

# Pupil premium strategy statement – [Northumberland Heath Primary]

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                                                                                      | 541                        |
| Proportion (%) of pupil premium eligible pupils                                                                 | 48%                        |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021/22 – 2024/25          |
| Date this statement was published                                                                               | September 2023             |
| Date on which it will be reviewed                                                                               | July 2024                  |
| Statement authorised by                                                                                         | Julie Carson               |
| Pupil premium lead                                                                                              | Gail Beale /Dora Indresano |
| Governor / Trustee lead                                                                                         | Nav Sanghara               |

## Funding overview

| Detail                                                                                                                                                                                                                                                                                                                                                  | Amount   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year                                                                                                                                                                                                                                                                                                     | £383,000 |
| 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> )<br><br><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> | £        |
| <b>Total budget for this academic year</b><br><br><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>                                                                                                                                                                  | £383,000 |

# Part A: Pupil premium strategy plan

## Statement of intent

As part of our Pupil Premium strategy, we aim to ensure that all pupils, from all backgrounds, can make expected or better progress and to ensure that children achieve highly in all subject areas of the curriculum. The purpose of our strategy is to ensure that the disadvantaged versus non disadvantaged gap is closing and to ensure that all pupils make progress, including those who are already high attainers.

As part of this strategy, we will reflect on the different challenges that our most vulnerable groups of children face and ensure that we use appropriate strategies to ensure these pupils can access high quality education and achieve their potential. This includes our families accessing support from children's services and our young carers.

Quality first teaching is the priority and the tool that will benefit all of our pupils, including disadvantaged groups the most. 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.

The strategy also fits with the wider plans for post covid education recovery. This strategy is based on research and robust diagnostic assessment, not assumptions about the impact of disadvantage.

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 in the work that they are set, and adaptations are made to support with this
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

| Challenge number | Detail of challenge                                                               |
|------------------|-----------------------------------------------------------------------------------|
| 1                | Attendance and persistent absence for those children identified as disadvantaged. |

|   |                                                                                                                                                                                                                                                    |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 | Speech and Language provision for children identified with SLCN needs on the SEND profile.                                                                                                                                                         |
| 3 | Provision for children identified as disadvantaged and on the SEND profile where there is a correlation of underperformance.                                                                                                                       |
| 4 | Pastoral support provision for children identified with SEMH needs on the SEND profile.                                                                                                                                                            |
| 5 | Ensure high quality teaching and learning strategies are consistently used to improve pupil outcomes and tailored to the individual needs of all learners; taking account of recommendations provided by outside professionals/specialist reports. |
| 6 | Quality of teaching and learning in reading and reading for pleasure for pupils                                                                                                                                                                    |
| 7 | Quality of teaching and learning in writing with well-planned sequences of learning that impact on outcomes.                                                                                                                                       |
| 8 | Quality of teaching and learning in maths.                                                                                                                                                                                                         |

## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| An improvement in attendance and persistent absence to be in line or above national.                                                                   | <ul style="list-style-type: none"> <li>The attendance of all PP pupils is in line with the attendance of others and reaches 97% by the end of the 24-25. PA is reduced to <math>\leq 16\%</math></li> <li>Weekly reviews of PP pupils' attendance and punctuality</li> <li>Fortnightly meetings between CLO, DHT Inclusion and EWO</li> <li>Attendance surgeries</li> <li>Involvement of School Nurse to support attendance matters with identified families</li> <li>Additional EWO provision is in place.</li> </ul>                                                                                                                             |
| Provision for children identified with SLCN needs is in place                                                                                          | <ul style="list-style-type: none"> <li>SALT specialist reports identify improved SLCN outcomes</li> <li>Staff are trained to deliver SALT interventions</li> <li>Staff are deployed in early years to identify and support children at the beginning of their education</li> <li>SALT HLTA delivers weekly interventions</li> <li>Language Link and Speech Link is utilised effectively to identify gaps and provision is targeted accordingly</li> <li>ILPs include SLCN targets so that all stakeholders are aware of the specific targets required for individual children</li> <li>Increased SALT specialist provision is in place.</li> </ul> |
| All disadvantaged and SEND children are identified and have ILP targets that map provision to need with interventions diminishing any attainment gaps. | <ul style="list-style-type: none"> <li>Provision Mapping demonstrates clear links between PP and SEN pupils whereby interventions target the specific gaps in learning.</li> <li>Internal and external QA shows that provision is bespoke to individual learners and that resourcing and staffing are allocated on need and impact</li> <li>Additional timetabling and resourcing focuses</li> </ul>                                                                                                                                                                                                                                               |

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|                                                                                                                                                                                                  | <p>support on QFT and not just a series of interventions</p> <ul style="list-style-type: none"> <li>• Additional Educational Psychologist services are in place to identify needs and recommendations are in place.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Provision for children identified with SEMH needs is in place                                                                                                                                    | <ul style="list-style-type: none"> <li>• Staff consistently utilise their learning from Paul Dix CPL to focus on recognition, consistency, and restorative practice.</li> <li>• Wellbeing Coaches are timetabled to deliver interventions to children identified on SEND profile with SEMH needs</li> <li>• There is a reduction in behaviour logs for children identified with SEMH needs ‘</li> <li>• Children report positively about their experience at school</li> <li>• ILPs include SEMH targets so that all stakeholders are aware of the specific targets required for individual children</li> <li>• SEMH Specialist Teacher from Bexley is timetabled to support children with high profile SEMH needs</li> <li>• Staff are trained as Mental Health First Aiders to support pupils</li> <li>• Counselling provision for identified pupils</li> <li>• Therapy Dog is timetabled to support identified pupils</li> </ul> |
| Staff consistently deliver quality first teaching utilising pedagogical strategies such as Rosenshine Principles, Teaching Walkthrus & whole class feedback strategies to improve pupil outcomes | <ul style="list-style-type: none"> <li>• Planning, teaching and learning meets the needs of individual learners</li> <li>• Agreed pedagogical strategies are consistently in place leading to QFT</li> <li>• Whole class feedback is consistently used to drive pupil outcomes</li> <li>• Pupil outcomes are in line with other pupils</li> <li>• Staff CPL to address development needs, particularly for new staff</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Improve teaching and learning of Reading to impact on outcomes                                                                                                                                   | <ul style="list-style-type: none"> <li>• Teachers understand and deliver quality first teaching expectations focusing on clear sequences of learning, use of differentiation and scaffolds</li> <li>• Reading for Pleasure is celebrated with children accessing the library and high levels of reading at home are recorded (Go Read)</li> <li>• Reading lessons are of high quality with high engagement from pupils seen</li> <li>• Little Wandle Letters and Sounds provision is embedded to secure good phonics outcomes</li> <li>• High quality interventions are delivered with clear entry and exit AfL captured and discussed in RSMs</li> </ul>                                                                                                                                                                                                                                                                           |
| Improve teaching and learning of Writing to impact on outcomes                                                                                                                                   | <ul style="list-style-type: none"> <li>• Teachers understand and deliver quality first teaching expectations focusing on clear sequences of learning</li> <li>• AfL informs pitch and challenge to meet the needs of individual learners</li> <li>• EYFS writing opportunities are consistently in place across the provision</li> <li>• High quality interventions are delivered with clear entry and exit AfL captured and discussed in RSMs</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Improve teaching and learning of Maths to impact on outcomes                                                                                                                                     | <ul style="list-style-type: none"> <li>• High quality interventions are delivered with clear entry and exit AfL captured and discussed in RSMs</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

|  |                                                                                                                                                                                   |
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|  | <ul style="list-style-type: none"> <li>Teachers understand and deliver quality first teaching expectations focusing on use of manipulatives, adjustments and scaffolds</li> </ul> |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## 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: £ 91,450

| Activity                                                                                                                                | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| All staff have received training to be pedagogical experts to ensure teaching and learning is consistently good across all year groups. | <p>CPD for staff is pivotal in ensuring whole school improvement.</p> <p>Delivery of CPD, linked to the EEF Effective Professional Development</p> <p><a href="https://www.educationendowmentfoundation.org.uk/effective-professional-development">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/blog/2018/05/22/five-evidence-based-strategies-to-support-effective-professional-development/">EEF Blog: Five evidence-based strategies to support...   EEF (educationendowmentfoundation.org.uk)</a></p>             | 5, 6, 7, 8                    |
| Planned opportunities for staff to observe outstanding practice which includes marking and feedback and planning support.               | <p>There is strong evidence which highlights the impact on pupil progress linked to marking and feedback and planning which meets the needs of individuals through differentiation and challenge for all.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/metacognition-and-self-regulated-learning/">Metacognition and Self-regulated Learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/teacher-feedback-to-improve-pupil-learning/">Teacher Feedback to Improve Pupil Learning   EEF (educationendowmentfoundation.org.uk)</a></p> | 5, 6, 7, 8                    |

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| Improve outcomes in Reading | <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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Working on improving reading and writing outcomes linked to EEF Improving Literacy in KS2 <a href="#">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a> and Improving literacy in KS1 <a href="#">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Developing communication and language, early reading, self-regulation, work with parents in EYFS Linked to EEF Preparing for Literacy <a href="#">Preparing for Literacy   EEF (educationendowmentfoundation.org.uk)</a></p> | 6 |
| Improve outcomes in Writing | As above                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 7 |
| Improve outcomes in Maths   | <p><a href="#">Improving Mathematics in the Early Years and Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 8 |

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

Budgeted cost: £ 245,550

| Activity                                                                                                                                           | Evidence that supports this approach                                                                                                                                                                                                                                                                    | Challenge number(s) addressed |
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| HLTA SALT interventions Target 1:1 and small group SALT interventions for disadvantaged pupils. In class support and modelling for class teachers. | <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:</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> | 2                             |

|                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                    |
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| <p>Sports Coach- social skills</p> <p>Small group social skills interventions for disadvantaged pupils. In class support and modelling for class teachers.</p>       | <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year</p> <p><a href="https://www.educationendowmentfoundation.org.uk/improving-social-and-emotional-learning-in-primary-schools">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>4</p>           |
| <p>Teaching Assistant interventions</p> <p>TAs leading intervention small groups to reduce attainment gap.</p>                                                       | <p>Making best use of TAs for greater inclusion of pupils with special educational needs and disabilities (SEND) into mainstream schools, with TAs providing the key means by which inclusion is facilitated <a href="https://www.educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>                                                                                                                                                                                                                                                                                                                                                                      | <p>2 3 4 6 7 8</p> |
| <p>Speech and Language support</p> <p>Target 1:1 and small group SALT interventions for disadvantaged pupils. In class support and modelling for class teachers.</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:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>2</p>           |
| <p>Targeted interventions for identified pupils, focusing on Y4 &amp; Y5 as transition from Y3 &amp; Y4, delivered by DHT C.</p>                                     | <p>Working on improving reading and writing outcomes linked to EEF Improving Literacy in KS2 <a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-2">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a> and Improving literacy in KS1 <a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-1">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/improving-mathematics-in-the-early-years-and-key-stage-1">Improving Mathematics in the Early Years and Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/improving-mathematics-in-key-stages-2-and-3">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a></p> | <p>5</p>           |

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

Budgeted cost: £46,000

| Activity                                                                                                                                                                                                                                      | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Pastoral Support SEMH</p> <p>To liaise with parents and act as a communication link between parents and external agencies, such as the family wellbeing service who can offer families additional support and give guidance to parents</p> | <p>Liaising with other agencies working with pupils and their families to support attendance, for example, where a young person has a social worker or is otherwise vulnerable.</p> <p>The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly.<br/> <a href="https://www.eef.org.uk/publications/improving-social-and-emotional-learning-in-primary-schools">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The EEF Toolkit has a strand on social and emotional learning and behaviour interventions.<br/> <a href="https://www.eef.org.uk/publications/social-and-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>              | 4                             |
| <p><i>Wellbeing Coaches</i> To speak to children about their wellbeing and help them to develop emotional awareness and understanding, as well as teaching de-escalation strategies</p>                                                       | <p>Improving social and emotional learning <a href="https://www.eef.org.uk/publications/improving-social-and-emotional-learning-in-primary-schools">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 4                             |
| <p><i>CLO</i></p> <p>The Community Liaison Officer will meet with vulnerable families to build a professional relationship and to signpost to further support and make onward referrals</p>                                                   | <p>Building respectful relationships with staff, pupils, families, and other stakeholders in order to secure their trust and engagement. Make sure there is a welcoming and positive culture across the school.</p> <p>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Supporting resources: • The EEF guidance report on ‘Working with Parents to Support Children’s Learning’ includes a focus on offering more intensive support, which can include approaches to support attendance.<br/> <a href="https://www.eef.org.uk/publications/working-with-parents-to-support-childrens-learning">EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> | 1                             |

|                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                        |            |
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| <p>Wellbeing Coach<br/>To offer individualised social and emotional support, as well as targeted therapies to reduce anxiety and help children feel safe and confident in school</p>                                                            | <p>Social and emotional support 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><a href="https://www.educationendowmentfoundation.org.uk">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a></p> | <p>3,4</p> |
| <p><i>DHT Inclusion</i><br/>To co-ordinate the inclusion team, monitor provision mapping for impact, support differentiation for quality first teaching and to ensure all vulnerable pupils are accessing additional support when necessary</p> | <p>Improving social and emotional learning <a href="https://www.educationendowmentfoundation.org.uk">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a></p>                                                                                                                                                                                    | <p>4</p>   |
| <p>Pupil Counselling<br/>To give 1:1 and small group counselling to pupils who have been identified as needing SEMH support</p>                                                                                                                 | <p>Social and emotional support is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages compared to other groups</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a></p>          | <p>4</p>   |
| <p><i>EWO</i><br/>To meet with parents/carers of poor attendance &amp; PA children to explore reasons behind absence and avenues of support to improve attendance</p>                                                                           | <p>Pupils who are persistently absent might need involvement with external agencies. It is key to establish clear and effective service level agreements with external partners to support pupils with persistent absence</p>                                                                                                                                                                          | <p>1</p>   |

**Total budgeted cost: £ 383,000**

## Part B: Review of the previous academic year

Our external assessments during 2022/23 suggested that the performance of disadvantaged pupils continues to be an area of focus for the school at the Expected and Greater Depth standard.

|              | PPG – 38 pupils | NPPG – 46 pupils |
|--------------|-----------------|------------------|
| Reading      | pupils – 51%    | pupils –78 %     |
| Reading GDS  | pupils – 6%     | pupils – 15%     |
| Writing      | pupils – 66%    | pupils –84 %     |
| Writing GDS  | pupils – 5%     | pupils – 13%     |
| Maths        | pupils – 53%    | pupils – 70%     |
| Maths GDS    | pupils -2%      | pupils – 12%     |
| Combined     | pupils -41%     | pupils – 62%     |
| Combined GDS | pupils – 7%     | pupils – 33%     |

| Aim:                                                                                | Outcome                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| An improvement in attendance and persistent absence to be in line or above national | <p>Both overall absence and persistent absence rates have been driven by illness during the 2022/23 academic year. UK Health Security Authority data shows that a number of illnesses all peaked at around the same time in December. Typically, illnesses are more spread across the season. Although it decreased following the Autumn term, illness absence (which includes positive COVID cases) remained higher than pre-pandemic levels,</p> <p>All pupils           NHP 92.1% vs 92.5 national<br/>Disadvantaged NHP 88.1%<br/>National figure not yet available.</p> <p>Persistent absentees<br/>All pupils           26%<br/>Disadvantaged   30.9%</p> <p>Persistent absence nationally until 30<sup>th</sup> June was 17.2% in state funded primary schools.</p> |

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|                                                                                                                                                                                                   | <p>Attendance surgeries have been held and the EWO has worked with the CLO and DHT Inclusion.</p> <p>This target will be carried forward for the next academic year.</p>                                                                                                                                                                                                                                                                                       |
| a<br>Provision for children identified with SLCN needs is in place                                                                                                                                | <p>SALT provision has been in place both via external providers and in school. SALT interventions have been run consistently as 1:1 and small group provisions. Training for key staff has been completed and new strategies implemented particularly in EYFS.</p> <p>Given the high needs in SLCN new providers have been sourced for the next academic year allowing more targeted support for children.</p>                                                 |
| All disadvantaged and SEND children are identified and have ILP targets that map provision to need with interventions diminishing any attainment gaps.                                            | <p>All Send children have ILPs which are SMART to ensure progress can be assessed and then reviewed.</p> <p>Student passports have been used to inform all staff as to provision needed and strategies / interventions to be used for all SEN and disadvantaged children.</p> <p>Additional QFT interventions have offered focused support alongside additional interventions.</p> <p>This target will be carried forward for the next academic year.</p>      |
| Provision for children identified with SEMH needs is in place                                                                                                                                     | <p>School counsellors and external agencies has been working with vulnerable disadvantaged children in liaison with the DHT Inclusion. The inclusion team have had a comprehensive mental health and wellbeing timetable with a range of interventions including talk and draw, yoga, play therapy and Lego therapy. Nurture based provision has been utilised to support identified children. Edukey mapping has documented the interventions and impact.</p> |
| Staff consistently deliver quality first teaching utilising pedagogical strategies such as Rosenshine Principles, Teaching Walkthrus & whole class feedback strategies to improve pupil outcomes. | <p>Whole class feedback is embedded throughout the school. Rosenshine's principles are used in planning and teaching. Staff CPL has addressed development needs particularly for staff new to the school.</p> <p>Further CPD will be given in the forthcoming academic year to embed the Walkthrus.</p>                                                                                                                                                        |

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| <p>Improve teaching and learning of Reading to impact on outcomes</p> | <p>Little Wandle Letters and Sounds provision is embedded to secure good phonics outcomes and support early reading. 82% of children passed the phonics screening against the national benchmark of 79.5%. This is due to targeted and well-planned interventions to support children.</p> <p>Accelerated reader is used in KS2 to support children in their choice of texts and to assess their understanding of the books they have read.</p>                                                                                                                                                                                                                               |
| <p>Improve teaching and learning of Writing to impact on outcomes</p> | <p>In early years 71% of children reach the expected standard. Disadvantaged children achieved 62.5% an increase in 4% on last year. KS1, 60% of children reached the age-related expectation in writing and for disadvantaged children this is 57% whilst there is still a gap this has closed by 4.5% this year. In KS2 75% of children achieved the age-related expectation with 10% attaining greater depth. For disadvantaged children the age-related rate was 67% with 5% reaching greater depth.</p> <p>Group interventions alongside pupil conferencing have been used to give specific, timely feedback.</p> <p>Writing will continue to be targeted next year.</p> |
| <p>Improve teaching and learning of Maths to impact on outcomes</p>   | <p>In early years 73% of children reach the expected standard. Disadvantaged children achieved 67%. In KS1, 68% of children reached the age-related expectation in writing and for disadvantaged children this is 60% this year. In KS2 62% of children achieved the age-related expectation. For disadvantaged children the age-related rate was 54%. This was despite targeted interventions.</p> <p>Maths will continue to be targeted next year.</p>                                                                                                                                                                                                                      |

Outcomes for disadvantaged pupils 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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### Service pupil premium funding (optional)

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| <p><i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i></p> |
| <p></p>                                                                                                                                                                              |
| <p><b>The impact of that spending on service pupil premium eligible pupils</b></p>                                                                                                   |
| <p></p>                                                                                                                                                                              |

## 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:
- utilising a [DfE grant to train a senior mental health lead](#).
- offering a wide range of high-quality extracurricular activities to boost well-being, behaviour, attendance, and aspiration.

### **Planning, implementation, and evaluation**

- 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 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.