

St Chad's C of E Primary School

Pupil Premium Strategy Statement

2023-24



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	St. Chad's Church of England Primary School
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	7.8% (16 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022 2022 - 2023 2023 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	J. Matthews (Deputy Head of School)
Pupil premium lead	J. Matthews
Governor / Trustee lead	J. Clarke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23280
Recovery premium funding allocation this academic year	£2610
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	£25890

Part A: Pupil premium strategy plan

Statement of intent

What are our ultimate objectives for our disadvantaged pupils?

At St. Chad's CofE Primary School, we recognise 'disadvantaged' encompasses an array of factors which can affect achievement and limit access to cultural capital and enrichment opportunities. We also recognise that not all children who are underachieving are eligible for pupil premium funding, while some pupils may be eligible for pupil premium funding and are not underachieving. Equity for all pupils of St Chad's is at the heart of our strategy and our pupils' needs drive our strategy. With high-quality teaching at the heart of our approach, our intention is that our strategy will benefit the non-disadvantaged pupils alongside their disadvantaged peers. Quality-first teaching is proven to have the greatest impact on closing the disadvantage attainment gap.

We believe that our disadvantaged pupils should be supported to achieve success academically, socially, emotionally and physically, alongside their peers. We aim to ensure that every child departs St. Chad's excited about learning and determined to succeed through the highest quality education and equipping children with confidence, resilience and a passion for justice and equality. We prioritise equality of opportunity and the development of key skills and attributes, in order to realise children's ambitions and improve future employability. Our children are nurtured and empowered to thrive academically whilst championing kindness and fairness in their lives.

Our ultimate objectives for disadvantaged pupils:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils so that they make increasingly good progress year on year and make or exceed national expectations.
- We recognise that across the country, there is a reading deficit (DfE 2017: only 31% of children read daily at home). Our ambition, therefore, is for all children to become good readers and to develop high quality oracy skills with a rapidly growing vocabulary.
- To provide fair and equal opportunities to participate and achieve in all areas of the curriculum, including the wider curriculum and extra-curricular activities, to the same extent as their peers.
- To provide effective in school support to remove the barriers faced such as low attendance, lack of social or cultural capital and poor basic skills. We seek to

work in partnership with disadvantaged pupils, their families and external partners, to assess, plan, monitor and evaluate support and interventions, in order to positively impact on individual progress, achievement and wellbeing.

How does our current pupil premium strategy plan work towards achieving these objectives?

To achieve these objectives, St. Chad's is adopting the tiered approach recommended by the EEF, which places the greatest focus on promoting high-quality teaching, supported by academic or needs based interventions and wider non-teaching strategies.

At St. Chad's CE Primary School, the first step in addressing underperformance for any pupil is through Quality First Teaching, applying the most effective teaching and learning pedagogy such as a mastery approach in maths, the explicit teaching of reading and introducing a framework for oracy and vocabulary development. As our aspirations are high for all of our children, we ensure that teaching provides support and challenge so that all students can achieve the learning outcomes. We support teaching staff through CPD opportunities and a rigorous appraisal system that focuses on coaching for staff development and improvement to ensure all teaching is good or better.

Internal data suggests that core subject progress and attainment for our disadvantaged children is lower than that of their peers. Therefore, timely, targeted interventions in these areas are central to this plan, alongside other specific interventions based on identified need. This plan demonstrates that we offer children access to small group or 1:1 teaching focussed on overcoming barriers, gaps in learning and accelerating progress.

Finally, there is both internal data and academic literature, evident in the 'Activity in this academic year' section, which highlights the need for equality of opportunity, pastoral support and attendance intervention to meet the needs of our disadvantaged children, especially for our adopted children. As such, funding is directed to ensuring that high quality pastoral care is available to support the most vulnerable children and their families through Thrive sessions, restorative practice and access to our Family Support Social Worker or school Counsellor. We also provide opportunities for children to participate in enrichment events and allocate funding towards payment for activities, educational visits and residentials for our disadvantaged pupils, ensuring equality of opportunity.

What are the key principles of our strategy plan?

It is important to us that we live and breathe our School Vision: "In the light of God, we care, we share, we laugh, we learn" and our Trust Vision: "In partnership to educate, nurture and empower" for all our pupils, especially our disadvantaged

children. We understand that the most effective method of addressing disadvantage is through a strong focus on improving teaching and learning, as advocated by the EEF. Developing a sound foundation of basic skills in reading, writing and maths is essential so that children can access the wider curriculum and providing high quality pastoral support is essential to meet the wider needs of all children. We are therefore an evidence-based school and decisions and specific interventions are based on research and data around identified needs.

In order to maximise the impact of Pupil Premium funding, we use a graduated approach to identifying and addressing need alongside a robust monitoring system. The Pupil Premium funding is leveraged to benefit as many pupils as possible, including non-pupil premium children, where we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to ensure pupils keep up with their peers rather than having to be helped to catch up later
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress - Over the last few years, disadvantaged children have had, on average, lower levels of attainment in reading, writing and maths than their peers on entry to KS1 and this gap continues to grow to the end of KS2. This has been exacerbated by the COVID 19 pandemic through missed learning and misconceptions/errors which may have been picked up during home learning; as well as the impact of individual covid-19 related authorised absences and other illnesses during 2022-23. The challenge therefore is in narrowing the attainment and progress gap between disadvantaged pupils and their peers.
2	Speech, language and communication needs - We have seen a significant increase in speech, language and communication needs on entry to Nursery/ Reception, where children are arriving with poor spoken language skills. These needs are also evident in each cohort across school, including throughout KS2. This was exacerbated by limited social interactions with peers and a wider range of adults beyond their own homes during lockdowns.
3	Social, emotional and mental health needs - There is an increase in the number of children with social, emotional and mental health needs, especially among our disadvantaged pupils but also across the school population. We are finding a lack of resilience and self-esteem, which is affecting children's aspirations and abilities to form positive relationships, particularly for our previously looked after children. There has been an increase in the number of children being referred for counselling, family support and Thrive. This is having a negative on impact on attainment and progress.
4	Attendance and punctuality - School attendance data shows our disadvantaged pupils have lower attendance than their non-disadvantaged counterparts with some children being persistent absentees and others quite often late.
5	Equality of opportunity - Some parents struggle financially to provide resources and opportunities to attend trips and visits and a low family income may

	<p>also restrict the opportunities and experiences that can be offered out of school.</p> <p>The cost of living crisis has meant some families are now experiencing an increased financial struggle, which has exacerbated this challenge.</p>
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our 3-year strategy plan**, and how we will measure whether they have been achieved. Each intended outcome is referenced to the challenge number.

Intended outcome (Referenced to challenge number)	Success criteria
1. By July 2024, disadvantaged pupils make at least expected progress in reading, writing and maths. 1. By July 2024, data at the end of KS2 shows the attainment gap between disadvantaged and non-disadvantaged pupils has narrowed.	<ul style="list-style-type: none"> Gap will narrow in progress made between PP and non-PP children. Attainment in line or exceeding expectations in all three subjects by the end of KS2, based on FFT50 targets. KS2 outcomes show an increase in the percentage of disadvantaged pupils attaining the expected standard in reading, writing and maths.
2. By July 2024, the vast majority of our pupils, especially our disadvantaged pupils, will have improved oral language skills and vocabulary.	<ul style="list-style-type: none"> The Voice 21 pupil and staff surveys will demonstrate clear progress in beliefs, attitudes and competency against the Oracy Framework year on year. Teacher assessments against the oracy framework demonstrate clear progress and attainment for all pupils by 2024, especially our disadvantaged children. Formative assessments and observations indicate improved oral language during lessons and the rest of the school day among disadvantaged pupils. Other sources, including engagement in lessons and book scrutiny will triangulate this evidence.
3. By July 2024, the vast majority of our pupils, particularly our disadvantaged pupils, will achieve and sustain improved wellbeing and a reduction in negative social, emotional and mental health needs.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> qualitative data from pupil voice reporting that they feel happy, safe and valued in school / teacher observations quantitative data from our RISE (Resilience in Schools and Education) assessment tracker number of referrals to our school Counsellor, Thrive practitioner and Family Support Social Worker monitoring of the above referrals to identify impact.
4. By July 2024, the attendance of disadvantaged pupils with	<ul style="list-style-type: none"> Attendance data demonstrates the intended outcome.

be in-line with their peers (97%).	
5. By July 2024, disadvantaged pupils will access a wide range of enrichment experiences both in and out of school.	<ul style="list-style-type: none"> • By July 2024, the vast majority of our disadvantaged pupils access the enrichment opportunities for their year group. • By July 2024, the United Against Bullying pupil questionnaire will show improved progress measures for 'pupil behaviour and wellbeing' and 'school experience'.

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: £12,945

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching for all pupils, including: <ul style="list-style-type: none"> - Little Wandle - Forensic Reading - Oracy and vocabulary education - R Time - Mastery Mathematics - Challenging, scaffolded learning - Retrieval practice - Timely, effective feedback 	<ul style="list-style-type: none"> • EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD: https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf • Sutton Trust – Strong evidence of Quality of Instruction on impact on student outcomes: https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf • Luby, A. (2020) writes extensively about the positive impact of ambition and being ambitious for all children to mitigate the ‘five perspectives of poverty’. • EEF guidance on ‘Teacher Feedback to Improve Pupil Learning’: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback 	1
Instructional coaching and teacher learning communities approach to CPD.	<ul style="list-style-type: none"> • EEF guidance report on Effective Professional Development: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development • Characteristics of effective CPD: https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Teacher-professional-development.pdf 	1
Pupil Progress meetings conducted by Assessment and Inclusion Leaders at least termly to track progress of disadvantaged pupils and ensure appropriate, timely and evidenced-based interventions are put in place.	<ul style="list-style-type: none"> • Training and supporting highly qualified teachers deliver targeted support. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support • Coldwell et al., (2017) demonstrate the importance of evidence informed practice and interventions on maximising pupil progress. 	1

<p>Purchase web-based programs to be used in school and at home, e.g.:</p> <ul style="list-style-type: none"> • Seesaw • MyMaths • TTRS • Dyslexia Gold • Read Theory • Oddizzi <p>DfE devices supplied to disadvantaged pupils as required.</p>	<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/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf • EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice: https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Using_Digital_Technology_to_Improve_learning_Evidence_Review.pdf • Read Theory: https://readtheory.org/static/pdf/RTStudy2.pdf 	1, 5
<p>SEND training for all teaching staff including but not limited to:</p> <ul style="list-style-type: none"> • QFT and reasonable adjustments • FASD • Developmental Trauma • Autism • Speech, language and communication • Dyslexia • ADHD 	<ul style="list-style-type: none"> • Special Educational Needs in Mainstream Schools: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send • Improving Social and Emotional Learning in Primary: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel • Attachment and Child Development: https://learning.nspcc.org.uk/child-health-development/attachment-early-years • Being ACE, Attachment and Trauma informed: https://www.fagus.org.uk/a-few-tips-to-help-school-to-become-ace-aware-attachment-aware-and-trauma-informed/ • Beacon House resources: https://beaconhouse.org.uk/resources/ • STARS training - strategic partners for the Autism Education Trust, a national initiative, endorsed and partially funded by the Department for Education: http://www.starsteam.org.uk/autism-education-trust-training • Evidence base for I CAN (SLCN): https://ican.org.uk/about-us/our-evidence/ • An introduction to speech, language and communication: https://ican.org.uk/i-cans-talking-point/cpd-short-course/ 	1, 2
<p>Teaching phonics in EYFS and KS1: Establishing Little Wandle, a DfE validated Systematic Synthetic Phonics</p>	<ul style="list-style-type: none"> • 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 	1, 2

programme to secure stronger phonics teaching for all pupils.	<ul style="list-style-type: none"> • Little Wandle pedagogy and impact: https://www.littlewandlelettersandsounds.org.uk/about-us/our-pedagogy/ • https://www.littlewandlelettersandsounds.org.uk/about-us/our-impact/ • Preparing for Literacy - EEF: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years • Improving Literacy in KS1 - EEF: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 	
Forensic reading in Years 2-6	<ul style="list-style-type: none"> • Reading comprehension strategies - EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies 	1, 2
Bespoke, St Chad's, reading for pleasure progression framework to improve outcomes in English – 'St. Chad's Reading Keys'	<ul style="list-style-type: none"> • Research evidence on reading for pleasure: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf • Robust, longitudinal evidence to support reading for pleasure in boosting cognitive development including English and maths: https://esrc.ukri.org/news-events-and-publications/impact-case-studies/reading-for-pleasure-boosts-cognitive-development/ 	1, 2, 3, 5
Develop ambitious curriculum for writing – children at all starting points effectively challenged	<ul style="list-style-type: none"> • The Education Exchange evidence and further references to support an ambitious curriculum for all: https://theeducation.exchange/an-ambitious-curriculum-for-all/ • Luby, A. (2020) writes extensively about the positive impact of ambition and being ambitious for all children to mitigate the 'five perspectives of poverty'. 	1, 2
Maths Mastery approach using White Rose, the Mastering Number programme for EY and KS1 to develop fluency and flexibility with number facts and relationships, and mastery CPD	<ul style="list-style-type: none"> • EEF – low-cost, high impact: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning • Supporting research, evidence and argument on the components of teaching for mastery: https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/ • 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: https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf 	1, 2

Embed the St.Chad's curriculum.	<ul style="list-style-type: none"> The Education Exchange evidence and further references to support an ambitious curriculum for all: https://theeducation.exchange/an-ambitious-curriculum-for-all/ Luby, A. (2020) writes extensively about the positive impact of ambition and being ambitious for all children to mitigate the 'five perspectives of poverty'. 	1, 2, 3, 5
Abbey MAT Oracy – an enquiry based project	<ul style="list-style-type: none"> There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and future outcomes: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Voice 21 Impact Report 2016-2021: https://voice21.org/wp-content/uploads/2021/07/Voice-21-Impact-Report-2016-2021.pdf 	2, 3
'R' time to improve metacognitive and independent learning.	<ul style="list-style-type: none"> See section 3.4 - Strategies adopted by more and less successful schools: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf Metacognition and self-regulation - EEF T&L toolkit: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation 	1, 3

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

Budgeted cost: £6,472.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focused, small teaching groups, delivered by the class teacher or TA, for underachieving / disadvantaged pupils in core	<ul style="list-style-type: none"> Individual instruction - EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction Small group tuition - EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition 	1, 2

subjects across KS1 and KS2.		
1:3 Reading intervention	<ul style="list-style-type: none"> Small group tuition - EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition 	1, 3, 5
1:3 Maths intervention	<ul style="list-style-type: none"> Small group tuition - EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition 	1, 3, 5
Communication Trust Progression Tools Screening and Intervention for Reception, Year 2 and Year 4, plus PP children	<ul style="list-style-type: none"> There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and future outcomes: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions 	1, 2, 3, 5
1:1 Little Wandle EY, KS1 + KS2 intervention	<ul style="list-style-type: none"> One-to-one interventions - EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Teaching assistant interventions - EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions 	1, 2
Purchase high interest, decodable KS2 books for 1:1 fluency intervention and home reading.	<ul style="list-style-type: none"> 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 Comprehensive analysis of evidence that supports this approach and numerous links to further research evidence: https://www.dyslexics.org.uk/resources-and-further-reading-phonically-decodable-books-and-texts/ Research evidence on reading for pleasure: https://bit.ly/3rWH2iv 	1, 2, 3
Additional reading support with CPD for volunteers	<ul style="list-style-type: none"> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 	1, 2, 5
Booster groups before or after school	<ul style="list-style-type: none"> Small group tuition - EEF: Small group tuition Toolkit Strand Education Endowment Foundation EEF 	1, 3, 5

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

Budgeted cost: £6,472.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive intervention	https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	2, 3, 4
Nurture intervention	https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	2, 3, 4, 5
Outdoor learning and forest schools	<ul style="list-style-type: none"> Learning behaviours - EEF: https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours What is Forest School?: https://forestschoolas-sociation.org/what-is-forest-school/ Outdoor adventure learning - EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning 	2, 3, 5
<p>Continue to promote high expectations of attendance and punctuality: targets, rewards, meetings and CPD</p> <p>Targeted attendance activities, including:</p> <ul style="list-style-type: none"> Review and update attendance policy Incorporate attendance into transition planning Work with PP parents and students to identify specific barriers to attendance Target support based on specific barriers 	<ul style="list-style-type: none"> The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence: Working together to improve school attendance EEF rapid research assessment on attendance interventions: https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf and the November 2021 addendum: https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-protocol-Addendum-Nov21.pdf Research presented by organisations such as Welsh Assembly Government (2011) & Durrington Research School (2018) suggest that the identified activities all have a significant impact on attendance outcomes for PP and disadvantaged children. 	3, 4, 5
Investment in wellbeing spaces including the Thrive room, nurture bungalow and spiritual flourish garden.	<ul style="list-style-type: none"> Improving social and emotional learning in primary schools - EEF: https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf 	3
Family support from our Family Support Social Worker to implement Early Help Plans, improve home/school relationships, equality	<ul style="list-style-type: none"> The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence: Improving School Attendance 	2, 3, 4, 5

of opportunity and improve attendance.	<ul style="list-style-type: none"> Working with parents to support children's learning: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents 	
Individual pastoral support from our school Counsellor to support with SEMH needs, improve school attendance and access to learning.	<ul style="list-style-type: none"> Improving social and emotional learning in primary schools - EEF: https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf Improving School Attendance 	2, 3, 4
All children to have equal access and where necessary, funding support to access, clubs, trips, enrichment activities, breakfast club or residential.	<ul style="list-style-type: none"> What does Ofsted mean by cultural capital? (tes.com) Research brief on extra-curricular inequality: https://www.suttontrust.com/wp-content/uploads/2020/01/Extracurricular-inequality.pdf Dudman, J.; Hedges, C. & Loynes, C. (2019) demonstrate the significant positive impact of residential experiences on a range of indicators associated with self-efficacy, locus of control, progression and attainment of year 6 pupils. 	1, 2, 3, 4, 5
Ensure children are fully prepared for learning e.g. purchase of uniform, coats, PE kits.	<ul style="list-style-type: none"> https://www.actionforchildren.org.uk/blog/the-untold-truth-about-school-uniforms/ https://www.childrenssociety.org.uk/information/professionals/resources/the-wrong-blazer 	2, 4, 5
Development of leadership of PP through continuity of person in role and CPD opportunities.	<ul style="list-style-type: none"> The EEF's guide "Putting Evidence to Work, A Guide for Implementation" (Sharples, Albers, & Fraser, 2018), highlights the importance of building leadership capacity to deliver school improvement. 	All
Purchase additional books for class libraries that children can take home to support home reading.	<ul style="list-style-type: none"> Preparing for Literacy recommendation - EEF: https://bit.ly/3dlqkLc McQuillan, Jeff & Au, Julie. (2001) examine numerous studies which show easy access to reading materials has an important influence on reading motivation at home. 	1, 2, 3, 5

Total budgeted cost: £25,890

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 2022 to 2023 academic year.

Challenge 1: Attainment and progress

We have analysed the performance of our school's disadvantaged pupils during the 2022-23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and school level. It is important to note that the very small numbers of Pupil Premium children being analysed across school can skew the interpretation of the data.

At KS2, data from tests and assessments suggest that the attainment of the school's disadvantaged pupils in 2022/23 was below national. The attainment for disadvantaged pupils in reading, writing and maths was slightly above their non-disadvantaged peers with 60% achieving the expected standard compared to 57%. Nationally, 66% of pupils attained the expected standard in reading, writing and maths.

In 2022/23, the data is as follows:

	Reading	Writing	Maths
Non-PP Expected Standard	88%	60%	76%
PP Expected Standard	80%	60%	80%

Our analysis suggests the reason for this progress is primarily the additional measures outlined in this strategy for disadvantaged pupils.

We have identified that progress and attainment in writing continues to hinder achievement across all pupil groups and this is reflected in our School Development Plan.

Challenge 2: Speech, language and communication needs

Good progress is being made towards this outcome in that the Voice 21 pupil and staff surveys demonstrate clear progress in beliefs, attitudes and competency against the Oracy Framework from our starting point in September 2021. Informal teacher assessments and observations against the oracy framework indicate improved oral language and vocabulary during lessons and the rest of the school day with a focus on our disadvantaged children.

While progress is being made, we continue to notice a significant number of children experiencing difficulties with speech, language or communication and have a growing number of children requiring input from the Speech and Language Therapy (SaLT) team. Following continued in-house and external expert CPD, this is partially

due to better knowledge and understanding of SaLT difficulties among staff and therefore increased identification of need; however, it is also due to increasing numbers of children entering Nursery and Reception with significant communication delays. As a result, the activities to address this challenge and its intended outcomes must continue to be our main priority into the next academic year.

Challenge 3: Social, emotional and mental health needs

One school experience and wellbeing measure is obtained through the United Against Bullying survey, which all pupils complete. This data shows that pupil behaviour and wellbeing improved again throughout last year and challenges in relation to wellbeing and mental health have improved significantly.

The impact of the pandemic on disadvantaged pupils was particularly acute, where their measure score in 2021-22 was 2.0 on a range of 0-3, compared to 2.2 for all pupils. Despite this being 0.2 higher than the national average, we would expect a score of at least 2.5, which is what we have achieved in 2022-23. This is now 0.5 higher than the national average. Similarly, the pupil experience at school measure showed good improvement for disadvantaged pupils with a baseline score of 2.1 and a final score of 2.5, demonstrating the effectiveness of our approach to improvement.

Many pupils and parents have reported on the positive impact of introducing Forest School on relationships, happiness and mental health. Teachers reported their children's behaviours for learning improved in terms of maturity, independent problem solving and resilience.

Pupil voice activities show that most pupils feel happy, safe and valued in school but that we cannot be complacent as this is still fragile. There are a significant few, some of whom are disadvantaged pupils, who experience very low self-esteem and resilience, and this is displayed in their behaviour and interactions with others. The number of referrals to our school Counsellor, Thrive practitioner and Family Support Social Worker have declined slightly; however, children and families on their caseload are requiring extended or ongoing support. This shows we are successfully identifying the children and families that require help but are not yet in a position where these children and families have developed strategies for managing improved wellbeing independently.

Challenge 4: Attendance and punctuality

By July 2024, the attendance of disadvantaged pupils increases and is in line with their peers or 97%+.

Absence among disadvantaged pupils was 5.69% higher than their peers in 2022-23 and persistent absence 17.86% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

While the overall percentage attendance of disadvantaged pupils was lower than we are striving for, most disadvantaged pupils' attendance increased term on term or stayed consistently above 97%, showing the positive impact our efforts are having compared to not implementing the strategies. Where this was not the case, significant support was put in place, particularly for disadvantaged pupils, including

creating teams around the child and enlisting the support of additional services as necessary for pastoral support, having meetings with parents, collecting children from home and providing free breakfast club places.

Senior leaders continue to have conversations around poor attendance with families and have implemented a robust attendance strategy that encourages good attendance and tackles issues resulting in poor attendance; however, our analysis shows a key barrier to attendance for some of our most disadvantaged pupils is the mental health and wellbeing of the parents. Where this is the case, we work closely with the family, enlisting the support of our Family Support Social Worker, to devise a plan together and encourage continued collaboration.

Challenge 5: Equality of opportunity

Last year, most of our disadvantaged pupils accessed the enrichment opportunities available for their year group and where necessary, funding support to access to clubs, trips, enrichment activities, breakfast club or residential was provided. Feedback from parents indicates gratitude in the offer of financial support but also the discreet and respectful nature in which it was given.

One child with significant social, emotional and mental health needs and extended school non-attendance was the exception in accessing the enrichment opportunities ordinarily available for their year group. For this pupil, it was not in their best interests to attend the residential trip for example, and so they were provided with alternative enrichment arrangements appropriate to their needs.

Pupil voice activities were carefully planned to include pupils from all pupil groups, including our disadvantaged children, and reflected enjoyment in school and improved attitudes to learning, as demonstrated in the United Against Bullying survey data. Learning walks, feedback from teachers and pupil voice sessions show our restorative approach to behaviour management is also having a positive impact on children's social skills, independence, perseverance and teamwork. However, we are continuing to develop this so that it is consistently evident in everyday school life both in the classroom and the playground.

Conclusion

These results mean that good progress has been made towards the intended outcomes that we set out to achieve by 2024/25, particularly for challenges 1, 3 and 5. Where accelerated progress needs to be made, we have reviewed our strategy plan and prioritised how we intend to use some of our budget this academic year.

Externally provided programmes

This section includes the names of any non-DfE programmes that we used our pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Voice 21 'Curriculum Design Pathway'	Voice 21
United Against Bullying	Anti-Bullying Alliance
National Online Safety Certified School	National Online Safety

Service pupil premium funding (optional)

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

Further information (optional)

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 our marking policy to develop more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant](#) to train a senior mental health lead and enhance our whole school approach to mental health and wellbeing. This will develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Embedding our revised and bespoke PSHCE curriculum for all year groups.
- Embedding a Restorative Approach to relationship building and behaviour management.

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