



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	416
Proportion (%) of pupil premium eligible pupils	55.78%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Kath Roe Executive Headteacher
Pupil premium lead	Jacqui Marshall, Head of School
Governor / Trustee lead	Emma Newby, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£312,687.00
Recovery premium funding allocation this academic year	£26,390.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0.00
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£339,077.00



Part A: Pupil premium strategy plan

Statement of intent

We are 'A caring, cooperative community with high aspirations'. We are a Cooperative Trust Academy and the principles of working cooperatively within and beyond our school is a strength. The school is committed to combating social exclusion. The school provides a broad and balanced curriculum that meets the needs of all pupils irrespective of their background or the challenges they face, with the aim that all our children make good progress and achieve good attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including good progress for those who are already high attainers. Our curriculum has been reviewed and refined during the last academic year and we continue to fine tune it. Staff are committed to improving the pedagogy and this is a focus of staff CPD. The school continues to embrace outdoor learning and develop active learning across the whole curriculum.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Following the period of educational disruption due to COVID we are focused on ensuring our children recover their lost learning through quality first teaching in their class, with a carefully planned focus on key learning, balanced with a curriculum that supports our children's mental and physical health and continues to provide experiences that address deficits in cultural capital.

Quality First teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Our Pupil progress meetings focus on all our pupils as individuals, discussing and understanding what they need to succeed. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme, with our School-led tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Through effective teaching in F1, pupils make good progress from significantly low starting points to enter F2 still below their expected stage for their age. Having narrowed the gap, a significant number of children are still working in the 3-4 years band of development in the EYFS curriculum on entry to F2, though due to the significant Covid lockdowns this level of development is nearer the earlier stages of the

age band than previous years and has impacted on children’s social skills, independence, communication and interaction. Children’s social skills, independence, communication and interaction across the whole school is an area of focus due to COVID and time spent away from school during national lockdowns. We aim to ensure this does not impact on the children’s learning by addressing it directly. The intention of this report on spending is to illustrate our approach to addressing the needs of the whole child as they recover from the impact of the pandemic and make up for lost learning. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged appropriately to achieve and early intervention is swiftly initiated as needed
- Ensure all children are valued and heard in a safe and caring environment so that they can thrive
- Ensure quality first teaching and high expectations for all pupils, irrespective of disadvantages or challenges children may face, children are encouraged to take responsibility for their learning and have high aspirations for themselves

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is well below that of disadvantaged pupils nationally. On entry to Reception class the majority of pupils both non disadvantaged and disadvantaged pupils arrive significantly below age-related expectations compared to national. This gap is great initially but this steadily reduces towards the end of KS2.

4	<p>Our assessments, observations and pupil voice indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in language acquisition, phonics, reading and writing across the school.</p>
5	<p>Our assessments, parent and pupil voice, observations and discussions with pupils and families have identified social and emotional issues for many pupils, together with a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment and physical and mental well being.</p> <p>Teacher referrals for support for children have markedly increased during the pandemic. Out of 237 disadvantaged pupils there are currently 112 pupils requiring additional support with social and emotional needs, through Advotalk support, School Nurse, bereavement support, Mental Health Practitioner or bespoke Wellness Action Plans.</p>
6	<p>Attendance is almost in line with the national average. This is as a result of an ongoing commitment from the pastoral team to maintain and sustain good attendance for all pupils.</p> <p>A range of strategies targeted at families with persistent absence reduced the overall percentage of persistent absences to below the LA and nearer to the national average. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in all lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 78% of disadvantaged pupils met the expected standard.
Improved writing and mathematics attainment among disadvantaged pupils.	KS2 writing and maths outcomes in 2024/25 show that more than 73% of disadvantaged pupils met the expected standard.

Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 79% of disadvantaged pupils met the expected standard.
To achieve and sustain improved physical and mental wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in active lessons • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being inline with each other. • the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being inline with their peers.

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: £ 194,995]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	1, 2, 3, 4

<p>Training for staff to ensure Statutory Tests and assessments are interpreted and administered correctly. Training and support for KS1 moderator.</p>	<p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	
<p>Embed our bespoke curriculum, enriched language usage which supports pupils to articulate key ideas, consolidate understanding and extend their use of tier 3 vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time primarily using TT Education to secure subject leadership and an enhanced language rich curriculum with quality texts and books, which we will purchase as needed</p>	<p>There is a strong evidence base that suggests oral language interventions, learning partner work, including circle time activities including high-quality classroom discussion, are inexpensive to implement with high impacts on reading and language development: Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>There is strong evidence that a great engaging curriculum, one which is progressive and ensures deep learning with excellent language usage, supports vocabulary acquisition. Research supports this: Curriculum, Teaching and Support</p>	1
<p>Replenish and expand usage of RWI DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>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: RWI Case Study Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	3

<p>guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>Number sense NCTM Research The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk) Staff wellbeing charter HeadStart ACES Research End Violence- White Ribbon Cradle to Career https://www.reach-c2c.org/cradle-career-school-partnerships-0</p>	<p>3</p>

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

Budgeted cost: £ 110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of sequences of teaching to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: eg language rich curriculum, Puppet stories, dance, singing and drama Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4</p>

<p>Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £34082.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying, including trauma informed approaches with the aim of developing our school ethos and developing a relationship strategy supporting emotional response behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) https://www.thinknpc.org/resource-hub/trauma-informed-approaches/</p>	<p>5</p>
<p>Embedding principles of good practice set out in the DfE's Working together to improve school attendance - GOV.UK This will involve training and release time for staff to develop and implement new procedures and</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Attendance workshops Cradle to Career (https://www.reach-c2c.org/cradle-career-school-partnerships-0)</p>	<p>6</p>



appointing attendance/support officers to improve attendance.		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 339077.00



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

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 regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of some of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged and All pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils in KS2 has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
As part of the school nurse work- well being discussions supported the children. We identified gaps in service children’s education in relation to anxiety and well being. We addressed this with targeted support as well as Advotalk.
The impact of that spending on service pupil premium eligible pupils
Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas.

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:

- embedding 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](#). The training we have selected will focus on the training needs identified through the online tool: to 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.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

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.