

Pupil premium strategy statement: Highfield Primary School

1. Summary information					
School	Highfield Primary School				
Academic Year	2022/23	Total PP budget	£117,005	Date of most recent PPG Review	July 2022
Total number of pupils	419	Number of pupils eligible for PPG	83	Date for next internal review of this strategy	Dec 2022

2. Current attainment by the end of KS2 (in 2022 there were 19 children in Year 6 eligible for Pupil Premium 53% were girls and 47% were boys. 16% were on the SEN register 26% were supported by social care team.)		
END OF KEY STAGE 2 (2022)	PP Pupils - Highfield	All Pupils – National 2022
% OF PUPILS ACHIEVING THE EXPECTED STANDARD IN READING	94%(39% higher)	74% (% higher)
% OF PUPILS ACHIEVING THE EXPECTED STANDARD IN WRITING	67% (6% higher)	69% (% higher)
% OF PUPILS ACHIEVING THE EXPECTED STANDARD IN GPS	89% (56% higher)	72% (% higher)
% OF PUPILS ACHIEVING THE EXPECTED STANDARD IN MATHS	89% (28% higher)	71% (% higher)

3. Barriers to future attainment (for pupils eligible for PPG including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Below typical language and communication skills on entry to school inhibit the progress of a large number of PPG eligible pupils in all areas of the curriculum. This is often compounded by the lack of engagement of some PPG pupils' parents, for example children do not experience stories or books or read at home and do not receive parental support with homework tasks.

C.	Internal data suggests that outcomes for PPG pupils in Year 3, 5 and Year 6 (2022-23) are not as strong as for other pupils groups.
D.	When PPG children return to school in September, they will continue to need significant additional support in order to address the gaps in their learning.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance rates for pupils eligible for PPG are 89.7%, which is below non PPG pupils 93.5% and below the target for all pupils of 94%. This reduces the time that they are in school and therefore causes them to fall behind in relation to Age Related Expectations.
F.	Some PPG pupils do not make as much progress at non-PPG peers due to lack of aspiration and stimulating home learning environment.
G.	A significant number of our parents struggle with their own mental health, parenting capacity and have financial stresses which impact on the support which they are able to provide for their children.
B.	Many of our PPG pupils have social, emotional and behavioural problems which has a direct impact on wellbeing and progress.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	By the end of KS1 the progress of PPG pupils is in line with their non-PPG peers.	Proportion of PPG pupils meeting expected standards in KS1 is in line with non-PPG peers.
B.	All children eligible for PPG will be settled and secure in school; they will have their social, emotional and behavioural needs met and will be happy and ready to engage in learning.	More families will engage with school at the Early Help stage in order to improve liaison with school. Learning Mentor intervention, Sunflower Club and close liaison with families in regards to wellbeing and safeguarding will support a purposeful learning environment.
C.	As a result of high quality teaching and learning and assessment (QFT), PPG eligible pupils in all year groups, but especially in Year 3, 5 and 6, make progress in line with their peers.	Progress is in line with their non-PPG peers.
D.	As a result of extra tuition (school led and PPG+), gaps in learning will be addressed and PPG pupils' progress will be in line with their non-PPG peers.	Progress is in line with their non-PPG peers.

E.	Attendance and punctuality of PPG pupils is in line with their non-PPG peers.	PPG pupil's attendance and punctuality is in line with non-PPG peers.
F.	PPG pupils who require individualised programmes of work and focussed support make the same progress as non-PPG pupils.	PPG pupils in Years 1 - 6 who have specific and significant learning needs receive quality interventions to ensure that they make at least expected progress from individual starting points.
G.	Parents are supported effectively by school in order for them to meet their children's basic needs.	Parents are accessing support and children's needs are met.

5. Planned expenditure					
Academic year	2022-23				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Termly Review
By the end of KS1 the progress of PPG pupils is in line with their non-PPG peers.	Children not grouped into classes until half-term and reassessed at end of Reception to ensure a spread of abilities and personalities in each class moving into Year 1.	Ensure there is a balance of need, support and abilities across both classes in Year 1.	Headteacher observation, PP meetings with relevant staff. External validation from SIP. Discussions with PPG lead.	Emma Vast David Glyn-Jones Lesley Else Deb Helme	
	Grouping children for RWI and maths sessions by half-term in October 2022.	Early grouping and teaching ensures that children make rapid progress during EY.	KS1 English lead to monitor and use feedback from development day to ensure consistency in approach.	Lindsay McCabe	
	Individual children supported with their fine-motor skills to develop their writing.	Give children the necessary strength to grip a pencil correctly for the process of writing.	EY lead to ensure interventions take place, monitored by KS1 English lead.	Emma Vast / Lindsay McCabe	

	<p>Use outcomes from Baseline in Reception to inform planning.</p> <p>Following Summer 2022 assessments and diagnostics, identified children across KS1 will receive additional tuition and will work through gaps in their understanding through focused intervention groups.</p> <p>Additional PP Meeting with all year groups planned for October 2022, examining success of interventions and progress following the summer break</p> <p>RWI Portal purchased to support training needs of all staff. RWI development day planned to support teachers with delivery and to ensure consistency in teaching.</p>	<p>To ensure that children who have gaps in their understanding are supported with effective intervention, with a particular focus on writing.</p> <p>PPG lead to discuss each PPG child with class teachers to ensure that interventions are having an impact.</p> <p>RWI teaching has been of a very high standard in the last 12 months, through regular training of staff and feedback.</p>	<p>Planning is addressing the needs of the PPG children.</p> <p>Planning is addressing the needs of the PPG children using diagnostics to support. PPG meetings with lead each half-term. PP meeting feedback.</p> <p>PPG lead to observe groups within each class for impact of interventions.</p> <p>Observations from KS1 English Lead and Head Teacher.</p>	<p>Emma Vast</p> <p>All staff / Deb Helme</p> <p>Deb Helme</p> <p>Lindsay McCabe David Glyn-Jones</p>	
<p>As a result of high quality teaching and learning and assessment (QFT), all PPG eligible pupils but especially those in Year 3, 5 and Year 6, make progress in line with their peers.</p>	<p>Identification of individual pupil needs and how these are to be addressed.</p> <p>Regular KS1 moderation meetings involving all staff, with a particular emphasis on writing.</p> <p>Regular KS2 moderation meetings involving all staff, with a particular emphasis on writing.</p>	<p>PPG pupils who need extra interventions or support need to be quickly identified in order to plan and monitor for gaps in their learning.</p> <p>All staff have an informed understanding of standards in the Key stage through regular moderation and discussion</p> <p>As Above.</p>	<p>Pupil Progress meetings in October 2022 and beyond will address interventions implemented and their impact. To ensure that teachers provide effective interventions to ensure that gaps in learning are addressed.</p> <p>All meetings minuted and shared at SLT.</p> <p>All meetings minutes and shared at SLT.</p>	<p>SLT and Maths and English Leads</p> <p>Andie Ward</p> <p>Fiona Cramer</p>	

	Half-termly Pupil Progress meetings to focus on PPG children and implementing appropriate intervention strategies	To ensure that PPG pupils make rapid and sustained progress.	PPG pupil progress and interventions will be discussed at half termly PPG meetings between the class teacher and PPG Lead. Lesson Observations, book scrutinies and pupil interviews. Reports to Governors.	Deb Helme SLT and Maths and English Leads	
All Children Looked After have access to additional support in areas of concern from a qualified teacher to ensure they make the required progress.	1 to 1 support from a qualified teacher before or after school for LAC and post LAC children in Y2, 4 and 6.	These children are PPG+ and therefore have additional funding for this.	Information passed on from previous teacher in terms of areas of weakness and focus. Discussion at PP meetings – if not resulting in progress, what are you going to do/change?	David Glyn-Jones Deb Helme	
Total budgeted cost					£5,700

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Termly Review
All children eligible for PPG will be settled and secure in school; they will have their social, emotional and behavioural needs met and will be happy and ready to engage in learning.	Support and monitoring by Pastoral Lead, SENDCO and PPG lead.	Multiple barriers faced by some PPG children with cumulative effects on progress and/or wellbeing.	Pupil and parent questionnaire indicate that pupils feels safe and well looked after in school (End of EHA process and Mentor/DSL support with vulnerable children).	Deb Helme Vanessa Barrera Sheridan Wakes	
	PPG lead/Designated Safeguarding Lead & Pastoral lead to liaise with parents and outside agencies to support children and families with specific identified needs to	The use of social and emotional learning strategies and interventions almost always improve emotional and attitudinal outcomes. Improvements more likely when approaches are embedded into routine educational practices	Pastoral Lead to provide evidence of the impact of 1-1 support through child and parent questionnaires. Designated Safeguarding Lead (and SENDCO where appropriate) to discuss EHA with parents when ongoing and at the completion of support.	Sheridan Wakes Deb Helme Vanessa Barrera	

Providing pupils with a range of activities in order to address their social, emotional and behavioural well-being.	address SEMH of PPG pupils.	and supported by professional development and training for staff.	Aspire Parental Support evidence and use of strategies to support the wellbeing and positive behaviour of pupils.	Deb Helme Sheridan Wakes Danny Maher	
	Pastoral Lead & Aspire Behaviour Support Professional to work with families to signpost to appropriate support and carry out 1-1 support for pupils experiencing emotional or behaviour difficulties.	<p>A number of children eligible for PPG are impacted by family issues, which require support from social care and in-school Early Help support (50% in Year 1, 30% in Year 2, 42% in Year 3, 53% in Year 4, 40% in Year 5, 67% in Year 6).</p> <p>Some parents to improve their parenting capacity through some 1:1 work with Aspire Behaviour Support professional.</p> <p>Through effective and efficient partnership with parents and other agencies, families will be supported at the Early Help stage, reducing the need for engagement with safeguarding and CP team.</p>			
	Fortalice – Healthy Relationships Year 5	Previous experience demonstrates that this training has a positive effect on pupils sharing and disclosing and equips them with skills and understanding of how to deal with difficult situations and relationships now and in the future. School is situated in an area of deprivation with high instances of Domestic Violence, substance misuse and ant-social behaviour.			
	Crucial Crew Year 6	A range of emergency services create situations where the children have to demonstrate their understanding of how to keep themselves and others safe.	Children demonstrate an understanding of the issues raised and are able to keep themselves safe in a range of situations.	Jasmine Chesterton/ Kerry Hutton	
			Children demonstrate an understanding of the issues raised and are able to keep themselves safe in a range of situations.	Jessica Pounder/ Kelly Stark/Mike Clegg	

	Once Upon a Smile	School has a small number pupils and parents who require bereavement counselling and there is nothing locally available.	Children will attend the OUAS counselling sessions off site, along with other children in the community and will develop their emotional wellbeing.	Deb Helme	
	Sunflower Club with Year 2 and Year 3	This Club addresses the wellbeing and development of confidence in identified PPG pupils, who are vulnerable and with low self-esteem.	Leaning Mentor to provide evidence of the impact of support and attendance at Sunflower Clubs.	Sheridan Wakes/Sarah Kennington	
	Wider Opportunities Music Provision	This provides an opportunity for all children in Years 3 - 6 to play a range of musical instruments, which otherwise they would not be able to access. Some children further their learning in brass in playing for Farnworth Brass Band	Teacher and child feedback on musical appreciation and enjoyment. An increased number of children continue with music sessions and join community bands.	Mike Clegg	
	Wider Opportunites – Breakfast Club, school trips and residential	To provide free Breakfast Club for up to 8 identified children to raise attendance and punctuality. To provide the opportunity for all PPG children in Years 4 and 6 to attend an outdoor activity residential (50% cost).	Improved attendance and punctuality for all identified PPG pupils. No PPG child misses out on any opportunities for residential experiences.	Deb Helme / Sheridan Wakes / David Glyn-Jones	
	Rees Sport, EdStart & Choir– out of school hours clubs	To ensure equality of access to these after-school sporting opportunities.	Full registers and take up of opportunities from PPG pupils in school.	Amanda Champion	

PPG pupils who require individualised programmes of work and focussed support make the same progress as non-PPG pupils.	Year 4 Additional day for both Y4 job share teachers (Wednesdays – team teaching). Volunteer TA supporting across Y4	PPG pupils in Years 4 and 6, who have specific and significant learning needs receive quality interventions to ensure that they make at least expected progress from individual starting points. Impact monitored by Dep Head in role as PPG Lead.	Lesson Observations each term Book scrutinies Half termly discussions with class teacher – PPG Meetings Assessment and target setting evidence PP Meetings	SLT	
	Year 6 Additional T5 teacher in Y6 to lower numbers and supporting significant PPG numbers (21/61)				
Support and interventions from external agencies for PPG children – SEND	Contribution towards Education Psychology & Ladywood intervention costs.	7 PPG children across school receive support from the Educational Psychology service are working as part of an intervention with the SENDCO.	Signposting and supporting staff with individual strategies which ensure that these children are making progress.	Vanessa Barrera	
Total budgeted cost					£103,275.13

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Termly Review

<p>Attendance and punctuality of PPG pupils increases so that pupils are in school, taking full advantage of the education on offer.</p>	<p>Liaison with parents/carers by PPG Lead and Attendance Officer – informal and formal meetings</p> <p>First Day response provision</p> <p>Attendance Officer employed to monitor pupils and follow-up quickly on absences.</p> <p>Letter sent home when attendance less than 90% and punctuality reaches more than five lates per term.</p> <p>Involvement of Early Intervention team.</p> <p>Reintroduction of class attendance trophies for KS1 and KS2.</p> <p>Attendance certificates for 100% given out each term.</p> <p>Book tokens reintroduced for 100% attendance for school year.</p> <p>Lines reintroduced in Autumn 2022 to encourage late arrivals to be on time, and all school to start and finish at same time.</p>	<p>School attendance for PPG pupils at present is 89.7% (July 2022), with some individual attendance and punctuality issues. This is much lower than in previous years and significantly below that of non-PP peers (3.8%).</p> <p>PPG attendance is significantly affected by a small number of children from a small number of families. There are currently 4 children with an attendance below 70% and 3 with an attendance below 80%.</p>	<p>Ensure that all leads work smoothly together to ensure that school processes and procedures are effective and all attendance and punctuality concerns are monitored and addressed.</p> <p>SLT will monitor attendance and ensure high priority given to good attendance messages relayed at home and in school.</p> <p>Awards distributed in classes/assemblies and through newsletters.</p>	<p>Sheridan Wakes David Glyn-Jones Deb Helme</p>	
<p>Total budgeted cost</p>					<p>£11,739.79</p>

6. Review of expenditure

Previous Academic Year: 2021/22

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
By the end of KS1 the progress of PPG pupils is in line with non-PPG peers.	New framework for Early Years implemented in September 2021.	EYFS lead has implemented new framework effectively in EY, alongside redefining their curriculum through development matters. All children have daily RWI and Maths sessions and activities are very closely linked to skills. For our PPG children the end of year target was 38% GLD and they achieved 40%. This is 4 out of 10 children – 3 other children are on the SEN register and 1 has recently arrived in school.	Starting with RWI as early as possible has clearly had a positive impact on progress across EY. Planning and organisation has been strong within the team and the ECT has made excellent progress during the year. The team will remain together next year, with the addition of a 1 to 1 TA.	£0
	Use outcomes from Baseline in Reception to inform planning.	Baseline in October identified areas of relative strength and areas for development within this cohort. Majority of children were below or well below – 83% writing, 81% reading, 67% number. Staff used the outcome of the Baseline to plan sequences of lessons to address the areas for development – comprehension, self-regulation, reading and writing).	Planning and teaching addressed the needs of the PPG children very well.	£0 £0
	Following Summer 2021 assessments and diagnostics, identified children will receive additional tuition and will work through gaps in their understanding through focused intervention groups.	All PPG+ (LAC and post LAC children) received 1 to 1 tuition from the beginning of the school year from teachers after school. Academic Mentor worked across Reception, Years 1 and 2 providing additional support for identified groups of children. School Led tutoring supported 40 children across school, delivered by teachers. Additional reading, writing and maths intervention from teachers in after school boosters or reading clubs. QFT for all children based on diagnostics from Summer 2021 and RWI and Big Maths refreshers for all staff have taken place. 7 PPG children from Year 2 and Year 5 have been supported through Third Space Learning 1 to 1 tuition on a 12 week programme.	Continue with support and interventions based on diagnostics from July 2022. Teaching in September will address the identified gaps in learning.	£8000 £1950 for 5% of AM salary + on costs £2052 additional funding from school for tutoring £1320 for two groups of Third Space Learning tutoring

	<p>Additional PP Meeting with all year groups planned for October 2021, examining success of interventions and progress following the summer break</p>	<p>Additional PP meetings took place in the first week of November with every year group – identified challenge expected children across each year group linked to performance management for each teacher. PP Lead used information to monitor PPG pupil progress in classes. The vast majority of PPG children had made some progress by October half-term. Using FFT aspire targets were set for all Y5 and Y6 children and also for Y2 and Y1 phonics check.</p>	<p>PP meetings to be held in October 2022.</p>	<p>£0</p>
	<p>Whole school RWI refresher training in September 2021 from RWI trainer and a development day in January 2022</p>	<p>Took place on September 6th 2021 and observations and pupil progress during the Autumn term was very positive with the vast majority of children making good/outstanding progress. A development day took place on 31st January 2022 – excellent feedback and development points which KS1 Lead will monitor. Year 1 Phonics check (75%) and Year 2 re-check (88%) were in line with national average, which demonstrates positive impact of training and consistency in delivery. Positive impact on the teaching of RWI this year, evidenced through KS1 English lead observations.</p>	<p>RWI development day from RWI professional in September 2021 and purchase of RWI Portal will continue to ensure consistency of approach from KS1 to KS2 and to that new staff are appropriately trained in new techniques.</p>	<p>£1900</p>
<p>As a result of high quality teaching and learning and assessment (QFT), all PPG eligible pupils but especially those in Year 3, 5 and Year 6, make progress in line with their peers.</p>	<p>Identification of individual pupil needs and how these are to be addressed.</p>	<p>PP meetings identified additional support for individuals and groups across school. The school led tutoring which began in November 2021 had 29/40 pupils who were disadvantaged – all received an additional hour of support each week. PPG lead met with all teachers at end of each term to discuss progress and interventions for disadvantaged pupils (recorded in PPG file on Main).</p>	<p>Use end of year data (class trackers, diagnostics and FLiC) to prioritise support for September.</p>	<p>£ see above</p>
	<p>Regular KS1 moderation meetings involving all staff.</p>	<p>Regular moderation took place across staff in KS1 both formal and informal – subject leader monitoring also supports this. Outcomes of moderation were shared with SLT.</p>	<p>From September these meetings will take place half-termly.</p>	<p>£0</p>
	<p>Regular KS2 moderation meetings involving all staff.</p>	<p>Regular moderation took place across staff in KS2 both formal and informal – subject leader monitoring also supports this. Outcomes of moderation were shared with SLT.</p>	<p>From September these meetings will take place half-termly.</p>	<p>£0</p>
	<p>Half-termly Pupil Progress meetings to focus on PPG children and implementing appropriate intervention strategies</p>	<p>PPG lead met with all teachers at the end of each half-term to discuss progress of disadvantaged children and appropriate interventions to address any gaps in learning. Outcomes of these meetings were shared with staff and discussed at SLT.</p>	<p>PP Meetings to continue in October 2022.</p>	<p>£0</p>
		<p>Maths and English leads reported to Standards in Autumn Term 2021, including information about PPG progress.</p>		

All Children Looked After have access to additional support in areas of concern from a qualified teacher to ensure they make the required progress.	1 to 1 support from a qualified teacher after school for LAC and post LAC children in Y1, 3, 4 and 5.	This support continued in September 2021 for the 1 LAC child and 8 post LAC children, focusing on areas of need – specifically reading, writing and maths. All children made some progress as identified in PEP reports (for the 1 LAC child) and termly reviews. Effectiveness of interventions were discussed at PP meetings throughout the year. Carers felt that the additional support was valuable to the confidence and progress of their child.	These interventions will continue with new teachers in September 2022.	£ see above
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ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
All children eligible for PPG will be settled and secure in school; they will have their social, emotional and behavioural needs met and will be happy and ready to engage in learning.	Support and monitoring by SENDCO, PPG lead and Pastoral Lead	<p>Parent Questionnaire in January 2022 – 99% of responses (183/185) state that their child feels safe at school.</p> <p>Pupil questionnaire in November 2021 – 99.3% of children (412/415) stated that they feel safe at school. KS2 were anonymous.</p> <p>CPOMS is being used by all teachers and any covering support staff. We continue to record all incidents, any useful information on CPOMS and share with relevant staff.</p> <p>DH has provided support and guidance for staff where appropriate and implement any upgrades to the system.</p>	<p>CPOMS is being used by all teachers and any covering support staff.</p> <p>Continue to use CPOMS in 2022-23, provide support and guidance for staff where appropriate and implement any upgrades to the system.</p> <p>Completion of Healthy Minds UK Mental Health Award in Summer 2022.</p> <p>Feedback forms for parents/carers who liaise with DSL on a regular basis.</p> <p>Year group assemblies to cover safeguarding in Autumn term 1 2022.</p>	£31,360.80

Providing pupils with a range of activities in order to address their social, emotional and behavioural well-being.	PPG lead/Designated Safeguarding Lead to liaise with parents and outside agencies to support children and families with specific identified needs to address SEMH of PPG pupils.	<p>Staff addressed any wellbeing concerns with parents and children during the first few weeks of term in September (first week back was a wellbeing week). The vast majority of children settled very well back into school. Any children who were struggling emotionally received support from pastoral lead and DSL.</p> <p>Year group assemblies to cover safeguarding took place in Autumn term 1 2021. Wellbeing through sport sessions have been extremely well received by children and staff. Staff have adopted strategies in the classroom.</p> <p>Each class have set up a pupil wellbeing strategy – worry box, thumbs up etc.</p> <p>Pastoral Lead - lots of informal discussions with parents and their children – open door policy. This support has a positive impact on the wellbeing of parents by helping to address their issues and signposting to support services.</p>	Excellent support from DH, SW and DM working with a number of PPG pupils. DH and SW to continue in their present roles in September.	£10,637.46
	Pastoral Lead & Aspire Behaviour Support Professional to work with families to signpost to appropriate support and carry out 1-1 support for pupils experiencing emotional or behaviour difficulties.	<p>DM has continued to work in school for a day each week with identified children from Reception-Y6 (8 out of 11 are PPG), as well as supporting a number of parents of these children with Triple P training or advice.</p> <p>DM has also been carrying out observations and assessments on 4 Reception children (2 PPG) and making referrals to external agencies.</p> <p>His work is reviewed on a half-termly basis, and some children have completed successful interventions and have the strategies to support themselves in school. They are no longer working with DM, freeing up time to support other children where necessary.</p> <p>During Spring term DM worked with identified children from Reception-Y6 (5 out of 10 are PPG) as well as supporting a number of parents of these children with Triple P training or advice.</p> <p>During Summer term DM worked with identified children from Reception-Y6 (9 out of 18 are PPG) as well as supporting a number of parents of these children with Triple P training or advice.</p>	SLA with Aspire to continue in 2022-23, using DM twice a week.	£8,038.00
	Pastoral lead timetable to support our more vulnerable children. Early Help process led by DHL and SENDCO. Identifying relevant support for children displaying SEMH concerns.	<p>Pastoral Lead has supported 7 PPG children during the Autumn Term, and has met with more children informally as an issue has arisen.</p> <p>Pastoral Lead has supported 10 PPG children during the Spring Term, and has met with more children informally as an issue has arisen.</p> <p>Pastoral Lead has supported 7 PPG children during the Spring Term, and has met with more children informally as an issue has arisen.</p>	Through effective and efficient partnership with parents and other agencies, families will be supported at the Early Help stage, reducing the need for engagement with safeguarding and CP team	£0

		<p>3 Early Helps were open during the Autumn Term (2 PPG children). Effective intervention has addressed identified goals and all EH's have closed.</p> <p>No EH's during spring term, although we had 2 PPG children at CP. These have now closed.</p> <p>1 PPG child was referred to targeted early help hub and this intervention is ongoing.</p> <p>We have 4 children (2 PPG) currently working with Bolton Wanderers mentors to address SEMH concerns. We have 3 children (2 PPG) currently working with Bolton Wanderers mentors to address SEMH concerns. 10 children (7 PPG) have been referred to CAMHS. Some have started the process and some are waiting for an appointment.</p>		
	Fortalice – Healthy Relationships Year 5	<p>2 days of workshops carried out with Year 5 children in July 2022. Feedback from teachers and children has been very positive, and children have articulated a greater understanding of what a healthy relationship with parents/siblings/family members and friends looks and feels like.</p>	To continue with Healthy Relationships workshops for Y5 in July 2023 (10 PPG children)	£450
	Real Love Rocks Year 6	<p>The newly developed RSE curriculum in school covers all aspects of puberty and growing up, so these sessions are no longer necessary.</p>	Use of Jigsaw for PSHE & RSE curriculum in Year 6, alongside talk from school nurse to replace these sessions.	£500
	Crucial Crew Year 6	<p>All Y6 children (16 PPG) attended event on 19th November 2021.</p>	Will take place in November 2022 with the Y6 children (school to subsidise to keep cost down)	£600
	Once Upon a Smile	<p>Not required by any child this year, but offered to 2 children.</p>	Continue in 2021-22, where necessary.	£0
	Sunflower Club	<p>Began on Wednesday 23rd Feb 2022 with Y3 children (5/10 PPG).</p> <p>Began on Wednesday 15th June for 5 weeks with Y5 children (5/10 PPG).</p> <p>Excellent feedback from children and parents.</p>	Continue next year with Year 3 (Autumn term) and Year 2 (summer term)	£200
		<p>All Year Groups have benefitted from the teaching of Mr Martin this year – 3 half-terms each year group. Mr Martin has been attending every Monday following his devised</p>		

	<p>Wider Opportunities Music Provision</p>	<p>curriculum and ran a Y5 and Y6 Choir at lunchtime (18 PPG children attend). He reports a real love of music and performance from all children he has worked with. The choir recently performed to the Y3 and Y4 children and for the parents – very successful and excellent feedback.</p> <p>Year 4 brass lessons from BMS (10 PPG). Mr Greenland also taught small group lessons to children in Y5 and Y6, with a view to these children attending Farnworth Band. The band have not been able to meet so far this year. The Band will restart in September 2022 at St Peter's.</p> <p>Free Breakfast Club has been provided during the Autumn Term for 5 PPG children to support improved attendance. This strategy worked for all the children (see attendance data). This was provided for 7 children during the Spring Term and for a further 7 children during the Summer Term (see improved attendance data for all children).</p> <p>Winmarleigh Hall Residential for Y4 children took place in March 2022 (5 of 9 PPG children attended at a reduced cost of 50%). All children had a great time, and a range of exciting activities were delivered in school for those not attending. Robinwood residential for Y4 children took place in June 2022 (11 of 19 PPG children attended at a reduced cost of 50%). All children had a great time, and a range of exciting activities were delivered in school for those not attending.</p> <p>During the Autumn Term and Spring 1, 21 out of 62 PPG children took part in Rees Sports, Edstart or choir clubs. All PPG children are encouraged to attend an after school club. During Spring 2 22 out of 62 PPG took part in a Rees Sports, Edstart and choir clubs. This increased to 31 during the Summer Term 2022. Both clubs well received by children and parents.</p>	<p>Mr Martin to continue to be employed for a full day from September 2021, Mr Greenland to continue with wider opps brass in Y4 and guitar tuition to continue.</p>	£4000
	<p>Wider Opportunitites – Breakfast Club, school trips and residentials</p>		<p>Breakfast Club funding to continue as and when necessary.</p>	£2280
	<p>Rees Sport and Edstart – out of school hours sports clubs</p>		<p>Re-booked for current Y3 for March 2023.</p> <p>Re-booked for March 2023 to reduce the cost by £60 for those paying full price and £30 fopr those paying half-price.</p> <p>Continue with same programme in 2022-23.</p>	£450 £1540 £3500
<p>PPG pupils who require individualised programmes of work and focussed support make the same progress as non-PPG pupils.</p>	<p>Year 5 NS - TA3 (13 hrs)</p> <p>Year 6 LF -TA2 SEN (5.5 hrs)</p>	<p>DH has met with all staff each term to discuss support, interventions and progress.</p> <p>Performance Management for TA's was carried out by PPG lead during the Autumn Term and reviewed in March 2022.</p>	<p>The intervention will change for the 2022-23 academic year based on assessed needs (see strategy above).</p>	<p>£6421.50</p> <p>£2569.89</p>

	<p>Year 3 LF – TA2 SEN (5.5 hrs)</p> <p>Additional T5 teacher in Y6 to lower numbers and supporting significant PPG numbers</p>	<p>Splitting the children into 3 classes in Y6 has been very successful, not just in reducing behaviour issues outside, but in the additional support that can be given to children in a smaller class. Focused interventions have supported a number of PPG children in Y6. Targets for end of Year are challenging.</p>		<p>£2569.89</p> <p>£10504.00</p>
<p>Support and interventions from external agencies for PPG children – SEND</p>	<p>Contribution towards SENDCO, Education Psychology & Ladywood costs.</p>	<p>7 PPG children have received support from SENCo in small group and 1 to 1 sessions during the Autumn term & Spring 1. Ladywood/EP have observed 9 PPG children across school and written reports which have been shared with teachers and TA's. Relevant recommendations have been implemented with individual children.</p> <p>8 PPG children have received support from SENCo in small group and 1 to 1 sessions during Spring 2 and Summer terms. Colourful Semantics support for 2 PPG children from Y4. Ladywood/EP have observed 9 PPG children across school and written reports which have been shared with teachers and TA's. Relevant recommendations have been implemented with individual children.</p> <p>Progress tracked using PIVATS across school – all PPG children receiving additional support from SENDCO have made some good small-step progress across the curriculum.</p>	<p>Continue to use independent EP to support, and Ladywood to identify appropriate support for children. SLA agreed with Debbie Shannon, on the proviso that reports are turned around within three weeks.</p>	<p>£2500 for Ladywood</p> <p>£18006.38 for 2 days of SENDCO</p>
<p>iii. Other approaches</p>				
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>Attendance and punctuality of PP pupils increases so that pupils are in school, taking full advantage of the education on offer.</p>	<p>Liaison with parents/carers by PPG Lead and Attendance Officer – informal and formal meetings</p> <p>First Day response provision</p> <p>Attendance Officer employed to monitor pupils and follow-up quickly on absences.</p> <p>Letter sent home when attendance less than 90% and punctuality reaches more than five lates per term.</p>	<p>There was a significant difference between PPG and non PPG attendance for the Autumn Term 2021. PPG – 89.14%, Non PPG 93.46%.</p> <p>There remains a significant difference between PPG and non PPG attendance for the Spring Term 2022. PPG – 88.14%, Non PPG 93.10%. There are 6 PPG children whose attendance is very low this year – monitored and supported by DH and SW.</p> <p>Overall attendance for all PPG children was 89.7% by the end of this academic year – 93.5% for non-PPG children. A difference of 3.8%. Whilst large, this difference has been reducing during the summer term.</p>	<p>The Attendance Officer will continue the attendance and punctuality of PPG pupils and address any concerns, liaising closely with DSL.</p> <p>Continue in 2022-23.</p> <p>Continue in 2022-23.</p> <p>Continue in 2022-23.</p>	<p>£10,637.46</p>

	<p>Involvement of Early Intervention team.</p>	<p>There are a small number of PPG children whose poor attendance significantly impacts on the overall PPG attendance figure.</p> <p>Autumn 1 PPG – 23% attendance below 90% (90 children). Non PPG – 13% attendance below 90% (325 children).</p> <p>Cummulative to end of Autumn 2 - 24% attendance below 90%. Non PPG – 17% attendance below 90%.</p> <p>Cummulative to end of Spring 1 PPG - 37% attendance below 90%. Non PPG – 21% attendance below 90%.</p> <p>Cummulative to end of Spring 2 PPG - 32% attendance below 90%. Non PPG – 21% attendance below 90%.</p> <p>Cummulative for summer term – 25% attendance below 90%. Non-PPG 21% attendance below 90%</p> <p>Both groups have been affected by holidays taken during term time with Covid restrictions reducing, and many issues related to isolating due to COVID and parents unhappy about having their child tested.</p> <p>DH and SW continue to monitor attendance and punctuality of all pupil groups with a particular focus on PPG. Where necessary a parental discussion will take place, warning letters issued and as a last resort, fines.</p>	<p>Continue in 2022-23. EIT will be accessed where appropriate.</p>	
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7. Additional detail