

Part B:

1. Review of outcomes and the impact that our pupil premium activity had on pupils in the 2022-2023 academic year.
2. Review of the spend within the 2022-2023 academic year (including all the funding detailed below).

Detail	Amount (based on 29 pupils)
Pupil premium funding allocation 2022-2023	£36,010
Recovery premium funding allocation 2023-2023	£3770
Pupil premium funding carried forward from 2021-2022	£1612
Total budget for this academic year	£41,392
	£5,255 additional financial support
	Total £46,647

Teaching (CPD, recruitment and retention)	Budgeted cost: £27,694
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Activity	Outcome & Evaluation	Spend
<i>Additional teaching capacity in LKS2 and UKS2.</i>	The inclusion of additional skilled English and maths practitioners for maths in Year 3, 4 & 6 and for English in Years 5 and 6 have improved progress outcomes for disadvantaged children especially in reading and maths *1	£12,823
<i>Lead Practitioner work to improve teaching.</i>	Lead practitioner support for teaching, guided by strategies from the National Professional Qualification (NPQ) in Leading Teacher Development, has improved standards of teaching and learning as evidenced by observations and book scrutiny focussed on the learning of eligible children. This has been particularly effective for Early Career Teachers.	£5,689
<i>Lead Practitioner work to enhance the behaviour and the culture in school.</i>	Using theoretical learning from the NPQ in Leading Behaviour and Culture, a member of SLT has supported staff to implement aspects of The Kindness Principle to instil a positive and encouraging school environment, particularly within small group intervention teaching to enhance resilience and self-belief. This work will continue into the next academic year with a focus on supporting more vulnerable children who find self-regulation more challenging.	£1,626
<i>Lead Practitioner work to develop literacy in school, with a particular focus on language acquisition and use.</i>	Within our new scheme for teaching writing, we have ensured that we sustain a strong focus on developing language through teaching ambitious vocabulary, starting right from Early Years. Our classrooms are vocabulary rich in all subjects and high-quality pupil and teacher talk is prioritised by staff and evident in learning walks. This has proven particularly effective for	£1,252

	improving cultural capital for vulnerable children, with pupils learning from teacher and peer modelling of appropriate language use in different settings and circumstances, from informal dialect to the formal language register used in persuasive letters and speeches.	
<i>Lead Practitioner work to enhance best practice around child development, particularly focused on children with additional and specialist educational needs.</i>	After the NPQEYL course started in the summer term, our Early Years Leader has been learning (through theory and research) how to implement actions which effectively close any gaps between eligible and non-eligible children's attainment; their social and emotional wellbeing; and their communication & language skills. A positive outcome following an Early Years brokerage visit by HCC (focussed on EYPP funding) reflected our work towards this target, which will continue next academic year.	£703
<i>Professional development – The Write Stuff.</i>	All classroom-based school staff received extensive training prior to launching The Write Stuff. CPD continued through regular moderation sessions where key aspects of the programme, particularly linked to language building were reinforced and practice strengthened. An increased percentage of disadvantaged children made good or better progress in writing this year, with clear evidence of improved vocabulary use in longer writing tasks. Pupil voice outcomes noted that these pupils enjoy the writing scheme and feel more confident when writing **2	£1,522
<i>Professional development Embedding Formative Assessment</i>	Continuing work within Teacher Learning Communities has focused on teachers learning how to use a variety of strategies to support quality assessment for learning, including activating students as learning resources for one another and activating students as owners of their own learning. This has been beneficial for eligible children as they are able to vocalise how to make their work better and what supports them to learn best.	£7,944
<i>Wellcomm Early Years</i>	Following the success of the Nuffield Early Language intervention last academic year, we re-applied to use the screening and tracking system again this academic year in conjunction with Wellcomm (which we use later in the year). Because of the success of our work in the previous year linked to language and communication, less children flagged as needing intervention this academic year and outcomes for eligible children (without EAL) for NELI and Wellcomm are positive ***3	£1,869
Total Spend		£33,428

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

Budgeted cost: £9239

Activity	Outcome & Evaluation	Spend
One to one tutoring/ mentoring and reading programme.	Over the course of the year, one to one mentoring support has been regularly evaluated and adjusted so that eligible children who have found self-regulation difficult are supported in the classroom by experienced practitioners. In addition, a bespoke nurture space has been created to support sensory de-escalation needs. This has had a very positive outcome with eligible children demonstrating positive behaviour change. The one-to-one reading programme has been prioritised and has resulted in excellent outcomes in reading for the majority of vulnerable children **** 4	£6762
Early intervention within a programme of personalised support including 1-1 phonics support.	In the autumn term interventions focussed on reading and writing. Through spring and summer, interventions mostly focussed on reading and phonics support. Outcomes from interventions were mostly good, particularly for a targeted writing and reading intervention for UPKS2 pupils. *****5	£577
A programme of TA training lead by subject leaders.	Teaching Assistant (TA) training has focused on key themes across the year, mirroring whole school development priorities that are particularly important to support the learning of vulnerable pupils: teaching small groups using writing lenses, promoting proactive learning behaviour within a small group, using assessment for learning strategies, teaching 1-1 phonics and developing reading fluency when reading 1-1, teaching oral comprehension strategies, supporting emotional regulation and resilience, using manipulatives in maths, supporting language development through questioning. Feedback from TAs has been overwhelmingly positive with staff suggesting future training that would be useful to them next academic year.	£1,776
Total		£ 9,115

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

Budgeted cost: £4459

Activity	Outcome & Evaluation	Spend
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<p><i>Attendance monitoring and administration</i></p>	<p>Teachers have successfully involved parents in supporting their children to attend school through targeted discussions at parents' evenings and additional communication with the parents of children with poor attendance. Teachers have talked directly to individual children about the importance of attending school and checked in with these children frequently to support their wellbeing. This may include a weekly 'drop in' session with our mental health lead teacher and attendance at our Nurture Hub.</p>	<p>£2,801</p>
<p><i>Wellbeing Quality Mark</i></p>	<p>We have been awarded the Herts for Learning Wellbeing Quality Mark and the assessor noted many strengths including a holistic whole school approach to supporting staff and pupil wellbeing, the Hub nurture provision, pupil leadership opportunities and communication with parents. Within the accreditation process, the assessor spoke to a range of pupils including children eligible for PP funding. Following accreditation, the Deputy Head Teacher has successfully completed the Senior Mental Health Lead training which assures the release of the Department of Education Grant to support and enhance the wellbeing and mental health of the school community. Next academic year, resources and guidance from this training will be used to specifically target more vulnerable children and to review our wellbeing policy.</p>	<p>£1,303</p>
<p>Total</p>		<p>£4,104</p>