their plan.</li> <li>• By 2024/25 The gap between pure PP children and non-PP children reduces to less than 5% in reading, writing, maths</li> </ul>
<p>4 – The nurture provision for all pupil premium children is appropriate and supportive for their individual needs.</p> <p>Children feel happy and safe at school.</p>	<ul style="list-style-type: none"> <li>• Children displaying a SEMH need are supported through an effective and detailed report and advice system.</li> <li>• PP children feel supported and access a school which meets their individual needs.</li> <li>• Provision for SEMH needs is through school, in every classroom, with nurture workshops completed where necessary.</li> <li>• Sustained high levels of wellbeing from 2024/2025 demonstrated by pupil voice and % increase in uptake of nurture and extra-curricular activities.</li> </ul>
<p>5.1 – PP children access an enhanced offer of the curriculum that incorporates further experiences and opportunities.</p>	<ul style="list-style-type: none"> <li>• PP children have access to more experiences within and outside of the school day, provided by school.</li> <li>• PP children develop further hobbies and interests due to the diet they are offered at Wath Central.</li> <li>• % increase in uptake of nurture and extra-curricular activities. By 2024/25, 80% of PP children have accessed a form of extra-curricular activity</li> <li>• By 2024-25, children can explain the opportunities they have been involved with since starting their school career.</li> </ul>
<p>5.2 – PP children are happy in school and want to come to school.</p>	<ul style="list-style-type: none"> <li>• PP families with low attendance supported through a friendly, supportive and thorough attendance system.</li> <li>• PP children's attendance rises and children are happy to come into school.</li> <li>• Attendance of identified PP pupils increases and the gap between PP and non-PP narrows.</li> <li>• The attendance of PP children to reach above 96%.</li> </ul>

## 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: £59,424.18

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>First Quality Teaching</b> Teaching staff deliver high quality, supportive lessons that allow children to feel challenged and enquire about the learning taking place, supporting each individual to reach their potential.</p>	<p><b>EEF Evidence:</b> High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom.</p> <p><b>In School Evidence:</b> Tailored training to ensure high quality teaching is key to ensuring progress of every individual.</p>	1, 2, 3
<p><b>CPD – Early Reading</b> All staff are provided with early reading CPD to consistently and accurately use 'Little Wandle' through school, ensuring fidelity.</p>	<p><b>EEF Evidence:</b> As James Zuccollo and Harry Fletcher-Wood note, the impact of high quality PD on pupil attainment compares to the impact of having a teacher with ten years experience rather than a new graduate.</p> <p><b>In School Evidence:</b> Tailored training to ensure high quality teaching is key to ensuring progress of every individual.</p>	1
<p><b>Purchase of Little Wandle</b> Following government guidance, Little Wandle will be purchased and used throughout school, including through catch up sessions in Key Stage 2</p>	<p><b>Little Wandle Evidence:</b> Little Wandle Letters and Sounds Revised also draws on the latest research into how children learn best; how to ensure learning stays in children's long term memory and how best to enable children to apply their learning to become highly competent readers.</p> <p><b>In School Evidence:</b> A systematic synthetic phonics programme was required and Little Wandle was felt most appropriate based on our previous practice and allows us to move swiftly into a new approach.</p>	1
<p><b>Reconnection Curriculum</b> Continue the development of the 'Reconnection Plan' that supports developing the progress of key basic skills through application and real life contexts.</p>	<p><b>COVID-19 Evidence Summary:</b> Recently published studies show that time out of school in the 2019/20 academic year may have affected primary pupils' performance in reading, maths and spelling, punctuation and grammar assessments, with pupil premium pupils being more affected, as well as basic skills for independence in younger children.</p> <p><b>In School Evidence:</b> Data analysis shows that key areas of understanding have been largely impacted by the pandemic. This is particularly in Writing and Reading.</p>	2
<p><b>CPD – Monitoring Progress</b> School will continue to have a rigorous monitoring schedule that allows teaching staff to look at barriers to learning within their class, PP group and PP children with SEND. Time provided for monitoring and data analysis.</p>	<p><b>EEF Guide to Implementation:</b> Recommends using implementation data to actively tailor and improve approaches whilst sustaining implementation through ensuring data remains fit for purpose.</p> <p><b>In School Evidence:</b> Termly Pupil Premium Progress meetings ensures that PP children are being given consistent opportunities to make progress and allows an exploration of barriers.</p>	1, 2, 3

<p><b>CPD – SEND Support</b></p> <p>Review and further develop SEND support and scaffolds in class. The SENDCO and PP Champion to work together to monitor progress of those with an additional need and PP.</p>	<p><b><u>EEF Special Education in Mainstream Schools:</u></b>  Recommends building an ongoing, holistic understanding of pupils and their needs using an ‘assess, plan, do, review’ approach.</p> <p><b>In School Evidence:</b> SEND children are monitored carefully by the SEND team at school. There is a need to combine the PP champion and SEND team to support PP+SEND children.</p>	<p>3</p>
--	---	----------

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

Budgeted cost: £35,389

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>High Quality Support Staff</b></p> <p>Teaching Assistants are well trained and provided with opportunities to upskill in order to provide high quality support to PP children.</p>	<p><b><u>EEF Evidence:</u></b> Schools should use a small number of carefully chosen and well-structured interventions, with reliable evidence of effectiveness</p> <p><b>In School Evidence:</b> Following the pandemic, the use of high quality interventions proved crucial for supporting PP children. It is felt that this needs to continue in future academic years.</p>	<p>1, 2, 3</p>
<p><b>Early Reading Structured Interventions</b></p> <p>Children in F1 – Y2 will receive phonics sessions in line with Little Wandle. Those who need further catch up, will receive interventions through school (F1 – Y6)</p>	<p><b><u>Little Wandle Evidence:</u></b> Little Wandle Letters and Sounds Revised also draws on the latest research into how children learn best; how to ensure learning stays in children’s long term memory and how best to enable children to apply their learning to become highly competent readers.</p> <p><b>In School Evidence:</b> A systematic synthetic phonics programme was required and Little Wandle was felt most appropriate based on our previous practice and allows us to move swiftly into a new approach.</p>	<p>1, 2</p>
<p><b>Pleasure for Reading</b></p> <p>PP children will have the opportunity to share texts, read texts aloud and have additional support in reading. This will be supported by the <a href="#">‘South Yorkshire Reading Guarantee.’</a></p>	<p><b><u>UKLA Reading for Pleasure:</u></b> Children deserve to be offered the same opportunities for choice when deciding what to read</p> <p><b>In School Evidence:</b> Following the return to school, children have appeared less motivated to read and there therefore needs a further emphasis on developing a love for reading.</p>	<p>1, 2</p>
<p><b>Key Skills Interventions</b></p> <p>Where a PP need is provided, interventions will take place to rehearse and develop key skills in Mathematics and English. The SENDCO team will monitor and review progress with these interventions.</p>	<p><b><u>COVID-19 Evidence Summary:</u></b> Recently published studies show that time out of school in the 2019/20 academic year may have affected primary pupils’ performance in reading, maths and spelling, punctuation and grammar assessments, with pupil premium pupils being more affected, as well as basic skills for independence in younger children.</p> <p><b>In School Evidence:</b> Data analysis shows that key areas of understanding has been largely impacted by the pandemic. This is particularly in Writing and Reading.</p>	<p>2, 3</p>

<p><b>External Support</b></p> <p>The use of external agencies will be used to support PP children who show a specific need. For example, SALT.</p>	<p><b>EEF:</b> Oral language interventions consistently show positive impact on learning.</p> <p><b>In School Evidence:</b> Following baseline assessments, there is a need for further external support to support the implementation of SALT through school.</p>	1, 2
<p><b>PP Focus</b></p> <p>All staff are aware of the provision expectation for PP children and maintain a monitoring approach to learning from each individual.</p>	<p><b>EEF Guide to Implementation:</b> Recommends using implementation data to actively tailor and improve approaches whilst sustaining implementation through ensuring data remains fit for purpose.</p> <p><b>In School Evidence:</b> Termly Pupil Premium Progress meetings ensures that PP children are being given consistent opportunities to make progress and allows an exploration of barriers.</p>	1, 2, 3

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

Budgeted cost: £48458.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Nurturing Environment</b></p> <p>A supportive, high quality SEMH nurture support provision in place. Taking place within the classroom, from a warm welcome to a calm, neutral feel to each classroom.</p>	<p><b>EEF SEND in mainstream:</b> Pupils' needs will change as they move through different environments and life experiences. 'Environment' does not just mean the physical environment in the school; it refers to the activities that pupils take part in and the interactions they have with staff and other pupils. Environmental factors can play an important role in creating barriers that compromise a pupil's experience at school.</p> <p><b>In School Evidence:</b> Pupil voice reflected the need for a quieter, calmer environment in school.</p>	4
<p><b>SEMH Support - Nurture</b></p> <p>A well-planned nurture referral process to work alongside two learning mentors and an ELSA specialist. Careful monitoring and review process to fully analyse the holistic progress. This will be in liaison with and support from the Real Training NASENDCO course uptake and external provision such as MIND.</p>	<p><b>EEF Social and Emotional</b> - The effects of SEL work can be amplified through classrooms that help children to practise their skills in their everyday interactions.</p> <p><b>In School Evidence</b> – SEMH records and RecordMy notifications show an increase in SEMH needs that need supporting in school.</p>	4
<p><b>Lunchtime Provision</b></p> <p>A well-planned and well-staffed lunch time provision, including when eating lunch, to support and model appropriate play and conversation during unstructured times. Break out spaces and resources to support safe and calm play.</p>	<p><b>EEF Social and Emotional</b> - The effects of SEL work can be amplified through classrooms that help children to practise their skills in their everyday interactions.</p> <p><b>In School Evidence</b> – Some of our PP children may not get the chance to sit around a table to eat as a group or have appropriate play exemplified which is the reasoning behind our support.</p>	4, 5

<p><b>Attendance</b></p> <p>Implementation of a breakfast club and walking bus to support the arrival of children on time and ready to learn. Where attendance trends become a concern, a 'team around the family' approach is taken to take a proactive, supportive method to raise attendance again.</p> <p>Nurture breakfast where necessary, and a PP healthy snack option at break for wellbeing purposes.</p>	<p><a href="#"><u>British Psychological Society</u></a> – It is claimed that children who are absent from school to any extent are more likely to leave school with few or no qualifications and are more likely to be out of work, suffer mental health difficulties and become homeless.</p> <p><b>In School Evidence</b> – Attendance data and case studies</p>	4
<p><b>Developing Experiences</b></p> <p>Subsidy in place to allow for more opportunities for PP children, including musical instrument lessons, school visits and after school clubs. PP children to take priority. Visits and other experiences planned throughout the child's experience at Wath Central.</p>	<p><a href="#"><u>EEF Toolkit</u></a> – EEF rates the participation in the arts and outdoor activities as moderate impact at a low cost.</p> <p><b>In School Evidence</b> – PP children's experiences are limited at home and WCP aim for all children to be provided with a variety of childhood experiences.</p>	4, 5
<p><b>Supporting Families and Wellbeing Support</b></p> <p>A supportive, familiar family support worker (DSL) who builds and supports relationships with families. An open, friendly staff body who work on building family's trust and support.</p>	<p><a href="#"><u>EEF – Social and Emotional Learning</u></a>: An important part of whole school strategies is therefore the school's engagement with families to ensure that social and emotional skills that are taught and practised at school are reinforced in the home environment.</p> <p><b>In School Evidence:</b> There are a number of families who have had negative experiences of education growing up. Through support and engagement, it is felt important that we build relationships with all our PP families, to fully support them.</p>	4, 5

**Total budgeted cost: £143,271.43**

## 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.*

The review of actions, as seen below, is documented on the previous template as this is prior to the release of the current, new template that strategy above is set out in.

Our internal assessments for 2020-21 suggested that the performance of disadvantaged was lower than previous years in key areas of the curriculum. Following the national lockdown, there has been significant impact in writing particularly with reading and maths seeing a slight decrease in most year groups.

Our assessment of the end of year data collection point, considered through pupil progress discussions, observations and moderation work points heavily to the COVID-19 impact. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils. However, when assessing our children who do not have an additional barrier (such as PP+ children and PP+SEND children) some year groups have continued to sustain performance when compared to non-PP. This was particularly evident in Year 1, Year 3 and Year 6. However, this is not consistent through school, with the general overview suggesting a further focus on reading and key skills to improve understanding.

A success of the statement, included the growing attendance rate for PP children. In comparison to previous years, Pupil Premium attendance has raised by 2% but is still just below the national average at 94%. The Pupil Premium statement moving forward needs to continue to have an attendance focus to further increase attendance of our pupil premium children to above 96%.

Another impact from the COVID lockdown was the increase in SEMH needs. However, the referral process and support from learning managers allowed the nurture at Wath Central to continue to be reactive to the needs of the children and support SEMH needs. Moving forward, we need to explore the SEMH needs of our pupil premium children further, monitor the impact of COVID in more detail and continue to provide a high quality nurture support system for our children.



1. Review of expenditure	
Previous Academic Year	2020-21
<b>Intended Outcomes</b>	
<b>First Quality Teaching</b>	
A	Basic skill gaps (following school closure due to COVID-19)
B	Limited aspiration resulting from home budgets and limited life experience.
<b>Targeted Academic Support</b>	
C	Poor rates of attainment and progress due to minimal retention of key skills. Further gaps in learning due to school closure
D	Early language acquisition, vocabulary and the effect of phonics and early reading.
<b>Wider Strategies</b>	
E	Social and Emotional needs.
F	Inconsistent attendance and punctuality in school.
<b>Intended Outcomes</b>	



i. Quality of teaching for all			
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
Children to access a 'recovery style curriculum' format.	<ul style="list-style-type: none"> <li>Recovery curriculum adopted following the reopening of the school.</li> <li>Gaps identified for areas or curriculum and skills which have been lost.</li> <li>Clear guidelines and CPD delivered for staff to plan and deliver an effective curriculum.</li> <li>Teaching will be directed to gaps which will be closed with additional support.</li> <li>Implementation of reading strategies for support staff.</li> <li>Programmes adopted which can be accessed at school and at home (Numbots- basic maths skills, Timestables rockstars, Bug clubreading)</li> </ul>	<p>The Recovery Curriculum allowed for children to pick up learning from where their current ability allowed each child to. Books represented a supported approach to learning and development for PP children.</p> <p>Evidence: Book looks/drop ins/moderation from last academic year</p> <p>Staff were able to identify PP children and the strategies in place for each child, showing a clear overview of support for disadvantaged children.</p> <p>Evidence: PP Pupil Progress Meetings</p> <p>From data analysis, the gap did not significantly widen but did not significantly narrow. COVID had an impact on PP children which led to a widening after the first two lockdowns but the gap is now decreasing following reopening and</p>	As the new academic year starts, a similar, more accelerated approach to progress needs to be tackled to ensure further narrowing of the gaps.



		<p>further implementation and adaptation of strategy</p> <p>Evidence: Data analysis</p> <p>PP children felt confident in the classroom and were able to work at a pace that allowed for progress but was not too overwhelming.</p> <p>Evidence: Pupil Voice Collection</p>	
<p>Children will access a knowledge rich curriculum which encourages reflection, questioning and</p>	<ul style="list-style-type: none"> <li>• Further develop the curriculum introduced last academic year</li> <li>• Driven by philosophical concepts and retention of skills and knowledge.</li> <li>• Specifically developed to increase children’s cultural capital and understand wider perspectives.</li> <li>• A further focus on topical discussions and relevance in today’s world, following reopening of school.</li> <li>• Current real life and topical issues such as environmental concerns.</li> <li>• Teachers to engage children through current events and through appropriate enrichment.</li> </ul>	<p>The curriculum implemented and the CPD provided to support the curriculum gave PP children opportunities that they may not have access to outside of school. This ensured a variety of coverage of views, beliefs and concept based activities.</p> <p>Evidence: Planning documentation collection and CPD records</p> <p>Upon speaking to the children, they were enthusiastic about the activities they have taken part in. When speaking with teachers, they explained the importance of these lessons</p>	<p>Opportunities to explore beliefs and topical issues in depth is a further way to develop curiosity and enthusiasm amongst children. For the disadvantaged children, this may be an opportunity that they may not get elsewhere.</p>



<p>aspirations.</p>	<ul style="list-style-type: none"> <li>Vocabulary to be a key aspect of learning across the curriculum.</li> </ul>	<p>and the viewpoints and topical matters that were discussed in depth.</p> <p>Evidence: Staff record, CPD meetings, Pupil voice</p>	
<p>To enhance pupils' language acquisition and vocabulary</p>	<ul style="list-style-type: none"> <li>'Recovery' delivery of phonics and the discrete teaching of vocabulary.</li> <li>Quality first teaching of phonics and vocabulary.</li> <li>Children assessed in F1 from SALT</li> <li>Teachers share breadth of stories daily across school.</li> <li>Phonics CPD through observations and coaching models to upskill KS2 staff including TAs.</li> <li>Intervention teacher for phonics, reading including assessment using benchmarking and PIRA</li> </ul> <p><i>Key focus year groups include EYFS, Y2, Y5 and Y6.</i></p>	<p>There was a significant decrease in phonics attainment during the COVID lockdown in Year 1. Upon returning to school, there was a clear focus on phonics and an accelerated approach and in depth study of early reading.</p> <p>Foundation Stage phonics developed throughout the year and continued to progress. We now need to ensure the more able children can progress and apply further phonics knowledge.</p> <p>Evidence: Data analysis from early reading lead.</p> <p>Interventions continue to be established to support younger children. Consistent phonics interventions allowed for some progress but further review is required.</p> <p>Evidence: Feedback from early reading lead.</p>	<p>The early reading scheme will be looked at and reviewed following Government guidance to allow for accelerated progress in early reading.</p>



<p>To provide 'catch up', early intervention and accelerated pathways in order to boost attainment and progress and bridge gaps.</p>	<ul style="list-style-type: none"> <li>All PP children who are working at a greater depth of understanding will continue to make at least expected progress and remain above the national expectation by the end of KS2.</li> </ul>	<p>The new school year has provided a wider variety of contexts for GD PP children to explore, particularly in Mathematics. However, the impact has been seen most beneficial in the later year groups in Maths.</p> <p>Evidence: Data collection analysis</p> <p>However, there are some GD children who's enthusiasm of learning has lowered and teachers have worked to develop further interest in learning – including driving meaningful purposes.</p> <p>Evidence: Staff feedback</p>	<p>Moving forward, there will be a review of the projects and curriculum delivery which will emphasise the need for meaningful outcomes.</p> <p>Consider, review and emphasise the importance for PP children to be challenged for GD understanding.</p>
<p>To ensure that PP children are identified from</p>	<ul style="list-style-type: none"> <li>All teachers to have PP children in mind at all times.</li> <li>PP and vulnerable children identified quickly to ensure on register at earliest point.</li> <li>EYPP drive this year to ensure children identified, gaps assessed and analysed. Teachers to work on an intervention schedule to ensure children are catching</li> </ul>	<p>There is continued awareness of PP children across school. The use of Pupil Progress meetings with a pupil premium focus has further developed this.</p> <p>Evidence: PP Pupil Progress meetings, Learning walks</p>	<p>Key to continuing further impact of PP children.</p>



<p>the earliest point to begin school support.</p>	<p>up, keeping on track and extension for more able.</p>		
<p><b>ii. Targeted support</b></p>			
<p><b>Desired outcome</b></p>	<p><b>Chosen action / approach</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>
<p>To enhance PP children's language acquisition and vocabulary.</p>	<ul style="list-style-type: none"> <li>• Fs – Y6 At least 25% Pure PP children will fulfil their potential in reading achieving GD.</li> <li>• Targeted support at Y2 and Y4 pure PP children so that at least 70% can achieve ARE.</li> <li>• High quality texts used to increase vocabulary acquisition.</li> <li>• Specific and discrete teaching of vocabulary</li> <li>• Daily phonics KS1 and catch up phonics KS2.</li> <li>• Writing intervention support in class, TA support group and intervention teacher.</li> </ul>	<p>The largest % of GD depth PP children is seen in the older year groups in school. There continues to be support needed for PP children in the early stages of school. This is particularly evident since the pandemic. Y2 and Y4 have seen an increase in PPP % working at A+ however, this does not translate to GD.</p> <p>Evidence: Data analysis</p> <p>Phonics interventions went ahead and a review of the strategies in place is currently underway. The gap between PP and non-PP has narrowed</p>	<p>Y3 and Y5 will maintain focus cohorts moving forward.</p> <p>A review of the phonics scheme and reading will take place in the Autumn term with the progress of PP children being at the forefront.</p>



<p>To provide 'catch up', early intervention and accelerated pathways in order to boost attainment and progress and bridge gaps.</p>	<ul style="list-style-type: none"> <li>• Emotional literacy specialist sessions for vulnerable children</li> <li>• Reading support from volunteers when able.</li> <li>• Additional provision areas and focus on reading areas in classrooms.</li> <li>• Investment and encouraging staff to use texts from the library</li> <li>• Bug club</li> <li>• Additional books to ensure children are matched with both a phonics book and a reading book</li> </ul>	<p>significantly, with the PPP and non-PP gap narrowing further.</p> <p>Evidence: Early reading lead phonics breakdown</p>	
<p>To enhance PP children's language acquisition</p>	<ul style="list-style-type: none"> <li>• PP children within the Y1 cohort will close the gap between the group and non-PP group.</li> <li>• Consolidate basic key skills through additional support to allow for a development of progress.</li> <li>• Further SEMH provision to accommodate those with behavioural difficulties</li> </ul>	<p>Where children do not have additional barriers to learning, PPP children in Y1 are outperforming non PP children. The curriculum delivery for PP and SEND is in line with the SEND policy to allow progress to continue and has been a focus throughout the school year.</p>	<p>Fast acting nurture development programmes to support PP children struggling with COVID related SEMH difficulties is crucial and will continue into the next year.</p>



<p>on and vocabulary.</p> <p>To provide 'catch up', early intervention and accelerated pathways in order to boost attainment and progress and bridge gaps.</p>	<p>resulting from closure and COVID restrictions.</p> <ul style="list-style-type: none"><li>• Deploy an additional TA to the Y1 PP group to ensure that children can receive appropriate support within teaching group and specific intervention.</li></ul>	<p>Evidence: Early reading lead phonics breakdown</p> <p>SEMH packages have been reviewed and tailored to support children in the reopening of school.</p> <p>Evidence: Learning mentor records</p>	
--	---	---	--



<p>To enhance PP children's language acquisition and vocabulary.</p> <p>To provide 'catch up', early intervention and accelerated pathways in order to boost</p>	<ul style="list-style-type: none"> <li>• Focus on vocabulary in the previous academic year, developed further this year.</li> <li>• Pupil Premium Children will have continue to gain a wider bank of vocabulary which will contribute towards progress and attainment in reading, writing and mathematical reasoning.</li> <li>• Early assessment of children for SALT interventions.</li> <li>• TA interventions for SALT targets and development plans.</li> <li>• Teachers lead daily reading sessions from breadth of stories including all genres.</li> <li>• FS children will be supported in their language development and issues will be quickly identified and acted upon.</li> </ul>	<p>There has been an increase in PP working at A+ across school and in some year groups, particularly further up school PPP outperforming non-PPP. This is supported by the development of vocabulary but further work still can be looked at to support narrowing the gap of vocabulary exposure.</p> <p>Evidence: Data analysis</p> <p>SALT children assessed early and assessments maintained through EYFS. SALT identified for some PP children further up school when needs supported the use of this.</p> <p>Evidence: SALT reports</p>	<p>Continue the development of vocabulary through school and the early identification of SALT as this has seen an impact on progress through school.</p>
--	--	---	--



<p>attainment and progress and bridge gaps.</p>	<ul style="list-style-type: none"><li>• Employment of a Speech and Language Therapist (1 day fortnightly) to support FS staff in delivering high quality SAL support.</li><li>• PP children have 1:1 reading time with additional adult.</li><li>• Vocabulary taught explicitly with retrieval practice.</li><li>• Bedrock vocabulary programme</li><li>• Comprehension books for Y1 up.<ul style="list-style-type: none"><li>•</li></ul></li></ul>		
---	---	--	--



iii. 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)
To provide high quality SEMH support through a holistic and nurturing environment.	<ul style="list-style-type: none"> <li>All children have a positive, welcome start to the day through clear routines, friendly manners and are ready to start the learning day.</li> <li>Staff welcome children at the classroom door to start the day on a positive note and children feel welcomed into the learning environment. Staff greet parents alongside children and welcome them into school where possible.</li> <li>Further into the academic year, when school routines can become more similar to how they were prior to COVID-19, the use of a Nurture Breakfast Club to ensure PP children have consistent routines and settling in strategies to start the school day. 2x TAs employed to cover the breakfast club with the inclusion of food and drink costs. Prior to this, staff within bubbles will assist with accommodating this with the more vulnerable children.</li> </ul>	<p>The actions in this section have been key to the reintegration of children following the reopening of school.</p> <p>The breakfast club has continued to be a support with parents praising the system to raise attendance of the children.</p> <p>Evidence: DSL meeting, Parent Feedback, Attendance data</p> <p>SEMH support was in place following the reopening, particularly for PP children to support the lowering of anxiety in returning to school. This included both school staff and external agencies such as MIND.</p> <p>Evidence: PIVAT support, MIND reports, Learning Mentor notes</p>	<p>Maintain the approach moving forward and look at widening the breakfast offer in 2021-22</p> <p>Maintain and review the lunchtime provision based on the needs of the children.</p>



	<ul style="list-style-type: none"><li>• Classrooms and the general school environment to provide an inclusive, calming environment that allows PP pupils to access new learning and a culture of comfort and safety.</li><li>• Identified pupil's access to good quality mental health support. With the impact of COVID-19, have a clear nurture referral, monitoring and evaluating system. Led by 2x learning mentors, staff to have CPD where necessary.</li><li>• Bespoke coping strategies for individual PP children including anger and anxiety gremlin work.</li><li>• Employment of 2 Learning Mentors to carry out targeted support work to enable pupils to overcome barriers to learning</li><li>• Employment of MIND worker (1 day per week) to support identified pupils. Provide quality planned support From LM and team from Positive Regard for identified pupils including PPG pupils to overcome SEMH barriers.</li><li>• To offer additional breakfast and lunch provision to ensure that children's needs are met at less structured time and to lower anxiety levels for identified vulnerable children. This will be particularly more evident as larger bubbles are</li></ul>	<p>The lunch routines and provision areas provided lower anxiety, particularly for PP children in UKS2 who were finding the bubble system overwhelming. The offer of this will continue into 2021-22.</p> <p>Evidence: Learning walk</p>	
--	---	--	--



	<p>formed – this is intended for later in the academic year.</p> <ul style="list-style-type: none"><li>• Support for children directly relating to Covid 19: Meals will be delivered and welfare checks and paper versions of resources delivered where necessary.</li><li>• Employment of 14 TAs to support identified PP and other groups of pupils during lunchtime. Provide children with positive dining experiences, reinforcing day to day expectations and manners when in the dining hall.</li><li>• Additional lunchtime provision areas provided to PP children to access quieter zones, minimising children becoming overstimulated.</li></ul>		
--	--	--	--



## 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
Bug Club	ActiveLearn
TimesTables Rock Stars	Maths Circle

## 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?	Wath Central Primary currently have two service children attending school. 1 child receives funding through academic support due to the needs shown. 1 child received funding through access to wider curriculum opportunities.
What was the impact of that spending on service pupil premium eligible pupils?	Both children have full access to the curriculum Wath Central provides and opportunity to extend their curriculum further in post school opportunities.