



'Aim High, Let Your Light Shine.' Matthew 5:16

Holy Trinity CE Primary School

Pupil Premium Strategy Statement 2023-2026

School Overview

| Detail | Data |
|---|----------------|
| Number of pupils in school | 208 |
| Proportion (%) of pupil premium eligible pupils | 26% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year) | 2023-2026 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Sarah Chaloner |
| Pupil Premium lead | Amy Plant |
| Governor / Trustee lead | Gracie Howard |

Funding overview

| Detail | Amount |
|---|----------------|
| Pupil premium funding allocation this academic year | £78,190 |
| Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i> | £7,830 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £86,020 |

Part A: Pupil premium strategy plan

Statement of intent

At Holy Trinity we aim for our children to develop a love of learning and become lifelong learners. We aim to provide all pupils with equal opportunities regardless of their age, gender, educational needs, disability, race, social or cultural backgrounds. We see each child as an individual and strongly believe in being an inclusive school that provides the best possible learning opportunities and experiences for all pupils regardless of their background.

Our school vision ‘Aim High, Let Your Light Shine.’ Matthew 5:16’ embodies this ethos enabling all our pupils to experience success in learning and to achieve as high a standard as possible. Pupils are encouraged to be the very best they can be. Our current pupil premium strategy embodies our school ethos. We believe that no matter a child’s background they deserve to achieve, succeed and believe in themselves. We recognise that not all children will have the same opportunities and experiences outside school, but within our school community we endeavour to ensure that this barrier is diminished for our pupils. We understand that these barriers do not just affect academic, but social and emotional wellbeing which we hold at the heart of our school.

Our ultimate objectives for our Pupil Premium are:

- To diminish the difference between socially disadvantaged pupils and all pupils nationally to ensure children develop basic skills in reading, writing, maths so they are well prepared for their future schooling.
- To ensure socially disadvantaged children have opportunities for a balanced curriculum, allowing for children to diminish the difference between socially disadvantaged pupils and all pupils nationally.
- To ensure socially disadvantaged children have attendance over 96% so children are able to access the learning and opportunities provided.
- To ensure our socially disadvantaged children have access to a wide range of extracurricular activities and experiences.
- To raise aspirations (academic, pastoral, extra-curricular) of our socially disadvantaged children.
- To support children and families with recognising their social emotional and mental health and have access to support.

Our pupil premium strategy is based on the EEF tiered approach to Pupil Premium Spending. The spending includes 3 main areas:

1. Teaching - A focus on developing quality teaching and learning through professional development.
2. Targeted academic support - A focus on providing targeted quality interventions in small bite size sessions so children are not missing other lessons.
3. Wider Strategies - A focus on providing children with opportunities to develop their cultural capital and participate in co-curricular activities; developing positive relationships with parents encouraging parental engagement and ensure children are prepared to learn.

We ensure that teaching and learning opportunities meet the needs of all of the pupils. Appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. As a school we monitor progress, attainment and attendance closely to ensure that disadvantaged children receive targeted support to suit each individual's needs. Our disadvantaged children have a wide variety of barriers, and this is not a 'one size fits all' approach. We use educational research to back up our decisions and use tried and tested approaches for support. As a school community we are committed to training staff to work with the diverse needs of pupils and their families.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | As a school we have a broad and diverse range of need across the school. 54 pupils in the school are eligible for Pupil Premium, of these children, 16 pupils have an identified Special Educational need, 19 pupils are EAL and 20 pupils are summer born. The complexity of these needs when demographics overlap often has further significant implications on pupil's attainment and learning. |
| 2 | A proportion of disadvantaged children are persistently late or absent, resulting in significant missed learning time. Attendance data from 2022-2023 indicates that attendance for disadvantaged pupils (87.6%) is lower than for non-disadvantaged pupils (91.4%). Absence for a proportion of Pupil Premium pupils is impacting disadvantaged pupils' progress. |
| 3 | In school analysis and pupil case studies highlight a significant number of disadvantaged pupils have social, emotional, and mental health needs. Assessments, wellbeing survey, observations and pupil / parent voice have identified an increased percentage of pupils with significant SEMH – in particular disadvantaged pupils. Currently 44% of our disadvantaged pupils receive school counselling and 38% receive support from the Mental Health Schools Team. |
| 4 | Engagement of families in supporting their child's education. Families have experienced negative relations with their own education and are therefore reluctant to engage. External pressures often lead to little or no support, or a lack of understanding of the support they can provide for their child's education. |
| 5 | There are low levels on entry in EYFS of disadvantaged pupils particularly in communication, literacy and language. Evidence suggests this impacts on both phonics, writing, reading and maths attainment across the curriculum. |

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| 6 | A proportion of disadvantaged pupils need further support with reading, including early reading and phonics. |
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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 |
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| 1. To accelerate progress so that disadvantaged pupils progress and attainment is equal to or greater than their peers. Curriculum provision is tailored to address gaps robustly and in a timely manner, gaps in pupil knowledge and skills are identified and addressed quickly. This is through developing high quality teaching, assessment and a robust curriculum responding to the children's need | Children's attainment levels are in line with non-pupil premium children at EYFS, Key Stage 1 and Key Stage 2. Progress from KS1 and KS2 pupils is accelerated so that children are attaining in line with non-pupil premium children. |
| 2. Attendance of PPG pupils will improve for disengaged families so that attendance rates are in line with other pupils in the school and nationally. | Pupil Premium children's attendance will be in line with non-pupil premium pupils and in line with national average. Persistent absence level will be reduced. Breakfast club provision will be offered to families to enable early entry into school – pupils attendance will ensure an increase in attendance and pupils have breakfast and are ready for the school day. Close monitoring of attendance weekly by SLT will highlight pupils who may need support. |
| 3. To achieve and sustain improved wellbeing for all of our pupils, particularly disadvantaged, through targeted intervention and working with families including providing experiences and opportunities which in turn develop self-belief and esteem. | Children demonstrate increasing resilience. They settle quickly into school / lessons and disruptions are a rarity, resulting in a reduction in CPOM's incidences. Reduction in incidents for those children who are receiving 1-1 emotional well-being intervention. Data collated from pupil / parent voice and teacher observations will highlight increased wellbeing. Provision of counselling / emotional wellbeing support. Support from the Wellbeing Team will ensure capacity to engage positively with school life. |
| 4. Increased engagement and support for vulnerable families to enable adequate support for pupil's education. | There will be increased liaison with school staff. Parent support worker to liaise with families / pupils. Access and referral to Broxbourne Children Centre West to support families including financial / |

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| | housing support for families. Pupil engagement and improvement in attitudes to learning will improve. 100% of identified families offered support, parenting classes, advice through school staff. Staff will continue to build positive relationships and reducing barriers encouraging parents to actively engage in supporting their child's learning at home. |
| 5. To improve language acquisition through high quality interactions, and a significant focus on vocabulary throughout the curriculum. | Pupils' language acquisition and vocabulary will improve across the curriculum. They will be able to apply the vocabulary learnt within the curriculum into different contexts outside of the lesson. Assessments and observations indicate an improvement in the language skills and oral fluency of pupils from entry into the school. Engagement in lessons, work scrutiny and ongoing assessment (formative and summative) will show a significant improvement. Ongoing screening shows significant improvement for children identified by initial screening on entry into the school. |
| 6. To develop a love of reading and improve the educational outcomes in reading and phonics. This includes narrowing the gap to national standards through consistent, high quality teaching of phonics for early reading, as well as ensuring a consistent approach to teaching reading across KS2 through Book Talk and Accelerated Reader. | Pupil Premium pupils reading, and phonics will be in line with non-pupil premium. Pupil Premium pupils progress will be accelerated so that pupils are working in-line with their peers, in phonics, early reading and accelerated reader. Book talk will be embedded throughout in the school and taught consistently. Accelerated Reader in KS2 will be well established and will highlight pupils' progress. Books will be matched to pupils' phonic or Accelerated Reader level. All Key Stage 1 pupils will have a reading for pleasure book. |

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: 46990

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Continuing Professional Development, mentoring and coaching for teachers | <p>Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>A tiered approach to school planning, Making Best Use of Teaching Assistants advises that schools should provide sufficient time for TA training</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> | 1,5,6 |
| Developing high quality teaching, assessment and a broad and balanced knowledge-based curriculum that responds to the individual needs of pupils. | <p>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students.</p> <p>The National Centre for Excellence in the Teaching of Maths draws on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</p> <p>EEF guidance based on evidence</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p> <p>For reading:</p> <p>New action plan to inspire thousands more pupils to read - GOV.UK (www.gov.uk)</p> <p>IEE - report (the-ieee.org.uk)</p> <p>A broad and balanced curriculum:</p> <p>Teaching a broad and balanced curriculum for education recovery - GOV.UK (www.gov.uk)</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> | 1, 5, 6 |
| Classroom-based TAs will provide in class support as well as learning interventions bespoke to the needs of pupils to bridge the gaps in maths, reading, writing and phonics. | <p>Evidence shows that deploying staff effectively to work with pupils who need the most support has a positive impact on the attainment of disadvantaged pupils. The overriding principle from the evidence is that teaching assistants (TAs) should be deployed in a way that supplements, not replaces, the teacher. Evidence indicates that small group and one to one intervention can be a powerful tool for supporting pupils. High-quality teaching should reduce the need for extra support, but it is likely that some pupils will</p> | 1, 5, 6 |

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| | <p>require high quality, structured, targeted interventions to make progress. Some pupils may make quick gains, so assessment needs to be monitored - in a manageable fashion - over time.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> | |
| <p>Whole School Approach: Vocabulary development PPG and EAL to access the curriculum.</p> <p>Pre-teaching of subject specific vocabulary. All curriculum subjects to have identified vocabulary for each unit and year group which needs to be taught specifically to children.</p> <p>Vocabulary enrichment groups for identified pupils in each class 2x weekly.</p> | <p>The EEF suggests that language acquisition and vocabulary development are vital for closing the disadvantage gap. The EEF stated that language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. We want all children to learn from and enjoy a wide range of texts, it is important to understand the breadth of vocabulary and background knowledge needed to fully access it.</p> <p>All children will be exposed to a vocabulary rich environment and EAL pupils will have bespoke support for accessing the curriculum.</p> <p>Investigating the role of language in children's early educational outcomes (publishing.service.gov.uk)</p> <p>The importance of storytelling - GOV.UK (www.gov.uk)</p> <p>'...A primary goal of Explicit Vocabulary Instruction is to model for students the depth of knowledge that is involved in mastering words: to own a word is to know not just its definition but its different forms, its multiple meanings, its connotations, and the situations in which its normally applied.' Closing the vocabulary gap in primary schools - Oxford Education Blog (oup.com)</p> <p>EAL:Classroom-Support-Strategies-Working-with-EAL-Learners-in-Primary-Settings.pdf (bell-foundation.org.uk)</p> <p>English proficiency: pupils with English as additional language - GOV.UK (www.gov.uk)</p> | 1, 5, 6 |
| <p>Phonics /Early reading.</p> <p>Continue to embed Little Wandle Scheme - all staff to be refresher trained and the scheme to be embedded within whole school practice.</p> <p>Teaching of phonics by all staff with consistency, and</p> | <p>The EEF Guide to Pupil Premium suggests that effective CPD and improving the teaching and learning of reading is the key ingredient of a successful school and should be the top priority for pupil premium spending. The EEF suggests that children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms, and that both decoding skills</p> | 1, 5, 6, |

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| <p>fidelity using a systematic and synthetic approach. Reading books to be matched with phonics scheme and accessible to all pupils. Children to take home a reading for pleasure book each week from the reading for pleasure library set up in KS1. Extra support for identified PP pupils in phonics and reading through 'keep up' and 'catch up' sessions daily by trained, specialist members of staff. Early Years and KS1 staff share good practice of the teaching of phonics and early reading through team teaching, modelling, and coaching.</p> | <p>are necessary for confident and competent reading, but neither is sufficient on its own.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/news/through-the-keyhole-of-the-house-of-reading-part-3-supporting-struggling-readers</p> <p>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p> | |
| <p>KS2 Book Talk.</p> <p>Jane Considine Book Talk approaches to be embedded in school and taught daily. Daily readers to be heard read in school every day – identified by staff the lowest 20% and non-home readers to be focused on. Boosters and lunchtime reading clubs offered to pupils. Breakfast club and after school club activities to include reading and Pupil Premium pupils invited to attend. Whole class book daily reading sessions from a whole class text.</p> | <p>The EEF Guide to Pupil Premium suggests that effective CPD and improving the teaching and learning of reading is the key ingredient of a successful school and should be the top priority for Pupil Premium spending. It further suggests that reading comprehension can be improved by teaching pupils specific strategies to support them with inferencing and self-monitoring of their understanding. Reading comprehension strategies are high impact on average (+6 months) which alongside phonics is a crucial component of early reading instruction. This is modelled through Book Talk. Children need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms.</p> <p>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> | <p>1, 5, 6</p> |
| <p>Subject leadership. Develop middle leaders across all areas of the curriculum.</p> | <p>Evidence suggests ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the</p> | <p>1, 5, 6</p> |

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| Middle leaders to have PP children within focus on all action plans. Regular book study, book looks and pupil voice with Pupil Premium children about their learning in all areas of the curriculum. Middle leaders will have a clear understanding of gaps and plans to address these for PP. | best outcomes for all pupils, particularly the most disadvantaged among them https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development | |
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £21410

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|--------------------------------------|
| Catch up. Teacher one to one and small group tutoring focused on Y6 and the year groups where attainment is lowest Key Stage 1 pupils | Small group tuition has an average impact of four months additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support (EEF +4). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | 1, 6 |
| Phonics. Phonics keep up and catch-up timetabled daily ensuring that any child not secure will take part in 'keep-up' that day, which is recorded. Use of Little Wandle Scheme. | As highlighted in Scarborough's Reading Report, it is well established that a child's phonological skills have a close relationship with their development of word reading. Using one-to-one and small group tutoring ideally involving structured interventions shows there is consistent evidence the approach supports children struggling with aspects of literacy. This is embedded within The Little Wandle Scheme and accessible daily. https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy | 1, 6 |
| Reading daily. Reading in all classes for the bottom 20% - time | EEF- Teachers play an important role in establishing children as competent readers so reading can become the child's own tool for lifelong learning. Reading comprehension strategies are high | 1, 6 |

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| <p>allocated for class teacher and trained TA. Pupils not reading at home identified and heard read in school daily including at breakfast and after school club to develop children's acquisition of reading in KS2.</p> | <p>impact on average +6 months, alongside phonics it is a crucial component of early reading and instruction. Using one-to-one and small group tutoring ideally involving structured interventions – there is consistent evidence the approach supports children struggling with aspects of literacy. Furthermore, collecting high quality, up-to-date information about pupil's current capabilities and adapt teaching accordingly to focus on exactly what pupils need to progress. Teachers influence reading motivation by creating a culture which puts reading and book discussions at the heart of every day. EEF study found pupils who were offered Accelerated Reader made 3 months additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months additional progress</p> <p>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> | |
| <p>Interventions. Across all year groups to support literacy and numeracy learning and those to promote communication and language.</p> | <p>Teaching Assistants can provide a large positive impact on learner outcomes, however how they are deployed is key.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Targeted interventions and resources used to meet the specific needs of disadvantaged pupils with SEND.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf</p> | <p>1, 6</p> |
| <p>Communication, literacy and language close the gaps.</p> <p>SALT therapist employed 1x morning a week. Language</p> | <p>EEF - Speaking and listening skills are critical foundations for reading and writing and are also essential skills for thinking and communication. Evidence shows that reading comprehension can be improved with targeted teaching that improves pupils' speaking and listening skills. Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk.</p> | <p>1, 5, 6</p> |

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| <p>assessments for all pupils on entry.</p> <p>Reception assessments for all pupils using the CELF and RAPT</p> <p>Targeted programs devised by SALT to trained members of staff. SALT training for all members of staff delivering intervention.</p> <p>Oral language interventions. NELI.</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £17620

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>To support with social, emotion mental health to enable readiness for learning.</p> <p>Breakfast club places available to enable readiness for learning and support with lateness and attendances.</p> <p>Mental health schools team support worker 1x week – 3 sessions accessible through the day.</p> <p>Develop and extend the outdoor curriculum providing opportunity to</p> | <p>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.</p> <p>There is also evidence that children's skills can be improved purposefully through school based SEMH programmes, and that these impacts can persist over time. STEPS - both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. Parent support worker - the importance of parent engagement in children's learning is widely acknowledged (e.g. Goodall 2017), indeed the evidence suggests that it has many benefits, such as improvements in literacy and maths skills (Van Voorhis et al. 2013), better school attendance (McConnell and Kubina 2014) and closure of the achievement gap (Goodall 2017).</p> | 3 |

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| <p>develop knowledge experiences outside the classroom.</p> <p>Zones of regulations – staff to have training and embed this within their classroom.</p> <p>STEPS – therapeutic approach to positive behaviour management.</p> <p>Lego therapy - promotes social interaction, turn taking skills, sharing, collaborative problem solving and the learning of concepts.</p> <p>Nurture groups set up and established to support identified pupils in school.</p> <p>Broxbourne Children Centre West- referrals for identified families for support and access to parenting support groups.</p> <p>Parent support worker in school to provide support to families and regular catch-ups to ascertain need and resources for families.</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://www.nurtureuk.org/supporting-you/nurture-groups/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> | |
| <p>Counselling.</p> <p>The school counsellor in school 3 days a week supporting pupils 1:1 and in small groups through play therapy.</p> | <p>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. For example, longitudinal research in the UK has shown that good social and emotional skills—including self-regulation, self-awareness, and social skills— developed by the age of ten, are predictors of a range of adult outcomes (age 42), such as life satisfaction and wellbeing, labour market success, and good overall health.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | 3 |
| <p>School trips and experiences including</p> | <p>There are wider benefits from regular physical activity in terms of physical development, health and well-being, as well as other</p> | 4 |

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| swimming and music experiences. | potential benefits such as improved attendance have been reported. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning https://nasenjournals.onlinelibrary.wiley.com/doi/full/10.1111/1471-3802.12638 | |
| Attendance support for lateness and low attendance, identified pupils each ½ term. | Improved attendance has a direct correlation with improved outcomes for children. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment | 2 |
| Uniform support for families to ensure all pupils have the appropriate uniform to feel part of the school. | There is a belief that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation. Some also believe that a uniform promotes social equity. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform | 4 |
| Breakfast club and after school club support – to support with attendance and parent worker. | Programmes that extend school time have a positive impact on average. Before and Programmes that extend school time have a positive impact on average. After school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res | 2, 4 |
| Additional services - Educational Psychologist. | Additional assessment to support school and family in aligning the correct strategies and provision for pupils in school and at home. | 1 |

Total budgeted cost: £86,020

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of year data suggests that most pupils have made progress throughout the academic year in all three core subjects as well as phonics, however this needs to accelerate for the gaps to continue to close for PPG and non-pupil premium pupils. Individual class data for PPG pupils has been monitored and data analysed throughout the academic year. All teachers know the disadvantaged pupils in their classes and communicate with the senior leaders if they have any worries or concerns. The achievement of disadvantaged pupils is closely tracked and then their progress and attainment discussed in half termly pupil progress meetings, along with their non-disadvantaged peers.

Regular pupil progress meetings, increased targeted and monitored interventions have supported the pupils' progress - continues into next year. Each disadvantaged pupil is carefully tracked and targeted approaches put in place to support learning and progress. There is some crossover between disadvantaged pupils, EAL and SEND pupils; often the outcomes are impacted by the effect that one area has on the other. This is shown in our internal observational data – class by class and whole school.

Data

EYES

| | Class | PP |
|-----|-------|-------|
| GLD | 76.7% | 71.4% |

Phonics

| Class – year 1 | PP | Class - year 2 | PP |
|----------------|---|----------------|--|
| 81.8% | 60% 3/5 pupils passed – 2 whom failed have significant SEND needs | 93.3% | 83.3% 10/12 pupils passed – 2 whom did not have SEND needs |

KS1

| | Expected | PP | GDS | PP |
|---------|----------|-------|-----|-------|
| Reading | 53.3% | 42.9% | 10% | 14.3% |

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|---------|-------|-------|----|----|
| Writing | 26.7% | 14.3% | 0% | 0% |
| Maths | 40% | 28.6% | 0% | 0% |

- Please not out of seven PP recipient students

KS2

| | Expected | PP | GDS | PP |
|---------|----------|-------|-------|-------|
| Reading | 81.5% | 83.3% | 25.9% | 16.7% |
| Writing | 55.6% | 33.3% | 14.8% | 16.6% |
| Maths | 81.5% | 50% | 11.1% | 16.7% |

| Intended outcome | Success criteria |
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| <p>To accelerate progress so that disadvantaged pupils' progress and attainment is equal to or greater than their peers.</p> <p>Curriculum provision is tailored to address gaps robustly and in a timely manner, gaps in pupil knowledge and skills are addressed. This is through developing high quality teaching, assessment and curriculum responding to the children's needs.</p> | <p>Ofsted May 2023 - Leaders have designed an ambitious curriculum. It is sequenced effectively across the provision, starting in the Early Years. The curriculum builds pupils' learning progressively, so that they have the knowledge and skills they need by the end of each stage of their education.</p> <p>Monitoring through triangulation of pupil voice, book scrutiny and lesson drop-ins showed that disadvantaged pupils had access to all areas of the curriculum. Gaps in pupil knowledge was addressed through planned pre and post teaching.</p> <p>Curriculum leaders monitor and review the curriculum in school. All foundation subjects are monitored, vocabulary developed, and key skills determined in each year group. New planning format for foundation subject developed for all staff to use.</p> |
| <p>To improve language acquisition through high quality interactions, and a significant focus on vocabulary throughout the curriculum.</p> | <p>Ofsted May 2023 - Across the curriculum, pupils learn the vocabulary they need for each subject.</p> <p>All Reception children were screened, 5 pupils worked with John Cane as well as 9 being moni-</p> |

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| | <p>tored during the year. All 6 PPG pupils either received direct support or were monitored depending upon needs.</p> <p>A further 22 pupils were assessed by John Cane of which 12 pupils were PPG.</p> <p>Curriculum subject leaders focused on vocabulary within their subjects, ensuring this is evident in books and on working walls. Vocabulary explained at the start of each unit for all curriculum subjects. New planning format ensured vocabulary was addressed and introduced during each topic taught.</p> |
| <p>To develop a love of reading and improve the educational outcomes in reading and phonics, including narrowing the gap to national standards through consistent, high-quality teaching of phonics for early reading. As well as ensuring a consistent approach to teaching reading across KS2 through Book Talk and Accelerated Reader.</p> | <p>Ofsted May 2023 - Pupils develop a love of reading and learn to appreciate a range of authors and genres as they move through year groups. Children start learning the sounds they will need to become fluent readers as soon as they join Reception. They take home books that match the sounds that they have learned. Adults deliver phonics sessions skilfully. They spot any pupils who are not keeping up and put rapid support in place, so that these pupils can catch up.</p> <p>Accelerated reader data showed that all disadvantaged pupils made progress through the school year. This was monitored by the Reading Leader, SENCo and SLT. Additional support put into place for lowest 20% readers, i.e. pupils not making expected progress or those not being heard read at home. Book Talk in KS2 continued to be embedded and monitored via Reading Leader.</p> <p>Phonics Little Wandle scheme continued to be developed. All staff received training on Little Wandle, 'keep up', 'catch up' and SEND.</p> <p>Little Wandle reading sessions embedded in EYFS and KS1 with robust reading books and reading for pleasure books selected or pupils to take home.</p> |

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| To improve attendance for Pupil Premium pupils so that attendance rates are in line with other pupils in the school and nationally. | End of academic year attendance for Disadvantaged pupils was 87.7% compared to 91.4% for the whole school. This was significantly affected by 4 pupils with multiple complex factors. |
| To support Pupil Premium pupils social and emotional development through targeted intervention and working with families including providing aspirational experiences and opportunities which in turn develop self-belief and esteem. | <p>School counsellor - 36 pupils accessed our school counsellor with 16 being PP pupils.</p> <p>MHST school worker accessible in school, four classes received Brain Buddies program. 8 year six pupils and 8 Year 2 pupils received transition support groups in the summer term 2023. Five year 5 pupils received friendship and social group support in Autumn 2023. 5 parents received drop-in session for support and strategies provided so support at home.</p> <p>The Educational Psychologist, employed by the school, worked with 5 pupils. Reports were received and actions put into place. Termly catch-up provided for all those who have been seen, with up-to-date advice given.</p> <p>All PP children attended the Year 6 residential.</p> <p>Any families identified received school uniform support throughout the academic year.</p> |
| To engage and support parents to work with children through home learning including phonics, reading, writing and maths. | Regular meeting with PP families- focus on attendance. All PP families attended 2x parent evenings. Phonics meeting held for reception and Key Stage 1. |

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
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| <i>Write Stuff</i> | <i>Jane Considine – The Training Space</i> |
| <i>Hooked on Books</i> | <i>Jane Considine – The Training Space</i> |
| <i>Spelling programme</i> | <i>Jane Considine – The Training Space</i> |
| <i>Little Wandle Phonics</i> | <i>Little Wandle</i> |
| <i>Kapow</i> | <i>Kapow</i> |
| <i>Accelerated Reader</i> | <i>Renaissance Learning</i> |
| <i>Mathletics</i> | <i>3P learning</i> |
| <i>Foundation Sports</i> | <i>Foundation Sports</i> |