

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Netherhall St James CE (VC) Infant & Nursery
Number of pupils in school	186 (excluding Nursery)
Proportion (%) of pupil premium eligible pupils	49.2% (93 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Michael Kent
Pupil premium lead	Kirsty McGrath
Governor / Trustee lead	Geoff Kernan

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148217
Recovery premium funding allocation this academic year	£14065
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	£162282

## Part A: Pupil premium strategy plan

## Statement of intent

All members of staff and the Local Governing Body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential.

To ensure Pupil Premium children's progress and attainment is equal to or greater than their non-pupil premium peers.

All staff recognise and accept that the vast majority of pupils' progress comes out of quality First Teaching and Learning on a day-to-day basis. There is, therefore, a major drive for independent learning, the development of thinking, communication and language skills and clear assessments that support learning.

To ensure that Pupil Premium children have the same access/opportunities for learning as the rest of the school.

Support is given to ensure that all pupils have full access to broad educational experiences, such as trips and enrichment activities.

To ensure that Pupil Premium children attend school regularly and the level of persistent absence is reduced.

Staff, teachers, parents, carers and pupils understand the causal link between attendance and achievement. Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to ensure early identification of need.

## Challenges

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

Challenge	Detail of challenge
1	The attendance of our pupil premium children as a group is lower than our whole school.
2	Our pupil premium children as a group are not making as rapid progress as non-pupil premium children in school.
3	Many of our pupil premium children also fit into another vulnerable group such as having an additional special educational need
4	Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children seem to have meaning knowledge of the world and vocabulary acquisition is limited.
5	Lack of early life experiences – access to play, language, books, positive relationships and boundaries...

## 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
Pupil Premium children's progress and attainment is equal to or greater than their non-pupil premium peers (Inclusive of EYFS)	Progress of PP children is at least in-line with non-PP children with many making accelerated progress
Pupil Premium children have the same access /opportunities for learning as the rest of the school	PP children all accessing trips/visits and enrichment curriculum opportunities
Pupil Premium children attend school regularly and the level of persistent absence is reduced	Percentage attendance of PP children is broadly in line with non-PP children



Pupil Premium children will make good or better progress in reading – this will help vocabulary acquisition	PP children will develop a love of reading, engage in termly reading challenges and be regularly heard read in school (and at home)
Pupil Premium children will make good or better progress in Maths – this will develop language capability and support mathematical thinking for reasoning and problem solving.	PP children will develop a love of Maths, engage in lesson built on small steps that follows a coherent approach.

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: £60278

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all relevant staff (including new staff) have received paid-for training to deliver the Read Write Inc Programme effectively as a whole school approach.	“Phonics approaches have been consistently found to be effective in supporting younger readers” – (EEF) DFE – All schools to have a systematic, synthetic system in place for phonics.	2 & 5
Our school SENDCO and PP lead will work together to identify any support staff who would benefit from further CPD. (E.g. In speech & language or for EAL pupils).	Staff who feel skilled and confident leading an intervention will see better progress from the children. We hope to see ETAs becoming more confident with monitoring and evaluating interventions which take place and identification of which strategies lead to good progress and how this is measured.	2 & 3
Improve the educational outcomes in Reading, Writing and Maths developing a ‘love of learning’ narrowing the gap to national through high- quality teaching and learning opportunities.	“The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils” – (EEF)	2, 4 & 5
Increased staffing levels – to reduce class size – average class size is below 22 X2 extra classes	By reducing class size the intention is to implement all strategies to a smaller audience thus allowing students more access to teacher time. to implement	1,2,3,4 & 5

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

Budgeted cost: £63875

Activity	Evidence that supports this approach	Challenge number(s) addressed



<p>To plan, deliver and evaluate high quality feedback and targeted interventions matched to individual needs. NELI – will be implemented in Reception. (N/A 22.23)</p>	<p>From specific diagnostics that accurately identify gaps in knowledge/barriers to learning “Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better” – EEF Nuffield Early Language Intervention – EEF toolkit shows you can expect +4 months’ progress, low cost and strong evidence base.</p>	<p>2, 4 &amp; 5</p>
<p>Provide small group/1-1 support for those identified as causing a concern – including</p>		
<p>pre-teaching and same day live interventions</p>	<p>EEF – Tool kit to identify key focus areas to close gaps and increase progress.</p>	<div style="border: 1px solid black; width: 100px; height: 20px;"></div>

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

Budgeted cost: £75058

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Identify, deliver and evaluate appropriate support for children and families experiencing difficulties in attending school</p>	<p>Data shows that children with better attendance and punctuality make more consistent progress with their learning</p>	<p>1,2,3,4 &amp; 5</p>
<p>Addressing behaviour and attendance through breakfast clubs, CPOMS, Behaviour system, learning mentor and MHST lead.</p>	<p>Children with better developed SEMH skills thrive and achieve well.</p>	<p>1,2,3,4 &amp; 5</p>
<p>Parental engagement to support children’s learning, health and development.</p>	<p>Children who are physically and emotionally resilient are more ready to learn</p>	<p>1,2,3,4 &amp; 5</p>

Total budgeted cost: £199211

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.

<p><u>Summary of initiatives to support Pupil premium pupils 2020-21</u></p> <p>Clear identification of pupil premium children with a very supportive and rigorous system of ensuring all pupils who are entitled to the funding and identified on entry to school.</p> <p>Effective systems of identification of pupil premium children in teaching groups and clear ways of identify pupils with multiple vulnerabilities e.g pupil premium and persistent absentee</p> <p>Attendance of pupil premium children clearly tracked and appropriate support given through school systems to improve this and support families. Clear case studies which indicate the story behind many of these pupils.</p>
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Quality first teach being used effectively and this can be clearly seen through the teaching of Read Write Inc and the interventions used to accelerate the progress of pupil premium children. The use of TA in same day intervention and group intervention is having clear impact.

The small teaching groups for targeted teaching having impact which can be clearly seen in the data outcomes for all year groups.

The impact of Thrive is a strength in breaking down the barriers to learning for this group of children. In the behaviour analysis carried out half termly it was evident that there had been huge improvement in pupil's readiness to learn (e.g. autumn one 2018 -166 incidents /autumn one 2020 -16 incidents). Individual programmes for certain PP children where behaviour is a barrier to learning and the early intervention for children in this group beginning to indicate behaviour as a barrier to success.

The triangulated system of data tracking, identification of vulnerable groups and the children within those, all linked to teacher's half termly supervision working very effectively.

The enrichment/inspiration programme to support the curriculum is a strength however this has been impacted due to COVID.

Last available accredited data show that Pupil premium pupils making good progress and attaining well against all children and other vulnerable groups. In house data for the academic year 2020-21 suggests that our pupil premium pupils particularly pupil premium boys have been the most adversely effected group by COVID.

2020.21 – Outcomes Overview

	Reading				Writing				Maths											
	ALL	PP	Boys	Girls	ALL	PP	Boys	Girls	ALL	PP	Boys	Girls								
Year Two	67%	64%	64%	70%	57%	52%	38%	70%	59%	53%	44%	67%								
Year One	57%	50%	48%	68%	55%	47%	48%	63%	58%	50%	51%	67%								
Phonics	Year One				69%				Year Two (retake)				31%							
EYFS DATA	CL				PD				PSED				LIT				MATHS			
	ALL	PP	B	G	ALL	PP	B	G	ALL	PP	B	G	ALL	PP	B	G	ALL	PP	B	G
	74%	72%	69%	79%	85%	78%	82%	87%	68%	69%	55%	83%	64%	56%	62%	66%	70%	68%	65%	75%
	GLD = 64%																			

2021.22 – Outcomes Overview

	Reading				Writing				Maths											
	ALL	PP	Boys	Girls	ALL	PP	Boys	Girls	ALL	PP	Boys	Girls								
Year Two	60%	60%	56%	67%	57%	57%	44%	75%	69%	66%	62%	79%								
Year One	63%	63%	55%	70%	61%	63%	55%	68%	49%	53%	52%	46%								
Phonics	Year One				66%				Year Two (retake)				38%							
EYFS DATA	CL				PD				PSED				Prime Areas				Specific Areas			
	ALL	PP	B	G	ALL	PP	B	G	ALL	PP	B	G	ALL	PP	B	G	ALL	PP	B	G
	74%	72%	72%	75%	75%	72%	76%	75%	78%	77%	79%	77%	72%	69%	72%	72%	68%	64%	72%	66%
	GLD = 68%																			



Ongoing reflective review

	Actions & Activities	How? What impact measures can you report?	Lessons Learned	Next Steps
Autumn Term 2021.22	Ensure all relevant staff including 'newly appointed staff' received the correct support and training to implement RWI in each year group	All class teachers have now received the correct training to implement RWI confidently. This is either been via after school training, 2-day training or via the online portal.	Time limitations – due to booking of training and priority list for RWI	2 – staff members to gain access to face-to-face training. We have been told at present this is full as they are prioritising that have just 'bought in'. But equally the online training via the portal is just as valuable.  Support staff – to gain further training/knowledge building from our Reading Leaders in school. Short informative sessions to be scheduled.
	To ensure Pupil Premium children's progress is equal to or greater than that of non-Pupil Premium	During Pupil Progress meeting this specific group is a point of focus alongside other such as (SEN, EHCP, Summer Born, White British and EAL). Progress is tracked on internal tracking system and also separate tracker for PP pupils. In some classes in school PP pupils are identified as the 'highest performing group'.	Some PP pupils have many contributing barriers to learning, continue to analyse all of these and the emphasis need to be on progress and small steps	Where children are identified as not making 'sufficient' progress actions are formed and targets made for further support/intervention. Some PP pupils inclusive of SEND need, track on B Squared to identify smaller steps n progress.
	Ensure staff are sufficiently trained to deliver the NELI Intervention in Reception to develop early language.	Staff to access the NELI online training CPD Portal.  1 teacher, 1 ETA and Head of School (Lead) have now completed all relevant training.  Screening has been carried out with all Reception pupils and target group identified (12 pupils).  Resources and planning readily available and prepared for launch of the NELI Intervention in Spring Term.	Where possible, train up another ETA to deliver the intervention in staff absence.  Training for the ETA is greater, therefore allocate enough time for this to be completed bearing in mind the learning levels of staff.	Launch NELI Interventions beginning of Spring Term with targeted pupils.  Timetable to be created to ensure rigorous structure and implementation of the intervention.
	Implement robust attendance procedures and use pastoral support and APSO to reduce PA and support vulnerable families with a holistic approach	Head of School and Attendance officer have regular meetings, and attendance meetings across Campus ensuring consistency in our approach.  Raising profile of attendance with new logo – attendance matters.  APSO involvement at present – no impact observed  Correspondence and communication is made with families and letters sent as follow up with tracking.	Ensure regular meetings take place due to the change in numbers of families that fall below 90% attendance	Due to the growing number of PA's, further involvement and communication between school attendance officer and APSO.  Involvement from 'newly recruited' attendance support officer across Campus, to target families and support in getting children to school.  Invite families that have already received 'Letter 2' into school for a meeting with Head of School and Attendance Officer, if no positive change.
	Improvements in behaviour and targeted support for children	In school support for pupils and communication with families via our	Chase up any meetings with MHST assigned	Referrals and support for other families/children where there is

	and their families. Involvement with MHST lead for our school and NHS trailblazers project.	MHST assigned worker with NHS and also Family Support Worker.  Timely referrals made to support families and children with identified need.  Currently we have 3 families/children receiving support.	officer for our school, to ensure this is moving forwards as quickly as possible for our families and children.	identified need and further support required.  School MHST lead to access additional training to support confidence in new role and responsibilities.																							
Spring 2 Term 2021.22	A more rigorous training and development plan has been established for staff in school. This has now provided an action plan to ensure ALL staff have directed/tailored training of the RWI resources available.  4 staff have now got access to the portal, and 2 x remote learning days of CPD.	Our RWI lead in school has created a plan of action with tailored support for staff to access training and modules for RWI. This includes deadlines to meet expectations and also an overview of actions.	Not to wait as long for face-to-face training with the provider. Access to the online tools and portal will still secure staff's knowledge base as confirmed by RWI.	Implementation of the training plan during the Summer Term, review the effectiveness of this in up skilling staff and securing their RWI knowledge and application.  4 x staff to complete 2 remote CPD SESSIONS DURING THE Summer 2 term led by Ruth Miskin.																							
	School-Led Tutoring sessions during ALL afternoons have been in place since January 2022. These have consisted of a range of interventions, directed by the class teachers supporting the needs of our PP pupils (and in some cases other vulnerable pupils).	The School-Led Tutoring Interventions have been implemented by an ETA from the agency every afternoon. These have been very carefully scheduled to ensure children do not miss QFT in the classroom. Staff have identified children's needs and planned interventions to support progress and development. These have been tracked using a tracker in line with the whole school internal data tracking system.	Tracking of the interventions takes into account QFT and the internal data tracking system. Something more standalone may be better to track specific impact.	Forward thinking - if this was to continue for September 2022 for the new academic year, consider an intervention programme where a baseline can be taken and then impact of that specific intervention/s can be measured clearly.																							
	Implement robust Attendance procedures and use pastoral support and APSO to reduce PA and support vulnerable families with a holistic approach.	Currently 28 children below 90% = 24.35% 2 children have got APSO involvement.  <b>Attendance breakdown</b> <table border="1"><thead><tr><th>All Pupils</th><th>Pupils</th><th>All</th><th>Year 1</th><th>Year 2</th></tr></thead><tbody><tr><td>All Pupils</td><td>116</td><td>School</td><td>93.0%</td><td>93.1%</td><td>92.8%</td></tr><tr><td></td><td></td><td>FFT National</td><td>93.8%</td><td>93.4%</td><td>93.9%</td></tr><tr><td></td><td></td><td>Difference</td><td>-0.8%</td><td>-0.3%</td><td>-1.1%</td></tr></tbody></table> Nest Steps: Campus Attendance support role to be re-advertised or increase APSO hours.	All Pupils	Pupils	All	Year 1	Year 2	All Pupils	116	School	93.0%	93.1%	92.8%			FFT National	93.8%	93.4%	93.9%			Difference	-0.8%	-0.3%	-1.1%		
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	Implementation of NELI is now underway and has been since early Spring 1. All children in Reception were screened using the online tool and 12 pupils were identified for the intervention.	<p>A very robust timetable is in place for the delivery of NELI for children in Reception. This takes into account both group/individual sessions.</p> <p>The Intervention takes place weekly and our ETA delivering the program has met with Head of School to discuss progress to date. Informal discussions have taken place and</p>	Protect time as much as possible for implementation.	<p>We are still on track given the timescale to have completed the 20-week intervention by July 2022.</p> <p>At the end of the intervention 're screen' all children that have taken part to measure impact/progress.</p>
		impact is evident with pupils in class learning and independence. Class teachers have commented seeing a difference in children's PSED and Communication Skills.		
Summer Term 2021.22	Staff to have received 'paid for' training to enable the implementation of RWI to be a priority.	<p>All permanent teachers in school have received training via RWI both using the online portal and 'in person' training. This has been either through attended training session, CPD or individual access.</p> <p>A timetable of training remains in place for all other staff including support staff, to ensure their confidence is developed when teaching phonics. This includes greater consideration that is taken for when new staff arrive at the school.</p>	Book training early and in advance for staff and cover accordingly in school due to 2 full day teaching commitment.	<p>Schedule of training arranged by our Literacy needs to remain in place and be kept updated. This needs regular review points to ensure staff needs are met.</p> <p>Book new staff members onto 2 day full training – HLTA appointment that will be teaching across KS1.</p>
	Improve educational outcomes in Reading, Writing and Maths.	<p>2021-22 data shows improvements and upward trends in some areas from previous years. (See data overview on website).</p> <p>Progress has been made from children's starting (baseline) and this is evident using the school internal tracking system (Target Tracker).</p> <p>Successful moderation has taken place 2021.22 confirming judgements are accurate.</p>	Plan, Assess, Do and Review approach half termly (EEF) to ensure as much as possible is been done to close gaps.	<p>Baseline Assessments to take place for KS1 for 2022.23 to provide measure after Summer holidays.</p> <p>Termly assessments to take place to track progress and attainment ensuring all children are on track. Pupil Progress meetings to be continued to support these and discussions around adapting QFT.</p> <p>Staff Performance Management Targets to align with school SDP/SEF on improving outcomes for all.</p>
	Targeted Intervention Work (NEL) to be implemented and monitored.	<p>Full delivery of the NELI program started in January 2021, working with 12 children in Reception. Both group and individual sessions were carried out on a weekly basis.</p> <p>See separate NELI report that's identifies difference in Language Screen Scores.</p>	Consistent implementation is not always possible, but consider when catch up sessions can take place without too much disruption to the rest of school.	Consideration taken for the possibility of implementing NELI again in 2022.23 but this will be fully dependent on staffing levels. Also consider, could other children access the materials in provision/as an interventions to support their language development in EYFS/KS1.

	Actions & Activities	How? What impact measures can you report?	Lessons Learned	Next Steps
<p><b>Autumn Term 2022/23</b></p>	<p>Improve educational outcomes in Reading, Writing and Maths across school.</p> <p>The use of EEF research was discussed as a staff to highlight the value of 'whole class teaching' and 'setting/streaming'</p>	<p>During the start of the academic year, and after discussions and reviews with staff the decision was made to lead 'whole-class' Maths and English. This is in support of the Maths Mastery/Mastering Number now being implemented in school and to allow comprehension to be delivered as a whole class.</p> <p>This is kept under regular review during SLT/CPD meetings with staff, and at present staff have reported this to be working more effectively for our children. EYFS particularly highlighted how the maths mastery is securing children's knowledge on different mathematical concepts.</p> <p>Mastering number is working well across school and staff feel this is embedding the fundamentals in Maths for all children.</p> <p>An investment from the school budget allowed us to buy all appropriate resources to fully embed the programme (Rekenreks, matching counters etc)</p> <p>Autumn Term data shows impact in Maths – across school this data set is coming through as a real strength.</p>	<p>Protected time for Maths lead/Mastering number leads &amp; English leads to attend CPD/Campus/Hub meetings</p>	<p>English lead is going to consider the use of RWI comprehension to be used during formal assessments. The extent of our comprehension knowledge tests needs expanding especially during the Spring term.</p> <p>QA cycles to support further observations/drop ins when whole-class English and Maths is being taught.</p> <p>Review of English data at the end of Spring 1, to keep under close review and discuss further implementations to QFT to accelerate where necessary.</p>
	<p>Class organisation and staffing has been reviewed, this has enabled us to ensure the greatest impact on children's learning.</p>	<p>We have successfully staffed 9 classes across school remaining consistent with our staff levels in school enabling us to run smaller class sizes. (1 x nursery, 2 x Reception, 3 x Y1, 3 x Y2)</p> <p>Smaller classes enable our staff to provide the QFT to a smaller audience allowing both the class teacher and support staff in the classroom to provide more bespoke support and guidance where necessary.</p>	<p>Class sizes will continue to grow as the year commences due to allocation and our PAN size not yet reduced. (Average class size across school is now 26, in some 27).</p>	<p>Consideration to be taken to reduce PAN across school, to be considerate of the changing demographics across Kirklees.</p> <p>Termly reviews of staff deployment to ensure our priority is to have the greatest impact on our children.</p> <p>Changes within school (Additionally Resource Provision) may mean further recruitment for that area in school or to 'back fill' other staff roles. Consider impact on whole school and ensure the best measures are put in place to ensure consistency for the children.</p>
	<p>To plan, deliver and evaluate high quality interventions across school.</p> <p>School-Led Tutoring Interventions are planned, delivered and evaluated by a class teacher we have employed over 2.5 days in schools.</p> <p>Bespoke interventions are taking place in each class during</p>	<p>Having secured further employment of a colleague who knows our children and school well, enables us to deliver quality school-led tutoring sessions. The focus of these are amongst Year 1 and Year 2 and align with our school priorities. These being phonics and Greater Depth.</p> <p>Staff work well together to communicate and collaborate to ensure what is being planned and delivered remains consistent for the children over the 2.5 day and is not disruptive to other learning.</p> <p>Progress is tracked on a weekly basis and groups are changed accordingly.</p> <p>The use of assembly time (twice weekly) has given class teacher further</p>	<p>Intervention time can sometimes be effected by other things going on in school. (Disrupting the implementation if these, therefore have effect on overall impact).</p>	<p>Review impact of all interventions during termly pupil progress meetings. This will impact on internal tracking.</p> <p>Ensure all time for school-led tutoring and further intervention across school is protected.</p> <p>Head of School to have half termly reviews with lead of School-Led Tutoring to review impact and information gathered to include on the School-Census.</p>

	<p>2 assembly times each week. This allows each class teacher to provide further high quality targeted work, focusing on individual needs within the classroom.</p>	<p>opportunities to provide bespoke support and to work on identified areas of need with our children. These have been discussed at recent pupil progress meetings and all staff have commented on how invaluable the time is.</p> <p>In Year One during 1 afternoon per week, we are able to offer further interventions for the children. These at present are given an English focus to drive our school priorities and accelerate children comprehension, writing skills and phonics. Again, reviewed with staff and this time is invaluable in ensuring children get the additional intervention to reach expected attainment levels by the end of Year One.</p>																																			
	<p>Breakfast club offer has increased enabling more children access.</p>	<p>Our learning mentors run breakfast club every morning from 8-8.45am. The numbers of children attending our breakfast club has increased enabling us to support more children and families.</p> <p>Some families that have had meetings with attendance lead, have been offered breakfast club as an additional offer in support of individual family circumstance to work with the family.</p>	<p>Attendance of breakfast club to be kept under weekly/fortnightly review so we are not missing opportunities for other families</p>	<p>Attendance lead and learning mentors to review attendance at breakfast club over a fortnightly period to ensure the offer is having the greatest impact on children and families.</p>																																	
	<p>Extra curricular offers and further engagement with families to support children's learning, health and education.</p>	<p>During the Autumn Term school have put many offers on to children and their families. These have included coffee mornings, after school clubs (for children and their parent/carer), events to performances, school fairs and other events.</p> <p>The uptake from our families has been excellent and further evidence in support of this has been kept in the special events books, and through monitoring our after school club registers.</p> <p>Head of School has led on a parent/child cookery club and the uptake on this has been fantastic. Each week families attend the session for 1 hour, to make tasty treats for the family. All expenses paid for by school in support of our families and children.</p>	<p>Cookery club – over-subscribed. Consideration to co-teach this with another colleague could be a possibility.</p>	<p>Continue to track attendance of afterschool clubs across the different pupil groups in school.</p> <p>During the Spring/Summer terms consider further offers of events to engage families with school life.</p> <p>Review of each class PP overview lists to ensure we are capturing moments and providing opportunities for our children.</p>																																	
	<p>Monitoring and analysis of attendance in school, to encourage greater attendance and reduce levels of PA.</p>	<p>School attendance lead now has fortnightly attendance meetings with the school APSO in order to discuss families, in the hope this mitigates any referrals and support families in need.</p> <p>Attendance lead scrutinises pupil groups for attendance on a weekly basis and is now given protected time to solely focus on attendance weekly.</p> <p>Current school attendance picture</p> <p>5/9/22 – 13/1/23 (Current PA – 34)</p> <table border="1" data-bbox="531 1792 1050 1993"> <thead> <tr> <th colspan="2">Attendance breakdown</th> <th colspan="4">YEAR TO DATE</th> </tr> <tr> <th>All Pupils</th> <th>Pupils</th> <th>All</th> <th>R</th> <th>1</th> <th>2</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td>189</td> <td>School</td> <td>91.4%</td> <td>89.9%</td> <td>92.1%</td> <td>91.8%</td> </tr> <tr> <td></td> <td></td> <td>FFT National</td> <td>93.4%</td> <td>91.8%</td> <td>92.8%</td> <td>93.6%</td> </tr> <tr> <td></td> <td></td> <td>Difference</td> <td>-2.0% *</td> <td>-1.9% *</td> <td>-0.7%</td> <td>-1.7% *</td> </tr> </tbody> </table> <p>Protected time not always taken due to other school priorities.</p>	Attendance breakdown		YEAR TO DATE				All Pupils	Pupils	All	R	1	2	All Pupils	189	School	91.4%	89.9%	92.1%	91.8%			FFT National	93.4%	91.8%	92.8%	93.6%			Difference	-2.0% *	-1.9% *	-0.7%	-1.7% *		<p>Ensure time is protected for Head of School and attendance lead to discuss. (This should be at least twice each half term).</p> <p>Attendance lead to visit other school to discuss approaches to school attendance to see if there is anything further we can do to support our children and families.</p> <p>Attendance lead to spend time looking at FFT for our school attendance.</p>
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<p>Spring Term 2022.23</p>	<p>Ensure all relevant staff (including new staff) have received paid-for training to deliver the Read Write Inc Programme effectively as a whole school approach.</p>	<p>Our full time HLTA has now received booking confirmation on the 2 day RWI training in Birkenshaw. (This will take place 12<sup>th</sup>/13<sup>th</sup> June).</p> <p>Every teacher in school and F/T HLTA have then received the full training.</p> <p>Bespoke training via the online portal is still accessed by all staff.</p>	<p>N/A</p>	<p>Any further staff employed – continue to pursue access to full training.</p> <p>English lead – To have over sight on any training needs required in school and tailor the online portal for staff to access relevant training/CPD.</p>																																
	<p>School-Led Tutoring Interventions are planned, delivered and evaluated by a class teacher we have employed over 2.5 days in schools.</p>	<p>The main focus on the School-Led Tutoring sessions has been with Y1 Phonics and Y2 Greater Depth. These has being carried out 2.5 days via a qualified teacher. Groups and the current focus each half term has been changed according to the needs and development of the children.</p> <p>Individual tracking and monitoring is carried out by the teacher – Impact evidenced and progress steps. Further impact following from Y1 screening checks and Y2 SATS/teacher assessment.</p>	<p>Groups/focus to change more frequently when not working. Consultation with relevant staff in year group.</p>	<p>School-Led Tutoring to continue in the Summer Term. The focus of this to be further discussed but at present support with children in writing and securing teacher assessment judgements.</p>																																
	<p>Monitoring and analysis of attendance in school, to encourage greater attendance and reduce levels of PA.</p>	<p>Current school attendance picture</p> <table border="1" data-bbox="523 875 1382 1048"> <thead> <tr> <th colspan="2">Attendance breakdown</th> <th colspan="4">YEAR TO DATE</th> </tr> <tr> <th>All Pupils</th> <th>Pupils</th> <th>All</th> <th>R</th> <th>1</th> <th>2</th> </tr> </thead> <tbody> <tr> <td>All Pupils</td> <td>194</td> <td>School</td> <td>92.3%</td> <td>91.4%</td> <td>92.4%</td> <td>93.0%</td> </tr> <tr> <td></td> <td></td> <td>FFT National</td> <td>93.8%</td> <td>92.3%</td> <td>93.2%</td> <td>93.9%</td> </tr> <tr> <td></td> <td></td> <td>Difference</td> <td>-1.5%</td> <td>-0.9%</td> <td>-0.9%</td> <td>-0.9%</td> </tr> </tbody> </table>	Attendance breakdown		YEAR TO DATE				All Pupils	Pupils	All	R	1	2	All Pupils	194	School	92.3%	91.4%	92.4%	93.0%			FFT National	93.8%	92.3%	93.2%	93.9%			Difference	-1.5%	-0.9%	-0.9%	-0.9%	
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	<p>Parental engagement to support children's learning, health and Development.</p>	<p>Since the beginning of the year we have arrange, organised and carried out parent/carers Coffee Mornings and work sessions.</p> <p>There have included; Parent Assemblies Christmas/Easter Coffee Mornings Messy Church Events EYFS stay and Play sessions King's Coronation Royal Bingo Coffee Morning</p> <p>Our uptake from parents has increased rapid during these extra 'special' events. These are evidence in the schools special events books.</p>	<p>N/A</p>	<p>Continue into the Summer Term in organising events for parent/carers to join school and spend time with their child. Consideration to be given to the Summer Fayre.</p> <p>Consider stakeholder feedback and preference for most successful events/coffee mornings.</p>																																
	<p>To plan, deliver and evaluate high quality interventions across school.</p>	<p>All classes have now updated their overviews or ALL pupil premium children. This was currently assessed at the beginning of the Spring Term and it was evident around 70% of PP children had accessed some form of intervention/additional work. Taking into account the updated overviews this is now approximately 94%.</p>		<p>Continue to monitor and update overview trackers across school to ensure that our children are receiving quality interventions, access to extra-curricular activities and furthering opportunities throughout the year.</p>																																
<p>Summer Term 2022.23</p>																																				