# Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium) for 2023-2026 to help improve the attainment of our disadvantaged pupils.

## It outlines our pupil premium strategy, how we intend to spend the funding and the effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | Pheasey Park Farm Primary School |
| Number of pupils in school | 571 |
| Proportion (%) of pupil premium eligible pupils | 22.8% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** | 2023-2024  2024-2025  2025-2026 – final year |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Louise Dollery |
| Pupil premium lead | Sue Arnold – Head teacher |
| Governor / Trustee lead | C. O’Neill |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation in 2023-24  Pupil premium funding allocation in 2024-25  Pupil premium funding allocation in 2025-26 | £189,150  £200,030 est |
| Recovery premium funding allocation in 2023-24 | £19,000 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for 2023-24**  **Total budget for 2024-25**  **Total budget for 2025-26**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £208,150  £200,030 est |

# Part A: Pupil premium strategy plan

## Statement of intent

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| The school’s intent for pupil premium is aligned with the school’s mission statement: Our vision is to develop a learning community where **all** children enthusiastically participate, excel and are proud of their achievements across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that vision – whether that be attaining age related expectations or exceling further for higher attainers. We want everyone on our Trust to develop a ‘can do’ attitude.  When making decisions about using Pupil Premium funding we will consider the challenges faced by vulnerable learners, such as those who have social workers or are young carers. This statement is intended to support their needs, regardless of whether they are disadvantaged or not. We will offer support through the ‘menu of approaches’, based on the evidence of how to best support individual learners.  We remain firm in our belief that quality teaching within the classroom remains the heart of our approach complimented with additional focus for disadvantaged learners. This is proven, by the EEF, to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit non-disadvantaged learners. In keeping with our mission statement, the intended outcomes detailed below ensure sustaining attainment for all pupils and improved alongside accelerated progress for disadvantaged learners.  Our ultimate objectives are:   * To narrow the attainment gap between disadvantaged and non-disadvantaged pupils. * For all disadvantaged pupils in school to make or exceed nationally expected progress rates. * To support our children’s health and wellbeing to enable them to access learning at an appropriate level.   It is important to consider the context of the school and the subsequent challenges faced with education and wider school recovery following the COVID-19 pandemic. Research conducted by EEF, Best Practise Network and previous experience will be used to support decisions around implementation of different strategies and their value for money.  Our response to common challenges and individual needs will be approached through robust diagnostic assessments to focus on the individual, without about the impact of disadvantage. We focus on a ‘golden thread’ approach, where a conscious thought process about providing opportunities for disadvantaged learners permeates across all we do, thereby helping learners exceed in all areas.  To ensure effectiveness we will:   * Ensure disadvantaged pupils are suitably challenged in the work that they are set * Use early identification measures to intervene if needed * Adopt a whole school approach in which all staff, at all levels, take responsibility for raising confidence, aspirations, belief and opportunity for our disadvantaged learners. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | **Narrowing the attainment gap in oral language skills across school**.   * Assessments, observations and discussion indicate under developed oral language skill, a lower word acquisition and lower vocabulary range among our disadvantaged learners compared to our non-disadvantaged learners. * This is evident across school from N-Y6. * Communication data end of Reception 73% PP v 81% non-PP learners |
| 2 | **Attendance levels to be in-line between PP and non-PP across school**   * Evidence clearly demonstrates a gap between PP and non-PP learners attending school. This gap in noticeably wider in KS1 and current Y2 shows PP absentees at 89.1% compared to 94.73% school non-PP learners. * Persistent absentees evidence shows a 3% dip for PP learners across school. * Lower attendance lessens the amount of time spent in school learning and developing. |
| 3 | **Attainment and Progress**  Internal assessment indicates that for some disadvantaged learners, attainment is lower compared to attainment of non-disadvantaged learners.  **Writing attainment**  Among PP pupils is lower than compared to non-PP pupils.   * Data shows that the gap in writing between PP boys and non-PP pupils in year groups 1,2,5 is considerably lower.   **Maths attainment**  Improve maths attainment for PP pupils in Year 2 (girls) Year 3 (girls), Year 4 (all) in Maths   * Data shows that non-PP learners achieve higher attainment in mathematics in all year group but the widest gap is in Y2,3 and 4 with PP girls being a focus in Y2 and 3.   **Reading attainment**  Improve reading attainment for PP learners across school.   * Data shows that non-PP learners are achieving between 16% - 24% better in reading attainment across year groups compared to PP learners. * Year 1 to remain a year group focus due to the largest gap of 24% * In nearly all year group girls outperform boys – PP boys to be a whole school focus   **Phonics**  Phonics is vital to unlocking learning across all curriculum areas and if not secured, could prevent children achieving their full potential.   * Phonics focus in Year 1 to support reading achievement across school – data shows a difference between PP and non-PP learners of 25%. |
| 4 | **Engagement with Parents**  Across school the engagement with parents to improve relationships and communication is an area of focus.   * Some disadvantaged families attending the school are harder to reach and engage with compared to non-disadvantaged families * Some disadvantaged and non-disadvantaged families display a negative opinion of education and authority * Views and opinions of some disadvantaged families may not be as positively aspirational towards educations as others. |
| 5 | **Wider Opportunities**  To increase opportunities for non-PP pupils both academic and in wider school life.   * Evidence from the Equity Model * National data highlights that the number of PP pupils is continuing to rise. * School data has shown historically that non-PP pupils are less likely to attend after-school club opportunities, participate in wider music lessons, attend out of school swimming lessons, represent the school in competitions or events. * School will continue to make conscious appointments to ensure that 25% of all school badge holder roles and opportunities to represent the school are given to PP pupils. |

## 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.

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| Intended outcome | Success criteria |
| Improved oral language skills across school. | * Increased % of children achieving age-related expectation in Communication & Language at the end of Reception. * The number of disadvantaged pupils meeting the required level in Year 2 and Year 1 phonics assessments to be in line with National * KS2 pupils to be using a wider and more varied vocabulary – in line with non-disadvantaged learners. * Increase in child confidence to offer responses in class and volunteer to read/perform. * End of KS1 assessment and KS2 SATS data improves. * School review to see an increase in child voice confidence and engagement with lessons. * Year on Year reading data to improve to close the gap with peers. * Evidence will show increased pupil engagement with knowledge-rich, word-rich improvements in their oracy and writing skills as they acquire and use a wider and more sophisticated range of vocabulary. * Subject Leaders would see an increase in children using subject rich vocabulary in lessons and around school. * School environment will be vocabulary rich |
| Increase attainment through rapid progress in reading, writing and maths. | * Analyse data from summer term and identify children that need additional support in reading, writing and maths through quality first teaching and interventions. * Rigorous tracking of PP children throughout the year to ensure they are demonstrating accelerated progress to close the gap * PP pupils identified as being below ARE at end of Sum2023 to be set inspirational targets and support to reach ARE by Sum2024 * All PP children to achieve in line with the national average both ARE and GDS * There will be no gap in the % between disadvantaged pupils and non-disadvantaged pupils’ attainment in the Year 4 multiplication check. |
| Decrease the gap between PP and non-PP in Phonics assessment Year 1 | * Ensure Phonics baseline data for PP pupils in Year1 and those that previously didn’t pass the assessment is undertaken * Identify pupils that need additional support in phonics on top of quality first teaching |
| Improving whole school attendance including disadvantaged pupils. | * EWO and Attendance Lead to work with PP children who have ongoing attendance issues and persistent absences to improve * As a result of improved attendance, attainment and progress will improve * End of year data shows no gap between PP and Non-PP * Persistent absence of PP is in line with national PA. * Attendance data for pupil premium increases each year for the next three years with the number of unauthorised absences reducing each year for the next three years. |
| Parental engagement in school to be increased creating positive relationships forming a triangulation of trust – pupil, parent and school. | * Provide parental questionnaires * Analyse findings * Parental voice for events – identify the best way for engagement and communication to take place * Use online means where appropriate * Monitor attendance to various school events – Parent’s meetings, workshops, Inspire events and fates. * All efforts made to connect with parents at Parent’s Evening with follow up calls, alternative appointments or virtual meetings arranged to support. |
| PP pupils will access all opportunities in school and wider (after school clubs and events) at the same rate or higher than non-PP pupils. | * PP to be % represented in all wider and extra school activities. * All pupils will actively engage with in-school and wider school activities that are wider than curriculum learning. * All PP pupils will take part in curriculum enrichment activities to increase their access to broader life experiences. * Curriculum leads will provide further suggestions to enhance subject experience for PP pupils * Create further opportunities (virtual or real-life) for PP pupils to gain deeper experiences that they can use to relate and enhance learning understanding. * In-Trust events and competitions to be represented by PP pupils only |

## Activity in this academic year – 2023-24

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: £50,000 (23/24)

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Funding for the provision of Pupil Premium champion (HT) to:  - Liaise directly with parents to build a positive relationship and closer community  - Carry out termly in-depth monitoring in each class.  - Carry out termly half-day meetings with each teacher, linked to the above, focusing on children in receipt of PP and the provision of high-quality teaching and learning.  - Carry out half-termly ‘pupil voice’ sessions whereby children are given the opportunity to relate and discuss their learning experience.  - The above is a cyclical process whereby areas for development are reviewed at the subsequent termly meeting.  - Provide follow-up monitoring and support and mentoring for teachers and support staff as required.  - Provide ongoing support and mentoring for individual children at particular risk of falling behind.  -Meet with Subject Leaders to champion PP opportunities across all curriculum areas and monitoring opportunities. | By having an experienced Senior Leader identified as a Pupil Premium Champion, the school can suitably challenge their own provision to ensure that PP learners are a priority focus group.  This approach maintains close, collaborative engagement with teachers whereby they fully participate and invest in developments to their practice.  This is highly effective in ensuring and assuring high quality teaching and learning for all.  Evidence indicates that high quality first teaching impacts disproportionately on disadvantaged children. These activities also ensure that all disadvantaged children are known and being monitored by SLT and Phase Leaders to ensure that all PP children are on track and do no fall behind.  The EEF identify ‘Sustain’ as a key part of the implementation process to ensure that improvement can continue to impact positively on pupils. EEF - Putting Evidence to Work - A School's Guide to Implementation <https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/implementation/EEF_Implementation_Guidance_Report_2019.pdf?v=1699117433> | All |
| Leaders and teachers participating in Maths Mastery programme (in conjunction with Maths Hub) and EYFS maths training  -Leaders and teachers released  -Manipulatives purchased | Maths Lead is sustaining Maths Mastery in Y3 and Y1 and implementing it into Y2 and Y4 This is mapped out for whole school Maths Mastery implementation by 2026.  Mastery in Number will be implemented in Reception, Y1 and Y2.  NCETM (National Centre for Excellence in the Teaching of Mathematics): https://www.ncetm.org.uk/maths-hubs-projects/primary-teaching-for-mastery-development/ EEF identified that the impact of a maths mastery approach was +2 months <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mathematics-mastery-primary?utm_source=/projects-and-evaluation/projects/mathematics-mastery-primary&utm_medium=search&utm_campaign=site_search&search_term=mastery>  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths>  identifies key recommendations that include developing practitioners’ understanding, integrating mathematics through the day and using manipulatives and representations and seizing opportunities to reinforce mathematical vocabulary. | 1,3 |
| Curriculum area leaders to be released to join SLT plan and monitor their curriculum subjects, with a particular focus on Pupil Premium to ensure that high aspirations, high expectations, suitable challenge and opportunities are provided through their curriculum area. Findings to be shared with PP Action Plan to further improve and inform of good practise. | Curriculum Leads to meet with wider Trust leads to monitor, collaborate and moderate to quality assure provision.  The EEF identify ‘Sustain’ as a key part of the implementation process to ensure that improvement can continue to impact positively on pupils. EEF - Putting Evidence to Work - A School's Guide to Implementation <https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/implementation/EEF_Implementation_Guidance_Report_2019.pdf?v=1699117433> | 1,3,4,5 |
| **2023/2024** - 4 leaders undertaking NPQ CPD – course fee £0 (15 days supply costs)  **2024/2025** - 3 leaders undertaking NPQ CPD – course fee £0 (15 days supply costs)  **2025/2026** - 1 leaders undertaking NPQ CPD – course fee £0 (15 days supply costs) | Classroom teaching to be enhanced further by impact of CPD to improve staff pedagogical understanding and approaches.  **EEF research** highlights to impact and priority for teaching to include staff having access to high quality CPD. <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development> | All |
| All ECT’S to receive bespoke targeted support from EHLT ECF Programme.  Mentors to drive bespoke support with ECT’s to drive standards of quality first teaching and learning.  **2023/2024 –** 2 x Y1 ECTs and 1 x Y2 ECT  **2024/2025** – 2 x Y2 ECTs | Research taken from **Best Practice Network** and other teaching providers supports schools with a new ECT programme of study over 2 years. Thus, supporting new teachers using smaller achievable steps into making long term goals of teaching as a career. | 1,3,4,5 |
| Staff training for Phonics (internal and external) Scheme, Handwriting Scheme and Spelling Scheme. | New and experienced staff will continue to receive training to ensure the whole school follows the prescribed scheme towards – phonics, handwriting and spelling – providing all learners with a familiar and continuous approach. | 1,3 |
| Early Years Oracy training and Makaton Training | Year Leader R receiving Oracy Training which will be cascaded back to wider staff across Early Years.  There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | **EEF** [**www.educationendowmentfoundation.org.uk**](http://www.educationendowmentfoundation.org.uk) **(+6months)** | 1,3,6 |
| Purchase high-quality Wider Curriculum subscriptions (Curriculum Maestro, Purple Mash, Twinkl, Classroom Secrets, Oxford Reading Buddy) to support teachers with progressive, subject-specific resources, linked to homework opportunities provided. | In April 2021, DfE published the revised core criteria for effective systematic synthetic phonics teaching programmes (SSP) Animaphonics listed.  Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning (+5months) <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homewor>  EEF review undertaken in 2012 (Higgins et al.) concluded that positive benefits of technology use for supporting learning have been consistently identified. As well as supporting innovative pedagogies, technologies can make *teaching and learning more efficient and/or offer supplementary practice* | All |
| Provide 3 revision guides for all PP pupils | The **EEF’s Julie Kettlewell** explains how teachers can scaffold pupils’ revision using the seven-step model – revision guides support pupils activating prior knowledge. | 1,3,4,5 |

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

Budgeted cost: £110,000 (23/24)

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| **2023/2024**  TA support in every Year group 1-6  **2024/2025**  TA support in every Year group 1-6  **2025/2026** | EEF – Teaching Assistants given a direct instructional role can add value to the work of the teacher, TA are not to replace.  High quality teaching delivered by a teacher addressing the needs of all learners first and foremost – TA to compliment.  Staff will be placed strategically in team and in year group to best utilise the skills of individual members of staff.  HLTAs and TAs will attend all Staff Meetings weekly and INSET days to ensure they are fully aware and trained in the approaches taken across school to support learning.  SLT will regularly monitor the impact TAs have within classrooms and feedback is given during formal observations to other adults supporting in the classroom. EEF – school leaders should systematically review roles of both teachers and TAs and take a wider view on how TAs can support learning and improve attainment throughout the school. | 1,3,5 |
| 2 x TA to support across school complimenting teaching by providing Fast Response, Pre and Post Learning support for Maths, Writing and Reading. | A structured support to target pupils who have a misconception in learning – addressed in 1:1 or 1:2 rapidly. Same day verbal feedback and support given.  Pre and Post teaching TAs given direct instructional role to introduce new learning or refer to previous learning.  Teaching Assistant intervention (+4months) Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a TA, this supplements teaching but does not reduce the number of high-quality interactions they have with their classroom teacher both in and out-of-class. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions> | 1,2,3 |
| Wellcomm programme small group target N and R | **EEF findings** - small tuition groups relatively low cost, middle to high gain pupils making +4months progress.  There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | EEF [www.educationendowmentfoundation.org.uk](http://www.educationendowmentfoundation.org.uk) | 1 |
| AHT, PL and CT to provide phonics, reading, writing and maths Booster group to identified PP pupils. | The **EEF toolkit** highlights the value of group activities in teaching practice.  The research finds collaborative learning which “involves pupils working together on activities or learning tasks in a group small enough for everyone to participate on a collective task that has been clearly assigned”, and peer tutoring can be associated with gains of up to +5 months if used well | 1,3,4,5 |
| TA hears all PP children across school for an additional read as least once per week | Teaching Assistant intervention (+4months) Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the number of high-quality interactions they have with their classroom teacher both in and out-of-class. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions> | 3,5 |
| TA support for identified PP focus pupils in Y3,4 and 5 using pre and post teaching methods. Focus on maths and writing. | Supporting pupils transferring new learning from working memory into long term memory.  <http://bit.ly/2OvmvKO>  ‘What makes great teaching? Review of the underpinning research. Durham University | 3, 4, |
| HLTA and TA to provide Fast response support in Maths, Phonics and Writing to identified PP children across school | In school evidence has shown historically that pupil’s respond to same day feedback and support to correct misconceptions.  Evidence from **Best Practise network** - After just 20 minutes 42% of new information is forgotten. Retrieval practice is required to develop schema and support consolidation | 1,3,4, |
| 2 Learning Mentors work across school as Behaviour Leads supporting pastoral and behaviour. | Learning Mentors support PP pupils and their family with social, emotional needs and Early Help. Researches 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<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel>  Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social and Emotional Learning skills at all ages than their more affluent peers. EEF Toolkit shows that Targeted Interventions can be up to 6 months progress Social and emotional learning | EEF [www.educationendowmentfoundation.org.uk](http://www.educationendowmentfoundation.org.uk) | 2.3.5 |
| TA to work across EY to provide PSED based activities for identified pupils to support regulation of emotions. | 1,6 |
| Leaders to be released to plan and monitor their curriculum subjects, ensuring children identified as Pupil Premium form a reflective percentage of children taking part in discussions. Monitoring to inform planning next steps by Leaders | The EEF identify ‘Sustain’ as a key part of the implementation process to ensure that improvement can continue to impact positively on pupils. EEF - Putting Evidence to Work - A School's Guide to Implementation <https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/implementation/EEF_Implementation_Guidance_Report_2019.pdf?v=1699117433> | 1,3,5 |

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

Budgeted cost: £48,150

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| EWO on site to offer bespoke support to PP families and wider. | EWO track and supports PP families  has provided transportation of children to and from school to support attendance [Education Welfare Service](https://www.eani.org.uk/services/education-welfare-service#:~:text=The%20EWO%20works%20with%20the,a%20pupil's%20level%20of%20attendance). | 2,3 |
| Reading for pleasure - Create an outdoor reading library for pupils to build a love of reading and have further opportunities to read wider texts. | On average, disadvantaged children are less likely to own a book of their own and read at home with family members, for these reasons may not acquire the necessary skills for reading and understanding challenging texts.  Looked at other schools who have set this up and research  <https://www.explorelearning.co.uk/free-resources/tips-engaging-reluctant-readers/> | 1,3,5 |
| All pupils in Year 4, 5 and 6 are provided with an electronic device to use in school and take home to complete homework.  Other disadvantaged and other pupils, across the school, who require a device to access their work are loaned one for the year.  **2023/2024**  81 loaned devices  **2024/2025**  81 loaned devices  **2025/2026** | **EEF research** – if devices are planned for and used purposefully to increase the quality or quantity of rehearsal for pupils by undertaking quizzes or being given precision feedback on misunderstandings, then a positive impact can be made <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital> | 3,5 |
| Provide wider field trips and life experience for disadvantaged pupils – virtual or face to face, to help make connection between learning and experiences.  Create a pond and nature area to provide opportunities for all pupils across school to make connection in learning with real experiences. | <https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>  To give all pupils a greater life experiences that can be used to support learning in the classroom. | 1, 2, 3, 5 |
| TA to support individual pupils at unstructured time on the playground | Some pupils require a more structured approach or support to learn how to play with others and the playground equipment. From experience we know that by allocating an adult to focus on supporting children in this specific area, more positive playtimes take place. | 3,5 |

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

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| **Progress towards our intended outcomes – Autumn 2024**   * **Improve oral language skills across school.**   Within Communication and Language, for Listening, Attention and Understanding, 88% of PP eligible pupils achieved the expected standard compared to 95% for non-PP pupils. This is a gap of 7% and continues to be an area of focus.  Within Speaking, a gap of just 1% remains between PP and non-PP pupils.  For Year 1 phonics, 75% PP pupils passed the Y1 phonics check compared to 89% non-PP. This is a gap of 14% and will be a focus this year. However, this is above National for disadvantaged pupils and the gap is decreasing (26% 2023)  Reading results for Year 6 show 65% of PP children achieved expected compared to 81% for non-PP pupils. This is a gap of 16% and will remain a focus this year. PP children achieving Greater Depth was 26% compared to non-PP which was 27%. This is a gap of 1% and demonstrates our ambition for PP children achieving the higher levels  In KS2, pupils are now using a wider and more varied vocabulary in their speaking and this includes pupil premium pupils. This year, we will focus on this transferring into their writing.  Children are becoming more confident in speaking to others and performing. This is being monitored in class and children targeted to improve confidence. Y6 Badgeholders, JSOs, Digital Champions, School Council, Well Being champions and Reading Ambassadors show proportional representation of PP children. PP children were given support specifically to apply for these roles.   * **Increase attainment through rapid progress in reading, writing and maths.**   Rigorous tracking and analysis of PP achievement throughout the year has taken place. During Pupil Progress meetings, children who are not making accelerated progress are identified and intervention/strategies are put in place through our Raising Achievement Plan. Strategies include teacher-led intervention groups, ‘in class’ support from class teachers, SLT, Tas and HLTAs, 1:1 support for academic and SEMH.  End Early Years  **GLD** - Reception shows interventions are having a positive impact on GLD for PP pupils with a continued focus on previously identified weaker areas of Communication and Language, self-regulation, mathematics and word reading. In July 2024, 86% PP pupils achieved a GLD compared to 70% non-PP pupils. The PP v non-PP gap has closed.  **Reading** - At the end of Reception in 2023-24, 86% of PP pupils achieved ELG in reading compared to 82% for non-PP. This validates the successful implementation of our systematic synthetics phonics using Animaphonics and the keep up sessions for PP pupils. The gap between PP and non-PP pupils has closed (11% gap 2023)  **Writing** - At the end of Reception in 2023-24, 86% of PP pupils achieved ELG in writing compared to non-PP pupils. The gap between PP and non-PP pupils has closed (9% gap 2023)  **Maths** - In mathematics, at the end of Reception in 2023-24, 86% of PP pupils achieved the ELG in number compared to 87% for non-PP pupils. The gap has been reduced to 1% (16% gap 2023)  KS1  **Phonics –** 75% PP pupils passed the Y1 phonics check compared to 89% non-PP. This is a gap of 14% and will be a focus this year. This is, however, above National for disadvantaged pupils and the gap is decreasing (26% 2023)  Year 4  **MTC** – In the MTC, the mean score for PP pupils was 21.16 compared to that of 23.01 for the non-PP pupils. This is a reduced gap of 1.85 compared to 2.07 in 2023. The number of pupils achieving 25/25 in the MTC is a focus this year.  End of KS2 assessments  **Reading** - At the end of Year 6 in 2023-24, 65% of PP pupils achieved expected in reading compared to 81% for non-PP. this is gap of 16 % and will be a focus moving forward. For the higher achievers, there is only a 1% gap between PP and Non-PP children achieving greater depth  **Writing** - At the end of Year 6 in 2023-24, 61% of PP pupils achieved expected in writing compared to 75% non-PP pupils. The gap between PP and non-PP pupils is 14% and will be a focus for school this year. For the higher achievers, there is a 9% gap between PP and Non-PP children achieving greater depth and continues to be a focus.  **Maths** - In mathematics, at the end of Year 6 in 2023-24, 74% of PP pupils achieved the expected in maths compared to 82% for non-PP pupils. The gap of 8% remains a focus but is reducing. For the higher achievers, there is a 14% gap between PP and Non-PP children achieving greater depth and continues to be a focus.   * **Decrease the gap between PP and non-PP in Phonics assessment Year 1**   **Phonics –** 75% PP pupils passed the Y1 phonics check compared to 89% non-PP. This is a gap of 14% and will be a focus this year. This is, however, above National for disadvantaged pupils and the gap is decreasing (26% 2023)  **Improving whole school attendance including disadvantaged pupils.**  EWO and Attendance Lead to work with PP children who have ongoing attendance issues and persistent absence to engage and support. Parent meetings are arranged, Early Help offered and incentives given (e.g. stickers on bookmarks, certificates, prizes for improved attendance) For parent meetings, 50% on PP parents attended compared to 25% the previous year.  Attendance for PP pupils is 92.62% (increased from 92.5% 2023) compared to 95.24% for non-PP children  By July 2024, 109 pupils from Y1-Y6 met the threshold for persistent absence and of these, 28 41 pupils (26%) were PP pupils. This has improved since July 2023 when 41 pupils out of 79 persistent absentees were PP pupils (51%).  **Increased Parental engagement**  Parental questionnaires are completed annually and parents were also given the opportunity to complete the Parentview as part of our Inspection in June 2024.  School provided workshops for parents and introduced sessions where parents and children work alongside one another for example phonics and MTC. An increased number of parents of disadvantaged pupils have attended these sessions.  Class Dojo has been introduced to increase parental communication and to give parents more information about what activities the children are completing in class. Feedback so far has been very positive.  Devices have been provided for all pupils in Y4 to Year 6 and to disadvantaged pupils in other year groups who do not have a device at home on which to complete their homework.  English lead has introduced a fortnightly ‘Book Swap’ before school and this has been well attended by parents and children. Parents of disadvantaged pupils have been targeted to attend and numbers are increasing.  Attendance at parents/carers evenings are also increasing (from 70% 2023 to 83% in 2024)  **PP pupils will access all opportunities in school and wider (after school clubs and events) at the same rate or higher than non-PP pupils.**  In before and after school clubs, PP pupils are proportionally represented; with each club having more than 23% PP pupils attending. Year 4 and Year 6 pupils attend residentials and every disadvantaged pupil was able to attend with subsidy from school.  PP pupils have the opportunity to learn instruments free of charge as part of our school curriculum (recorders, steel pans, ukelele and keyboards) and can have lessons with external providers at a subsidised cost.  All children have swimming lessons weekly (from Year 1-6) in our school swimming pool. There are booster sessions run for PP children to ensure they can swim 25m by the end of Year 6. |

## Externally provided programmes.

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| Programme | Provider |
| Times tables | TT Rockstars |
| Reading Comprehension online | Oxford reading buddy |
| Recording of home/school reading | Boom reader |
| Homework support | My Maths |
| Homework Support | Purple Mash |
| Homework support and curriculum resources | Education City |
| Handwriting Scheme | Nelson |
| Systematic synthetic phonics programme | Animaphonics |
| Topic/subject resources | Cornerstones |
| Music School Programme | Charanga |
| Online spelling programme | Oak Academy |
| MFL resources and support | Language Nut |
| Numeracy Scheme for Nursery | Ten Town |
| Mastery and Mastery of Number | NCETM |
| Maths resources | Classroom Secrets |
| SEND CPD and resources | NASEN |
| Curriculum and wider curriculum resources | Twinkl |
| Social and emotional support/ELSA | Walsall Council/Elsa Network |
| Reading Fluency | Frys Intervention |