

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|------------------------------------|
| School name | Spalding Monkshouse Primary School |
| Number of pupils in school | 418 |
| Proportion (%) of pupil premium eligible pupils | 58 (14%) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023/24 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Sue Goodsell |
| Pupil premium lead | Sue Goodsell and Ed Myland |
| Governor / Trustee lead | Alistair Main |

Funding overview

| Detail | Amount |
|---|--------|
| Pupil premium funding allocation this academic year | £84390 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £84390 |

Part A: Pupil premium strategy plan

Statement of intent

Our goal at Monkshouse Primary School is for all students, regardless of background or challenges, to make good progress and achieve well in all subject areas. When making decisions on how to use Pupil Premium, we want to make sure that our underprivileged students also attain this goal. The ultimate goal is to narrow the achievement gap between disadvantaged and non-disadvantaged students.

We realise that children from poorer backgrounds may confront a variety of hurdles to learning. These may include: less assistance at home; inadequate language and communication abilities; a lack of confidence; poor attendance; and behavioural concerns. The difficulties are diverse, and there is no "one size fits all" solution. Our approach is attentive to the common difficulties we face as well as specific demands.

High quality teaching and support is at the core of our provision. 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. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work they are set.
- Act early to intervene at the point the need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes, raising expectations of what they need.

We realise that we are still feeling the effects of missed learning from the Covid epidemic. This is evident in targeted intervention support for students whose education has been impacted the greatest, including non-disadvantaged students. According to our data research, our writing was the most affected and will continue to be a significant priority.

We will use rigorous data analysis to guarantee that effective teaching, learning, and assessment fulfil the requirements of all students. Class instructors will identify targeted intervention and assistance for students using class pupil premium information, which will be evaluated termly. We will work quickly on this information to fix the concerns that have been highlighted. Along with academic support, we will ensure that students with social, emotional, and mental health issues receive quality care from adequately trained people. Strategies may evolve in response to people's changing requirements.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | We have seen a drop in the level of pupils attaining greater depth writing standard. |

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| 2 | A low baseline in oral communication and literacy including increasing numbers entering EYFS as non-verbal. An increasing number of our EAL pupils are now being identified as Pupil Premium too and language barriers are a concern. |
| 3 | Low attainment on entry to EYFS. |
| 4 | Due to poor progress from a previously purchased synthetic phonics scheme, Year 1 and 2 children will need to fill the gaps in their learning whilst we are embedding a new scheme. |
| 5 | An increasing number of children are presenting with emotional or social difficulties which are impacting upon mental health and attendance. |
| 6 | A difference in attendance between non-PP pupils and those who are disadvantaged.. |
| 7 | Pupils from disadvantaged backgrounds unable to afford some wider opportunities where there is a cost involved. |
| 8 | Children need to develop strategies to become independent and self-reflective learners. |

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 |
|---|---|
| <i>1 Improve the number of children working at greater depth in writing.</i> | To convert a greater percentage of those meeting expected standards in writing to greater depth so that by the end of KS2 an increased percentage are achieving AGD. |
| 2 Improved oral language skills and spoken vocabulary | Assessments and observations indicate improved oral language skills, ELG and vocabulary from Nursery through to Year 2. |
| 3 Sustain/improve attainment in EYFS to remain close/at national attainment GLD | Due to our focus last year, our attainment was above the national this year the focus needs to be on maintaining or improving this. This requires a specific attention upon on the area identified above. |
| <i>4 Improved outcomes for reading in KS1.</i> | A greater proportion of the PP children will achieve the required reading outcomes at the end of KS1. Those children who have left KS1 without embedding the necessary skills will have improved reading outcomes at the end of Year 3. |

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| 5 Improved levels of wellbeing demonstrated by pupils. | Continued and effective use of the emotional check-in boards and deployment of the ELSA trained staff maintain high levels of well-being demonstrated by pupil voice interviews, lesson observation, engagement in lessons and achievement. Participation in enrichment activities enhances pupils' learning opportunities and engagement. Assessment of progress to come from pupil voice and from ELSA support feedback. |
| 6 To improve attendance amongst disadvantaged pupils. | To aim for all pupils at the school to reach 95% attendance. Specifically, to focus upon getting PP attendance closer to national percentage by addressing persistent absence in PP pupils. |
| 7 Improve cultural and childhood experiences for all pupils across the school. | Cultural capital experiences (visits and visitors included) are planned and embedded in our curriculum. A wide range of free (or very low cost) extra-curricular activities are available to all pupils. |
| 8 Pupils are more resilient, self-reflective and independent through the implementation of metacognition strategies. | Assessments and observations indicate improved resilience, self-reflection and independence amongst disadvantaged pupils. This is evident when triangulated with other sources of evidence including: engagement in lessons, book scrutinies and ongoing formative assessment. |

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: £21500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p><u>Intended outcome 1</u></p> <p><i>High quality CPD to develop staff's QFT.</i></p> <p><i>Embed the new phonics programme and identify CPD for subject lead to cascade to staff.</i></p> <p><i>In some year groups reduce the teaching group number to increase the adult to child ratio. (AS, AF, AR, JR)</i></p> <p><i>High quality CPD linked to metacognitive strategies to enable all staff to implement a consistent approach.</i></p> <p><i>Increase volume of key visitors (poets/authors) to enrich the curriculum and inspire the children.</i></p> <p><i>Robust and rigorous evaluation of the impact at regular checkpoints.</i></p> | <p>High quality staff CPD is essential to follow EEF principles to ensure that the highest quality QFT is achieved for all children.</p> <p>EEF shows that effective phonics strategies can add four months progress and can have a strong impact upon reading ability- particularly for pupil premium pupils.</p> <p>Phonics intervention evidence EEF</p> <p>Sutton Trust has found that effects of high quality teaching are especially significant for pupils from disadvantages backgrounds. By effective use of high quality teaching this will diminish the difference between those disadvantaged children.</p> <p>Evidence across a range of sources indicated that language rich environments promote good outcomes.</p> <p>DfE Role of language in educational outcomes</p> <p>There is good evidence from the EEF that small groups can have a high impact upon attainment. While the cost can be high, if targeted to the most vulnerable the gap can be narrowed significantly.</p> | 1 |

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| | Metagognition EEF findings | |
| <p><u>Intended outcome 2</u></p> <p><i>Development of vocabulary rich learning environments in each classroom including specific vocabulary working walls.</i></p> <p><i>Skills and vocabulary progression document to be developed for each topic by subject leaders.</i></p> <p><i>Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication in all subjects. (JS ½ day)</i></p> <p><i>Continue to develop Drawing and Writing Club.</i></p> <p><i>Regular opportunities for all learners to present perform and collaborate.</i></p> <p>FlashAcademy license to improve the provision for early language (EAL) learners.</p> | <p>There is a strong evidence base that suggests that oral interventions and high quality classroom discussions have a high impact on reading (EEF). Education Policy institute states that pupils in Early Years can have a gap of 4.8 months compared with their peers in Lincolnshire which can increase to 11.6 months by the time they leave.</p> <p>Evidence across a range of sources indicated that language rich environments promote good outcomes.</p> <p>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 impact on reading</p> <p>The EEF makes clear that targeted oracy interventions can have high impact upon the most vulnerable. Up to 6 months progress can be made with purposeful speaking and listening activities.</p> <p>Oracy findings, EEF.</p> <p>DfE Role of language in educational outcomes</p> <p>Oral language interventions</p> | 2 |
| <p><u>Intended outcome 3</u></p> <p><i>Specific EYFS SENDCO employed for one day a week due to significant number of children</i></p> | <p>There is good evidence from the EEF that small tutor groups can have a high impact upon attainment. While the cost can be high, if targeted to the most vulnerable the gap can be narrowed significantly.</p> | 3 |

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| <p><i>presenting with complex needs (HK).</i></p> <p><i>Appointment of an additional adult to support and reduce children to adult ratios and enhance the teaching and learning offering.</i> (Cost £11500)</p> <p><i>See Intended Outcome 2 for Communication and Language support for Early Years Children.</i></p> | <p>A significant number of children are presenting with complex needs which generates a large amount of paperwork to obtain the EHCPs that access support from outside agencies. This coordination requires specialist knowledge of EYFS framework and people directly involved with these children. Research from the Education Policy Institute highlights that the disadvantage gap is already high by the age of 5. With early intervention in the Early Years this gap can be prevented from widening. Both Early Years interventions early language interventions can add up to 5 months progress.</p> <p>The DfE and Ofsted highlight that in the most deprived areas, 2/5 of children at the age of five do not have the essential skills needed. High quality language skills are key and this should not be seen as separate from play.</p> | |
| <p><u>Intended outcome 4</u></p> <p><i>Effective teaching of reading is in place across the school which impacts upon the achievement of disadvantaged children.</i></p> <p><i>Embed a rigorous and sequential approach to reading across the school that features explicit teaching of reading skills.</i></p> <p><i>Purchase of an outdoor reading library area and stock with books. (£1000)</i></p> <p><i>New staff CPD in approach to reading with year group partner and subject lead.</i></p> | <p>There is good evidence from the EEF that small groups can have a high impact upon attainment. While the cost can be high, if targeted to the most vulnerable the gap can be narrowed significantly.</p> <p>Sutton Trust has found that effects of high quality teaching are especially significant for pupils from disadvantages backgrounds. By effective use of high quality teaching this will diminish the difference between those disadvantaged children.</p> <p><u>Sutton trust report "What makes great teaching"</u></p> <p>Sequential approaches to reading that teach the children to use strategies for developing and monitoring their writing is seen as critical to high attainment. The EEF suggests focus on explicitly teaching the reading skills and mapping this so they can practise the strategies regularly has high impact upon reading outcomes.</p> | |

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| <p><i>If needed identified staff have access to coaching with the subject leader.</i></p> <p><i>Whole staff training on the delivery of replacement validated phonics scheme.</i></p> <p><i>Purchasing the reading books to ensure that they are closely linked to phase of phonics being covered.</i></p> <p><i>Purchase of Hi-Low books for pupils unable to access age related texts.</i></p> <p><i>Pupils will be assessed in phonics and placed in groups where there is a low ratio of children to adults.</i></p> <p><i>Lowest 20% of readers to be identified and focussed upon in daily reading.</i></p> <p><i>Regular formative assessment of reading attainment to address gaps.</i></p> <p><i>Reading attainment is assessed at each checkpoint and gaps are addressed quickly and effectively.</i></p> <p><i>Additional adults are employed to support teaching in focussed small groups/individuals.</i></p> | <p><u>EEF guidance on improving Literacy in KS1</u></p> <p><u>EEF guidance on improving Literacy in KS2</u></p> | |
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| <p><u>Intended Outcome 5</u></p> <p><i>Release time for a specialist teacher to continue provision for mindfulness. (Cost £3000)</i></p> | <p>There is a great deal of evidence to suggest that non-cognitive skills are just as important as cognitive in determining academic results. Recent studies have suggested that programmes aimed at improving well-being and pupils' resilience has a significant impact on achievement.</p> <p>There is extensive evidence associating childhood emotional and social skill with improved performance in later life (EEF).</p> <p>EEF Healthy Minds study</p> <p>Evidence shows that bereavement in vulnerable families has a huge impact on their ability to engage in lessons. Our own evidence indicates that our targeted intervention allows the children to return to class settled and engaged in learning.</p> | 5 |
| <p><u>Intended outcome 7</u></p> <p><i>Valuable cultural experiences to be plotted across the school to ensure that they are appropriate and not repetitive.</i></p> | <p>Many of our most vulnerable children have limited life experiences due to their socio-economic position. Visits to museums, galleries or other culturally important places are not always part of their family lives. Furthermore, many of the most vulnerable are unable to afford the additional costs of school trips which would allow them to experience what their peers often do. The EEF shows clear evidence that there is an impact upon life skills and therefore upon academic aspiration and attainment.</p> <p>EEF enrichment evidence.</p> | 7 |
| <p><u>Intended outcome 8</u></p> <p><i>Metacognition training for all staff.</i></p> <p><i>Pupil voice time to assess the impact of the strategy.</i></p> <p><i>All staff to have input into how the strategy</i></p> | <p>Evidence shows that metacognition strategies- which get children to think about their own learning- can be worth the equivalent of 7 months progress when used well.</p> <p>Metacognition and the impact upon attainment EEF</p> | 8 |

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| <i>is applied across school. (Cost £3000)</i> | | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 53890

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p><u>Intended Outcome 1</u> <i>In some year groups reduce the teaching group number to increase the adult to child ratio using a qualified teacher.</i></p> <p><i>Qualified teachers to be employed for 2 days a week to target interventions for PP children. (£20000)</i></p> <p><i>Small group support using Drawing for Talking club.</i></p> | <p>There is good evidence from the EEF that small groups can have a high impact upon attainment. While the cost can be high, if targeted to the most vulnerable the gap can be narrowed significantly.</p> <p>There is strong evidence to suggest that drawing and talking has a high impact on learners who have had disruptions in their development. This can then lead to better oracy skills and their ability to engage in lessons effectively.</p> <p>Drawing and talking in education.</p> <p>The EEF shows that effective phonics strategies can add up to 5 months progress and strong impact upon the reading ability, especially for disadvantaged children. Our approach will be to run small, targeted groups, requiring more adults to reduce the child to adult ratio.</p> <p>High impact phonics EEF</p> | 1 |
| <p><u>Intended Outcome 2</u> <i>Additional support by qualified staff in Speech, Language and Communication from Nursery through to Year 1.</i></p> <p><i>Qualified Elklan specialist to provide</i></p> | <p>The DfE and Ofsted highlight that in the most deprived areas, 2/5 of children at the age of five do not have the essential skills needed. High quality language skills are key and this should not be seen as separate from play.</p> <p>Many primary school children have unidentified or unaddressed speech and language difficulties. Specialist intervention can help turn this around.</p> | 2 |

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| <p>support for those behind with speech and language include those with EAL. (Costs £1300)</p> <p>Qualified specialists trained in the WellComm system to develop the vocabulary for those with delayed language skills.</p> | <p>EEF Communication and language approaches</p> <p>WellComm</p> <p>Elklan2</p> <p>Sutton Trust has found that effects of high quality teaching are especially significant for pupils from disadvantages backgrounds. By effective use of high quality teaching this will diminish the difference between those disadvantaged children.</p> <p>Pre-planned and immediate scooping can be facilitated according to need. Results from EEF trials prove that effects of TA led intervention is broadly positive.</p> <p>We have invested heavily in additional staffing. Using a range of interventions and high quality support to target the most vulnerable.</p> | |
| <p><u>Intended outcome 3</u></p> <p>Additional staffing to provide small group intervention/support for communication and language. (£1990)</p> | <p>There is good evidence from the EEF that small groups can have a high impact upon attainment. While the cost can be high, if targeted to the most vulnerable the gap can be narrowed significantly.</p> | 3 |
| <p><u>Intended outcome 4</u></p> <p>Additional reading support for individual/small group reading.</p> <p>AF- 3 days (£13000) JY (£2600)</p> <p>Target the bottom 20% of cohorts to provide additional 1-2-1 reading opportunities.</p> | <p>Sequential approaches to reading that teach the children to use strategies for developing and monitoring their writing is seen as critical to high attainment. The EEF suggests focus on explicitly teaching the reading skills and mapping this so they can practise the strategies regularly has high impact upon reading outcomes.</p> <p>EEF guidance on improving Literacy in KS1</p> <p>EEF guidance on improving Literacy in KS2</p> | 4 |

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| <p><u>Intended outcome 5</u></p> <p><i>Sustain the employment of our ELSA and mental health first aider. (Cost £15000)</i></p> <p><i>Release time for a specialist teacher to continue provision for mindfulness. (Costed above)</i></p> <p><i>Sustain provision for bereavement counselling including drawing and talking.</i></p> | <p>There is a great deal of evidence to suggest that non-cognitive skills are just as important as cognitive in determining academic results. Recent studies have suggested that programmes aimed at improving well-being and pupils' resilience has a significant impact on achievement.</p> <p>EEF Healthy Minds study</p> | 5 |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p><u>Intended outcome 1</u></p> <p>Additional books to support Sounds Write throughout the school. Funded from English hub.</p> <p>Purchase of Hi-Low books for children whose reading attainment is not at the level where other books are age appropriate. (£1000)</p> <p>Provide additional technology for</p> | <p>This guidance report includes a number of practical examples of technology being used in ways which support improved teaching (e.g., by increasing the accuracy of teacher assessment) or improve pupil learning (e.g. by increasing the quality and quantity of pupil practice).</p> <p>Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Sequential approaches to reading that teach the children to use strategies for developing and monitoring their writing is seen as critical to high attainment. The EEF suggests focus on explicitly teaching the reading skills and mapping this so they can practise the strategies regularly has high impact upon reading outcomes.</p> | 1 |

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| <p>classrooms to ensure the most vulnerable pupils have access to high quality ICT equipment. (Cost £2000)</p> <p>Promote a love of reading by developing an outdoor space for reading, including a weatherproof reading shed.</p> <p>£1000</p> | <p>EEF guidance on improving Literacy in KS1</p> <p>EEF guidance on improving Literacy in KS2</p> <p>High quality, systematic approaches to phonics have a high impact upon attainment (up to 5 months). To ensure that targeted groups to match the child's level of skill can be maintained, enough books need to be available based upon our new scheme.</p> <p>EEF guidance on how to maximise impact of phonics.</p> | |
| <p><u>Intended outcome 2</u></p> <p>Year 1 and extension of EYFS area to facilitate continuous provision.</p> <p>FlashAcademy license to improve the provision for early language (EAL) learners.</p> <p>(Cost - £1400)</p> | <p>Continuous provision, allowing children to learn as they play, develops their oracy and attainment. Our EYFS areas will be redeveloped to reflect this requiring significant investment in resources.</p> <p>Oral language interventions (EEF)</p> <p>Evidence across a range of sources indicated that language rich environments promote good outcomes.</p> <p>DfE Role of language in educational outcomes</p> <p>The EEF makes clear that targeted oracy interventions can have high impact upon the most vulnerable. U to 6 months progress can be made with purposeful speaking and listening activities.</p> <p>Oracy findings, EEF.</p> | 2 |
| <p><u>Intended outcome 6</u></p> <p>Improving school attendance following the DfE advice link. Member of staff focussed on attendance (analysis</p> | <p>Research shows a clear link between school attendance and attainment. This was further demonstrated by the impact of Covid upon pupils' attainment during lockdown.</p> <p>Rapid and targeted interventions are required to reduce the number of pupils</p> | 6 |

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| <p>of data, identifying at risk pupils and first day phone calls). (Cost £600) Early help set up as required.</p> <p>Letters home to parents for identified children.</p> <p>FSW and attendance lead to monitor.</p> <p>Headteacher aware of attendance trends and issues. Weekly reports analysed and acted upon. Free breakfast club to support punctuality. (Cost – see below)</p> | <p>who are absent unnecessarily so that they are attending school regularly. Our most vulnerable children in school have a slightly lower attendance rate than those of the non-PP children.</p> <p><u>EEF rapid attendance intervention evidence.</u></p> | |
| <p><u>Intended outcome 7</u></p> <p>Contingency fund for:</p> <p>Uniform, residential.</p> <p>Enrichment.</p> <p>BAFTA</p> <p>(Cost £3000)</p> <p>Continue provision for a uniform swap shop for the most vulnerable families to ensure they children can be clothed on a budget.</p> | <p>Many of our most vulnerable children have limited life experiences due to their socio-economic position. Visits to museums, galleries or other culturally important places are not always part of their family lives. Furthermore, many of the most vulnerable are unable to afford the additional costs of school trips which would allow them to experience what their peers often do. The EEF shows clear evidence that there is an impact upon life skills and therefore upon academic aspiration and attainment.</p> <p>Furthermore, many of our most vulnerable families socio-economic position is worsening. In many households the recession is likely to raise unemployment, reducing further any spare money for non-essentials.</p> <p><u>EEF enrichment evidence.</u></p> | <p>7</p> |

Total budgeted cost: £ £84390

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 2021 to 2022 academic year.

In Summer '23 the Year 2 and 6 data was externally assessed via SATs. The writing outcomes were then moderated for Year 6 as well. The outcomes for other year groups is based upon internal assessment based on moderated TA for writing and tests for maths and reading. The expectation in our school is that children should make at least 6 points on the ScholarPack system. We had 29 year 6, and 59 from Year 2.

| | Boundary all pupils % expected and above | Boundary % disadvantaged expected and above |
|---------------------|--|--|
| KS2 SPAG | 74 | 57 |
| KS2 Reading | 71 | 57 |
| KS2 Maths | 70 | 57 |
| KS2 Writing | 78 | 85 |
| KS2 RWM combined | 56 | 29 |
| KS1 Reading | 73 | 42 |
| KS1 Writing | 68 | 50 |
| KS1 Maths | 81 | 67 |
| KS1 RWM | 66 | 0 |

| Reading | Points | % of children making expected or better progress. |
|----------------|--------|---|
| Y1 (6/3 SEND) | 6.6 | 67 |
| Non PP | 6.1 | 75 |
| Y3 (10/0 SEND) | 7 | 80 |
| Non PP | 6.1 | 71 |
| Y4 (7/0 SEND) | 7 | 85 |
| Non PP | 6.4 | 93 |
| Y5 (15/5 SEND) | 7.3 | 100 |
| Non PP | 6.9 | 100 |
| | | |

| Writing | Points | % of children making expected or better progress. |
|----------------|--------|---|
| Y1 (6/3 SEND) | 5.3 | 66 |
| Non PP | 6.0 | 74 |
| Y3 (10/0 SEND) | 7.1 | 90 |
| Non PP | 6.7 | 95 |
| Y4 (7/0 SEND) | 5.8 | 71 |
| Non PP | 6.5 | 78 |

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|----------------|-----|----|
| Y5 (15/5 SEND) | 7.7 | 93 |
| Non PP | 6.8 | 94 |
| | | |

| Maths | Points | % of children making expected or better progress. |
|----------------|--------|---|
| Y1 (6/3 SEND) | 6.4 | 66 |
| Non PP | 6.6 | 92 |
| Y3 (10/0 SEND) | 5.2 | 40 |
| Non PP | 5.9 | 76 |
| Y4 (7/0 SEND) | 6.0 | 100 |
| Non PP | 7.6 | 98 |
| Y5 (15/5 SEND) | 6.4 | 74 |
| Non PP | 7 | 94 |
| | | |

Internal progress data shows that Pupil Premium outcomes were broadly in line with their non-disadvantaged peers. However, this hasn't translated to the end of Key Stage outcomes where there was a difference between their attainment and those of their non disadvantaged peers. Considering the prior attainment of these pupils those, the progress that they achieved over the year closed the gap.

Referring to the internal data above, our Pupil Premium children performed broadly in line with their peers. However, there are some year groups in school, especially in those entering Year 4, where the gap has been not been narrowed as much as

anticipated. These identified year groups will be targeted for catch up support and will continue to be monitored and supported as a challenge to be addressed this year.

Our first focus, that at least 72% of our disadvantaged pupils achieved the expected or better standard in writing was exceeded- 85% doing so. Whilst our ambition for the rest of the school was for them to be at least in line with their peers, some year groups have had greater success than others. A large focus of support was given to Years 3 and 5 as they had a high proportion of pupil premium children and this has yielded very positive results for those year groups. Support was given with additional teaching assistant hours and with an extra teacher employed to focus upon the writing. In other year groups it has been broadly in line with their peers.

Whilst Early Learning Goals were improved in school, of the four children who are pupil premium two are EAL with no English and another has complex special needs. The remaining pupil achieved the early learning goal. However the impact of school-wide high level vocabulary can be seen from the oracy interventions that have taken place despite the barriers to learning mentioned above.

Whilst Early Learning Goals were improved in school, of the four children who are pupil premium two are EAL with no English and another has complex special needs. The remaining pupil achieved the early learning goal. Our school has recently been awarded ELKLAN accreditation due to the efforts of a highly-skilled TA. This support has assisted with the improved achievement of the Early Learning Goals and will benefit the school year-on-year going forward.

A focus across the school was to improve reading outcomes for all pupils, especially those from poorer backgrounds. The progress measures for this shows that Pupil Premium children have outperformed their non-disadvantaged peers. The school invested a lot of time into developing staff's awareness of progression, assessment and QFT in reading. The school's reading system was overhauled as part of this process resulting in a school-wide system that is both progressive and structured. This system teaches using novels and books rather than excerpts and for the pupil premium children, has exposed them to books that they would not have been able to access independently.

Phonics outcomes were poorer than expected and have been analysed by the school. Of the five pupil premium children 40% passed the screening. Of the three that didn't all were SEND and one has a significant speech difficulty. Having reviewed the outcomes, the impact of our purchased scheme "Supersonic phonics" was judged to be below expectations. As a result, we have reviewed this, and invested in "Sounds Write" which will be applied across the school. All staff have been trained to deliver the new scheme are now equipped to support phonics across the Key Stages. "Sounds Write" also provides a spelling system that progresses logically from the phonics scheme that will be applied to the KS2 spelling curriculum.

Year 5 had 18 pupil premium children and a significant focus was placed upon this year group. Their outcomes, as a result of this focus have been extremely positive across the curriculum.

To further support our Maths learning we have embedded the use of TT Rockstars full scheme from Year 2 upwards and Doodlemaths in UKS2. This has had a very positive impact upon outcomes across the year groups. In particular, we saw success in the outcomes of the MTC where 70% of our pupil premium children achieved what is considered the national standard and in Year 5 where the progress was in excess of their non-disadvantaged peers.

The deployment of a mental health first aider continues to have a very positive impact. It has allowed us to provide support on a needs driven basis. Daily, children “check in” on a board in their classroom and the pupil premium children’s responses in the “positive” emotions has improved by 17% since the beginning of the academic year. This more positive outlook on school has been reflected in attendance. The attendance gap between the PP and non-PP children has reduced and the pupil premium children achieved an attendance of 91.08% for the year and the data is now broadly in line with national statistics. Whilst attendance remains lower than for non-disadvantaged peers, the gap has narrowed and it

remains on our agenda going forward.

The contingency fund we put in place has allowed all children with limited funds to access the visits arranged by school. This included taking part in events within school where costs needed to be subsidised by parents. Our year 6 residential trip was attended by all of the pupil premium children as a result of this additional funding, giving them the opportunity to take part in adventurous activities and team building skills that they can take with them into secondary school. Parents have also been able to request support with uniform and at the end of the year this provision was enhanced with a uniform swap shop, making clothing available for free for these families.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|-----------|----------|
| | |
| | |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.