



# Milefield Primary School- Pupil Premium Strategy Statement 2023-24

This statement details our school's use of pupil premium (and recovery premium) for the 2023 to 2024 academic years 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 (updated January 2024)

Detail	Data
School name	Milefield Primary School
Number of pupils in school	287
Proportion (%) of pupil premium eligible pupils	112 pupils (39.0%) <i>Deprivation- 110 Pupils</i> <i>Service- 2 Pupils</i> <i>CiC- 0 Pupils</i> <i>Adopted from Care- 0 Pupils</i>
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-24
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Karen Trickett
Pupil premium lead	James McClure
Governor / Trustee lead	Peter Bell

## Funding overview

Funding Detail	Amount
Pupil premium funding allocation this academic year	£174,600 + £0 CiC = £174,600
Recovery premium funding allocation this academic year	£32,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£207,000</b>

School Context
<p>Milefield Primary is an average sized primary school with currently 287 pupils on roll with increasing admission numbers of up to 45 per year group in EYFS, KS1 &amp; KS2. The school has a 45 place FS2 unit, 3 KS1 classes, 3 lower KS2 classes and 3 upper KS2 classes; there are mixed year groups across KS1 and KS2. There is a 52-place nursery for children from the age of three, running 2 sessions each day offering 15-hour NEF funding and a limited number of 30-hour places.</p> <p>The school serves a locality that has significantly greater than average socio-economic deprivation; on entry data is below national expectations and many pupils join the school with social communication and interaction needs. Local statistics indicate that the community has high levels of deprivation. This, coupled with the ongoing impact of Covid and current economic pressures, has led to rising concerns regarding financial hardship, low aspirations and adverse childhood experiences. This has led to challenges in relation to attendance, safeguarding and community/parental engagement alongside a rise in pupil and parent SEMH needs.</p>

Despite these challenges, the school has a positive impact on standards and outcomes which are reflected in 2023 results. Over the last 4 years there has been significant developments and a continued drive and commitment from leaders to make rapid and sustained improvements which have impacted on standards and outcomes. 2023 outcomes:

- Just below national at the end of EYFS
- Broadly inline with national at the end of KS1
- Above national at the end of KS2

With 39% of pupils accessing PP funding, the proportion of disadvantaged pupils is greater than the national average. Raising outcomes for disadvantaged pupils is a key focus throughout the SIP along with developing quality first teaching to impact on improving standards and outcomes.

A key identified barrier and challenge for pupils is the low level of language and communication skills on entry to EYFS. On entry levels to FS1 and FS2 are well below national averages. This significantly impacts on attainment and therefore remains a priority in EYFS and across school; this is identified on the SIP. To ensure accuracy of on entry data the school engages in LA and cross Trust moderation networks which involve staff in observations and sharing of best practice alongside moderation of TA judgements to ensure accuracy.

Attendance in 2022-23 was below national at 92.6% and this continues to be a priority for improvement, including for disadvantaged pupils. Regular monitoring and analysis of school attendance data indicates that strategies and incentives implemented are impacting on improving attendance but there is still work to be done. To support improving attendance, alongside incentives, building relationships and supporting pupils and families is prioritised; this includes a strong partnership with EWS and the school carrying out all statutory duties.

At Milefield Primary, we recognise that all pupils, regardless of their background, should have equal access to a curriculum which will enable them to reach their potential. Pupil Premium funding is a Government initiative that targets extra money to support pupils from deprived backgrounds, which, research shows underachieve, compared to their peers.

# Part A: Pupil premium strategy plan

## Statement of intent

At Milefield Primary School we are determined that all pupils regardless of their background, should have equal access to a curriculum and learning which will enable them to achieve their full potential through the highest standards of teaching, focused support, curriculum enrichment and pastoral care. We are committed to raising the attainment of all pupils including those eligible for Pupil Premium and understand that many of these pupils must make accelerated progress.

We believe that the highest possible standards can only be achieved by having high expectations of all learners and recognise that some pupils from disadvantaged backgrounds may require additional support. As a school, we are committed to utilising resources and support effectively, including the Pupil Premium grant, to ensure pupils achieve to the best of their ability. We determine how best to use the Pupil Premium grant to support pupils and raise attainment through the development of the Pupil Premium Strategy Statement. The Strategy Statement is evidence based, using EEF research to ensure strategies implemented are effective, and detail priorities, actions and support aimed at addressing a range of identified challenges.

At Milefield we have a clear, strategic, tiered approach for Pupil Premium funding provision which follows EEF guidance and focuses on the following:

- Whole-school strategies that impact all pupils
- Focused support to target under-performance
- Specific support targeting pupil premium pupils

The school rigorously monitors and evaluates the impact of Pupil Premium funding to ensure this is allocated appropriately and used effectively. Tracking of progress over time is essential so that needs can be quickly identified, and strategies and interventions developed to accelerate progress. Data collated is consistently used during pupil progress meetings to identify impact of actions and next steps which are detailed on cohort action plans.

To support effective allocation of funding, analysis of impact for Pupil Premium spending 2022-23 has been conducted to identify strengths and areas for development for 2023-24.

This document outlines the amount of funding available, our strategy for spending the grant effectively and how we have used research-based evidence to support our actions.

## Challenges

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

Challenge number	Detail of challenge
1	On entry to school baseline assessments indicate a large proportion of disadvantaged pupils have limited oral language skills leading to slower reading progress in subsequent years.
2	Over time, disadvantaged pupils do not achieve as well as non-disadvantaged pupils across the curriculum; however, gaps are narrowing. (KS2 July 2023: PP RWM combined 63% / Non-PP RWM combined 76%)
3	A large proportion of disadvantaged pupils have limited life experiences, come from households with limited stability, poor attitudes to education and low aspirations.
4	Disadvantaged children's attendance rates, over time, are not as high as their non-disadvantaged peers and an increased number of PP pupils are identified as PA. (July 2023: PP 90.1% / Non-PP 93.9%)
5	Many parents have limited engagement in school life.

## 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																		
<p>Continue to raise and sustain the attainment of pupils eligible for the pupil premium grant in phonics.</p> <p><u>2023 Phonics:</u> 65% PP/87% Non-PP</p>	<p>An increased number of PP pupils will achieve the expected standard in the Year 1 Phonics Screening Check closing the gap between school and national.</p> <p>Target 2024: 85%+</p>																		
<p>Increase the attainment of pupil eligible for pupil premium grant in reading and maths.</p> <p><u>2023 Reading Outcomes:</u></p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>70%</td> <td>65%</td> </tr> <tr> <td>KS2</td> <td>75%</td> <td>95%</td> </tr> </tbody> </table> <p><u>2023 Maths Outcomes:</u></p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>65%</td> <td>70%</td> </tr> <tr> <td>KS2</td> <td>75%</td> <td>81%</td> </tr> </tbody> </table>		PP	Non-PP	KS1	70%	65%	KS2	75%	95%		PP	Non-PP	KS1	65%	70%	KS2	75%	81%	<p>By the end of KS2, the gap between disadvantaged and non-disadvantaged pupils has narrowed with target of:</p> <ul style="list-style-type: none"> <li>- 85%+ disadvantaged pupils achieving the expected standard in reading.</li> <li>- 80%+ disadvantaged pupils achieving the expected standard in maths.</li> </ul>
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<p>Increase the attainment of pupil eligible for pupil premium grant in writing to impact on increasing progress measures.</p> <p><u>2023 Writing Outcomes:</u></p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>60%</td> <td>60%</td> </tr> <tr> <td>KS2</td> <td>67%</td> <td>81%</td> </tr> </tbody> </table>		PP	Non-PP	KS1	60%	60%	KS2	67%	81%	<p>By the end of KS2, the gap between disadvantaged and non-disadvantaged pupils has narrowed with at target of:</p> <ul style="list-style-type: none"> <li>- 75%+ disadvantaged pupils achieving the expected standard in writing.</li> <li>- Positive progress measures in writing.</li> </ul>									
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<p>Increase the attainment of PP pupils in EYFS and increase progress rates.</p> <p><u>2023 GLD:</u> PP 55% / Non PP 74%</p>	<p>An increased number of PP pupils will achieve GLD closing the gap between disadvantaged pupils and their peers.</p> <p>Target 2022: 68%+ GLD</p>																		
<p>Continue to improve and raise the attendance of pupils eligible for the pupil premium grant, narrowing the gap between this group of pupils and their peers.</p> <p><u>July 2023 Attendance:</u> PP 90.1% / Non PP 93.9%</p>	<p>There is an improvement in the % of disadvantaged pupils meeting the school attendance target which impacts on the overall attendance % for PP.</p>																		

## 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: £ 138,690*

Measure	Activity	Evidence that supports this approach	Challenge number(s) addressed																																												
<p><b>Priority 1:</b> To improve the attainment of PP pupils narrowing the gap between PP Pupils and their peers.</p> <p><u>Identification:</u> PP pupils do not attain as well as their peers in Phonics or RWM:</p> <p>Attainment July 2023:</p> <table border="1" data-bbox="97 562 475 786"> <thead> <tr> <th>KS1</th> <th>PP</th> <th>Non-PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Phonics Screening</td> <td>65%</td> <td>87%</td> <td>-22%</td> </tr> <tr> <td>KS1 Reading</td> <td>70%</td> <td>65%</td> <td>+5%</td> </tr> <tr> <td>KS1 Writing</td> <td>60%</td> <td>60%</td> <td>0%</td> </tr> <tr> <td>KS1 Maths</td> <td>65%</td> <td>70%</td> <td>-5%</td> </tr> <tr> <td>KS1 RWM</td> <td>60%</td> <td>55%</td> <td>+5%</td> </tr> </tbody> </table> <table border="1" data-bbox="97 853 475 1021"> <thead> <tr> <th>KS2</th> <th>PP</th> <th>Non-PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>KS2 Reading</td> <td>75%</td> <td>95%</td> <td>-20%</td> </tr> <tr> <td>KS2 Writing</td> <td>67%</td> <td>81%</td> <td>-14%</td> </tr> <tr> <td>KS2 Maths</td> <td>75%</td> <td>81%</td> <td>-6%</td> </tr> <tr> <td>KS2 RWM</td> <td>63%</td> <td>76%</td> <td>-13%</td> </tr> </tbody> </table>	KS1	PP	Non-PP	Gap	Phonics Screening	65%	87%	-22%	KS1 Reading	70%	65%	+5%	KS1 Writing	60%	60%	0%	KS1 Maths	65%	70%	-5%	KS1 RWM	60%	55%	+5%	KS2	PP	Non-PP	Gap	KS2 Reading	75%	95%	-20%	KS2 Writing	67%	81%	-14%	KS2 Maths	75%	81%	-6%	KS2 RWM	63%	76%	-13%	<p>UKS2 team to provide QFT to small groups of Year 6 pupils, providing purposeful feedback to enhance progress and tailor lessons according to need.</p> <p>High quality CPD to be delivered weekly by members of SLT in relation to QFT and curriculum approach. CPD to focus on the use of assessment to accurately pitch and challenge pupils across the curriculum. Bespoke CPD cycle to be delivered to meet individual need, with a particular focus on staff new to year group.</p> <p>Staff to attend Trust network days to support the development of QofE.</p> <p>SLT to support and model high quality first wave 1 teaching across school to ensure teaching is at least good.</p> <p>DoT&amp;L to support school leaders in curriculum development and improving T&amp;L with a focus on literacy and improving standards in teaching of writing.</p> <p>DoT&amp;L and AHT to support newly appointed English Leads in development of reading fluency to enhance LIRA teaching and ensure pupils catch up.</p> <p>School leaders to engage in range of CPD designed to improve standards and lead high quality CPD and training with staff across school inc.</p> <ul style="list-style-type: none"> <li>- Evidence informed Leadership supporting disadvantaged pupil in English</li> <li>- EAL Champions</li> <li>- Lexia</li> <li>- Supporting disadvantaged pupils in EYFS</li> <li>- NPQLL</li> </ul> <p>Use of additional HLTAs to deliver PPA to ensure a team/paired approach to planning, preparation and assessment.</p> <p>Allocated member of leadership to support PPA where appropriate to ensure support is provided to staff in relation to planning and curriculum development with a focus on Y2 and support for staff new to EYFS and Y1.</p> <p>Clear identification of disadvantaged pupils and their needs to be highlighted through moderation challenge meetings, pupil progress meetings and identification of strategies on cohort action plans.</p>	<p><i>The EFF guide to The Pupil Premium states that good teaching is the most important lever schools have to improve outcomes for Disadvantaged pupils.</i> <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil%20Premium%20Guidance.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil Premium Guidance.pdf</a></p> <p><i>EFF research suggests that effective feedback improve learning by an additional 8 months.</i> <a href="#">Feedback   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><i>EFF research suggests that Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.</i> <a href="#">EEF blog: Shining a spotlight on reading fluency   EEF (educationendowmentfoundation.org.uk)</a></p>	2, 3
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<p><b>Priority 2:</b> To improve phonics attainment of PP pupils and continue</p>	<p>Phonics lead to continue engagement with English Hub to ensure consistent high quality phonics teaching across EYFS and KS1 inc. engaging in CPD and leading</p>	<p><i>The EFF guide to The Pupil Premium states that good teaching is the most important lever schools have to improve outcomes for</i></p>	1, 2																																												

<p>to narrow/sustain gap between peers.</p> <p><u>Identification:</u></p> <p>Historically PP pupils do not attain as well as their peers in Phonics.</p> <p>Phonics Attainment July 2023:</p> <table border="1" data-bbox="97 360 440 421"> <thead> <tr> <th></th> <th>PP</th> <th>Non- PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Phonics</td> <td>65%</td> <td>87%</td> <td>-22%</td> </tr> </tbody> </table>		PP	Non- PP	Gap	Phonics	65%	87%	-22%	<p>training with staff.</p> <p>Phonics lead to identify strategies to close gaps in phonics and ensure children continue to make good progress towards reading and reading comprehension.</p> <p>CPD for teachers/Tas on phonics approach, resourcing and assessment.</p> <p>Resources to support phonics approach, including early reading resources.</p> <p>Allocated time for the phonics lead to model, monitor and support in the planning and delivery of phonics.</p>	<p><i>Disadvantaged pupils.</i> <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</a></p> <p><i>EEF research evidences that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i></p> <p><a href="#">Phonics   EEF</a> <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £33,120

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<p><b>Priority 1:</b> To improve the attainment of PP pupils narrowing the gap between PP Pupils and their peers.</p> <p><u>Identification:</u></p> <p>PP pupils do not attain as well as their peers in Phonics or RWM:</p> <p>Attainment July 2023:</p> <table border="1" data-bbox="81 1323 421 1384"> <thead> <tr> <th>EYFS</th> <th>PP</th> <th>Non- PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>GLD</td> <td>55%</td> <td>74%</td> <td>-19%</td> </tr> </tbody> </table> <table border="1" data-bbox="81 1406 458 1637"> <thead> <tr> <th>KS1</th> <th>PP</th> <th>Non- PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Phonics Screening</td> <td>65%</td> <td>87%</td> <td>-22%</td> </tr> <tr> <td>KS1 Reading</td> <td>70%</td> <td>65%</td> <td>+5%</td> </tr> <tr> <td>KS1 Writing</td> <td>60%</td> <td>60%</td> <td>0%</td> </tr> <tr> <td>KS1 Maths</td> <td>65%</td> <td>70%</td> <td>-5%</td> </tr> <tr> <td>KS1 RWM</td> <td>60%</td> <td>55%</td> <td>+5%</td> </tr> </tbody> </table> <table border="1" data-bbox="81 1727 458 1899"> <thead> <tr> <th>KS2</th> <th>PP</th> <th>Non- PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>KS2 Reading</td> <td>75%</td> <td>95%</td> <td>-20%</td> </tr> <tr> <td>KS2 Writing</td> <td>67%</td> <td>81%</td> <td>-14%</td> </tr> <tr> <td>KS2 Maths</td> <td>75%</td> <td>81%</td> <td>-6%</td> </tr> <tr> <td>KS2 RWM</td> <td>63%</td> <td>76%</td> <td>-13%</td> </tr> </tbody> </table>	EYFS	PP	Non- PP	Gap	GLD	55%	74%	-19%	KS1	PP	Non- PP	Gap	Phonics Screening	65%	87%	-22%	KS1 Reading	70%	65%	+5%	KS1 Writing	60%	60%	0%	KS1 Maths	65%	70%	-5%	KS1 RWM	60%	55%	+5%	KS2	PP	Non- PP	Gap	KS2 Reading	75%	95%	-20%	KS2 Writing	67%	81%	-14%	KS2 Maths	75%	81%	-6%	KS2 RWM	63%	76%	-13%	<p>Using 2023 data and baseline data (as appropriate) identify and establish small group interventions for pupils working below age related expectations in RWM. SLT to work alongside SENDCo to devise and implement an intervention policy, tracking system, and menu of evidence-based interventions to be delivered.</p> <p>Use of adapted cohort action plans to identify pupils and outline strategies to support PP pupils working below ARE in RWM. CPD and support from SLT in relation to creation, implementation and monitoring impact of CAPs.</p> <p>Use of Tuition funding to deliver small group intervention for pupils working below ARE in Reading/Maths.</p> <p>Use YARC reading assessment tool and reading plus to identify needs and target pupils and accurately pitch reading interventions and monitor progress over time.</p> <p>Implementation of intervention timetables and effective deployment of support staff to ensure bottom 20%/target pupils have consistent access to support through target group interventions- wave 2.</p> <p>Use of Arbor tracking to monitor and track progress of interventions and the impact of this on improving standards/outcomes.</p> <p>Use CGP and CGP Stretch to ensure appropriate pitch and challenge in delivery of targeted support inc. text level, questioning etc.</p>	<p><i>EEF research suggests that small group tuition improves learning by 4 months and reading comprehension strategies by 6 months.</i></p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><i>Reading comprehension strategies are high impact on average (+6 months)...</i></p> <p><i>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</i></p> <p><i>Effective diagnosis of reading difficulties is important in identifying possible solutions...</i></p> <p><a href="#">Reading comprehension strategies   EEF</a> <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a></p>	<p>2, 3</p>
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	<p>CPD delivered to TAs to support the delivery and monitoring of evidenced based intervention e.g. Lexia; YARC Catch-Up Literacy &amp; Catch-Up Maths. TAs to deliver appropriate interventions.</p> <p>Additional before/after-school booster sessions provided for pupils in Y2/Y6 in RWM, targeting disadvantaged pupils.</p>										
<p><b>Priority 2:</b> To improve phonics attainment of PP pupils and continue to narrow/sustain gap between peers.</p> <p><u>Identification:</u> Historically PP pupils do not attain as well as their peers in Phonics.</p> <p>Phonics Attainment July 2023:</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non- PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Phonics</td> <td>65%</td> <td>87%</td> <td>-22%</td> </tr> </tbody> </table>		PP	Non- PP	Gap	Phonics	65%	87%	-22%	<p>Using 2023 data and baseline data (as appropriate) identify and establish small group and 1:1 interventions for pupils working below age related expectations in phonics.</p> <p>Use of cohort action plans to identify pupils and outline strategies to support PP pupils working below ARE in Phonics.- Support/CPD from SLT.</p> <p>CPD to be delivered to TAs/new staff (inc. ECTs) to upskill their phonics skills and knowledge in delivering effective intervention.</p> <p>1:1 phonics intervention delivered daily to identified pupils to ensure rapid and sustained progress.</p>	<p>Research identifies that positive outcomes for pupils through targeted intervention from TA support has most impact when time and resources are spent on quality CPD to improve support staff practice. <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants</a></p> <p>The EFF guide to The Pupil Premium states that evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</a></p>	1, 2
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<p><b>Priority 3:</b> To improve SLC of PP pupils across EYFS &amp; Y1.</p> <p><u>Identification:</u> PP pupils enter EYFS working well below ARE particularly in SLC</p>	<p>Implementation of evidenced based intervention to support development of SLC across EYFS (and Year 1) to ensure development of early language and listening skills.</p> <p>TAs to be trained in delivery and tracking of intervention.</p>	<p>Research identifies positive outcomes for pupils through targeted intervention from EYP support.</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants</a></p>	1, 2, 3								

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

Budgeted cost: £35,190

Measure	Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Priority 1:</b> Reduce PA and improve and sustain attendance rates of disadvantaged pupils.</p> <p><u>Identification:</u> Attendance data indicates attendance of disadvantaged pupils is lower than non-</p>	<p>Weekly, monthly and termly monitoring and tracking of attendance and PA of disadvantaged pupils is conducted; immediate action is implemented.</p> <p>Development and implementation of an attendance strategy plan linked to DfE Working Together to Improve School Attendance Guidance.</p>	<p>There's a clear link between poor attendance and lower academic achievement DfE research (2015) <a href="https://assets.publishing.service.gov.uk/gov">https://assets.publishing.service.gov.uk/gov</a> <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/Th">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/Th</a></p>	4

<p>disadvantaged and rates of PA are significantly higher.</p> <p><u>July 23:</u></p> <table border="1"> <thead> <tr> <th></th> <th>Attendance</th> <th>PA</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>90.1%</td> <td>39.3%</td> </tr> <tr> <td>Non- PP</td> <td>93.9%</td> <td>18.2%</td> </tr> </tbody> </table>		Attendance	PA	PP	90.1%	39.3%	Non- PP	93.9%	18.2%	<p>Monthly attendance monitoring meetings HT/Pupil Welfare Lead (PWL).</p> <p>Appropriate actions are taken by PWL/EWO inc. ISAPs, home visits etc.</p> <p>SLA with EWS - EWO to work with the attendance lead in school to monitor and support families with persistent attendance issues. Home visits conducted weekly as required.</p> <p>Use of CPOMs to record and monitor attendance.</p> <p>Incentives schemes and strategies to support improving attendance and reduction of PA.</p> <p>QFT and the develop of a broad and balanced curriculum engages and inspires pupils to attend and learn every day.</p>	<p><a href="#">e link between absence and attainment at KS2 and KS4.pdf</a></p>	
	Attendance	PA										
PP	90.1%	39.3%										
Non- PP	93.9%	18.2%										
<p><b>Priority 2:</b> To provide support for disadvantaged pupils with SEMH needs.</p> <p><u>Identification:</u> A high % of disadvantaged pupils come to school with social, emotional needs which create barriers to learning.</p>	<p>PWL/Pastoral TA/SEND/CO to ensure early identification of pupils with SEMH difficulties and relevant action taken.</p> <p>DS Counselling/Compass/Nurture support for identified pupils.</p> <p>Pupil Welfare Lead to:</p> <ul style="list-style-type: none"> <li>- Support and identify EHA for families.</li> <li>- Support vulnerable pupils, particularly those who are seen as disadvantaged who need intervention to help with SEMH needs.</li> <li>- Attend/conduct TAF meetings.</li> <li>- Conduct parent support sessions and parenting workshops.</li> <li>- Implement and lead nurture groups for identified pupils.</li> </ul> <p>Subscription to National College to provide CPD for staff on SEMH to ensure children's emotional wellbeing is supported.</p>	<p><i>Evidence to suggest that personalised support to remove barriers to learning through Learning Mentor support can have a positive impact on outcomes for disadvantaged pupils, parents and families.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/</a></p> <p><i>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>	<p>2, 4, 5</p>									
<p><b>Priority 3:</b> Continue to improve SEND provision and ensure effective strategies are in place to support the progress and attainment of SEND/PP pupils.</p> <p><u>Identification:</u> 2023 data shows disadvantaged pupils with SEND are low attaining and progress is not in line with peers.</p>	<p>Continuation of brokerage support for SEND/CO.</p> <p>Monthly SEND monitoring meetings SLT/SEND/CO.</p> <p>SEND/PP pupil progress meetings conducted at key assessments points with SEND/CO/staff and SEND/CO/SLT</p> <p>Whole school provision/intervention map created with SEND/CO to ensure all children who are SEN Support are monitored closely and support is provided through graduated approach (Assess, plan, do, review). Any changes communicated to parents in prompt and timely manner.</p> <p>SEND pupils catered for through develop of School Focused Plans to ensure appropriate targets, action and support for all pupils on SEND register.</p> <p>Clear channels of communication with parents/carers.</p> <p>Targeted/MAP meetings with parents and other stakeholders to ensure PP pupils across school with particular SEND are receiving same access to QFT.</p> <p>Implementation of SEND curriculum adaptation document/CPD to ensure all pupils are supported to access learning.</p>	<p><i>Pupils with SEND might face significantly greater challenges in learning than the majority of their peers</i></p> <p><i>The impact of SEND on academic attainment is closely related to the EEF's focus on economic disadvantage: 27% of pupils with special educational needs are eligible for free school meals compared to 12% of pupils without special educational needs.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/how-to-apply/themed-rounds/improving-outcomes-for-pupils-with-send/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/how-to-apply/themed-rounds/improving-outcomes-for-pupils-with-send/</a></p>	<p>1, 2, 3, 4, 5</p>									
<p><b>Priority 4:</b> Develop strategies to further improve the engagement of parents/carers.</p>	<p>School and PWL to develop parental engagement and ensure this supports learning at home.</p>	<p><i>EEF Research suggests that the impact of raising parents' aspirations are important for support disadvantaged pupils. +3 months.</i></p>	<p>4, 5</p>									



<p><b>Identification:</b> Disadvantaged pupils come from households with limited stability, poor attitudes to education and low aspirations. Parental engagement is low.</p>	<p>Regular communication with school is encouraged and communication with parents is achieved through a variety of forums: website, Arbor, Twitter, Seesaw etc.</p> <p>Monthly newsletters to showcase learning that has taken place to date and upcoming learning opportunities in the new term.</p> <p>Subscription to Seesaw to provide platform for home learning.</p> <p>Regular parent workshops are conducted by staff/PWL inc. SATs workshops.</p> <p>Meet and greet by school leaders/teachers and start/end of school day to build positive relationships with families.</p>	<p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement</a></p>	
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**Total budgeted cost: £207,000**

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

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Assessments and data outcomes 2021/22 highlight that the attainment of disadvantaged pupils has improved in specific areas, primarily KS2 reading and phonics, where gaps between PP pupils and their peers have narrowed. Progress measures for disadvantaged pupils at the end of KS2 were positive and gaps between PP and non-PP pupils progress measured and narrowed/closed in reading and maths. However, attainment gaps still remain across EYFS, KS1 RWM and KS2 W&M and will continue to be a key focus in this strategy statement.

Although overall attendance in 2021/22 was lower than in 2020-21 at 94.5%, it was significantly higher than the LA and national average.

%	2016-17	2017-18	2018-19	2019- March 2020 (COVID)	2020-21	2021-22
<b>Overall</b>	92.5%	94.1%	93.3%	94.2%	96.2%	94.5%
<b>PA</b>	25.5%	19.4%	21.2%	14.8%	12.5%	17.6%

Attendance of disadvantaged pupils was 93.2% and just below that of their peers, at 93.8%, demonstrating the impact of strategies and actions implemented. However, persistent absence of disadvantaged pupils, at 21.7% remained higher than non-disadvantaged and remains a focus of the current plan.

Monitoring and tracking indicated that pupil behaviour, wellbeing and mental health continue to be significantly impacted, primarily due to a range of factors and influences including COVID-19 related issues, ACEs etc. The impact this is particularly acute for disadvantaged pupils. Pupil premium funding was used to provide wellbeing support for all pupils, and targeted interventions where required; these approaches continued to be built upon as highlighted in the activities detailed in this plan.

Aim	Outcome																										
<p><b>Attainment in Phonics:</b> To improve phonics attainment of PP pupils.</p> <p><b>Identification:</b> PP pupils do not attain as well as their peers in Phonics.</p> <p>Attainment July 2021:</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non- PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Phonics</td> <td>64%</td> <td>86%</td> <td>-22%</td> </tr> </tbody> </table> <p><b>Success Criteria</b> An increased number of pupils, with the target of 82%+, achieve the expected standard in the Year 1 Phonics Screening Check closing the gap between school and national.</p>		PP	Non- PP	Gap	Phonics	64%	86%	-22%	<p>Effective implementation and delivery of the school's approach to the teaching of phonics has supported significant improvements in teaching, provision and standards- reflected in Y1 phonics screening check. There has been significant improvement since the last reported Y1 screening check.</p> <p>CPD improved teaching- consistent approach embedded- impacting on standards. Monitoring of phonics indicates that 89% of phonics teaching is good or better.</p> <p>Strategies outlined in phonics strategy plan e.g. daily phonics; phonic target groups &amp; 1:1 intervention impacted positively on progress and attainment;</p> <p>Average score of phonics screening check for all pupils was: Y1- 32 Y2- 35</p> <table border="1"> <thead> <tr> <th></th> <th>All</th> <th>PP</th> <th>Non- PP</th> <th>Gap</th> <th>Commentary</th> </tr> </thead> <tbody> <tr> <td><b>Y1 Phonics</b></td> <td>84%</td> <td>81%</td> <td>86%</td> <td>-5%</td> <td>X7 pupils not passing screening x2 have additional needs and x3 are undergoing assessment. X2 pupils were disadvantaged.</td> </tr> <tr> <td><b>Y2 Phonics</b></td> <td>91%</td> <td>73%</td> <td>100%</td> <td>+27%</td> <td>X3 pupils not passing Y2 check all have additional SEND</td> </tr> </tbody> </table>		All	PP	Non- PP	Gap	Commentary	<b>Y1 Phonics</b>	84%	81%	86%	-5%	X7 pupils not passing screening x2 have additional needs and x3 are undergoing assessment. X2 pupils were disadvantaged.	<b>Y2 Phonics</b>	91%	73%	100%	+27%	X3 pupils not passing Y2 check all have additional SEND
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<p><b>Attainment in RWM:</b> To improve the attainment of PP pupils.</p>	<p>Consistent approach to teaching through ALC across RWM.</p> <p>Improved profile of teaching; Summer term 2022- 91% of teaching good or better.</p>																										

**Identification:**

PP pupils do not attain as well as their peers in Phonics or RWM, especially at KS2:

**Attainment July 2021:**

	PP	Non-PP	Gap
KS1 Reading	57%	61%	-4%
KS1 Writing	50%	61%	-11%
KS1 Maths	57%	65%	-8%
KS1 RWM	50%	57%	-7%

	PP	Non-PP	Gap
KS2 Reading	64%	88%	-24%
KS2 Writing	50%	81%	-31%
KS2 Maths	64%	94%	-30%
KS2 RWM	60%	81%	-21%

**Success Criteria:**

By the end of KS2, the gap between disadvantaged and non-disadvantaged pupils has narrowed with at target of 70%+ disadvantaged pupils achieving the expected standard in reading.

By the end of KS2, the gap between disadvantaged and non-disadvantaged pupils has narrowed with at target of 65%+ disadvantaged pupils achieving the expected standard in writing.

By the end of KS2, the gap between disadvantaged and non-disadvantaged pupils has narrowed with at target of 75%+ disadvantaged pupils achieving the expected standard in maths.

Stronger teaching profile across school has impacted on improved standards in 2022 from 2019 outcomes and the narrowing of the gap between PP and non PP in phonics and KS2 reading in particular

Book scrutiny indicates that improved marking & feedback is impacting on pupil outcomes and moving learning forward; consistent approach & policy is embedded. Summer Term- 91% of work scrutiny conducted- good/better.

Where marking & feedback is stronger this is reflected in progress of PP pupils- sig. % of PP making typical/rapid progress July 21:

Through cohort pupil progress meetings & sharing of PP progress meeting, T are acutely aware of PP target pupils- this is reflected in cohort action plans.

**Progress Measures:**

	All	PP	Non PP
KS1 Reading	0.1	-7.0	3.0
KS1 Maths	4.0	1.0	4.0
KS2 Reading	2.0	4.1	0.7
KS2 Writing	1.5	0.7	2.0
KS2 Maths	2.1	1.8	2.3

**Sig. % of PP making typical/rapid progress July 21:**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Reading</b>	82% (T)	73% (T)	73% (T)	78% (T)	96% (T)	93% (T)
	29% (R)	27% (R)	33% (R)	22% (R)	43% (R)	29% (R)
<b>Writing</b>	100% (T)	100% (T)	67% (T)	87% (T)	100% (T)	86% (T)
	6% (R)	27% (R)	20% (R)	22% (R)	48% (R)	21% (R)
<b>Maths</b>	82% (T)	91% (T)	73% (T)	83% (T)	87% (T)	93% (T)
	47% (R)	0% (R)	47% (R)	22% (R)	26% (R)	36% (R)

**Attainment:**

	All	PP	Non-PP
EYFS GLD	66%	42%	76%
Y1 Phonics	84%	81%	86%
Y2 Phonics	91%	73%	100%
KS1 Reading	66%	45%	75%
KS1 Writing	60%	45%	67%
KS1 Maths	66%	45%	75%
KS1 RWM	57%	45%	67%
KS2 Reading	85%	77%	90%
KS2 Writing	74%	54%	86%
KS2 Maths	79%	62%	90%
KS2 RWM	68%	46%	81%

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Assessments and data outcomes 2022/23 highlight that the attainment of disadvantaged pupils has continued to improve, narrowing gaps in specific areas:

- KS1 Reading (+5%), Writing (0%), Maths (-5%) & Combined (-5%)
- KS2 Maths (-6%)

Gaps have also narrowed within interim year groups.

Progress measures for disadvantaged pupils at the end of KS2 were positive. However, attainment gaps still remain across EYFS, Phonics and KS2 R&W and will continue to a key focus in this strategy statement.

Although overall attendance in 2022/23 was lower than in 2021-22 at 92.6% the school has and continues to utilise a variety of strategies and all within its statutory power to secure improvement.

%	2016-17	2017-18	2018-19	2019- March 2020 (COVID)	2020-21	2021-22	2022-23
<b>Overall</b>	92.5%	94.1%	93.3%	94.2%	96.2%	94.5%	92.6%
<b>PA</b>	25.5%	19.4%	21.2%	14.8%	12.5%	17.6%	27.7%

Attendance of disadvantaged pupils was 90.1% and is below that of their peers, at 93.9%; however, attendance tracking of PA & disadvantaged pupils demonstrates the impact of strategies and actions implemented with increases being noted in pupil attendance. Persistent absence of disadvantaged pupils, at 39.9% remained higher than non-disadvantaged and remains a focus of the current plan.

Monitoring and tracking indicated that pupil behaviour, wellbeing and mental health continue to be significantly impacted, primarily due to a range of factors and influences including current economic/financial crisis, ACEs and the context of the area the school serves. The impact of this is particularly acute for disadvantaged pupils. Pupil premium funding was used to provide wellbeing support for all pupils, and targeted interventions where required; these approaches continued to be built upon as highlighted in the activities detailed in this plan. This has included, but not limited to, daily nurture support, engagement with support services, such as, Compass, Branching Minds, Counselling, etc.

Aim	Outcome																		
<p>Continue to raise and sustain the attainment of pupils eligible for the pupil premium grant in phonics.</p> <p><u>2022 Phonics:</u> 81% PP/86% Non-PP</p> <p><u>Success Criteria</u> An increased number of PP pupils will achieve the expected standard in the Year 1 Phonics Screening Check closing the gap between school and national. Target 2022: 85%+</p>	<p>Effective implementation and delivery of the school's approach to the teaching of phonics has supported improvements in teaching, provision and standards. This has included whole school CPD and development in relation to the school's chosen Phonics scheme. Although below 2022 figures, outcomes at the end of 2023 were broadly in line with national.</p> <p>CPD improved teaching- consistent approach embedded- impacting on standards. Monitoring of phonics indicates that 100% of phonics teaching is good or better.</p> <p>Strategies outlined in phonics strategy plan e.g. daily phonics; phonic target groups &amp; 1:1 intervention impacted positively on progress and attainment;</p> <p>Average score of phonics screening check for all pupils was: Y1- 32 Y2- 34</p> <table border="1"> <thead> <tr> <th></th> <th>All</th> <th>PP</th> <th>Non- PP</th> <th>Gap</th> <th>Commentary</th> </tr> </thead> <tbody> <tr> <td><b>Y1 Phonics</b></td> <td>78%</td> <td>65%</td> <td>87%</td> <td>-22%</td> <td>X9 pupils not passing screening x4 have additional needs and x2 have an EHCP. X6 pupils were disadvantaged. These pupils will be targeted next academic year through 1:1 phonics intervention and twice daily teaching, they will complete the re-check in Y2.</td> </tr> <tr> <td><b>Y2 Phonics</b></td> <td>90%</td> <td>85%</td> <td>95%</td> <td>-10%</td> <td>X4 pupils not passing Y2 check all have additional SEND, these pupils will be targeted for additional support and intervention in Y3</td> </tr> </tbody> </table>		All	PP	Non- PP	Gap	Commentary	<b>Y1 Phonics</b>	78%	65%	87%	-22%	X9 pupils not passing screening x4 have additional needs and x2 have an EHCP. X6 pupils were disadvantaged. These pupils will be targeted next academic year through 1:1 phonics intervention and twice daily teaching, they will complete the re-check in Y2.	<b>Y2 Phonics</b>	90%	85%	95%	-10%	X4 pupils not passing Y2 check all have additional SEND, these pupils will be targeted for additional support and intervention in Y3
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<b>Y2 Phonics</b>	90%	85%	95%	-10%	X4 pupils not passing Y2 check all have additional SEND, these pupils will be targeted for additional support and intervention in Y3														
<p>Increase the attainment of pupil eligible for pupil premium grant in reading and maths.</p> <p><u>2022 Reading Outcomes:</u></p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td><b>KS1</b></td> <td>45%</td> <td>75%</td> </tr> <tr> <td><b>KS2</b></td> <td>77%</td> <td>90%</td> </tr> </tbody> </table>		PP	Non-PP	<b>KS1</b>	45%	75%	<b>KS2</b>	77%	90%	<p>Consistent approach to teaching through ALC across RWM.</p> <p>Improved profile of teaching; Summer term 2023- 91% of teaching good or better.</p> <p>Stronger teaching profile has impacted on improving standards in 2023 outcomes specifically in KS1 where there has been a narrowing or closing of the gap between PP and non-PP in all subjects.</p> <p>Book scrutiny indicates that improved marking &amp; feedback is impacting on pupil outcomes and moving learning forward; consistent approach &amp; policy is embedded. Summer Term- 100% of work scrutiny conducted- good/better.</p>									
	PP	Non-PP																	
<b>KS1</b>	45%	75%																	
<b>KS2</b>	77%	90%																	

**2022 Maths Outcomes:**

	PP	Non-PP
KS1	45%	75%
KS2	62%	90%

Increase the attainment of pupil eligible for pupil premium grant in writing to impact on increasing progress measures.

**2022 Writing Outcomes:**

	PP	Non-PP
KS1	45%	67%
KS2	54%	86%

**Success Criteria**

By the end of KS2, the gap between disadvantaged and non-disadvantaged pupils has narrowed with target of:

- 75%+ disadvantaged pupils achieving the expected standard in reading.
- 75%+ disadvantaged pupils achieving the expected standard in maths.
- 65%+ disadvantaged pupils achieving the expected standard in writing.
- Positive progress measures in writing.

Increase the attainment of PP pupils in EYFS and increase progress rates.

**2022 GLD:**

PP 42% / Non PP 76%

**Success Criteria**

An increased number of PP pupils will achieve GLD closing the gap between disadvantaged pupils and their peers.

Target 2022: 65%+ GLD

Where marking & feedback is stronger this is reflected in progress of PP pupils- sig. % of PP making typical/rapid progress July 23:

Through cohort pupil progress meetings & sharing of PP progress meeting, teachers are acutely aware of PP target pupils- this is reflected in cohort action plans.

**Progress Measures:**

	All	PP	Non PP
KS2 Reading	+3.02	+2.2	+3.9
KS2 Writing	+2.74	+1.5	+4.1
KS2 Maths	+3.26	+0.8	+6.0

**Sig. % of PP making typical/rapid progress July 23:**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Reading</b>	89% (T)	77% (T)	97% (T)	89% (T)	85% (T)	98% (T)
	42% (R)	15% (R)	11% (R)	22% (R)	20% (R)	31% (R)
<b>Writing</b>	92% (T)	90% (T)	86% (T)	89% (T)	85% (T)	100% (T)
	38% (R)	8% (R)	11% (R)	17% (R)	5% (R)	31% (R)
<b>Maths</b>	87% (T)	87% (T)	92% (T)	86% (T)	73% (T)	100% (T)
	18% (R)	23% (R)	14% (R)	17% (R)	10% (R)	31% (R)

**Attainment:**

	All	PP	Non- PP
EYFS GLD	64%	55%	74%
Y1 Phonics	78%	65%	87%
Y2 Phonics	90%	85%	95%
KS1 Reading	68%	70%	65%
KS1 Writing	60%	60%	60%
KS1 Maths	68%	65%	70%
KS1 RWM	58%	60%	55%
KS2 Reading	84%	75%	95%
KS2 Writing	73%	67%	81%
KS2 Maths	78%	75%	81%
KS2 RWM	69%	63%	76%

Consistent approach to curriculum teaching and objective led planning through ALC across EYFS.

Improved profile of teaching; Summer term 2023- 100% of teaching good or better. All teaching in EYFS is good or better – it is a strength of the school.

Stronger teaching profile has impacted on improving standards in 2023 outcomes where there has been a narrowing or closing of the gap between PP and non PP across specific areas of learning:

Area	PP	Non-PP
Managing Self	73%	78%
Building Relationships	68%	61%
Comprehension	64%	61%
Fine Motor Skills	65%	61%
Listening, A & U	64%	65%
Speaking	59%	65%
Natural World	73%	78%

Through cohort pupil progress meetings & sharing of PP progress meeting, teachers are acutely aware of PP target pupils- this is reflected in cohort action plans.

**Sig. % of PP making rapid progress July 23:**

	F2
Word Reading	64% (T)
Reading	27% (R)
Writing	59% (T)
	32% (R)

	<table border="1"> <tr> <td><b>Number</b></td> <td>86% (T) 27% (R)</td> </tr> </table>	<b>Number</b>	86% (T) 27% (R)							
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<p>Continue to improve and raise the attendance of pupils eligible for the pupil premium grant, narrowing the gap between this group of pupils and their peers.</p> <p><u>July 2022 Attendance:</u> PP 93.2% / Non PP 93.8%</p> <p><u>Success Criteria</u> There is an improvement in the % of disadvantaged pupils meeting the schools attendance target which impacts on the overall attendance % for PP.</p>	<p><b>Attainment:</b></p> <table border="1"> <tr> <td></td> <td><b>All</b></td> <td><b>PP</b></td> <td><b>Non- PP</b></td> </tr> <tr> <td>EYFS GLD</td> <td>64%</td> <td>55%</td> <td>74%</td> </tr> </table> <p>Leaders have continued to further improve attendance, prioritising this on the SIP. An attendance strategy plan, linked to expectations outlined in the DfE Working Together to Improve School Attendance guidance, outlines actions, procedures and incentives to target improving attendance, punctuality and reducing PA. Partnership with the Education Welfare Service (EWS) have been in place and regular EWO support has been used effectively to target identified pupils with falling attendance/PA.</p> <p>A home-school attendance agreement was implemented and sent out to parents to share expectations of school, pupils and parents in line with DfE guidance.</p> <p>In line with policy:</p> <ul style="list-style-type: none"> <li>• 22 families were sent a letter one to raise their awareness of the fact that attendance is a concern.</li> <li>• X23 Internal School Attendance Panels (ISAPs) were conducted for pupils causing concerns in relation to PA.</li> <li>• X30 PN2 were issued for unauthorised holidays.</li> </ul> <p>Weekly tracking and intervention to support families and improve the attendance of identified pupils is embedded. Regular attendance KITs have enabled leaders to identify key pupils and evaluate the effectiveness of actions, amending as appropriate.</p> <p>Incentives and strategies designed to improve attendance remain in place, such as weekly assemblies, home visits, awards, attendance matters weeks, parent incentives, EHAs etc. In January, a whole school attendance league has been launched to target improvements and involve pupils in weekly competitions and rewards.</p> <p>Challenges over the spring and summer terms have continued, despite the best efforts of the school, working in partnership with EWS.</p> <p>In response to managing pupils falling into PA or with declining attendance, in addition to above a further:</p> <ul style="list-style-type: none"> <li>• 12 families were sent an attendance letter to raise their awareness of the fact that attendance is a concern.</li> <li>• x6 Internal School Attendance Panels (ISAPs) were conducted for pupils causing concerns in relation to PA.</li> <li>• X17 PN2 issued for unauthorised holidays.</li> </ul>		<b>All</b>	<b>PP</b>	<b>Non- PP</b>	EYFS GLD	64%	55%	74%	
	<b>All</b>	<b>PP</b>	<b>Non- PP</b>							
EYFS GLD	64%	55%	74%							

## 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	Ruth Miskin
Lexia	Core 5
Emotional Literacy Support & Advice	ELSA
Reading Plus	Reading Solutions UK

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Reviewing policy and embedding more effective practice around marking and feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.  
*Providing high-quality feedback to pupils is integral to effective teaching.*  
<https://educationendowmentfoundation.org.uk/school-themes/feedback-monitoring-pupil-progress/>
- Ensuring the DfE grant to train a senior mental health lead is utilised effectively and engaging with external services and support to audit current practice and identified strategies and actions to improve pupil wellbeing.

### Planning, implementation, and evaluation

Evaluation of previous strategies and actions informed the development of the updated pupil premium strategy. Evidence from multiple sources of data including assessments, work scrutiny, pupil/staff voice, lesson observations has been triangulated to support the identification of challenges faced by disadvantaged pupils.

When planning the Pupil Premium Strategy Statement a tiered approach, based on EEF evidence was adopted, focusing on:

- High quality teaching
- Targeted academic support
- Wider strategies

Challenges linked to each tier and the mitigating actions have been identified. These are intrinsically linked to the school improvement plan to ensure they are prioritised and impact of actions is regularly monitored.

Area	Challenge	Mitigating action
Teaching	Providing adequate time for professional development.	Effective and efficient use of staff meetings and INSET days. Development of a CPD and monitoring cycle. Use of SLT/Director support to lead highly effective and focused CPD
Targeted support	Ensuring CPD and support is provided to support the effective implementation and delivery of interventions.	Senior leadership work alongside SENDco to implement intervention policy, menu, tracking and ensure CPD for staff delivering intervention.
Wider strategies	Developing a change in mindset to attendance and the importance of education.	Development of an attendance strategy action plan linked to the DfE Working Together to Improve School Attendance guidance.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.