

## Bathwick St Mary Church School Pupil Premium Strategy Statement 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school. Our funding allocation will focus on three core areas:

- Teaching
- Targeted academic support
- Wider strategies



Our approaches will be monitored and reviewed to analyse impact on outcomes for disadvantaged pupils.

### School overview

<b>Total number of pupils in school</b>	<b>217</b>
<b>Proportion of disadvantaged pupils</b>	<b>8%</b>
<b>Proportion of disadvantaged pupils who have SEND</b>	<b>7/17- 41%</b>
<b>Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)</b>	<b>3 years</b>
<b>Publish date</b>	<b>October 31<sup>st</sup> 2022</b>
<b>Review date</b>	<b>Working document- July 2023</b>
<b>Statement authorised by</b>	<b>Mr Kevin Purkiss- Headteacher Mr Ben Jenkins and Dr Marina de Vos- Co-chairs of Governors</b>
<b>Pupil Premium lead</b>	<b>Mrs Claire Rigby</b>
<b>Governor lead</b>	<b>Mrs Lucy Spedo Mirandola</b>

### Funding Overview

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£23,545
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£25,545</b>

## Part A: Pupil Premium Strategy Plan

### Statement of Intent – Over 3 Years

**'Achieving excellence through the pursuit of good'**. This will be achieved by:

**Our Mission-** Bathwick is an inclusive and joyful school that provides a stimulating environment in which we celebrate and nurture every child. Through an inspiring education rooted in core Christian Values, we challenge and support our children to reach their full potential and become compassionate, courageous individuals. Our creative and rich curriculum and committed staff promote a lifelong learning, encouraging children to become caring and confident advocates for others and our world.

**Our Christian Values-** Values help define our character and ethos and by doing so affect our behaviour, beliefs and actions. Bathwick St. Mary Church School's Christian Values are represented by six words that give purpose, direction and a firm grounding in all we seek to do.



**Our Vision-** Bathwick St. Mary Church School's vision is built upon our Christian Values and complements and enhances our mission. We aim to nurture every child to be the best they can be and by each member of our community striving to do their best.

#### Key Objectives for our disadvantaged pupils:

- To have access to equal opportunities in relation to their peers.
- To feel safe and listened to in school.
- To have access to a rich and creative curriculum.
- To be supported to develop effective working relationships with key adults across the school and their peers.
- To be inspired to achieve the best that they can. For all staff to have high expectations for all pupils.
- To be supported on their individual learning journey.
- To have access to support or strategies that have been rooted in research and have proven to be effective to ensure pupils make expected progress.
- To be able to engage effectively with families and pupils so that a child's learning journey is supported by all.

#### Challenges

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

Challenge	Detail of challenge
1	To continue to embed the Read Write Inc. scheme across the infants and into the juniors. To ensure phonics teaching is consistent and ALL pupils make progress in line with their peers.
2	To ensure PP children develop a stamina for writing and make progress alongside their peers from their starting point. Our data from last year shows that 80% of our PP children (12/15) achieved the 'working towards' standard in writing. These children also need to embed core spelling (in line with RWI) and grammar skills to make accelerated progress in writing. This is in line with our 2022-2023 SDP target.
3	To ensure that PP children can retain core knowledge and vocabulary in foundation subjects. Foundation assessment shows that 80% of our children did not 'learn' and retain the core knowledge across foundation subjects. To ensure that high-quality teaching is embedded across the school linked to Rosenshine's Principles and Walk Thrus.  Teachers reported that children were unable to retain key facts for long periods of time and could not connect aspects of subjects together sequentially.

	This is linked to our 2022-2023 SDP priority around curriculum.
4	To support pupils to make progress to reach the 'Expected Standard' in Maths. Our data shows that 67% of children achieved the 'Working Towards' standard in Maths in the last academic year. Children demonstrated an under-developed sense of number, lacked in confident recall of fluency, and were unable to retain key methods to solve calculations.
5	In addition to being eligible for pupil premium funding, a few of our children have additional vulnerabilities including SEND, EAL and complex families.
6	Whilst the attendance for many PP children is good, we have some children who are persistently absent or late and have attendance below 90/95%.

## 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.

Challenge	Intended outcome	Success criteria
1	In EYFS and Key Stage 1, 67% of children to be in line with the expectations for RWI. In Year 1 phonics check 100% to PASS the check.	<ul style="list-style-type: none"> <li>-Children to meet the age-related expectations in phonics.</li> <li>-Children to be in line with the RWI expectations for reading, identified through regular assessments by the RWI lead.</li> <li>-Children to make at least expected progress in reading.</li> <li>-Phonic assessment and observation to show that teaching of phonics is consistent across the school and well taught.</li> </ul>
2	Across the school, to ensure a further 6% of children achieve the 'expected standard' in writing by the end of the year. Therefore, 66% to be WTS and 33% to be EXS, omitting EYFS. In EYFS, 50% to meet a 'Good level of development' and to have 'learnt' the Early Learning Goal' in writing.	<ul style="list-style-type: none"> <li>-The impact of High-quality teaching to be evident through learning walks and assessment.</li> <li>-Children to acquire core spelling and grammar skills through over teaching and revisiting key concepts.</li> <li>-Moderation to ensure individuals have been supported to make progress.</li> <li>-Pupil progress meetings to ensure PP children are 'spotlight' children.</li> </ul>
3	Through high-quality teaching, 25% of PP children will 'learn' the curriculum and retain key knowledge across the foundation subjects.	<ul style="list-style-type: none"> <li>-Foundation assessments will indicate progress.</li> <li>-Embedding high-quality teaching will have an impact for ALL children.</li> <li>-Subject leaders will have a clear picture of PP children's progress and attainment in their subject.</li> <li>-Through pupil questionnaires and conferences, children reflect</li> </ul>

		on their improved understanding and share their knowledge acquired.
4	To ensure that 29% of PP children achieve the EXS in maths through high-quality teaching in maths, in line with our whole school professional development and SDP priority. To support Key Stage 2 pupils through school led tutoring. To continue to embed the White Rose scheme across the school.	-Embedding high-quality teaching will have an impact for ALL children. -Moderation to ensure individuals have been supported to make progress. -Pupil progress meetings to ensure PP children are 'spotlight' children. -The impact of High-quality teaching to be evident through learning walks and assessment. -End of Key Stage 2 results will show progress for PP children in Maths. -Children continue to make progress, evident in Puma assessments, formative and summative assessments. -Children participate more confidently in daily maths lessons and show a greater confidence in the use of oracy.
5	PP children and their families are known according to their needs and the relevant intervention or support is implemented and monitored for impact.	-Pupils meeting their learning targets. -Children and families accessing the relevant support.
6	Fully implement the attendance policy and where relevant other methods of support and intervention so that pupils are in school every day.	-Improved attendance across the school year. -Good communication and support between the school and home.

### Activity in this academic year 2022-2023

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: £5,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure new members of staff have received	EEF evidence: <ul style="list-style-type: none"> <li>Phonics focus + 5 months</li> </ul>	1

relevant training in the Read, Write Inc. Program.	(Read, Write Inc. project data due to be released 2023) <ul style="list-style-type: none"> <li>• Oral language intervention +6 months</li> <li>• Parental involvement +4 months</li> </ul>	
Ensure all staff continue to deliver high-quality phonics lessons to all pupils, identified through on-going formative and summative assessment.	EEF evidence: <ul style="list-style-type: none"> <li>• Phonics focus + 5 months</li> </ul> (Read, Write Inc. project data due to be released 2023) <ul style="list-style-type: none"> <li>• Oral language intervention +6 months</li> <li>• Parental involvement +4 months</li> </ul>	1
Continue to enhance the range of high-quality texts accessible to pupils in Key Stage 2. Structured whole class shared reading using high-quality texts.	EEF evidence: <ul style="list-style-type: none"> <li>• Linked to reading comprehension strategies +6 months</li> </ul> (Reading VIPERS- whole class shared reading)	1,2
To ensure high-quality teaching is delivered across the school through rigorous training and coaching linked to current pedagogy.	<ul style="list-style-type: none"> <li>• Based on Rosenshine's Principles of Instruction.</li> <li>• Focusing on Walk Thru's to develop teaching and learning.</li> </ul>	1,2,3,4,5
All subject leaders to have release time for monitoring and CPD to help support High-quality teaching in all year groups. Strong focus on progression of lessons and retention of knowledge.	<ul style="list-style-type: none"> <li>• Based on Rosenshine's Principles of Instruction.</li> <li>• Focusing on Walk Thru's to develop teaching and learning.</li> </ul>	1,2,3,4,5
Maths leader to check consistency and monitor impact of White Rose Scheme and new booklets used across the school. To monitor with SENDCO any additional interventions for PP/lowest 20%. Release time to monitor impact and support staff with school led tutoring.	<ul style="list-style-type: none"> <li>• DFE Research supporting fidelity to a scheme.</li> <li>• EEF Research into effective teacher professional Development.</li> </ul>	4,5
English leader to check consistency and quality of GPS and the teaching of writing across the school.	<ul style="list-style-type: none"> <li>• DFE Research supporting fidelity to a scheme.</li> </ul>	1,2

**Targeted Academic Support (for example tutoring, one to one support, structured interventions)**

**Budgeted Cost: £19,000**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
To deliver targeted intervention/tutoring to individuals and small groups for Writing and Maths. (School-Led tutoring)	EEF evidence: <ul style="list-style-type: none"> <li>• One to one tuition +5 months</li> <li>• Small group tuition +4 months</li> </ul>	1,2,3,4,5
Ensure staff are trained in how to deliver THRIVE support to groups or individuals. Staff to continue to assess pupils and carry out targeted programmes of support.	EEF evidence: <ul style="list-style-type: none"> <li>• Meta- cognition and self- regulation + 7 months</li> <li>• Social and emotional learning + 4 months</li> </ul>	1,2,3,4,5
To ensure that our APDR (Assess, Plan, Do, Review) cycle ensures that PP children and the lowest 20% of pupils have targeted teaching from both teachers and teaching assistants to allow individuals and groups to keep up with their learning.	EEF evidence: <ul style="list-style-type: none"> <li>• Teaching assistant intervention +4 months</li> <li>• Feedback + 6 months</li> <li>• Small group tuition +4 months</li> </ul>	1,2,3,4,5
To continue to deliver targeted interventions which have been researched tested to have a positive impact on teaching and learning.	EEF evidence: <ul style="list-style-type: none"> <li>• Teaching assistant intervention +4 months</li> <li>• Feedback + 6 months</li> <li>• Small group tuition +4 months</li> <li>• One to one tuition + 5 months</li> <li>• Behaviour interventions +4 months</li> <li>• Social and emotional learning + 4 months</li> </ul>	1,2,3,4,5

**Wider Strategies (for example, related to behaviour, attendance, well-being)**

**Budgeted Cost: £1,545**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Expose PP and vulnerable children to memorable experiences and opportunities, offering financial support and	EEF evidence: <ul style="list-style-type: none"> <li>• Social and emotional learning + 4 months</li> </ul>	5, 6

encouragement/advice when needed.		
Deliver workshops designed for parents to help support children at home with phonics, early reading, writing and maths.	EEF Evidence <ul style="list-style-type: none"> <li>• Parental Engagement +4 months</li> </ul>	1,2,3,4,5
Continued monitoring of PP attendance at school and extra-curricular clubs	EEF Evidence <ul style="list-style-type: none"> <li>• Feedback +6 months</li> </ul>	6

**Total budgeted cost: £5,000+ £19,000+£1,545= £25,545**

## Part B: Review of outcomes in the previous academic year 2021-2022

### Pupil premium strategy outcomes (Teacher Assessed)

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

In identifying priorities, school leaders will take account of a wide range of information about the learning of disadvantaged pupils in informing them about the barriers to future attainment and progress. ***Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.***

Years 1 to 6 by SEN and PP	Relative Learning Attainment (Months+/-)	Bathwick			
		No.	Ma	Rd	Wr
All pupils		194	-0.6	-0.9	-2.9
Not SEN/PP		140	1.1	1.1	-0.9
SEN only		41	-5.9	-6.0	-8.2
PP only		7	-1.1	-6.3	-7.1
Both PP & SEN		6	-2.7	-5.3	-8.3

  

Years 1 to 6 by SEN and PP	Relative Learning Attainment (Months+/-)	BWMAT			
		No.	Ma	Rd	Wr
All pupils		6549	-2.5	-2.5	-4.1
Not SEN/PP		4394	-0.3	-0.1	-1.3
SEN only		723	-8.4	-9.0	-12.0
PP only		969	-2.9	-3.0	-4.4
Both PP & SEN		463	-12.9	-13.7	-17.2

Relative Progress (Additional months progress)	Bathwick			
	No.	Ma	Rd	Wr
All pupils	173	1.1	0.9	0.0
Not SEN/PP	124	1.7	1.5	0.6
SEN only	37	-1.0	-1.2	-1.6
PP only	6	0.0	1.3	-0.3
Both PP & SEN	6	2.0	2.0	-1.0

  

Relative Learning Progress (addn months+/-)	BWMAT			
	No.	Ma	Rd	Wr
All pupils	5642	-0.2	-0.2	-1.0
Not SEN/PP	3856	0.8	0.8	0.2
SEN only	646	-2.9	-2.7	-4.7
PP only	782	-0.7	-0.5	-1.2
Both PP & SEN	358	-4.6	-5.4	-6.9

By Year Group	Relative Learning Attainment (Months+/-)	Bathwick			
		No.	Ma	Rd	Wr
Year 1		30	-0.7	-0.8	-1.6
Year 2		30	0.0	0.3	-0.8
Year 3		34	-0.7	-4.0	-6.1
Year 4		34	-0.9	-0.8	-6.3
Year 5		34	0.1	0.9	0.1
Year 6		32	-1.1	-0.8	-2.3

  

By Year Group	Relative Learning Attainment (Months+/-)	BWMAT			
		No.	Ma	Rd	Wr
Year 1		1021	-1.5	-1.7	-2.3
Year 2		1062	-1.7	-2.2	-3.2
Year 3		1113	-2.5	-2.6	-4.1
Year 4		1077	-2.8	-2.6	-4.9
Year 5		1154	-3.4	-3.3	-5.4
Year 6		1122	-3.0	-2.6	-4.3

Relative Learning Progress (addn months+/-)	Bathwick			
	No.	Ma	Rd	Wr
Year 1	29	0.1	-0.8	-0.8
Year 2	27	0.4	0.4	-0.6
Year 3	28	1.4	0.1	0.4
Year 4	31	3.7	4.4	0.1
Year 5	32	0.2	0.5	0.6
Year 6	26	0.5	0.4	0.5

  

Relative Learning Progress (addn months+/-)	BWMAT			
	No.	Ma	Rd	Wr
Year 1	960	-0.4	-0.7	-0.9
Year 2	896	1.4	0.7	-0.1
Year 3	988	-0.1	-0.1	-0.6
Year 4	890	1.6	2.1	0.6
Year 5	959	-1.7	-1.6	-2.5
Year 6	949	-1.8	-1.3	-2.2



Commentary and conclusions on outcomes including phonics:

**Academic Year 2021-2022**

Subject Focus	Commentary on disadvantaged progress	Conclusions/actions
<b>Phonics</b>	<ul style="list-style-type: none"> <li>EYFS (2021-22)- 100% ELG and GLD- excellent progress from a low baseline assessment. <b>MET phonics Read, Write Inc. expectations for EYFS.</b></li> <li>Year 1- <b>No PP</b> (90% overall cohort)</li> <li>Year 2- <b>0%</b> - PP pupil did not pass the phonics check in December 21' or June 22' Excellent progress from initial assessment in September 2021 (9/40) to 30/40 in the final check- pass mark 32.</li> </ul>	<p>-Read, Write Inc. has been clearly established across the school. - Pupils who did not pass the phonics check in Year 2 have been identified and supported in Year 3.</p>
<b>EYFS</b>	<ul style="list-style-type: none"> <li>EYFS (2021-22)- 100% ELG and GLD- excellent progress from a low baseline assessment. <b>MET phonics Read, Write Inc. expectations for EYFS.</b></li> </ul>	<p>-Targeted support and intervention enabled excellent progress and attainment. -Continue to monitor the progress in Year 1 through regular pupil progress meetings and support with interventions when necessary.</p>
<b>Reading</b>	<ul style="list-style-type: none"> <li>In Year 2, PP pupils made good progress from their starting point, but did not meet the expected standard in reading. Using the Read, Write Inc. scheme enabled the children to develop their phonic knowledge, and this has had an impact on their reading.</li> <li>In Year 3, other vulnerabilities have meant that the expected standard was not met for reading. Significant interventions and targeted support ensured steady progress across the year.</li> <li>In Year 4, <b>50% of the PP pupils achieved the Greater Depth</b> standard in reading, <b>25%, met the Expected</b> standard and <b>25% achieved the Working Towards</b> standard.</li> <li>In Year 5, <b>50% achieved the Expected</b> standard and <b>50% achieved Working towards</b>, however had made excellent progress and were on the cusp of expected in reading.</li> <li>In Year 6, <b>100% achieved the Greater Depth</b> standard.</li> <li>Internal data shows good progress in reading and attainment remains strong.</li> <li>Where less than expected progress occurred, additional challenges/vulnerabilities had been identified for those individual pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Focused support for pupils in the lowest 20%, including those PP children.</li> <li>Use of quality first teaching and additional strategies to engage all PP pupils.</li> <li>Rigorous assessments systems and procedures.</li> <li>Opportunities for pupil progress meetings for all staff.</li> <li>Focused CPD to support staff with all pupils.</li> <li>Continued focus on ensuring pupils make expected, and accelerated progress to ensure pupils keep up with the curriculum.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>Progress across Y1-6 was inconsistent for PP children with some children making accelerated progress and others making less than expected progress.</li> <li>Where less than expected progress occurred, additional challenges/vulnerabilities had been identified for those individual pupils.</li> <li>Across Year 2 to Year 6- <b>8% achieved GDS, 33% EXS, and 58% WTS. Writing has been identified as our weakest area.</b></li> </ul>	<ul style="list-style-type: none"> <li>Continued Read, Write Inc. provision in Year 3 to support pupils.</li> <li>New strategies to support progress in writing. School led tutoring to support Year 6 pupils.</li> </ul>

<b>Maths</b>	<ul style="list-style-type: none"> <li>Progress across Y1-6 was inconsistent for PP children with some children making accelerated progress and others less than expected progress.</li> <li>Where less than expected progress occurred, additional challenges/vulnerabilities had been identified for those individual pupils.</li> <li>Across Year2- Year 6- <b>25% achieved GDS, 25% EXS, and 50% WTS. Pupils assessed as WTS has also increased from previous years.</b></li> </ul>	<ul style="list-style-type: none"> <li>Writing and Maths are a focus on our 2022-2023 School Development Plan. This will be identifying strategies to ensure pupils 'keep up' and make accelerated progress.</li> </ul>
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Review of expenditure 2021 - 2022		
1. Teaching		
Outcomes and Impact	Lessons learned	Cost
Include impact on pupils not eligible for PP, if appropriate	(and whether you will continue with this approach)	
<p><b><i>Staff trained in phonics/staff are skilled in the assessment of pupils learning in phonics/ensure texts shared with pupils are linked to their phonic knowledge-</i></b> ALL staff have received initial training to use the Read, Write Inc. scheme. Additional training was provided throughout the year to support staff, and this was led by the phonics lead. Across EYFS and KS1, Read, Write Inc. has had a significant impact on teaching and learning. Staff more equipped to deliver high quality teaching in phonics and early reading.</p> <p><b><i>ALL pupils across the infants made progress in line with the RWI assessment check points. In Year 1, 90% passed the phonics check in June 2021, and 93% in Year 2 in December 2020.</i></b> Parents have also engaged effectively with the scheme and the phonics lead has led parent workshops to share our school expectations.</p> <p>ALL pupils are assessed throughout the year and then groups are allocated according to their phonic knowledge. Groups are led by all trained staff and supported by the RWI lead.</p>	<p>This scheme will continue to be used across 2022-2023. Pupils have been assessed at the end of the academic year 2022, and groups will be ready to resume in week 2 of Term 1, 2022.</p>	
Review of expenditure 2021 - 2022		
1. Teaching- continued		
Outcomes and Impact	Lessons learned	Cost
Include impact on pupils not eligible for PP, if appropriate	(and whether you will continue with this approach)	
<p><b><i>Internal monitoring and on-going support with regards to the quality teaching of phonics.</i></b></p> <p>ADE (Assistant Director of Education for the Trust) have undertaken observations of practice across the school. It has been noted how swiftly the new scheme has been implemented across the school. On-going observations/support has also been provided throughout the year, including regular opportunities for training. The impact has been observed throughout the infants and into Year 3. Pupils' phonic knowledge and blending and segmenting for writing has developed.</p>	<p>This approach will continue to be used into the next academic year. Further training for new staff will be available and the RWI lead is to support other schools to develop their practice.</p>	

<p><b>Enhance the range of high-quality texts accessible to pupils in classes.</b>  <b>Structured whole class shared reading using high quality texts.</b></p> <p>Classes have purchased additional text to use as part of whole class shared reading and for English sessions. Pupils have access to texts 1 between 2. All classes now use VIPERS comprehension strategies to embed skills effectively across the whole school. Classes have also purchased additional high-quality texts that pupils can access in classes linked to class-based topics and learning.</p> <p>Read, Write Inc. texts have been purchased across the school and we have begun to develop the banding system within Key Stage 2. This will be on-going in 2022-2023.</p> <p><b>Engage in EEF Research Schools network and roll out training to staff team.</b>  The Pupil Premium lead took part in the EEF research project throughout the year, along with other members of the senior leadership team. Working alongside the SENDCO the EEF website and research was shared with staff as part of professional development. Staff reviewed the pupil premium strategy and reviewed interventions that have evidence-based impact on pupils teaching and learning. This was also shared with the wider team. Interventions used across the school have now ALL been researched and have had a proven impact on pupil outcomes. Each intervention or programme of support has an entry and exit assessment to track progress.</p> <p><b>Embed the Bathwick Curriculum across the school. With a focus on enabling children to know more and remember more. To ensure knowledge organisers are shared across the school and progression documents are the key to what is delivered to our children.</b></p> <p>The Bathwick Curriculum has continued to be a priority over the year. All subject leaders have reviewed progression documents and knowledge organisers have been produced in line with progression documents for all year groups. Progression documents and knowledge organisers are available on our school website and accessed by families as well as present in pupil books and learning walls in every class. These are referred to in lessons and core vocabulary is discretely taught.</p> <p>Each progression document is clearly structured to show progression from EYFS to Year 6 and supports small steps in learning and build on pupils' prior knowledge.</p> <p><b>Foundation subject leaders to have allocated time to develop the monitoring of their subject, undertake CPD, share best practice across the school and help to support the quality of teaching and learning in all year groups.</b></p> <p>SLT produced a 2-year foundation subject monitoring cycle. During 2021-2022, core subjects (English, Maths and Science) along with foundation subjects; Art and Design, PSHE, PE and History were identified as subjects to focus subject leader time. As most teachers, have 2 subjects this then led our subject monitoring cycle to balance with other workload commitments. The subjects in the 2021-2022 cycle meant that subject leaders carried out learning walks, pupil conferencing and book looks alongside a member of SLT or out Trusts ADE's. This then informed CPD and next steps for subject leaders.</p> <p><b>To review the current marking policy with a focus on consistency across the school and the impact of oral feedback</b></p> <p>In line with the EEF research in oral feedback, as opposed to written feedback, the school's marking and feedback policy was adapted in September 2020 and September 2021. Marking is now more manageable for staff and meaning full for pupils. Regular and clear feedback linked to individual next steps and the learning intention of the lesson has meant that pupils have had quality verbal or written feedback from staff.</p> <p>Several book looks have been carried out and the policy has been used consistently across the school by all staff. <b>(Evidence based impact +6months)</b>  <a href="#">Marking-Policy-September-2020.pdf</a> (<a href="http://bathwickstmary.org">bathwickstmary.org</a>)</p>	<p>This continues to remain a focus in the next academic year. Further banded texts will be purchased across KS2.</p> <p>This will continue to remain a focus and be a part of the 22-23 SDP (School Development Plan).</p> <p>To continue with Year 2 of the rolling monitoring cycle.</p>	<p>£10,000.00  TOTAL</p>
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## 2.Targeted Academic Support

**Outcomes and Impact** Include impact on pupils not eligible for PP, if appropriate

**Lessons learned**  
(and whether you will continue with this approach)

**Cost**

**PP leader, SENCO and teachers work together to use assessments to accurately identify which pupils require a structured programme of interventions. In liaison with the SENDCO, PP pupils have access to targeted interventions which have been research tested to have a positive impact on teaching and learning.**

In line with EEF research ALL interventions used across the school are evidence based and proven to have an impact on teaching and learning. Pupils identified as on the SEND register, are given entry and exit assessments to ensure it is the correct intervention and to record progress. This has been imbedded across the school and teachers and Tas have attended regular training with the SENDCO to review interventions and receive training.

**TA to deliver specific phonics and oracy interventions in EYFS/KS1 and Years 3 and 4 to ensure pupils are keeping up with their peers.**

In Year 3, TAs have been trained to use the Read, Write Inc. scheme successfully to support small groups or individuals. During 2021-2022, pupils received differentiated phonics teaching in line with the RWI scheme. 2 pupils in Year 3 did not pass the phonics check in Year 2 the previous year. Those pupils have since made good progress with regards to their phonic knowledge and reading and writing and are now reading more fluently and accessing the reading scheme 2 levels higher than at the end of Year 2.

**Targeted Book Clubs launched in Term 4 with PP lead to facilitate KS1 and KS2.**

**Small group and one to one tuition.**

Unfortunately, this was no completed. Due to the work commitments and additional teaching commitments for the PP lead, who is also the Deputy and working 3 days a week. This was timetabled but never really started.

**To investigate targeted intervention for specific pupils through the National Tutoring Programme.**

During the academic year 2021-2022, the school used the school led- tutoring programme to support pupils identified through on-going summative and formative assessment. In total, 16 pupils were given additional small group tutoring sessions, facilitated by one of our part-time teachers. Pupils were grouped with a ratio of 1:4 or 1:6 focusing on gaps in knowledge and understanding. Tuition focused on SPAG, reading comprehension, arithmetic and problem solving in mathematics. Some pupils were in multiple groups and received a minimum of 8 hours tuition. Out of the 16 pupils targeted, 2 were PP pupils and 10/16 were identified as disadvantaged pupils, whether this was through SEND or other vulnerabilities. ALL pupils were in our Year 6 cohort. Attainment in the end of Key stage 2 SATS was above national average.

**EXPECTED**

**EXCEEDED**

RWM	66% (59%)	RWM	16%
Maths	78% (71%)	Maths	34%
Reading	81% (74%)	Reading	47%
Writing (TA)	75% (69%)	Writing (TA)	16%
EGPS	91% (72%)	EGPS	50%

**Ensure staff are trained in how to deliver THRIVE support to groups or individuals. Staff to continue to assess pupils and carry out targeted programmes of support.**

THRIVE support continues to be an invaluable support programme for pupils across the school. In 21-22, 38 children received THRIVE support. Each child was assessed by their teaching team and had a bespoke programme of support based on their assessment profile. ALL pupils made progress across the year and this in turn had an impact on their self confidence and self-esteem through the year.

£8,946.00  
TOTAL

Due to COVID, the school has not been able to welcome reading volunteers into the school. Over the years, we have often had 1-2 parents/volunteers reading with our children, however over the last few years this has been 0. Our aim is to resume this so that every class has at least 1 reading volunteer to support ALL children but prioritising those PP pupils initially.

Tuition started later in the year, in order to make the most of small group targeted tuition in 2022-23, our aim is to start tuition earlier in the year to hopefully see a greater impact.

3.Wider Strategies		
Outcomes and Impact	Lessons learned (and whether you will continue with this approach)	Cost
<p>Include impact on pupils not eligible for PP, if appropriate</p> <p><b><i>Increase pupils' access to technology when learning at home.</i></b> <b><i>Linked to engagement with home learning.</i></b></p> <p>Tapestry has continued to be the school's online tool to share home learning. Whereby, PP pupils or any other disadvantaged pupils have not had access to technology, paper copies and regular meetings with the class teacher have been held to support both the children and families.</p> <p><b><i>Begin to develop the Relationships, Regulation and Behaviour policy, and linked resources. Monitor the consistent approach to the policy across the school and share the contents with all staff, children, and families in September.</i></b></p> <p>The school Behaviour Policy has been updated and reviewed by all stakeholders. Much of the practice around Zones of Regulation is yet to be introduced to pupils and families and remains a priority for the academic year 22-23. However, the objective to review and share was achieved. <a href="#">Anti-Bullying-and-Behaviour-Policy.pdf (bathwickstmary.org)</a></p> <p><b><i>Focus on attendance for specific families. Ensure all families are aware of the attendance policy and practices. To support and challenge families where necessary.</i></b></p> <p>The Headteacher, has continued to work alongside the local authority to identify and support families in relation to attendance. Attendance remains relatively high compared to national figures. All families have been made aware of policies and practice and this has continued to be stressed regularly through monthly newsletters.</p> <p><b><i>Subsidise school activities for PP children to ensure equal access.</i></b></p> <p>Due to an additional bursary, funds were not used to support PP pupils in regard to residential and after school clubs this academic year.</p>	<p>To develop further in the academic year 22-23.</p>	<p>£2,345 TOTAL</p>

Review of expenditure 2021 - 2022		
1. Targeted cnt.d		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost
<p><b>To train an additional member of staff as a THRIVE practitioner.</b> An additional member of our TA team undertook the THRIVE training this year. She is now a fully qualified THRIVE practitioner and is aiming to support other members of the team into the next academic year. She has also supported ALL TAs in the year 21-22, in line with her current training.</p> <p><b>To ensure that the lowest 20% of pupils access additional focused support for core learning to allow them to catch up with their peers. This is to include PP children.</b></p> <p><b>Based on teacher assessment and PIRA/PUMA data analysis</b> The SENDCO and PP lead have worked together to integrate PP into the school's provision documents and also include the lowest 20% (WTS) pupils too. These documents are key to identifying targeted and continued support and intervention for ALL pupils. A rigorous APDR cycle is used consistently across the school and all staff are aware of SMART targets and next steps for individuals and groups.</p>	<p>This will be invaluable in the academic year 22-23, to continue to promote high quality THRIVE sessions and share best practice.</p>	

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read Write Inc.	Read Write Inc- Ruth Miskin

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (Optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*