

Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	West Kirby Primary School
Number of pupils in school	265 (2021-22)
Proportion (%) of pupil premium eligible pupils	25 (9%) September 2021
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) 30 June 2021 (5/12ths of current academic year) 30 September 2021 (7/12ths of previous academic year) 31 December 2021 31 March 2022	2021 - 2022 2022 - 2023 2023 - 2024
Date this statement was published	30 th September 2021
Date on which it will be reviewed	30 th September 2022
Statement authorised by	Emma Bailey/John Cresswell
Pupil premium lead	Emma Bailey/Tracey McCann
Pupil Premium Governor	Aaron Leach

Funding overview

Detail	Amount
Pupil premium funding allocation <u>this academic year</u> : September 2021 25 (9%) eligible pupils , £1345 per pupil (£33625 @ 5/12ths) <u>October 2020 census numbers</u> : 37 eligible pupils, £1345 per pupil + 4 service pupil £310 (13%) (£49765 + £1240 @ 7/12ths) Nationally 17.3%	£14,010.42 (5/12ths) + £29,752.92 (7/12ths) = £ 43,763.34
Recovery premium funding allocated this academic year	£145 per pupil x 25 £ 3625
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	£47,388.34

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium Strategy Aims
<ul style="list-style-type: none">• To reduce the attainment gap between disadvantaged pupils and their peers.• To support the well-being and mental health of all our pupils during and following this disrupted period in their lives.• To raise the attainment of all pupils to close the gap created by Covid-19 school closures.
Guiding Principles for our Strategy
<ul style="list-style-type: none">• At West Kirby Primary School, ultimately, we aim to promote the well-being and positive mental health of our school community by reinforcing a school culture where all can thrive and learn.• We will teach a broad and balanced curriculum in all subjects to all our children, including learning from enrichment and wider experiences, such as educational visits and visitors to our school.• We aim to offer increased opportunities via reading books which are in line with phonics, books to inspire reading for pleasure and ensuring children have access to high quality adult support through targeted intervention programmes.• We are committed to evidence-informed practice and will base all decisions relating to Pupil Premium upon robust evidence and professional expertise.• We will base any intervention on robust and diagnostic assessments of what pupils know and understand as well as unpicking misconceptions and insecure knowledge, enabling effective support to be put in place.• Our Covid Recovery strategy will align with our Pupil Premium Strategy and whole School Development Plan and should be read alongside these two documents, as part of the whole school strategy.• We aspire to raise the attainment and progress of all pupils to close the gap between advantaged and disadvantaged pupils, which has been heightened even further by Covid-19 school closures during the academic year 2019-2020 and the academic year 2020-2021• Our PHSE/RHE lead, EYFS lead, Phonics & Early Reading Lead and Inclusion Lead will have regular timetabled time out of class this year. This will enable them to support staff and pupils, attend and/or direct staff to relevant CPD and strategies. In addition, all staff will develop an understanding of the current EEF research linked to Learning Behaviours and implement this with their pupils in their class.

- We will also invest in the books available for our younger children to take home to provide additional reading opportunities and additional intervention opportunities, making effective use of our school librarian, to foster a love of reading and develop comprehension skills. Families will be involved in reading through the reading scheme which is matched to phonics in KS1, and through our subscription to Serial Mash- a reading library on Purple Mash – to which all of our pupils have access.

Evidence Informed Tiered Model

We will be utilising the EEF's recommended Tiered Planning Model to target recovery provision in the following areas:

- **Quality First Teaching** – enhancing the quality of teaching through: high impact staff professional development; curriculum prioritisation and embedding whole class, well-evidenced high impact teaching approaches, including:
- **Targeted academic support** – accurately targeted use of well-evidenced high impact interventions, based on high quality assessments, to support pupils in 'catching up.' Interventions will be explicitly linked to classroom learning and will use systems for effective feedback to ensure a coherent learning experience. We have registered for several staff to be trained through the Neli project this year. This is an evidence-based oral language intervention for children in nursery and reception who are identifying with difficulties in their oral language skills and who are therefore at risk of experiencing difficulty with reading.
- **Wider support** – these strategies will focus upon 'levels to attainment' including: mental health and emotional well-being; learning behaviours and social and emotional learning; attendance and punctuality; and family support.

Challenges

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

Challenge number	Detail of challenge
1	Limited parental support and engagement e.g. meetings, workshops, responding to emails, daily reading and supporting Home Learning.
2	Poor attendance for some disadvantaged pupils.
3	Pupil Premium also on the SEND register for cognition and learning.
4	Pupils receive limited opportunities to experience the world around them (enrichment deprived). Cultural Capital. Equality of Opportunity.
5	Challenging home environment
6	Access to resources and tools to support education and learning outside of the school environment e.g., book, computer, and internet access. Equality of Opportunity.

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
Improved progress and attainment in reading, writing and maths for UKS2 PP children.	All non-SEND PP children in UKS2 achieve accelerated progress and meet or exceed ARE. PP children with SEND make accelerated progress, as compared with similar non-PP children.

Improved progress and attainment in reading, writing and maths for LKS2 PP children	All non-SEND PP children in LKS2 achieve accelerated progress and meet or exceed ARE. PP children with SEND make accelerated progress, as compared with similar non-PP children.
Improved reading skills for children in KS1	F2 & KS1 children to show improvement in oral language and vocabulary skills from baseline assessment. All non-SEND PP children in F2 and KS1 achieve accelerated progress and meet or exceed ARE. PP children with SEND make accelerated progress, as compared with similar non-PP children.
Disadvantaged pupils make good progress and pass the PSC	Achieve at or above national average in PSC
To continue to develop SEMH of disadvantaged pupils.	The number of children on the SEND register for SEMH is reduced. From a baseline assessment (Pupil Voice) disadvantaged children show an improvement in their well-being and mental health.
Improve poor attendance for a small number of disadvantage pupils	Attendance of disadvantaged group to be in line/ above expected figure of 97%

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: £24,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Quality First teaching for all pupils to narrow the gap between PP and non PP children. • Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. • We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). • Ensure that the curriculum is correctly embedded so that PP children can achieve in line with their peers • CPD is on-going • Pupil progress meetings to track progress of PP children and appropriate timely interventions are put in place. 	<ul style="list-style-type: none"> • EEF guide to Pupil Premium – tiered approach- teaching is the top priority, including CPD. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium • Sutton Trust – quality first teaching has direct impact on student outcomes. https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf • Release time for SENDCo, SLT and subject leaders to assess the quality of the curriculum in their areas. • Provide appropriate CPD for subject leaders and teachers using the National College and other providers. http://www.inspiringleaders-elearning.co.uk/modules/demo_v1/documents/npqh_em/lset/npqh_opinion_piece_the_impact_of_cpd.pdf • Training/CPD to develop the use of effective questioning, communication, Learning Behaviours, and feedback. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour 	<p>1, 2 and 3</p>

	<ul style="list-style-type: none"> • Training/CPD to develop an understanding of how children learn and make long term memory connections to make learning stick (sticky knowledge). • Maths and English subject leaders to continue to attend regular updates and disseminate information to staff. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies • https://educationendowmentfoundation.org.uk/guidance-for-teachers/mathematics • The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) • The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 	
<ul style="list-style-type: none"> • To ensure that all pupils will leave our school with higher levels of spoken and written language. Increased rates of progress from baseline for children in EYFS – Yr1, focusing on communication and language, particularly focussing on disadvantage and EAL. • In EYFS language is supported by the Nuffield Early Language Intervention (NELI). • Use of interventions to 'Pre-teach' Tier 2 and 3 words before books are introduced to the whole class. 	<p>Research done by the EEF shows that “Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.” NELI children made an average of 3 additional month's progress in language. This result has a very high security rating: 5/5 on the EEF padlock scale. https://educationendowmentfoundation.org.uk/covid-19-resources/neli</p>	1, 3 and 5
<ul style="list-style-type: none"> • Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. • Enhance resources to compliment provision. 	<p>Cultural capital is identified as the biggest barrier for disadvantaged pupils making higher rates of progress. Using high quality texts will ensure that all children have access to quality literature.</p>	1, 2, 3 , 4, 5 and 6

<ul style="list-style-type: none"> • CPD to improve phonics teaching and early reading to improve outcomes for disadvantaged children • Phonics Tracker check to be completed for all F2 and KS1 pupils by 13th September 2021 to identify gaps and provide focus for Phonics sessions. • Phonics screening check baseline to be completed for all KS1 pupils and Y3 pupils who did not pass screening check in Y1 and repeated half termly to measure progress and inform phonics planning. 	<ul style="list-style-type: none"> • Purchase new phonics scheme and implement successfully in EYFS & KS1 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics • Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF • Choosing a phonics programme https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme • Phonics/ Early Reading Lead to attend training for Phonics for School Leaders and Developing Early Reading through Dandelion Learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £11,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • TA CPD is on-going for Maths and English by leads • TA working effectively in the classroom to support vulnerable groups and deliver interventions in class • Maths and English are high priority on school development plan and CPD plan 	<p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as identified by the EEF Toolkit. (+4 months)</p> <ul style="list-style-type: none"> • See: Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) • 'Schools should use structured interventions with reliable evidence of effectiveness' and use them with 'fidelity.' Making 	2 and 3

<ul style="list-style-type: none"> • Pupil Progress meetings track progress of PP children and appropriate and timely interventions are put in place. • Pre teaching/same day/ specific skill based intervention • Establish small group interventions to develop phonics for pupils not yet 	<p>Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)</p> <ul style="list-style-type: none"> • Training and supporting teachers/ teaching assistants to deliver targeted support. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812507/Deployment_of_teaching_assistants_report.pdf • Establish small group interventions for disadvantaged pupils falling being age related expectations • Inclusion lead to have timetabled time out of class to embed intervention structure/ethos. 	
<p>Purchase web based programs to be used in school at home.</p> <ul style="list-style-type: none"> • Mathletics • Purple Mash • Spag.com • TTRS/Numbots • IDL 	<ul style="list-style-type: none"> • EEF toolkit parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement • EEF guide to pupil premium – targeted academic support https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support • EEF digital technology- clear evidence that technology approaches are beneficial for writing and maths practice. https://educationendowmentfoundation.org.uk/news/new-eef-guidance-report-published-using-digital-technology-to-improve-learning 	1, 2, 3, 5 and 6
<ul style="list-style-type: none"> • Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub. 	<ul style="list-style-type: none"> • Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF 	1, 2, 3 & 5
<ul style="list-style-type: none"> • Teaching assistants deliver interventions 0.5 days a week to pupils speech and language 	<ul style="list-style-type: none"> • EEF – oral language interventions consistently show positive impact on learning 	1, 2, 3, 5 and 6

<p>have identified as requiring intervention (training available through SALT)</p> <ul style="list-style-type: none"> • Talkabout • NELI project • Randstad Education – NTP 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <ul style="list-style-type: none"> • High quality small group interventions • Specialist therapists will train up staff in school to deliver therapies, therefore upskilling them and increasing their knowledge. • Specialist CPD sessions • Implement NELI language intervention for increased language development. 	
<ul style="list-style-type: none"> • Reading for Pleasure • Daily story time/ class novel to be added to each class timetable, separate to English lesson with opportunities to introduce children to rich stimulating texts. • Librarian assemblies to promote new books • Librarian to create a stimulating library area, with displays that help to engage readers. • Librarian to facilitate KS1 and KS2 library clubs during the lunch hour. • Employment of school librarian to promote Reading for Pleasure; to read with PP children to boost confidence, fluency, and comprehension; to raise the profile of reading across the school; to ensure enough books are purchased to match abilities and interests of children. • Run specific interventions to read with PP children at risk of falling behind ARE 	<ul style="list-style-type: none"> • Cultural capital is identified as the biggest barrier for disadvantaged pupils making higher rates of progress. Using high quality texts will ensure that all children have access to quality literature. https://clpe.org.uk/system/files/What%20We%20Know%20Works%20-%20Choosing%20%26%20Using%20Quality%20Texts.pdf • Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf 	<p>1, 2, 3, 4 and 6</p>

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

Budgeted cost: £14,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Work with Local Authority Attendance Officer to continue to improve attendance especially for disadvantaged pupils. • Office staff monitor attendance • Regular and effective communication with HT and Link Governor for Attendance. 	<ul style="list-style-type: none"> • Attendance data – data shows that pupils with higher attendance make the most progress due to increased opportunities for overlearning and access to the curriculum. https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/ • There is a clear link between poor attendance and lower academic achievement. DfE research (2012) on improving attendance at school found that: Of pupils with absence over 50%, only 3% manage to achieve 5 or more GCSEs 	1, 2 and 5
<ul style="list-style-type: none"> • Continue to embed a more flexible and varied extra-curricular club provision and encourage participation for PP pupils – offer first 	<ul style="list-style-type: none"> • Indicators of successful participation in school include consistent attendance, academic achievement, and aspirations for continuing education beyond high school. https://nces.ed.gov/pubs95/web/95741.asp 	1 and 4
<ul style="list-style-type: none"> • To embed opportunities for all children including PP to develop metacognitive strategies, including but not limited to resilience and effective communication. 	<ul style="list-style-type: none"> • Using SCARF for our approach to PHSE and RHE. Appointing TLR to oversee the mental health and well-being strategy development through the school https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition 	2 and 3
<ul style="list-style-type: none"> • Teaching assistants deliver interventions 0.5 days a week to pupils where speech and 	<ul style="list-style-type: none"> • Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour, and mental health. 	1, 2, 3, 5 and 6

<p>language have identified as requiring intervention (training available through SALT)</p> <ul style="list-style-type: none"> • Lego Therapy • Social Skills • Friendship Terrace • Pastoral Support Services 	<ul style="list-style-type: none"> • EEF – social and emotional learning- improves interaction with others and self- management of emotions- impacts on attitudes to learning and social relationships in school, which increases progress and attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning • Children with emotional fragility will show improved learning behaviours and greater confidence, learning improves. • Trauma and neglect are known to impact on progress: Maslow’s Hierarchy of Needs https://www.verywellmind.com/what-is-maslows-hierarchy-of-needs-4136760 	
<ul style="list-style-type: none"> • Jobs for the future: Investing in Digital Leaders, Well-being Ambassadors, Junior Librarians 	<ul style="list-style-type: none"> • Cultural Capital is identified as the biggest barrier for disadvantaged pupils making higher rates of progress. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/997897/Against_the_odds_report.pdf 	4
<ul style="list-style-type: none"> • Engaging with families through VLE, Teams meetings, • Signposting families for support • Offering support to vulnerable families facilitated through school as directed by IFD. • Support a Family Plan • CAMHS list of resources shared with vulnerable parents/carers • Family Support Worker 	<ul style="list-style-type: none"> • EEF guidance reports research for schools and teachers with recommendations to support parental engagement in children’s learning. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents 	1, 4, 5 and 6
<p>Lunchtime Support</p> <ul style="list-style-type: none"> • To provide high quality games and activities to engage pupils 	<ul style="list-style-type: none"> • More frequent behaviour difficulties meaning PP pupils are more likely to be placed on RED which impacts on their academic progress. 	3, 4 and 5
<p>Residential Costs</p> <ul style="list-style-type: none"> • To support PP families and children to access school residentials. <p>Y4 go to Robinwood</p>	<ul style="list-style-type: none"> • Equality of opportunity 	4

Y6 go to Conway Centre Y2 go to Barnstondale		
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Estimated Total budgeted cost: £50,000

Part B: Review of outcomes in the previous academic year (2020-2021)

Pupil premium strategy outcomes

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

Strategy Aims	
Priority	Impact
<p>1. To promote the well-being and positive mental health of all members of our school community returning to a school environment where all can thrive and learn.</p>	<p>The second recovery curriculum was implemented and a baseline survey conducted to establish the well-being of all stakeholders on the full reopening of schools. Across the school we introduced daily PSHE and structured games for all pupils. We also held weekly Celebration Assemblies in phases. There were monthly whole school special events/celebrations which were shared with parents. We provided targeted support for vulnerable individuals who were identified through Pupil Progress meetings. This promoted a love of learning again, developed the confidence of all children and developed skills as effective learners once again.</p> <p>The following training took place to support pupils' well-being and mental health: Inset Day Training – September 2020, Recovery Curriculum. Follow up training for staff in PHSE and RHE. Purchase and introduction of Discovery 'Why we can't hug' unit and SCARF resources from Coram Life Training in Computing and Remote Learning tools for all teachers/ audit of pupils' access to remote learning tools- provision of resources for vulnerable pupils if needed</p> <p>As a next step in the development of our Knowledge Organisers we introduced 'prior learning' this enabled the children to make more defined links within subjects and to address any gaps in coverage following Covid school closures. Lessons were planned and delivered to ensure that previously missed content was covered. Staff were made aware by subject leaders of the gaps that might need addressing in their subjects, and which needed to be addressed before new content could be covered. The decision was made after consultation with staff to plan and teach foundation subjects in blocks – History, Geography, Art, DT, Music, PE, MFL. As well as giving the children consistency and continuity, it supported staff workload and well-being.</p>

	<p>We significantly improved Remote Learning Provision based on lessons learnt from the first school closure. This improvement led to a fun, engaging and relevant curriculum for all pupils whether learning in school or at home. We worked with the new LA Attendance Officer to continue to improve attendance especially for disadvantaged pupils [evidence can be seen in attendance data]. This supported attendance and readiness to learn for the most disadvantaged pupils.</p> <p>We trialled small group SEMH support through Greasby Pastoral Support Services and continued to use this throughout the year for individuals, small groups and for family support. This supported pupils with friendships, bereavement, and issues at home, thus improving the wellbeing and emotional regulation of vulnerable pupils.</p> <p>In order to provide equality of opportunity for all, we created a more flexible and varied extra-curricular club provision. This only took place for part of the year but we did manage to provide some clubs in bubbles [evidence can be seen in participation registers and wellbeing surveys].</p>
<p>2. To adapt strategies & curriculum so as to improve rates of attainment at the expected standard and at greater depth/ higher standard in reading, writing & maths.</p>	<p>We provided CPD with a focus on more able pupils (staff meetings/ Inset) in writing and maths & further individualise CPD plans for teachers.</p> <p><u>PHONICS</u> We supported Y1 pupils with phonics through quality first teaching and intervention support. Phonics screening baseline checks were completed for all KS1 pupils and Y3 pupils who did not pass screening check in Y1 and repeated half termly to measure progress and inform Phonics planning. The Phonics Tracker phoneme check was also completed for all F2 and KS1 pupils to identify gaps and provide focus for Phonics sessions. Outcomes were positive [seen in phonics data].</p> <p><u>READING:</u> Raising the profile of reading, story time and the use of the library resulted in increased book borrowing. The Librarian met with target children weekly about their book choices from the library, using book displays to help engage [see library data] Story time also improved vocabulary and gave children the opportunity to access rich, stimulating texts. 1:1 and small group additional reading support for pupils falling behind identified via Pupil Progress meetings supported progress across the school Weekly comprehension sessions timetabled in addition to 5 English sessions allowed all children to learn basic comprehension skills and engage with higher level reading material and whole class discussion [evidence in end of Key Stage results].</p> <p><u>WRITING</u> Targeted support was provided in writing lessons across school with pre-teach vocab sessions & consolidation review sessions plus in class support for vulnerable pupils at the point of writing. To promote cross curricular writing and ensure standards were maintained across subjects, all staff ensured that learning mats and science vocabulary grids were introduced and used within foundation subject lessons, teaching children how to</p>

	<p>use them to support their writing. When writing, staff also ensured feedback in foundation subject lessons was purposeful and enabled children to move their learning forwards [evidence can be seen in KS1 and 2 data].</p> <p><u>MATHS</u> Staff were introduced to the publication Maths Guidance Key Stage 1 and Key Stage 2 – published in June 2020 (Staff Meeting) to staff were aware of end points so they knew what came before, what was coming next and enable them to address any gaps. The Maths subject leader also worked with the maths hub to embed Teaching for Mastery across all year groups. Daily mental maths lessons were introduced in each class in addition to the daily maths lessons to provide regular practice for all children. This improved recall and provided the opportunity to revisit methods. Staff linked mental maths to previous learning and used these opportunities to consolidate the Ready to Progress criteria. This was particularly useful for the children in Years four and five to enable them to address gaps in times tables, there was also additional support in class for vulnerable pupils. Staff taught the ‘revisit units’ as a way of addressing possible gaps and to consolidate/check prior knowledge before teaching new year groups concepts. We provided targeted support in maths lessons across school with pre-teach vocab sessions & consolidation review sessions and established small group maths interventions for disadvantaged pupils falling behind age-related expectations across the school [evidence can be seen in KS1 and KS2 data].</p>
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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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.