

Pupil premium strategy statement – Minchinhampton C of E Primary Academy

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

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School overview

Detail	Data
Number of pupils in school	307
Proportion (%) of pupil premium eligible pupils	11% (35)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	18 12 22
Date on which it will be reviewed	06 23
Statement authorised by	N Moss
Pupil premium lead	N Moss
Governor / Trustee lead	M Allen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,090
Recovery premium funding allocation this academic year	£5510
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	n/a
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 52,600

Part A: Pupil premium strategy plan

Statement of intent

Ultimately we believe education itself should be about self-empowerment for people, self-empowerment now and for a lifetime.

The vision assumes a deep rooted faith in humanity and the vision expects fascination with the individual, with ourselves, with others. *'The same things which are helps to one person towards cultivation of his higher nature, are hindrances to another....Such are the differences among human beings...that unless there is a corresponding diversity in their modes of life, they neither obtain their fair share of happiness, nor grow up to the mental, moral and aesthetic stature of which their nature is capable.'* -John Stuart Mill. *'Every individual carries within himself not only his individuality but also all of humanity with all its potentialities.'* Erich Fromm *Beyond The Chains of Illusion* p.27

The vision is framed in the present: the premise being that if we want to make the world a better place, we need to start right here, right now...with the people and the resources we have in front of us. *'How might education be received by children if the long term promise was not employment but a fulfilling life? And if that promise was not held as a long term goal but started now- our fulfilling life started in the here and now?'* -Debra Kidd, 2014.

We are committed to an education that benefits us all, to a socially just, more equal society. *'Through greater equality, we gain a world where status matters less... where social anxieties are less inhibiting of social interaction and people are less plagued by issues of confidence, self-doubt and low self-esteem'* (Wilkinson & Pickett, 2019). *'Knowledge, like air, is vital to life. Like air, no-one should be denied it'* (Alan Munro). *'We feel equal in class. Other people don't come across as better than me. They may know more about something but the teachers want us to share our learning.'* (Pupil self-report 2020)

Our starting assumption is that we are all born with a desire for knowledge and we must do everything we can, as a primary school, to maintain and nurture that desire as well as offer pupils the opportunity to think beyond their own experiences and enable them *'to think the unthinkable and not yet thought...'* (Bernstein, 2000). *'We begin with the hypothesis that any subject can be taught effectively in some intellectually honest form to any child at any stage of development'* -(Jerome Bruner). *'The mind is not a vessel to be filled but a fire to be kindled.'* -(Plutarch).

It follows that we believe everyone has something to offer... that therefore one size does not fit all. *"It's not how smart you are that matters, what really counts is how you are smart"* (H. Gardiner). ...to avoid a culture of comparison; ... *'If you compare yourself with others, you may become vain or bitter, for always there will be greater and lesser persons than yourself'* (Max Ehrmann, <https://en.wikipedia.org/wiki/Desiderata>)... instead to nurture courage and humility; to recognise strength and appreciate variety, appreciate differences...to be fascinated by other people. We look to find what is great inside all of our children: we want to dig it out and share it with the world.

The focus of our pupil premium strategy is to support disadvantaged pupils to feel valued and connected; to know their strengths; to enjoy learning; to think beyond their experiences and achieve everything they are capable of, including progress and attainment in line with their potential.

To achieve this, we must consider the very real challenges faced by vulnerable pupils, which can and will affect their confidence and capacity for learning. We must work tirelessly to support them and their families with these challenges, while at the same time building on strength.

We must strive for an appreciative, fully inclusive school culture. We must be mindful that everything about the institution of school has the potential to either enhance or undermine the lot of any child but especially one who already has some disadvantages: - the language we use, our relationships policy, our curriculum, our pedagogy. We must aim for all staff to live this ethos and to take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. To achieve our vision we need to have integrity, to practice what we preach. The principles in this vision must permeate all

thought and action; we must constantly and consistently model it. *'I believe that education means to acquaint the young with the best heritage of the human race. But while much of this heritage is expressed in words, it is effective only if these words become reality in the person of the teacher and in the practice and structure of society. Only the word that has materialised in the flesh can influence man; the idea that remains a word influences only words.'* Erich Fromm *Beyond The Chains of Illusion* p.167

High-quality teaching should remain at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support, for example vocab, phonics, reading, their knowledge base. Quality of teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

We are committed to certain core principles which run through all aspects of teaching and learning- the curriculum, our pedagogy, assessment, professional development.

- Clarity of learning, including clarity of purpose, clarity of instruction and coherence and consistency in the school's learning journey.
- Fostering people's (children and adults alike) agency/ autonomy in their own learning; trusting them by giving them the opportunity to play, take risks, innovate, imagine and question; expecting them to engage in self-reflection.
'If you put fleas in a shallow container they jump out. But if you put a lid on the container for just a short time, they hit the lid trying to escape and learn quickly not to jump so high. They give up their quest for freedom. After the lid is removed, the fleas remain imprisoned by their own self-policing. So it is with life. Most of us let our own fears or the impositions of others imprison us in a world of low expectations' (John Taylor Gatto).
'I have also enjoyed the Science lessons where we mummified apples and got to see whether or not they rotted in the different substances. It was gross to see the final results! I like the fact we get to do our own experiments in class and find out the results for ourselves rather than being told them.' Year 4 pupil 2019
- Staying responsive to needs and interests and research, including teaching which is truly formative—that constantly looks for proof of learning close to the coal face.
'Formative learning is like an educational positioning system- good teachers:- establish where pupils are at; identify the learning destination; carefully plan a route; make regular checks re progress along the way; adjust course as conditions dictate' -Dylan Wiliam.
'Progress is not about putting numbers onto spreadsheets. It is about seizing on small but significant moments of opportunity. Clues. Being open to possibility. Being positive.' -Debra Kidd, 2014
- Staying responsive requires flexibility in our thinking; the willingness to seek out possibilities; the openness to spot and make small changes, to read nuance in a situation and ultimately to shift into *'alternative modes of becoming.'* *'...unless you are open to possibility- able to seize opportunities as they arise, recognise misconceptions, misunderstandings, disengagement- you are lost.'* (Debra Kidd, 2020) This openness involves some risk - *'The pond skater sits, perilously positioned but highly attuned, waiting for the something to make the danger worthwhile.'* Responsiveness involves being present, *'Nothing ever happened in the past; it happened in the now. Nothing will ever happen in the future, it will happen in the now.'* (Eckhart Tolle, 1999)
- Staying responsive requires *'playfulness as a state of mind - a mind in which readiness, responsiveness and an ability to recognise the extraordinary in the ordinary'* (Debra Kidd, 2015). *'Life must be lived as play.'* -(Plato)
- Responsive teaching relies in turn on the quality of relationships in the classroom; on the adults' commitment to each and every individual in the classroom; on our capacity as teachers to extend ourselves beyond ourselves and fully attend to our pupils. Relationships in the classroom are *'rooted in the affective dimension and require watchfulness, humility and flexibility... A teacher who has great relationships notices things. The minutiae matter.'* (Debra Kidd, 2014). We need to be fascinated by our pupils; we need to give them the space to show us who they are and what they know.

'Learning in our class is really fun. Our teachers make it fun and enjoyable. There is an 'air' in the room that they create. They are interested in what we have to say. In science my teacher asked us what we knew and she learnt things from us as well as us learning from her. It's like a circle – we may have different ways to learn and we get to share that with others- we get to throw the learning back.' (Pupil self report 2020).

'Learning requires positive relationships - whether between learners and teachers, or between learners and their peers...the more safe and trusting these relationships are, the more children will learn.' (J Hattie)

To be responsive, we need to actively listen to our pupils. *'By far the most common and important way in which we can exercise our attention is by listening.'* (M Scott Peck - *The Road Less Travelled* p.109)

- Stimulating investment and thinking including a strong emphasis on talk and on a philosophical approach to learning. We want our children to be challenged and enjoy their learning all the more for it. *'Thinking is always experiencing, experimenting...and what we experience, experiment with, is what's coming into being, what's new, what's taking shape'* (Debra Kidd, 2015).
'I enjoyed the owl pellets lesson because it was a gruesome lesson. I don't know many schools that would let their pupils dissect owl pellets and look for bones belonging to the prey of a barn owl!' Year 4 pupil 2019
- Learning approaches that are explicitly and implicitly devoted to giving every child equal access to the curriculum and an equal opportunity to engage and thrive. We use the expressions 'more experienced' or 'previously high attaining' rather than 'more able.' *'We begin with the hypothesis that any subject can be taught effectively in some intellectually honest form to any child at any stage of development'* (Jerome Bruner).

Challenges

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

- 1 Confidence
- 2 School sureness and relationships
- 3 Cost of living
- 4 SEN
- 5 ACES
- 6 Mental health
- 7 Attendance
- 8 Knowledge /vocab
- 9 Reading and writing
- 10 Maths

Challenge number	Detail of challenge – knowledge drawn from assessments, observations and discussions with pupils and parents
1	Confidence Disadvantaged pupils more likely to suffer low self-esteem and more likely to compare themselves unfavourably with others.
2	School sureness and relationships -Disadvantaged pupils less school sure. Families more likely to have had negative school experiences. Families more likely to be more challenged supporting children with school learning. -Very significant disparity in confidence/levels of engagement between a school sure majority and a not so school sure minority.

	-Less likely to feel the education provided is relevant to them.
3	Cost of living -This year especially- pressures on family life including basic needs, employment, adult education. -From interactions with vulnerable families, cost of living crisis impacting on mental health, functioning of family life.
4	SEN -School data trends show pupils who both PP and SEN less likely to achieve ARE. -School's SEN profile has grown in last year.
5	ACES -Disadvantaged pupils more likely to have experienced ACES which in turn likely to result in some kind of trauma -Trauma informed practice critical for working with these pupils
6	Mental health- -More PP pupils struggling with their mental health now compared to pre-covid levels- see cost of living also. -Where mental health crises related also in part to SEN (esp ASD), these pupils struggling to self-regulate and emotionally cope with a classroom environment. As of 12/22 -10 pupils struggling with SEN related emotional dysregulation (of which 6 are disadvantaged) -SSP report 02 12 22: <i>'School are utilising every opportunity to support these pupils; this is having a detrimental impact on the school budget. This includes but is not limited to- Play therapist, Pastoral Lead, Cookery, Cranial osteopath, Sand therap, yBarnados Family worker, Lego therapy, Equine therapy, Mentoring service, Wickselm Alternative Provision, SCAPS'</i>
7	Attendance -Our attendance data indicates that attendance among disadvantaged pupils has been between 4% lower than for non-disadvantaged pupils. (93.8 whole school::: 89,28% PP) - Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
8	Knowledge base and vocab -Disadvantaged pupils more likely to have less world knowledge and less developed vocabulary. -Disadvantaged pupils more likely to feel disenfranchised by a school's curriculum offer
9	Reading/ writing engagement and aspiration-- -As of 12/22 70 pupils not reading regularly at home (of which 38 were disadvantaged) -Reading habits in KS1 especially affected by Covid. -Internal and external assessments over time have shown progress and attainment of disadvantaged pupils to be below that of non-disadvantaged pupils. -See reading/ writing data in 'Further Information' below
10	Maths skills - -Internal and external assessments over time have shown progress and attainment of disadvantaged pupils to be below that of non-disadvantaged pupils. -See maths data in 'Further Information' below

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
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<p>1 Improved confidence</p> <p><u>Focus:</u></p> <ul style="list-style-type: none"> -strengths questionnaires -restorative practice -relational circles -curriculum designed around vulnerable interests 	<p>Higher levels of confidence by 2025 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant improvement in reading engagement of specific pupils • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>2 Improved behaviour</p>	<ul style="list-style-type: none"> • a significant improvement in the behaviour of specific pupils see behaviour log off wellbeing tracking • see work on behaviour
<p>3 Improved school sureness and relationships:-</p> <p><u>Focus:</u></p> <ul style="list-style-type: none"> -Adult education -Minchkins -Multi agency community group -AFA meetings/ other parental engagement (EEF +5) -Relationships Charter and policy 	<p>Higher levels of school sureness by 2025 demonstrated by:-</p> <ul style="list-style-type: none"> • Parents engaging in adult education opportunities • Attendance at Minchkins • Qualitative feedback from interviews with pupils re curriculum and learning <p>Ever improving and maintained relationships:-</p> <ul style="list-style-type: none"> • Parent feedback re heard and understood • Improvements in parental engagement – attendance at meetings
<p>4 Support families with the cost of living crisis</p> <p><u>Focus:</u></p> <ul style="list-style-type: none"> -Giant Plate freezer -Dry food cupboard -Xmas presents -Book swap shop -Breakfast club 	<p>Families supported through a combination of community /school based initiatives that ensures:-</p> <ul style="list-style-type: none"> • Members of school community accessing support and food from the school and pastoral lead • Families accessing free books • Improvements in attendance and a positive start to the morning impacting on their wellbeing and academic outcomes.
<p>5 Improvements in support/ outcomes for pupils with both PP and SEN</p> <p><u>Focus:</u></p> <ul style="list-style-type: none"> -MAPS -CPD 	<p>Ongoing review and improvements to SEN systems to ensure better understanding, identification, co-production of plans, CPD</p> <ul style="list-style-type: none"> • SEN survey – sees year on year improvements in feedback • Gov eval tracking of individual pupils – positive experience for SEN pupils • Interviews of SEN pupils demonstrating their voice heard + increased confidence and satisfaction

<p>6 Progress for pupils suffering from poor mental health</p> <p><u>Focus:</u></p> <ul style="list-style-type: none"> -Therapies:-play therapist, cranial osteopath, cooking teacher, drumming teacher -1:1 with pastoral lead -group/ class social emotional learning (EEF +5) -Trauma informed CPD -Whole school- self regulation/ metcog (EEF +7) 	<p>Children will have accessed pastoral support or therapy to help them improve their wellbeing, attendance, self-esteem or academic progress.</p> <ul style="list-style-type: none"> • Improved emotional regulation- see wellbeing tracking/ RAG forms
<p>7 Attendance improved for disadvantaged</p> <p><u>Focus:</u></p> <ul style="list-style-type: none"> -mentoring -family support 	<p>Sustained improvements to attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 6%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.
<p>8 Knowledge and vocab- gaps plugged/ interests tapped/ vocab extended</p> <p><u>Focus:</u></p> <ul style="list-style-type: none"> -Curriculum development -sch approach to vocab 	<p>Disadvantaged pupils feel more and more included/ like their strengths and interests were recognised/ as if curriculum was theirs.</p> <ul style="list-style-type: none"> • Ongoing conferencing of pupils and exit interviews reveal positive engagement with curriculum • Attainment across all subjects improving for disadvantaged pupils • Tracking of target pupils shows improvements to vocab
<p>9 Reading & writing attainment and progress gaps closed</p> <p><u>Focus:</u></p> <ul style="list-style-type: none"> 1:1 tuition with teacher (EEF +5) Reading comp strats (EEF +6) 	<p>Children make progress and close gaps in reading & writing by accessing quality first teaching</p> <ul style="list-style-type: none"> • internal and external data shows pupils making improved progress • attitudinal surveys of pupils re reading reveal pleasure in reading
<p>10 Maths attainment and progress gaps closed</p> <p><u>Focus:</u></p> <ul style="list-style-type: none"> Ongoing support and CPD for QFT 1:1 tuition with teacher (EEF +5) 	<p>Children make progress and close gaps in maths by accessing quality first teaching</p> <p>NFER and Can Do Maths assessments used to support judgements and identify gaps.</p> <p>Appropriate CPD has been provided for all teachers to achieve QFT.</p> <p>The gaps between disadvantaged and the rest are closed</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Success criteria
Curriculum: see SDP focus: tailor curric to vision and community/ assessment and evaluation:	This approach looks to explore units based on interests of vulnerable learners (teaching lessons/ up-ending dynamic). Ref- 'Miseducation: Inequality, Education and the Working Classes' (21st Century Standpoints) by Dianne Reay- this book addresses the urgent question of why the working classes are still faring so much worse than the upper and middle classes in education, and vitally - what we can do to achieve a fairer system. This approach also looks to ensure outcomes that include element of social action, good for lending agency to vulnerable learners. Ref- 'A Curriculum of Hope: As rich in Humanity as in Knowledge' by Debra Kidd- illustrates how teachers can deliver learning experiences that genuinely link knowledge to life.	1	Pupil conferencing, pupil survey and exit interviews will identify if disadvantage pupils felt included/ like their strengths and interests were recognised. Reflection sessions and reflection journals will reflect the impact of the experiences and opportunities that these pupils have received
Feedback: see SDP Focus: Develop feedback policy and practice Explore pupil conferencing for disadvantaged learners	This development off the back end of action research with Shirley Clarke in 2021 22. To provide quality feedback to improve the children's learning. Feedback will focus upon moving learning forward targeting specific learning gaps which will focus upon the individual need. Dylan Williams, 'Embedded Formative Assessment.' Feedback EEF (educationendowmentfoundation.org.uk) (6 to 7+ months impact)	7,8,9	Qualitative feedback from interviews of pupils re impact of feedback

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

Budgeted cost: PP support teacher KS1: £ 20,000 + £5000 + £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Success criteria
PP support teacher: KS1 1.5 days per wk – until <u>Easter 23</u> See feedback also (Attainment of PP Pupils most affected in KS1)	Focus on writing/ phonics (given most affected by Covid- see data below) and focus on KS1 (again most affected) This approach will enable the support teacher to provide quality feedback to improve the children's learning. Feedback will focus upon moving learning forward targeting specific learning gaps which will focus upon the individual need. Dylan Williams, 'Embedded Formative Assessment.' Feedback EEF (educationendowmentfoundation.org.uk) (6 to 7+ months impact)	8, 9	PP case studies and tt tracking reveal pupils closing the attainment gap See Support KS1 reports-ongoing
PP support provided by support staff <u>as of Easter 23</u>	Focus on writing/ phonics (given most affected by Covid- see data below) and focus on KS1 (again most affected) This approach will enable the support teacher to provide quality feedback to improve the children's learning. Feedback will focus upon moving learning forward targeting specific learning gaps which will focus upon the individual need. Dylan Williams, 'Embedded Formative Assessment.' Feedback EEF (educationendowmentfoundation.org.uk) (6 to 7+ months impact)		
Recovery Teachers x2 2x ½ day per week Focus: 1x KS1; 1x 3/4	Focus on writing/ phonics/ maths (given most affected by Covid- see data below) and focus on KS1 (again most affected) See also Feedback EEF (educationendowmentfoundation.org.uk) (6 to 7+ months impact)	8,9	See Support KS1 reports-ongoing

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

Budgeted cost: Mental health therapies: £7,000//// Pastoral lead: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Success criteria
ACES training and training in co-regulation for staff from play therapist	Children who have suffered ACEs will have experienced a trauma which disrupt mind, body, well-being, relationships, trust. Relationships need	5	Practices throughout school trauma informed

	to be built with the children to increase the individual's ability to feel safe and to be able to trust. Ref book- the book 'Know Me to Teach Me' by Louise Bomber		
Support for mental health osteopathy/ play therapy/ cooking/ drums (Mental health concerns across school related to SEND/ trauma/ Covid)	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and later in life. Pastoral support given where appropriate and counselling used when required. (Outline of support etc. can be provided) EEF Social and Emotional Learning Social and emotional learning EEF (educationendowmentfoundation.org.uk)	5	Anonymised reports reveal progress for those pupils involved
Pastoral Support Lead incl family support, pupil support, £8000 until Feb 23	Pastoral support given where appropriate. EEF Social and Emotional Learning Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1,2,3,5,6	1. Progress of individuals - see case studies 2. Tracking of support for families- case studies 2.Feedback from families supported
Pastoral support from TA's pupil support, £8000 from Feb 23	Pastoral support given where appropriate. EEF Social and Emotional Learning Social and emotional learning EEF (educationendowmentfoundation.org.uk)		Progress of individuals - see case studies
Support for Minchkins initiatives- including MAPS	Development of adult education offer through Minchkins team Building relationships and providing family support for families with toddlers (and MAPS for those families whose children have additional needs).	1,2,3,4,	See Minchkins annual report Parent interviews providing qualitative feedback
Breakfast club Cost borne by FGR	School; working with Forest Green Rovers to provide free B'fast club to disadvantaged pupils. The breakfast club provides a safe start to the morning and encourages attendance in school (data available). EEF Social and Emotional Learning Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1,2,3,6	Tracking of attendance/ behaviour of pupils accessing b'fast club
Extracurricular opportunities to build confidence and engagement-.	Funding allocated towards providing clubs, school trips etc for targeted pupils- based on interests and strengths as well as the main curriculum. The impact of culture/ arts participation includes development of positive attitudes to learning and self esteem and increase in well-being which have been acknowledged by the Education Endowment Foundation Teaching and Learning Toolkit: Arts Participation. Arts participation EEF (educationendowmentfoundation.org.uk)	1,	Pupil feedback re trips- qualitative feedback

Total budgeted cost: £52,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Teaching & learning

See data in 'Further Information'

Support teachers in KS1 and KS2 and TA support throughout the school, using robust assessment systems to target gaps, has provided children with personalised, appropriate support, including during Covid, when the vast majority of disadvantaged pupils came to school. This has helped to avoid a widening of the gap.

2022 external data shows the gaps between disadvantaged and non-disadvantaged remain (see combined KS2) but no more than historically, despite Covid, and in some areas (namely in KS1 phonics and maths and KS2 reading) disadvantaged data compares favourably. It is in their writing (more difficult to teach during the Covid months) where more significant gaps have opened up.

Wider Strategies

Positive results of actions:

Re Pastoral support:

Pastoral support 21 22: commitment to mental health and family support. Start of Minchkins.

Examples of support provided in case studies:....referred into P3 for support with housing and bills.....completed the DLA forms to be able to claim Disability Living Allowance for child ...attended and supported with doctor's appointments...spoke to the GP at length about the concerns....accessed funding for a fiddle and light sensory toy....contacted the Furniture Bank to get a brand new ...written a letter to the council to support with their request for housing.....contacted bereavement charity.....made a referral for counselling & play therapy....referral into Early Help for family support worker.....

Combination of quotes from families:- '*....has gone above & beyond to help and support our familyreached out to other agencies to get us additional support, as well as provide us with support from herself..... never feel judged or alone..... not sure what we'd do without her....great knowledge of local and national professional services to help provide a supportive network around families and help build children's resilience.....So caring and reassuring my child is more confident to ask and tell if needs help...present, patient, supportive and motivating..... listened, turning what would be a stressful process into a positive one with a positive result for my child....referrals to places such as Gloucestershire bundles, the food bank and Stroud kids stuff have meant that when things have been a bit of a struggle financially, we have always had that extra support, our children have had amazing Christmas presents that we simply wouldn't have been able to afford, they haven't gone without and we haven't fallen into debt in trying to avoid that.'*

Re Nurture –

Nurture group 21 22- vision to make a difference earlier focus on Year 1's and on outdoor learning and on finding traction for pupils who emotionally and socially are not ready for classroom learning. Development of life skills; collaboration; building strong relationships; opportunities to talk developing understanding of emotions.

Year 1 pupil: *I like to play and learn and I also like to be with you (Mrs Saeed) and have some time out and just play on my own. I can just relax instead of being annoyed at people. I learn about nature. I learn about being kind. I learn about what my feelings are and how I can calm down when I get really annoyed.*

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Further information

KS1 Phonics- 2022 PP vs non PP and targets

Year 1 Phonics	EYFS 2022 WR	Year 1 2023		National 2022	Trust 2022	School 22	EYFS PP 2022 WR	Year 1 PP 2023		National PP 2022	Trust PP 2022	School PP 22
	80%	95%		TBC	80%	76%	83%	83%		TBC	56%	33%
Year 2 Phonics	Year 1 PSC	Autumn 2022	Summer 2023	National 2022	Trust 2022	School 22	Year 1 PP PSC	Autumn PP 2022	End of Year 2 PP 23	National PP 2022	Trust PP 2022	School PP 22
	76%	87%	98%	TBC	90%	98%	33%	0%	100%	TBC	78%	100%

KS1 Reading- 2022 PP vs non PP and targets

KS 1	Reading									
	Exp EYFS	ARE 23	Nat 22	Trust 22	School 22	Exce EYFS	GD 23	Nat GD 22	Trust 22 GD	School GD 22
All	73%	88%	TBC	69%	73%	4%	25% (34?)	TBC	19%	23%
PP	0%	33% (1/3)	TBC	49%	46%	0%	0%	TBC	5%	0%

KS1 Writing- 2022 PP vs non PP and targets

KS 1	Writing									
	Exp EYFS	ARE 23	Nat 22	Trust 22	School 22	Exce EYFS	GD 23	Nat GD 22	Trust 22 GD	School GD 22
All	69%	78%	TBC	61%	59%	0%	10% (up in Oct?)	TBC	6%	7%
PP	0%	33%	TBC	42%	39%	0%	0%	TBC	2%	0%

KS1 Maths- 2022 PP vs non PP and targets

KS 1	Maths									
	Exp EYF S	ARE 23	Nat 22	Trust 22	School 22	Exce EYFS	GD 23	Nat GD 22	Trust 22 GD	School GD 22
All	76%	83%	TBC	69%	66%	4%	25%	TBC	16%	21%
PP	0%	33%	TBC	52%	54%	0%	0%	TBC	4%	15%

KS2 Reading- 2022 PP vs non PP and targets

KS 2	Reading									
	ARE KS1	ARE 23	Nat ARE 22	Trust 22 ARE	School 22 ARE	GD KS1	GD 23	Nat GD 22	Trust 22 GD	School GD 22
All	93%	89% 40/45	74%	75%	84%	36 %	31% 14/45	TBC	28%	30%
PP	100 %	75% 3/4	TBC	66%	100%	40 %	50% 2/4	TBC	20%	20%

KS2 Writing- 2022 PP vs non PP and targets

KS 2	Writing									
	ARE KS1	ARE 23	Nat ARE 22	Trust 22 ARE	School 22 ARE	GD KS1	GD 23	Nat GD 22	Trust 22 GD	School GD 22
All	80%	85 % 38/45	69%	73%	93%	18 %	22% 10/45	TBC	13%	33%
PP	100 %	75% 3 /4	TBC	62%	60%	0%	25% 1/4	TBC	3%	0%

KS2 Maths- 2022 PP vs non PP and targets

KS 2	Maths									
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	AR E KS1	ARE 23	Nat ARE 22	Trust 22 ARE	School 22 ARE	GD KS1	GD 23	Nat GD 22	Trust 22 GD	School GD 22
All	80%	83% 8/45	71%	67%	84%	31 %	31 %	TBC	16%	28%
PP	60%	75% 3/4	TBC	48%	60%	40 %	50% 2/4	TBC	5%	20%

KS2 Combined- 2022 PP vs non PP and targets

KS 2	RWM									
	AR E KS1	ARE 23	Nat ARE 22	Trust 22 ARE	School 22 ARE	GD KS 1	GD 23	Nat GD 22	Trust 22 GD	School GD 22
All	71%	70 %	59%	54%	77%	9%	13 %		TBC	TBC
PP	60%	75 %	TBC	39%	60%	0%	25 %		TBC	TBC