

Pupil premium strategy statement - Sir John Lillie Primary School

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	227
Proportion (%) of pupil premium eligible pupils	128 (56.4%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 2023/24 (current) 2024/25
Date this statement was published	December 2022 September 2023
Date on which it will be reviewed	July 2023 July 2024
Statement authorised by	Sue Hayward
Pupil premium lead	Chloe Grassie
Governor / Trustee lead	Sue Hardwick

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£186,240
Recovery premium funding allocation this academic year	
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
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>	£186,240

Part A: Pupil premium strategy plan

Statement of intent

At Sir John Lillie Primary School, we are committed to supporting all children, regardless of background or individual barriers to achievement, to make excellent progress and attainment across all areas of the curriculum.

We are committed to narrowing any identified gaps in attainment between pupils. We tailor our provision to meet individual need through the use of research based intervention programmes that can offer sustained and accelerated progress for our pupils.

High-quality teaching is at the centre of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and will also benefit the non-disadvantaged pupils in our school.

We ensure that all children consistently experience the highest possible quality of teaching, have access to the targeted academic support and benefit from a range of wider strategies including pastoral support for social and emotional difficulties, attendance and behaviour. The strategies we implement will reflect the common challenges and barriers to success and pupils' individual needs through careful assessment and partnership working with pupils and their families.

The targeted and strategic use of pupil premium funding will support us in enabling all pupils to reach their full potential through -

- Creating a safe and welcoming environment for all children
- Having high expectations of children which empowers them to succeed
- High quality teaching and learning
- Removing barriers to learning created by known circumstances, academic needs, family, language or background
- Supporting vulnerable families
- Broadening speech and language skills, including vocabulary, to develop children's ability to access their learning across all subject areas
- A focus on reading and developing a reading programme which enables all children to read fluently and therefore access all areas of the curriculum
- Identification and regular reviews of our pupil premium children
- Bespoke intervention for 1:1 and targeted groups
- Enabling pupils to develop resilience and look after their social and emotional wellbeing, through signposting and creating a safe environment with open pathways for communication
- Improving the cultural capital of our disadvantaged children by providing a rich and varied programme of experiences.

Our objectives

- To close the gap for pupil premium children and therefore raise the attainment & progress of disadvantaged children
- Provide opportunities for children to participate in enrichment activities, thus improving cultural capital and broadening the children's experiences in school and beyond the classroom.
- Improve attendance for pupil premium children, reducing persistent absenteeism.
- To develop self-confidence, independence and social skills, including mental health and well-being.

Challenges

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

Challenge number	Detail of challenge
1) Lower attainment & progress of children with PP.	<p>Our data shows that, in particular, the writing and maths attainment & progress needs to be raised across the school and that the gap between disadvantaged and non-disadvantaged pupils could be decreased. This is partly as a result of the pandemic and the missed learning, lack of engagement and support from many families during the pandemic. Many of these families failed to engage with online learning despite vast amounts of support and encouragement from the school. Our data also shows that pupil premium children often begin their education with a baseline in speech and language significantly behind their peers, which continues to impact their engagement and attainment as they move up through the school.</p>
2) Lack of rich and varied experiences.	<p>Disadvantaged pupils often miss out on participating in a range of experiences with their families. Our pupil premium families tend to lack outside engagement in community activities or visits/trips at weekends. This has impacted on pupils' knowledge, imagination and vocabulary to call upon in writing activities. It has also impacted on health and wellbeing.</p> <p>Evidence suggests that the cultural capital, passed on through families', helps children to do better in school. External opportunities to develop the whole child, are not always accessible to some of our pupil premium families. As a school, we feel it is important that pupil premium children participate in subjects and lessons that they may not have access to elsewhere, giving the children a rich experience to help them in their studies. Opportunities need to be provided through an engaging, diverse and progressive curriculum that promotes depth and a richer understanding of the world.</p>
3) Attendance and punctuality	<p>Attendance for some pupil premium children is poor and not in line with school or national expectations. Families in our community face a number of additional pressures (e.g. housing, high mobility, financial etc,) that can be barriers to providing the support they need to improve school attendance. The pandemic has also created additional barriers within the community and family networks. The tools used to mitigate the threat of the Covid-19 could potentially impact child development. Studies suggest that epidemics can lead to high levels of stress in parents and children. The school has seen an impact on some families which include anxiety and, as a result, poor attendance in some of the children.</p>
4) SEND	<p>Many pupils eligible for pupil premium also have other factors, such as SEND, to consider when planning successful interventions. Previous school closures have had further impact on the children's communication skills, especially the disadvantaged students across EYFS and KS1. Provisions need to be put into place to help close the gap in these areas to support pupil premium children to achieve as highly as their peers, including those with SEND.</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
<p>To close the gap for pupil premium children and therefore raise the attainment & progress of disadvantaged children.</p> <p>To ensure that disadvantaged pupils achieve well and that the gap is narrowed from their starting points as they progress through the school with a greater number achieving expected and greater depth in reading, writing and maths.</p>	<p>End of year data shows accelerated progress made in all core areas and pupils making steps to achieve national average scores or above in reading, writing and maths.</p> <p>Children are identified quickly and targeted interventions are set up in a timely manner, including in-class, through SALT, LSA interventions and the National Tutoring Programme. Impact reports show accelerated progress made with identified SMART targets.</p> <p>Focus areas of academic need are identified promptly through data scrutiny, observations, individual context, children’s work and termly pupil progress meetings.</p> <p>Progress is accelerated for children eligible for pupil premium (target of at least 7 progress points per year)</p> <p>Increase in the % of PP children achieving expected and greater depth in English and Maths at end of EYFS, KS1 and KS2 and in Phonics, so that they are at least in line with National</p> <p>Every child is a reader: Little Wandle phonics and reading programme is fully imbedded and rapid catch-up is provided for children below ARE</p>
<p>Provide opportunities for children to participate in enrichment activities.</p> <p>Thus improving cultural capital and broadening the children’s experiences in school and beyond the classroom.</p>	<p>A range of learning opportunities take place outside the classroom in every year group and are accessible for all children, regardless of background or disadvantage. All children are included and participate in school trips, workshops and events.</p> <p>Pupil surveys show % of PP pupils who enjoy school, feel proud to be part of the school, take part in extracurricular learning and feel</p>

	<p>challenged in their learning is in line with % of other pupils</p> <p>The PTA is fully established and supporting families eligible for PP through fundraising events and enrichment activities.</p> <p>Evidence in books, lesson observations and pupil interviews demonstrate the impact of educational visits on pupil engagement and overall outcomes.</p>
<p>Attendance for pupil premium children improves and persistent absenteeism reduces.</p> <p>Engagement of parents increases with attendance, homework and engagement in community events, helping to raise children's aspirations and hopes for the future as well as improve attitudes to learning.</p>	<p>Attendance data shows the gap is reducing in line with national data. Children attending school daily and participating fully in learning and activities.</p> <p>Attendance of pupils eligible for PP is in line with the school target of 96%</p> <p>Key pupil premium families will be identified quickly, regular contact and support in place.</p> <p>Improved attendance leads to accelerated progress in all subjects</p> <p>Positive attitudes and behaviour to learning and engagement in school.</p> <p>Parents of children eligible for pupil premium attend parents' consultations and school events</p> <p>Home / school communication is evident through signed reading records and completed homework</p>
<p>To develop self-confidence, independence and social skills, including mental health and well-being.</p> <p>Pupils who transition from our school are resilient, know how and when to ask for help and are able to make informed, healthy and safe choices.</p>	<p>Pupils are able to focus on their learning during the school day. Pupils with specific social and emotional health needs access targeted and specialist support. Specialist staff support those children who have been directly affected by the recent pandemic, through therapeutic intervention.</p> <p>The school has a trained ELSA and a MIND practitioner to support with social, emotional needs and wellbeing.</p> <p>Low level of incidents of disruption to teaching and learning.</p>

	<p>Evidence, through books, pupil interviews and lesson observations, demonstrates: high levels of engagement of all pupils in their learning; resilient attitudes to facing and overcoming challenges; and pupils able and confident to take risks.</p> <p>When faced with a difficult situation, children are able to reflect on and articulate difficult decisions. Children, identified as needing specialist provision, receive appropriate provision and intervention in a timely manner for maximum impact on their outcomes.</p> <p>All staff and pupils are aware of who to ask for help, including the designated mental health first aiders and safeguarding leads. Timely interventions show improved wellbeing and resilience as well as academic achievement. Data gathered through pupil voice and the CLT.</p>
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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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing new schemes of work for Music, Art and Design, Design and Technology, Spanish, Geography, History and Science 2023-24 - PSHE	Ofsted research has shown that a well-constructed, well taught curriculum will lead to good results because those results will be a reflection of what pupils have learned.	1 and 2

<p>Staff to receive CPD to become familiar with the new schemes and to resource and find activities in and out of school to enhance learning and engagement</p>		
<p>Purchasing and introduction of Little Wandle Phonics / reading programme</p> <p>Staff to receive CPD to support the implementation and assessment of the new scheme.</p> <p>Daily Supported Reading</p> <p>Daily Supported Phonics</p>	<p>This scheme has a strong evidence base indicating a positive impact on pupils particularly on pupil premium pupils.</p> <p>Little Wandle Letters and Sounds Revised has been developed by Little Sutton and Wandle English Hubs and taken forward by <u>Little Sutton Primary School</u> and <u>Wandle Learning Trust</u> in partnership with other phonics and early reading experts. Our schools have developed a highly effective Letters and Sounds approach over recent years, with Phonics screening check results consistently amongst the top five per cent in the country.</p> <p>Little Wandle Letters and Sounds Revised has been built around the update (Department for Education – Letters and Sounds improving rates of progress 2021) that we were funded to produce by the Department for Education, as well as drawing on the latest research into how children learn best, how to ensure learning stays in children’s long term memory and how best to enable children to apply their learning to become highly competent readers.</p> <p>DSR has had a long-term impact on reading outcomes. The programme was researched and observed by a team of lead practitioners, phase/subject leaders and SLT prior to implementation. Little Wandle Letters and Sounds Revised is a systematic synthetic phonics programme (SSP) Based on the original Letters and Sounds, but extensively revised to provide a complete teaching programme meeting all the expectations of the National Curriculum. Coordination, training, monitoring and support for this programme is an integral part of the Literacy Team leadership roles across our school.</p>	<p>1, 2 and 4</p>
<p>Small sets for pupils who are underachieving or significantly behind age-related expectations taught by highly qualified and</p>	<p>Children facing the most complex barriers to their learning should be taught by the most qualified. Experienced class teachers and HLTA’s are all outstanding classroom practitioners who are highly qualified with significant teaching skills and are able to tailor the learning according to SMART targets in small groups, with a particular focus in upper key stage 2 in preparation for secondary school.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/reducing-class-size</p>	<p>1 and 4</p>

experienced teachers and HLTA's		
HLTA / LSA SEN interventions	<p>Where children require additional support, additional provision is created to develop a meaningful learning experience based on reflective best practice and working with the professionals who support the school.</p> <p>Individual and group progress towards the four areas of learning, as guided by the SEN Code of Practice, informs planning and all learning experiences including developing language, emotional regulation and independence</p> <p>Tailored interventions guided and supported by outside agencies such as SALT, Inspire and the EP service allows for the pace of learning to be effective, making connections between isolated skills that form a genuine learning journey. Independence is the ultimate goal.</p> <p>Ensuring High quality teaching for all pupils who have the greatest need features in most EEF guidance across all areas.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</p>	1 and 4
<p>Specialist Music and ICT teaching for all pupils. Specialist teachers will also run weekly drama & sports clubs for KS1 and KS2</p> <p>2023-24 Spanish also taught by specialist teachers</p>	<p>Access to high quality teaching in specialist areas has been proven to have a positive impact on pupils' outcomes in a range of curriculum areas including maths and English.</p> <p>Pupils will gain self-confidence in areas of enrichment and creativity, boosting their self-esteem and sense of self-worth, particularly if they face academic challenges or difficulties.</p>	2 and 4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the NT programme to support intervention/tutoring sessions for targeted children.	<p>Tutoring sessions targeted to specific needs of pupils and gaps in knowledge.</p> <p>DfE NTP statements:</p> <ul style="list-style-type: none"> The overall approach to the NTP in the 2022 to 2023 academic year is to put schools in 	1 and 4

<p>Identified staff trained on NTP programme and developing through daily sessions.</p> <p>NTP delivered by a qualified teacher who knows the school and pupils</p> <p>Rigorous tracking of pupils from baselines to completion of a block of sessions to monitor progress Assess-Plan-Do-Review cycle.</p> <p>SMART targets created by tutor, class teacher and SLT to ensure specific needs / gaps are being addressed</p> <p>2023-24 Tutoring to be provided by school staff and SLT as part of our intervention programme</p>	<p>charge of designing and delivering a tutoring offer that suits the needs of their pupils</p> <ul style="list-style-type: none"> • It is a priority for the NTP to embed tutoring as a permanent fixture in our school system because it is a universally recognised method of addressing low attainment and educational inequality. • The government is committed to narrowing the attainment gap and improving outcomes for the most disadvantaged in society. Strong evidence suggests that the model of targeted, academic support, through highly trained tutors working with small groups and individuals, can make a difference to academic progress that can be expressed in months. <p>The EEF Guide to Supporting School Planning: A Tiered Approach of high-quality teaching, targeted academic support, and wider strategies will enable all pupils to come back stronger and go on to succeed in the academic year ahead'</p>	
<p>Targeted HLTA support in and out of class for focused interventions.</p>	<p>MITA research has been used to shape the model for targeted HLTA support and interventions to bring about maximum impact on pupil outcomes. https://maximisingtas.co.uk/</p> <p>HLTAs providing Quality First Teaching on a small adult to pupil ratio brings about maximum impact on pupil outcomes with focused interventions and in class support. Data shows Improved standards in reading and writing in Y2-6; Data shows that the number of children passing the Year 1 Phonics Screening is higher than national and children are making expected progress in reading across all year groups.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1 and 4</p>
<p>LSA SEND specific support and training, including use of</p>	<p>Whilst going through the process of applying for an Education and Health Care Plan, some children need more support than working in small groups/ interventions. EHC applications can be timely, so</p>	<p>1,2 and 4</p>

<p>outreach services such as OAT.</p>	<p>putting the necessary support in place immediately is crucially important.</p> <p>This tailored support can also negate the need to apply for an EHCP if the pupil receives adapted learning which enables them to access their class learning. This can include pre-teaching which is a research driven directive suggested by SALT and EP professionals.</p> <p>SALT, EP and Inspire all offer targeted training and support for LSA's who work with children who have EHCP's. This training is completed early in the school year so that interventions can start early and have greater impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	
<p>'NELI' Speech and Language Intervention in Reception Class – delivered by trained EYE or CT</p>	<p>The evidence based programme aims to accelerate children's progress in language and communication by an average of six months, after a twenty-week intervention. A SAL focus in EYFS works as a preventative model to ensure that SAL needs are identified at an early stage, with interventions put in place to support the child and close the learning gap</p>	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance monitored daily and analysing data half termly.</p> <p>Support from LA Attendance officer.</p> <p>Supporting families to get their children into school each day.</p> <p>Embedding principles of good practice listed in DfE 'Improving School Attendance' document.</p>	<p>Regular monitoring of attendance has shown to have a direct impact on attainment.</p> <p>Support with approaching hard to reach parents.</p> <p>Research shows time given to many families, by school and Children's Services, having difficulties getting children into school increase attendance and in term academic progress. Also, the well-being of the family improves.</p> <p>This document has been written from research with schools: Attainment cannot improve for children if they are not attending school. NFER briefing for school leaders identifies addressing attendance as a key step. 'Children who are persistently absent are affected in a number of ways. Pupils who have ongoing absence issues often come from disadvantaged backgrounds. These children may start school behind their peers in terms of their language and social development, and missing lots of school makes it harder for them to catch up. When a child is allowed to miss school on a frequent basis, they develop poor attitudes to school.'</p>	<p>1 and 3</p>

<p>ELSA (Emotional Literacy Support Assistant) training for identified colleague</p> <p>2023-24 Fully trained ELSA providing EL support for referred children in fully adapted and equipped learning space</p>	<p>Research shows that having a trained ELSA supports children’s well-being through their learning and leads to a positive impact on attendance and wellbeing.</p> <p>ELSA is an initiative developed and supported by educational psychologists, who apply their professional knowledge of children’s social and emotional development to areas of need experienced by pupils.</p> <p>Evidence-based programme of intervention for pupils who are facing social and emotional difficulties. This intervention targets children for whom emotional and social difficulties are a barrier to their learning.</p> <p>It recognises that children learn better and are happier in school if their emotional needs are also addressed. This intervention is now widely implemented by educational psychologists across Britain.</p>	<p>2,3 and 4</p>
<p>Social, Emotional and Mental Health interventions; to be delivered by trained ELSA staff and dedicated MIND practitioner.</p> <p>Lunchtime nurture group</p> <p>2023-24 ‘School and Family Group’ up and running, providing support for up to 8 children and one of their parents.</p>	<p>In addition to training an ELSA as detailed above, we have in place PSED and mental health leads to create a holistic view for addressing social and emotional barriers to children’s learning. We also have a MIND practitioner who works with disadvantaged pupils and their families to support children through times of change or difficulty.</p> <p>Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>Our <u>School and Family Group</u> is run by a Tavistock trained child therapist and a senior school leader. Children and parents are referred to the group by staff members or as self-referrals. 83% of our families are eligible for PPG. Communication between child, parent, therapist and teacher ensures that families are well supported and children are enabled to achieve their goals both at home and at school.</p>	<p>2, 3 and 4</p>
<p>Subsidised or free places for enrichment afterschool clubs for targeted children.</p>	<p>Disadvantaged children to have access to extra-curricular and enrichment activities. To impact language development, physical development, social development, aspirations etc.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>2 and 3</p>
<p>Bi-weekly SLT meetings to discuss pupil group progress.</p>	<p>A ‘Plan, Do, Review’ cycle is recommended to support implementation of strategies to achieve our pupil premium objectives. It is essential that our senior leaders meet to plan, deliver or arrange targeted CPD and evaluate how effective all interventions are and the impact they have on children’s learning and mental health.</p>	<p>1, 2, 3 and 4</p>

<p>Establish a PTFA to arrange community fundraising events</p> <p>Engage children and families in the school community</p> <p>Enable pp children to attend enrichment activities through subsidising</p>	<p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	<p>1, 2 and 3</p>
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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

Despite the many challenges faced, we have been committed to achieve the very best outcomes for our children. Overall, the strategies put in place to support the progress and attainment for disadvantaged pupils have had a positive impact, however this impact has been limited by COVID-19 related interruptions over the recent years. The significance of the COVID impact has been difficult to measure. Throughout the last academic year, we needed to prioritise within our curriculum in order to cover the skills and knowledge missed during periods of home schooling. Although our provision and support was very good during the lockdowns, there is no substitute for a class teacher doing face to face learning. We also carried out intervention through Google Classroom but we found that our disadvantaged children were less engaged and made less progress than with face to face intervention in school.

Intended outcomes 2022-23:

- 1. To close the gap for pupil premium children and therefore raise the attainment & progress of disadvantaged children.**

To ensure that disadvantaged pupils achieve well and that the gap is narrowed from their starting points as they progress through the school with a greater number achieving expected and greater depth in reading, writing and maths.

- 2. Provide opportunities for children to participate in enrichment activities.**

Thus improving cultural capital and broadening the children's experiences in school and beyond the classroom.

- 3. Attendance for pupil premium children improves and persistent absenteeism reduces.**

Engagement of parents increases with attendance, homework and engagement in community events, helping to raise children's aspirations and hopes for the future as well as improve attitudes to learning.

- 4. To develop self-confidence, independence and social skills, including mental health and well-being.**

Pupils who transition from our school are resilient, know how and when to ask for help and are able to make informed, healthy and safe choices.

Review of outcomes against success criteria:

1. Closing the gap

End of year data shows accelerated progress made in all core areas and pupils making steps to achieve national average scores or above in reading, writing and maths.

KS1

Reading (expected & above standard)

Boys (12 chn)	Girls (16 chn)	PP (16 chn)	SEN (6 chn)	EAL (10 chn)	Notes:
58% (7 chn)	88% (14 chn)	81% (13 chn)	50% (3 chn)	60% (6 chn)	Non PP 66.7%

Writing (expected & above standard)

Boys	Girls	PP	SEN	EAL	Notes:
58% (7 chn)	75% (12 chn)	69% (11 chn)	33% (2 chn)	60% (6 chn)	Non PP 66.7%

Maths (expected & above standard)

Boys	Girls	PP	SEN	EAL	Notes:
67% (8 chn)	88% (14 chn)	81% (13 chn)	50% (3 chn)	70% (7 chn)	Non PP 75%

KS2

Writing (31 chn) (expected &above standard)

Boys (13 chn)	Girls (18 chn)	PP (Pupil Premium) (24 chn)	SEN (11 chn)	EAL (15 chn)
62% (8 chn) After disaggregating 1 child who arrived from a different country & =6.7% 80%	78% (14 chn) After disaggregating 2 children who joined in Y5 from a differed country = 88%	67% (16 chn) After disaggregating 3 children who joined in Year 5 and 6 and arrived from a different country = 76%	45% (5 chn) After disaggregating 2 children with EHCP 56%	73% (11 chn) After disaggregating 3 children who joined in Year 5 and 6 and arrived from a different country = 92%

Maths (31 chn) (expected &above standard)

Boys (13 chn)	Girls (18 chn)	PP (Pupil Premium) (24 chn)	SEN (11 chn)	EAL (15 chn)
77% (10 chn) After disaggregating 1 child who arrived from a different country & =83% 80%	72% (13 chn) After disaggregating 2 children who joined in Y5 from a differed country = 81%	71% (17 chn) After disaggregating 2 children who joined in Year 5 and arrived from a different country = 77%	82% (9 chn)	60% (9 chn) After disaggregating 3 children who joined in Year 5 and 6 and arrived from a different country = 75%

Reading (31 chn) (expected &above standard)

Boys (13 chn)	Girls (18 chn)	PP (Pupil Premium) (24 chn)	SEN (11 chn)	EAL (15 chn)

62% (8 chn) After disaggregating 1 child who arrived from a different country & =67% 80%	83% (15 chn) After disaggregating 2 children who joined in Y5 from a differed	71% (17 chn) After disaggregating 2 children who joined in Year 5 and arrived from a different country	64% (7 chn)	73% (11 chn) After disaggregating 3 children who joined in Year 5 and 6 and arrived from a different country = 92%
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Y1 Phonics Screening Check (27 chn on roll)

Boys (18 chn)	Girls (9 chn)	PP (21 chn)	SEN (7 chn)	EAL (8 chn)
94% (17 chn)	78% (7 chn)	90% (19 chn)	86% (6chn)	100%

EYFS Profile (GLD)

Boys (11 chn)	Girls (18 chn)	PP (19 chn)	SEN (8 chn)	EAL (4 chn)
55% (6 chn)	67% (12 chn)	68% (13 chn)	13% (1 child)	50% (2 chn)

Children are identified quickly and targeted interventions are set up in a timely manner, including in-class, through SALT, LSA interventions and the National Tutoring Programme. Impact reports show accelerated progress made with identified SMART targets.

Early intervention is a priority. Having reviewed the impact of the NTP against the cost, we have ascertained that our most effective interventions were administered by experienced teachers and HLTA's, working closely with the class teachers. The NTP will not be running from Sept 2023 but will be replaced with in-house targeted interventions.

Focus areas of academic need are identified promptly through data scrutiny, observations, individual context, children's work and termly pupil progress meetings.

Ongoing

Progress is accelerated for children eligible for pupil premium (target of at least 7 progress points per year)

Sum2 21-22 to Sum2 22-23

Expected progress is one step per half term

EYFS 2023 (19 pupils):

	Expected	Above	Well Above
Word Reading	2 (10.5%)	6 (31.6%)	11 (57.9%)
Writing	2 (10.5%)	6 (31.6%)	11 (57.9%)
Number	1 (5.3%)	11 (57.9%)	7 (36.8%)

Y2 2023

6.3% made more than expected progress in W, M, R

Y6 2023 - Pupil Premium (24 pupils)

	Expected	Well Above
Reading	3 (12.5%)	18 (75.0%)
Writing	3 (12.5%)	18 (75.0%)
Mathematics	1 (4.2%)	23 (95.8%)

Increase in the % of PP children achieving expected and greater depth in English and Maths at end of EYFS, KS1 and KS2 and in Phonics, so that they are at least in line with National

Age Related Expectation Summary Report
EYFS 2023 - Pupil Premium (19 pupils)

Sum2 2022-23

19 pupils

Period: Rec	At	Above
Sum2		

Word Reading	10 (52.6%)	0 (0%)
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Writing	10 (52.6%)	0 (0%)
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Number	8 (42.1%)	2 (10.5%)
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Y2, Y3, Y4, Y5, Y6, Y7 - Pupil Premium (121 pupils)

	At	Above
Reading	37 (31.6%)	14 (12.0%)
Writing	34 (29.1%)	7 (6.0%)
Mathematics	39 (33.3%)	7 (6.0%)

Every child is a reader: Little Wandle phonics and reading programme is fully imbedded and rapid catch-up is provided for children below ARE

Ongoing

2. Enrichment

A range of learning opportunities take place outside the classroom in every year group and are accessible for all children, regardless of background or disadvantage. All children are included and participate in school trips, workshops and events.

Ongoing

Pupil surveys show % of PP pupils who enjoy school, feel proud to be part of the school, take part in extracurricular learning and feel challenged in their learning is in line with % of other pupils

Pupil surveys indicated no significantly different attitudes, emotions, learning experiences or difficulties for PPG children compared with their peers.

However, 8 children eligible for PPG said they found it hard to pay attention and 11 children said they need more help with their feelings, including 7 PPG

Actions resulting from the survey: Consider addressing the connection between sleep deprivation and low concentration – include in PSED sessions / assemblies. Managing emotions assemblies and additional PSHE resources. School and Family Group referrals.

The PTA is fully established and supporting families eligible for PP through fundraising events and enrichment activities.

Set up in summer 2023 and is ongoing

Evidence in books, lesson observations and pupil interviews demonstrate the impact of educational visits on pupil engagement and overall outcomes.

Ongoing

3. Attendance

Attendance data shows the gap is reducing in line with national data. Children attending school daily and participating fully in learning and activities.

Attendance of pupils eligible for PP is in line with the school target of 96%

Total % Attendance
Y2, Y3, Y4, Y5, Y6, Y7 - Pupil Premium (121 pupils)

Year	No. of Pupils	Pre3 %	Nur %	Rec %	Y1 %	Y2 %	Y3 %	Y4 %	Y5 %	Y6 %	Y7 %
Year 2	20	98.7%	91.7%	95.5%	91.7%	98.3%	-	-	-	-	-
Year 3	16	100%	98.8%	97.1%	91.1%	91.9%	89.6%	-	-	-	-
Year 4	21	100%	99.9%	87.1%	93.4%	93.1%	92.6%	98.4%	-	-	-
Year 5	14	86.4%	100%	97.6%	85.2%	91.9%	90.6%	92.6%	100%	-	-
Year 6	26	90.6%	99.7%	97.2%	95.8%	92.8%	93.9%	90.8%	92.5%	97.4%	-
Year 7	24	94.3%	91.6%	98.0%	95.8%	96.0%	89.7%	89.4%	92.1%	92.9%	-

Key pupil premium families will be identified quickly, regular contact and support in place.

Ongoing – support provided from office staff, welfare mentor, MIND practitioner, SMHL’s, Inclusion Manager and ELSA

Improved attendance leads to accelerated progress in all subjects

Analysis from attendance officer shows that progress for the majority of PP children has improved in line with increased attendance. Case studies have been gathered for reference.

Positive attitudes and behaviour to learning and engagement in school.

This has been identified as a strength in our SEF and in all observations made by external visitors

Parents of children eligible for pupil premium attend parents' consultations and school events

Home / school communication is evident through signed reading records and completed homework

Ongoing – Individual class records (kept by teachers in classes) to be analysed Summer 2024

4. SMSC / PSHE

Pupils are able to focus on their learning during the school day. Pupils with specific social and emotional health needs access targeted and specialist support. Specialist staff support those children who have been directly affected by the recent pandemic, through therapeutic intervention.

Targeted interventions and specialist support has enabled pupils with PSHE related needs to achieve their SMART Targets as evidenced in impact reports and support plans

The school has a trained ELSA and a MIND practitioner to support with social, emotional needs and wellbeing.

A dedicated room has been set up and ELSA support has been allocated a regular time slot to work with pupils which have been referred by other members of staff.

Low level of incidents of disruption to teaching and learning.

Evidence, through books, pupil interviews and lesson observations, demonstrates: high levels of engagement of all pupils in their learning; resilient attitudes to facing and overcoming challenges; and pupils able and confident to take risks.

Feedback from LA review

When faced with a difficult situation, children are able to reflect on and articulate difficult decisions. Children, identified as needing specialist provision, receive appropriate provision and intervention in a timely manner for maximum impact on their outcomes.

Ongoing – SENCO and specialist intervention team (internal and external)

New PSHE scheme has been introduced to ensure the curriculum covers content on resilience and communication

New behaviour ladder and reflection space introduced

All staff and pupils are aware of who to ask for help, including the designated mental health first aiders and safeguarding leads. Timely interventions show improved wellbeing and resilience as well as academic achievement. Data gathered through pupil voice and the CLT.

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
White Rose Maths	White Rose Maths
Little Wandle Letters and Sounds Revised	Little Wandle
Kapow (humanities, computing, PSHE 2023)	
Developing experts (science)	
Charanga (music)	
MFL	
ELSA	LBHF EP service
NELI (Nuffield Early Language Intervention)	Nuffield Early Language Intervention
MIND well-being practitioner	H&F MIND charity
School and Family Group – family intervention	The School and Family Works

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/a
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:

- Utilising a DfE grant to train a senior mental health lead (PSED Lead to access this). The PSED/SMH Lead will be working alongside the FSO, SENCO and external professionals and identified families to ensure pupils receive the support they may require to meet their needs. Primary focus will be placed on;
 - putting in place a whole-school approach to positive mental health and wellbeing
 - using formal curriculum teaching opportunities, PSED provision map and resources in the school to promote good mental health
 - working with all staff to raise mental health awareness using existing established systems.
 - using existing systems and staffing within school to support earlier identification of, and intervention for, children with mental health issues.
 - working with mental health provision and outreach services in the local area, including CAMHS, OAT and MIND, in order to develop a good understanding of outcome measures used by mental health professionals. This will support us in recognising any gaps that need filling in terms of mental health provision for children in our setting.
- Continued work with The MIND Team and Tavistock NHS Trust therapist. The MIND team is a school-based service which responds to the emerging mental health needs of students in schools by offering assemblies and workshops on relevant wellbeing topics. The team also offers training to school staff and parents/careers to educate and build confidence in addressing common mental health concerns experienced by children and young people. Our dedicated MIND practitioner and Tavistock Therapist both operate on a referral basis to provide 1:1 or group therapy for individuals and/or groups of children. MIND therapy usually runs on a 6-week cycle while Tavistock provide longer-term therapy of 1-1.5 yrs for more complex cases.
- Robust quality assurance cycles across the school to monitor teaching and provision
- On-going CPD for teachers to ensure a coherently sequenced, ambitious and progressive wider curriculum planning, implementation and evaluation. As a school, we have considered the literature regarding effective use of pupil premium, the impact of disadvantage on educational outcomes alongside studies about the impact of the pandemic on disadvantaged pupils (e.g. EEF, 2021; Ofsted, 2021). We have also based our strategy on our extensive knowledge of the needs of our pupils. 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 the best possible outcomes for pupils.