

## Pupil Premium Strategy Statement 2022-23

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	Brecknock Primary School
Number of pupils in school	Census data - October 22
Proportion (%) of pupil premium eligible pupils	Census data - October 22
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-23
Date this statement was published	September 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Helen Bruckdorfer
Pupil premium lead	Conor Loughney, Laura Lien
Governor lead	Alex Gardiner / Emma Bell

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£232,320
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	£232,320

## Part A: Pupil premium strategy plan

### Statement of intent

The school is committed to ensuring all children make rapid progress from whatever his or her starting point, 'no child will be missed and no child will fall behind. Provision is matched to the needs of each and every child to ensure that not a moment in school is wasted'.

The school received a letter from Sam Gyimah, the Under Secretary of State for Childcare and Education, which states that between 2011 and 2016 the school was 'one of the highest achieving in the country in terms of the attainment and progress of disadvantaged pupils'. In 2018, Sadiq Khan named Brecknock as one of his 'Schools For Success' to celebrate the school's achievements in supporting pupils needing extra help to fulfill their potential.

The intent of Brecknock school is to provide all pupils with a rich and horizon broadening curriculum, with teaching experiences to enable them to become informed and active learners. Following school closures due to Covid the gap between disadvantaged pupils and others widened for some children. This was our key focus in 2021-22. Our focus in 22-23 will be continuing to support disadvantaged pupils to narrow the gap, ensuring they continue to make rapid progress. Our curriculum is designed and delivered with a strong commitment to maintaining and improving the level of progress and attainment of disadvantaged pupils from EYFS to the end of Key Stage 2 and closing the gap between disadvantaged and non-disadvantaged pupils within our own school context. We want to ensure that all children have access to a wide range of activities in school and through extended provision to enrich their learning and promote health and wellbeing.

### Challenges

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

Challenge number	Detail of challenge
1	<p>Focus on middle and lower attainers who are making less progress than other PP pupils and not attaining expected levels in reading, writing and maths. There are low levels of family literacy and parental engagement with learning in many groups. Additional barriers for some families include EAL and lower communication and language skills upon entry into school.</p> <p>There is a significant gap in KS2 in all subjects and at greater depth - please see section B.</p>
2	<p>On entry baseline assessments for disadvantaged pupils show low starting points in many areas of the EYFS Framework, with lower communication and language skills.</p>

	Closing the gap in attainment in Early Years in the context of the EYFS Framework.
3	Persistent absence is above national and local averages for disadvantaged pupils. Attendance rates of groups of pupils with additional vulnerabilities and complex needs is above national.
4	Increased social emotional mental health needs of children and families. Improvement in access to support services and providing early help. Targeted and accessible extra-curricular activities are essential to support the physical and mental wellbeing of disadvantaged children.

### 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
To support disadvantaged children to make accelerated progress in phonics and reading, writing and mathematics towards end of year expectations, closing the gap between disadvantaged and non-disadvantaged children..	<ul style="list-style-type: none"> <li>- Reduced attainment gap between disadvantaged pupils and others in phonics, reading, writing and mathematics.</li> <li>- Disadvantaged to have attainment at least inline with 'others' nationally.</li> <li>- Reduced pupil premium gap at KS2 in all subjects, and inline or improved at KS1.</li> <li>- Increased parental engagement and confidence (workshops/meetings)</li> </ul>
To develop early language and vocabulary acquisition, strengthen phonic knowledge and early reading skills.	<ul style="list-style-type: none"> <li>- GLD for disadvantaged pupils inline with national and local averages.</li> <li>- Communication and Language prime area of EYFS framework inline with national and local averages.</li> <li>- Impact of high quality oracy teaching and carefully planned interventions shows rapid progress for identified disadvantaged pupils, with a focus on Neli programme which shows rapid</li> </ul>

	<p>progress for identified disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>- Literacy - comprehension and word reading area of EYFS framework inline with national and local averages, reduction in gap with 'other' pupils.</li> <li>- Year 1 (and Year 2) phonics screen results inline or above local and national averages for disadvantaged pupils.</li> <li>- Systematic Synthetic Phonics scheme effectively embedded throughout the school and shows impact in reading and writing. All staff are confident in using the SSP to support children.</li> <li>- Increased parental engagement and confidence (workshops/meetings)</li> </ul>
<p>To ensure attendance of disadvantaged children is in line with national expectations and disadvantaged children from vulnerable groups are above national expectations.</p>	<ul style="list-style-type: none"> <li>- 97% attendance for pupil premium children.</li> <li>- 97% attendance for PP children from vulnerable groups.</li> <li>- Inclusion/Pastoral team meet regularly to track and identify families and children requiring support with attendance.</li> <li>- Role of Child and Family Support Worker embedded in the federation.</li> <li>- Identification of barriers to attendance and signposting of services to identified families/groups</li> <li>- Attendance systems and whole school attendance initiatives, including assemblies, promotion in newsletter and links to Send My Friend campaign are well established.</li> </ul>

	<ul style="list-style-type: none"> <li>- EBSA guidance is followed when supporting families with emotionally based school avoidance.</li> </ul>
<p>To ensure disadvantaged pupils have access to high quality services, extra curricular provision and enrichment opportunities.</p>	<ul style="list-style-type: none"> <li>- All disadvantaged pupils attend at least two extra curricular clubs a week. Clubs subsidised for identified families.</li> <li>- All disadvantaged children have access to enrichment opportunities and attend all residential trips when age is applicable.</li> <li>- Identified families benefiting from early help; impacting attendance, social and emotional and learning behaviours.</li> <li>- Disadvantaged pupils targeted to attend summer school and holiday HAF schemes.</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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional SLT teaching in Y2/Y6</p>	<p>Education Endowment Fund claims that reducing class sizes results in around 3 months additional progress on pupils, on average. Children are given more high quality feedback and more individualised learning experiences. Teachers team teaching results in the professional development of staff.</p> <p>Allow better targeting of different ability ranges within the class with 3 teachers rather than two. Plug gaps and extend where needed to ensure accelerated progress for all groups leading to higher attainment and progress than expected levels.</p>	<p>1 2</p>
<p>Oracy - Voice 21 stage 2 training for staff across the school - all staff benefitting from partner school's Voice 21 accreditation with oracy champions in place.</p> <p>Voice 21 Professional Development Programme and partnership to support the whole school focus on oracy with high quality speaking and listening activities to support children's communication and vocabulary acquisition</p>	<p>EEF and Voice 21 evidence</p> <p>"In school, oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. It is also a route to social mobility, empowering all students, not just some, to find their voice to succeed in school and life."</p> <p>On entry to school, disadvantaged children's spoken language development is significantly lower than their more advantaged peers.</p> <p>Language skills consistently emerge as a strong predictor of student attainment. Students who start primary school with poor language skills underperform in English and maths, and have lower rates of school enjoyment and confidence.</p>	<p>1 2 3 4</p>

	At school, children with poor language and communication skills are less likely to reach expected levels of attainment.”	
Focus on Early Reading and rigorous phonics - keep up not catch up. Little Wandle SSP scheme introduced for all children and embedded into all teaching practice - key foundation for early reading programme	Synthetic Systematic Programme which shows fidelity to the scheme. A continued sharp focus on the lower 20% of readers in each year group. Building on the introduction of SSP scheme introduced in January 2022.  The EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy and recommends all schools use a systematic approach to teaching it. pupils need to keep up with their peers rather than be helped to catch up later, at a point when learning in the wider curriculum depends so much on literacy. Where pupils make insufficient progress, extra efforts should be made to provide them with extra practice and support from the beginning.	1 2
High quality, carefully planned professional development - peer to peer practice based lesson study approach for all teachers. Connecting Classrooms and Lesson Design Observation cycles supporting reading, writing, maths, oracy, retrieval and feedback.	Evidence collected during a study by the GTC suggested that “teachers benefited in a number of ways including: improved capability for designing learning tasks, experience of collaborative working which offered the teachers the opportunity to tackle problems together and to share project work out gaining skills in reflection, discussion and evaluation, and developing a research perspective in their classrooms continuing to have the opportunity to share problems and solutions with other teachers through informal networks created during the project improved self-confidence. Teachers felt that by becoming learners themselves - by developing a greater capacity for thinking independently, reflecting critically, problem solving and working together with other teachers - they had also become better role models for the children they taught.	1 2
Destination Reader and Reading RoadMap and Explorer initiatives.	Additional sets of books to ensure that children have a wide selection. Reading Challenge to encourage reluctant readers across KS1 and KS2.	1
Mastering Number - New EYFS, Y1 and Y2 teachers trained with NCTEM to impact fluency and number sense.	Mastering Number is a collegiate approach to professional learning, building on the successes of the NCETM hub work. The project will: <ul style="list-style-type: none"> <li>- develop skills in working in a professional learning community, reflecting with other colleagues on their own practice, and</li> </ul>	1 2

Existing teachers to continue to use Mastering Number teaching.	<p>refining skills through support and challenge within a community</p> <ul style="list-style-type: none"> <li>- develop a secure understanding of how to build firm mathematical foundations with a stronger subject and pedagogical understanding for EYFS and KS1</li> <li>- Ensure firm foundations in children's understanding of early number</li> </ul>	
Letterjoin handwriting scheme implemented from EYFS-KS2	<p>Each of the key stage requirements are met through Letter-join's aim is for children to develop a fluent and legible, cursive handwriting style to ensure they reach the standard expected at the end of each key stage. Suggestions for differentiation are included in the key stages in order that every child has the opportunity to master the relevant skills.</p> <p>Non pre- cursive handwriting adaptation for EYFS and KS1 in line with SSP phonics recommendations.</p>	1 2

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTA support for 0.8 EYFS intervention support for language development and early reading/number  HLTA support 0.4	Effective support from support staff <i>and support the development of independent learning skills, which are associated with improved learning outcomes.</i>	1 2
Additional support for targeted lowest 20% in 1:1 reading from support staff	1:1 reading with support staff of targeted children. Talisman Texts used in KS2 for group reading. Phonics Little Wandle interventions to support in KS1 and some KS2 children. Nessy Reading and Spelling to support targeted children	1 2
External Tutors - through National Tutoring Programme (Connex).	Research has shown that pupils' learning has been affected by school closures (EEF, 2021), which is supported by a larger body	1 2

<p>Using qualified and experienced teachers. 25 hours a week of targeted sessions for pupils in reading and writing in KS2.</p>	<p>of evidence suggesting that the attainment gap tends to grow over periods such as summer holidays when schools are shut. <i>There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils’ specific needs; and that it can be particularly effective for disadvantaged pupils.</i> <a href="https://www.gov.uk/government/publication/s/national-tutoring-programme-guidance-for-schools-2022-to-2023/national-tutoring-programme-guidance-for-schools-2022-to-2023">https://www.gov.uk/government/publication/s/national-tutoring-programme-guidance-for-schools-2022-to-2023/national-tutoring-programme-guidance-for-schools-2022-to-2023</a></p> <p><i>It is a priority for the NTP to embed tutoring as a permanent fixture in our school system because it is a universally recognised method of addressing low attainment and educational inequality. The government is committed to narrowing the attainment gap and improving outcomes for the most disadvantaged in society. Strong evidence suggests that the model of targeted, academic support, through highly trained tutors working with small groups and individuals, can make a difference to academic progress that can be expressed in months.</i></p>	
<p>Additional maths tutoring and teaching in upper KS2 with specialist teacher</p>	<p>High quality, target interventions for year 5 &amp; 6 for identified disadvantaged pupils. See above</p>	<p>1 2</p>
<p>1:1 reading with targeted children</p> <ul style="list-style-type: none"> <li>- Beanstalk reading volunteers</li> <li>- Bookmark reading volunteers</li> <li>- Arsenal Doubles</li> </ul>	<p>Reading intervention for reluctant pupil premium readers. One-to-one reading support improves their reading ability, increases confidence and increases the enjoyment they gain from reading. Volunteers meet regularly with the English Lead to ensure quality and progress of children.</p>	<p>1 2</p>
<p>School led tutoring by teaching staff before and after school for target disadvantaged children in addition to NTP.</p>	<p><i>There is a large body of evidence that tutoring and small-group tuition is effective – particularly where it is targeted at pupils’ specific needs; and that it can be particularly effective for disadvantaged pupils.</i></p>	<p>1 2</p>

	<p>The use of teachers from the school will ensure that the needs of the children are well aligned. The 'in-house' tutoring will enable real time communication to further support pupil progress.</p> <p>See external tutor rationale.</p>	
TutorMate targeted 1:1 reading mentoring KS1 children	Tutormate evaluation found twice the rate of increase in their reading enjoyment levels, twice the rate of increase in their self-reported reading skill, a statistically significant higher rate of progression in their reading skills.Participating teachers and volunteers also reported positive experiences and perceptions of TutorMate.	1 2
Online and home learning resources for disadvantaged families for access to learning - Google Classrooms, subscriptions/resources. New home Learning /homework structure to support families with home learning and children with key knowledge retrieval.	<p>National Literacy Trust - "The home learning environment is vital in supporting early literacy, but children from disadvantaged backgrounds are less likely to be read to at home, meaning they can fall behind."</p> <p>Higher-income parents were more likely to receive online support from practitioners, and low-income families are less likely to have the resources they need, including the right digital devices and reliable internet connections.</p> <p>EEF shows "Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples, homework was an integral part of learning, rather than an add-on. To maximise impact, it also appears to be important that students are provided with high quality feedback on their work. Pupils eligible for free school meals typically receive additional benefits from homework.</p>	1 2 3 4
Summer School including focused reading from school teachers and links with organisations / Well-being coaching and physical fitness	<p>Summer schools have a positive impact on average (three months' additional progress)</p> <p>Summer schools that use teachers that are known to the pupils have a higher impact, on average</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1065868/Evaluation_of_the_20">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1065868/Evaluation_of_the_20</a></p>	1 2 3 4

	<p><a href="#">21 holiday activities and food programme.pdf</a></p> <p><i>HAF children were 5 percentage points more likely than their non-HAF counterparts to have undertaken 30 mins of exercise; and 10 percentage points more likely to have undertaken 60+ minutes of exercise. Children also reported significantly higher levels of participation in both outdoor and indoor sports and games than their non-HAF peers during a normal week. Children attending HAF were significantly more likely to feel that they ate healthy foods over the summer. Evidence also suggests HAF helped children feel more socially connected, taught them new things, and that they felt safe.</i></p>	
<p>Developing vocabulary Nuffield Early Language Intervention Scheme in EYFS / Year 1 In conjunction with Talk Boost and Early Years initiative around oracy.</p>	<p>Continuation of successful elements of the NELI programme for identified children in EYFS and Year 1 - expertise from training shared with other staff members. Linked to Talk Boost interventions</p> <ul style="list-style-type: none"> <li>- Compared to children who did not receive NELI, children on the programme progressed on average an equivalent of three additional months in language skills and two additional months in early word reading.</li> <li>- Children with English as an additional language (EAL) on the NELI programme similarly made the equivalent of three additional months' progress in language skills compared to EAL children who did not receive NELI.</li> <li>- Teaching assistants, teachers and headteachers agreed that NELI had a positive impact on children's language skills, with teaching assistants commenting that they observed improvements in the vocabulary of children, as well as in their narrative and story-telling skills, their attention and engagement levels, and in their confidence when communicating.</li> </ul>	<p>1 2 4</p>

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

Budgeted cost: £69,306

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Therapeutic and specialist behaviour and mental well-being support for vulnerable pupils to ensure children feel secure and ready to learn</p> <p>Bought in Professional Services: CAMHS</p>	<p>To offer a confidential psychotherapeutic service for children and their families including assessment, brief and longer term individual work, parent support, family work and children's groups.</p> <p>To work alongside teachers. To support teacher and families to understand the underlying meaning of pupil behaviour, identify children more easily who are at risk, and feel more confident managing their own reactions and those of the children leading to improved Evaluations for the children and better engagement between families and school.</p>	<p>3 4</p>
<p>Music bursaries - Wider opportunities - brass lessons, recorder group, Camden wide concerts</p>	<p>The Arts Council found that the challenges facing families of low-socio-economic status in supporting their children's musical activities are considerable. The cost of tuition and participating in extracurricular ensembles may be more than they can afford. They may also face challenges in transporting their children to activities.</p> <p>Short term music projects have shown that music can provide opportunities for vulnerable young people to acquire a range of transferable skills and enhance their confidence and aspirations</p>	<p>3 4</p>
<p>STEAM Education - Careers focus and links with local organisations and businesses</p> <p>Artist in Residence, Scientist in Residence</p>	<p>Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance.</p>	<p>1 2 3 4</p>
<p>Pastoral Lead support- SEMH for targeted pupils and family support/ attendance, housing, benefits and wider services</p>	<p>Nationally referrals to support mental health concerns in children are up 134%. The ongoing impact of the pandemic has increased reliance on housing and support services and impacted waiting lists. Pastoral care in schools is essential in identifying</p>	<p>1 2 3 4</p>

	families in need of support and bridging the gap where access to services is limited.	
Child and Family Support Worker to support academic attainment and attendance for disadvantaged pupils.	6.6% average attendance increase over one year 50% increase in interactions with vulnerable families and children <a href="https://www.schoolhomesupport.org.uk/im pact/">https://www.schoolhomesupport.org.uk/im pact/</a>	1 2 3 4
Attendance initiatives reviewed and SLT time on attendance	Historically, children and families have responded well to whole-school, incentivised attendance systems and weekly attendance assemblies. School attendance is linked to now linked to the school's values and the national Send My Friend campaign, looking at global attendance barriers and inequalities in education.	3 4
Additional extra curricular activities. Subsidised in school clubs: e.g. Bloomsbury football extra curricular provision	Extra-curricular activities can help to improve pupil attainment, attitudes and skills, such as motivation, confidence and team-working.  Focus on physical and mental well being of children from disadvantaged backgrounds who are targeted for clubs.	3 4
Subsidised after school provision clubs / Magic Breakfast	<i>Evaluation found that supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1 with moderate to low security.</i> EEF	3 4
Subsidised Early Years wrap around care available for disadvantaged children in Nursery and Reception	To support low income families to be able to return to work, with a provision of high quality care before and after school. <a href="http://www.familyandchildcaretrust.org/sites/default/files/files/out_of_school_out_of_m ind-withoutmap.pdf#overlay-context=out-s chool-out-mind">http://www.familyandchildcaretrust.org/sites/default/files/files/out_of_school_out_of_m ind-withoutmap.pdf#overlay-context=out-s chool-out-mind</a>	1 2 3 4
Transition support for pupils moving to Y7	Alex Quigley says: "Evidence suggests the children who decline most at the transition between primary and secondary schools are those from disadvantaged backgrounds and/or pupils with SEN. The research evidence, thankfully, offers areas of promise to mitigate the gaps that grow at transition".	3 4

Subsidised Trips e.g School Journey/Visits	To enable children from low income families to go on the school residential trips in Y4,5,6. Children gain hugely from these experiences, including learning to be independent, bonding with their classmates, taking risks, making decisions.	1 3 4
Additional wider opportunities to enrich teaching and learning E.g. poetry trip, children's bookshow, theatre trips, workshops - running throughout the year. Artist in Residence	To enable children from low income families to go on school trips across the school. Children gain hugely from these experiences, including learning to be independent, bonding with their classmates, taking risks, making decisions. EEF/ Sutton Trust research on Cultural Capital.	1 3 4

Total budgeted cost: £

Total PPG 2022/23 Academic Year	£233,000
Item / Project	Cost
Teaching Staff Salary Costs % of Salaries for the following staff: - Leaders of Learning - Upper KS2 Tutor - Specialist SEN Teacher - Year 6 Additional Teacher	£108,680
Support Staff Salary Costs - Learning Mentor - Community Liaison Officer - Assistant SENCO - Sports Coach and Assistant Sports Coach - CFSW - part of grant from Richard Reeves	£85,461
Staff Training & Development - Training and workshops - Supply cover for in-school CPD development (Connecting Classrooms)	£2,500
Curriculum Enrichment - Artist in Residence - Reading/Phonics Schemes - resources - In-school reading support - Science in residence	£13,000
Online Learning Resources - Whole School Initiatives - Maths & English subscriptions - Handwriting subscriptions	£2,000

Mental Health and Wellbeing Support <ul style="list-style-type: none"><li>- CAMHS</li><li>- EP SLA</li><li>- Pastoral provision</li></ul>	£11,120
Enrichment Opportunities <ul style="list-style-type: none"><li>- Extra curricular provision including breakfast club, after school club, extended provision</li><li>- Class trips</li><li>- Residential trips</li></ul>	£10,000
<i>Total</i>	£232,761

## 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.

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Funding overview	
Detail	Amount
Pupil premium funding allocation 2021-22	£208,475
Pupil premium funding carried forward from previous years	£0
<p>Objectives in spending:</p> <p>INTENT 21-22: Following school closures due to Covid the gap between disadvantaged pupils and others has widened, our focus will be supporting these pupils to narrow the gap and be ready to progress. The aim for all of our pupils is to provide a curriculum, teaching and experiences to enable them to become informed, articulate and confident. Improving children's health, wellbeing and access to education is an important key to success.</p> <p>This year, the school is continuing to implement a recovery curriculum with a strong commitment to maintaining and improving the level of progress and attainment of disadvantaged pupils from EYFS to the end of Key Stage 2 and closing the gap between disadvantaged and non-disadvantaged pupils within our own school context.</p> <p>INTENDED OUTCOMES:</p> <ol style="list-style-type: none"><li>1.) To support disadvantaged children to make accelerated progress in phonics and reading, writing and mathematics towards end of year expectations.</li><li>2.) To develop early language and vocabulary acquisition, strengthen phonic knowledge and early reading skills.</li><li>3.) To ensure attendance of disadvantaged children is 97%, inline with national expectations and disadvantaged children from vulnerable groups are above national expectations.</li><li>4.) To ensure disadvantaged pupils have access to high quality services, extra curricular provision and enrichment opportunities.</li></ol>	
<p><u>Summary of spending and actions:</u></p>	

- Additional specialist teacher time in English and Maths to take focus groups and support staff development.
- School led high quality after/before school tutoring for Key Stage 2 students in core areas.
- On costs for tutors employed through the National Tutoring Programme programme subsidised by the government. Targeted tutoring for identified pupils - linked to Covid catch up funding.
- Ensured all pupils had adequate access to technology for online learning while at home and in school.
- Rigorous professional development schedule throughout the academic year for teachers and support staff, in conjunction with partner school. Focus on retrieval of key knowledge and skills in all areas of the curriculum and vocabulary teaching.
- Enrichment activities and after school clubs subsidised to broaden experiences and opportunities for all disadvantaged pupils.
- Summer School targeted for disadvantaged and vulnerable pupils for four weeks with reading support, mental and physical health programmes. Over 100 disadvantaged pupils accessed this.
- Health and mental well-being support for families and staff.
- Professional development for all staff around mental health and well being throughout the year - TIPIC.
- Inclusion team, therapeutic and specialist behaviour and mental well-being support for vulnerable pupils to ensure children feel secure and are able to learn (TOPS).
- Transition support for pupils moving to Y7, working with local secondary schools.
- Focused reading and phonics interventions for identified children - in line with the SSP phonics programme embedded across the school. Strong focus on early reading - training and resource programme.
- Parents and carers are upskilled to support their children's learning through online and in person workshops.
- Fine motor skills group and language interventions (NELI - linked to Covid catch up) with EYFS children by highly trained staff.

## Outcomes:

2022 saw a return to standardised tests, the first time since 2019, so please see comparison of results for these two years.

### Reaching expected or above

The average scaled score is inline with and national levels for all areas of the curriculum, although the gaps are bigger than in reading and mathematics than 2019.

In terms of progress scores, for disadvantaged pupils this was as follows:

- In reading, writing and maths, disadvantaged children scored below all other children.

KS2	2019			2022		
	All	PP	Non- PP	All	PP	Non- PP
Reading	79%	65%	96%	85%	67%	97%
Writing	74%	58%	92%	75%	57%	87%
Maths	91%	84%	100%	85%	67%	97%
Combined	72%	55%	92%	71%	48%	87%
KS1	2019			2022		
	All	PP	Non- PP	All	PP	Non- PP
Reading	76%	68%	85%	63%	77%	53%
Writing	64%	59%	70%	63%	77%	50%
Maths	69%	64%	75%	62%	70%	53%

KS1 results show that disadvantaged children have significantly exceeded outcomes of all other children in all subjects . The cohort of 'all other' children has a high incidence of children with complex needs. The impact of intervention has been significant for disadvantaged children, including extra tutoring support, SSP and Little Wandle reading programme.

EYFS

Reaching the GLD

	2019			2022			Comment
	All	PP	Non- PP	All	PP	Non- PP	
GLD	74%	69%	83%	64%	61%	79%	28 disadvantaged children in cohort - above disadvantaged Camden and National in GLD
Word reading	N/A	N/A	N/A	79%	79%	79%	Impact of SSP (introduced in Jan 22)- word reading / comprehension above Camden for disadvantaged)
Comprehension	N/A	N/A	N/A	90%	89%	93%	
Writing				64%	64%	64%	Above Camden and for disadvantaged
Maths				88%	86%	93%	Above Camden and national for disadvantaged

Phonics Screen Check Results.

	2019	2022	Comment
Year 1	All - 82%  PP - 63% Non-PP - 100%	All - 79% PP - 85% Non-PP - 71%	Results show pupil premium exceeding attainment of 'all other' in the Y1 phonics screen checks. 2022 results are following the whole school implementation of the Little Wandle SSP programme which was introduced from January 2022.
Year 2	All - 83%  PP - 73% Non-PP - 95%	All -78% PP - 87% Non-PP - 70%	Children with SEND and identified as disadvantaged or other not passing the phonics screen will continue on the SSP programme. Rigorous interventions, catch up plans and parental engagement were put in place to ensure good outcomes for all children.

Access to Home Learning

Lessons learned from the previous year's home learning provision were used in 21-22 to ensure children at home due to Covid continued to have a high quality education through the use of online learning. This year we have reviewed the homework provision to be introduced in September 2022.

Mental health support

Mental health continued to be a priority for the school, with staff receiving significant training (TIPIIC, mental health training for senior leader). Mental Health Week was a whole school focus and parents were engaged with workshops. The use of oracy teaching to support mental health and wellbeing was embedded throughout the school. There was a significant uptake in parent support workshops, advice, CAMHS/ TOPS referrals - additional support was brought in to support this.

Physical health support

Physical health remained a high priority for all children. The Daily Mile is embedded as daily practice across the school and children took part in competitive sports. All pupils accessed swimming and festivals allowed nearly all children to attend inter school sporting events. The extra-curricular clubs provision continued to grow, with disadvantaged children being targeted to attend these at a reduced rate.

Summer School

The school ran an extensive HAF summer provision in conjunction with Torriano Primary School, directly facilitating a summer school programme which over 100 disadvantaged pupils from the two schools attended. This built on the learning from the last two years of collaborations, ensuring staff from the partnership ran the provision. Targeted support for reading, physical and mental health. Enrichment partnerships with local organisations, e.g. London Zoo, Arsenal, canoes on the canal. Children from other local schools also attended, both primary and secondary age. During the other holidays (Easter and half terms) other organisations ran programmes for children.

Allocation of Pupil Premium Grant 2021/22

Total PPG received 2021/22	£208,475
Item / Project	Cost
Teaching Staff Salary Costs % of Salaries for the following staff: - Deputy Headteacher (September to December) - Director of Inclusion - Assistant Headteacher - Interventions Teacher	£97,246
Support Staff Salary Costs - Pastoral Care Leader - HLTA's	£78,680
Staff Training & Development	£4,200

<ul style="list-style-type: none"> <li>- Training and workshops</li> <li>- Supply cover for in-school CPD development (connecting classrooms)</li> </ul>	
Curriculum Enrichment <ul style="list-style-type: none"> <li>- Beanstalk reading volunteers</li> <li>- Reading Resources</li> <li>- In-school reading support</li> <li>- Author in school</li> <li>- DSR</li> </ul>	£14,300
Online Learning Resources - Whole School Initiatives <ul style="list-style-type: none"> <li>- Handwriting subscriptions</li> <li>- ICT equipment for in-school and home learning</li> <li>- My Maths</li> </ul>	£8,300
Mental Health and Wellbeing Support <ul style="list-style-type: none"> <li>- CAMHS</li> <li>- EP SLA</li> <li>- TOPS</li> </ul>	£13,518
<ul style="list-style-type: none"> <li>- Extra curricular provision including breakfast club, after school club,</li> <li>- Residential trip</li> </ul>	£3,000
Total	£219,244

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
TutorMate	Innovations for Learning
Hegarty Maths	Hegarty Maths
Times Table Rockstars	Maths Circle
Doodle Maths	Ez Education