Eden Park Primary and Nursery School
Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Eden Park Primary and Nursery School
Number of pupils in school	422 (350 exc. nursery)
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement for each academic year)**	2022/2023, 2023/2024, 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023 (First) December 2024 (Second)
Statement authorised by	Stuart Bellworthy (CEO)
Pupil premium lead	Benjamin Wallis (Headteacher)
Governor / Trustee lead	Tim Stephens

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£160,600 (2022-2023) £184,785 (2023-2024)
Recovery premium funding allocation this academic year	£12,000 (2022-2023) £18,705 (2023-2024)
Pupil premium funding carried forward from previous years	£0 (2022-2023) £0 (2023-2024)
Total budget for this academic year	£172,600 (2022-2023) £203,490 (2023-2024)

Part A: Pupil premium strategy plan

Statement of intent

Principles of how the grant is spent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

- We ensure that teaching and learning opportunities meet the needs of all pupils, including disadvantaged children. Spending is broken down into three categories: whole school provision (such as quality first teaching), specific targeted provision (such as group intervention) and wider strategies (such as tackling non-attendance).
- High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. All children benefit from this approach, not just the disadvantaged.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are suitably assessed and addressed. This may include pupils who have social workers or are young carers.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- Pupil premium funding will be allocated following analysis which will identify priority classes, year groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions or provision at any one time.
- A record will be kept of each individual's receipt.
- Pupil premium resources may be used to target all children in receipt of the funding, regardless of ability.
- The spending allocation informed by research evidence, including that published by Ofsted and the Education Endowment Fund.
- We will publish information on the school's use of the pupil premium on the school website in line with the requirements set out in our funding agreement and the DfE's guidance on what academies should publish online, using the templates on GOV.UK.

Provision

All our work through the pupil premium funding will be aimed at accelerating progress moving children to at least age-related expectations (ARE). This is the case for all year groups.
The range of provision the Governors and Senior Leadership Team consider making may include:

- Professional development for all staff to improve the quality of teaching and behavioural management.
- Provision of Pastoral Lead to address specific needs for pupils.
- A range of enrichment activities provided to extend the curriculum beyond the classroom.
- Providing small group work with an experienced teacher focussed on overcoming gaps in learning.
- 1-1/ small group support, in literacy or maths, including work with both teachers and TAs.
- Pastoral support for families/ children that aids emotional stability, including direct intervention
- Pastoral support for families/children to ensure good attendance.
- Provision of resources to support learning both in and out of the classroom such as iPads, online learning platforms, Accelerated Reader, phonically decodable books, and improved home learning.

To ensure that we are effective, we will:

- Ensure disadvantaged pupils are challenged in the work that they're set.
- 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	Slow progress made by disadvantaged pupils. Progress indicators are lower for disadvantaged pupils and so the gaps in performance are too large. Currently 78% of children in receipt of funding receive additional intervention for reading, writing or maths. (December 2022)
2	Some disadvantaged pupils and their families have a lack of aspiration reducing their commitment to learning. This also effects on their enjoyment of schoolwork.
3	Pupils have social and emotional difficulties including health issues and deprivation. They arrive in school undernourished and tired. They have poorer behaviour as a result. Currently, 51% of children in receipt of pupil premium receive additional school based emotional support and/or their families receive support regularly from school. (December 2022). This is an increase of over 20% in this academic year.
4	Pupils have limited experience beyond their home life and immediate community. Fewer experiences can lead to the children less able to contribute to class work and show a poor understanding of the world that surrounds them.
5	Pupils have lower than expected attendance. Lower attendance leads to fewer opportunities to engage meaningfully to learning. There may also be an associated safeguarding risk with poor attendance. Our assessments indicate that absenteeism is negatively impacting disadvantaged pupils' progress. 7.4% of disadvantaged pupils have been absent from school Summer 2021 compared to 5.4% for the rate of overall absence in the same period. Persistent absence in summer 2021 was also high compared with all schools. (IDSR 2022).
6	Poor text and vocabulary understanding effects pupils' ability to read fluently. Currently 53% of the pupil premium children received additional reading/phonics and/or speech and languages support to help them towards ARE goals. (December 2022).

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
Slow progress made by disadvantaged pupils:	• The quality of teaching is judged to be at least good through triangulated evidence by subject leads, SLT and School Improvement Lead.

3

• Every pupil will receive high quality teaching every day. • Interventions are specific and targeted, being directed by strong error analysis. Interventions led by teachers, HLTAs and directed by senior staff. • Quality of teaching is developed through CPD based on evidence of the impact of this from EEF (Education Endowment Foundation). • Development of the mastery approach to maths to ensure high quality teaching throughout. This is supported by purchase of Power Maths (supported by DFE funding). • CPD for teachers and Tas to deelop the use of reading interventions, including Accelerated Reader, RWI, Hertfordshire Fluency Project and additional purchase of phonically decodable books. This will lead to increased reading fluency. • Training and support for staff to ensure provision for SEN pupils is always at least good.	• Progress is made by children in intervention groups due to targeted nature and the direct use of assessment to inform next steps. Intervention groups robustly tracked to ensure positive impacts (Senior Teacher.) • Strong CPD has been delivered so that teachers can articulate strong pedagogical knowledge and currlculum understanding. • Maths teaching and the mastery approach is well delivered, increasing the children's ability to articulate mathematical reasoning, as monitored by SLT and outside professionals. • The quality of reading teaching reflects an improved standard with children having a positive attitude to reading. • A programme of improved CPD for TAs/ HLTAs has led to good provision for all pupils, including SEN. • The number of disadvantaged pupils achieving ARE increases and gaps diminish over time.
Pupils and their families have a lack of aspiration reducing their commitment to learning. This also effects on their enjoyment of schoolwork. • Pupils are motivated by skilled teachers to learn through improved IT provision, including iPads and online learning • Children have a greater set of opportunities to work collaboratively and independently of adults and are also able to pursue personal areas of interest. • Children have had a greater opportunity to lead in the school and take social responsibility including in the community and to improve their own independence including through pupil leadership. • Training has led to increased use of two online learning platforms (Tapestry and Teams) to bridge the links between home and school. • Continued investment in arts performance including music and dance with extended curriculum opportunities.	• The school has improved its IT provision both in terms of hardware, and its use in the classroom to improve learning, through training. All children have continual IT opportunities to support learning. • A model curriculum progression exists for teamwork, and this is actively used by staff to support delivery. • A citizenship council exists with children taking an active role in leadership. Children have an increased role in the community. • Children actively see that they can make a difference to local society and to their own wellbeing and emotional health. • Performing arts curriculum supports children's independence and confidence and is robust.
Pupils have social and emotional difficulties including health issues and deprivation. • A core value of wellbeing supports children in improving self-esteem and value of self-worth • Pupils are supported through a range of enterprises aimed at improving their life chances, including the provision of breakfast, (subsidised) extended learning opportunities, support for the family through continuation of supplying food for the most vulnerable families. • Improved transition for pupils to allow children's emotional health to be catered for.	• A curriculum model and progression for supporting the school values is in place. • An increased range of activities in place including breakfast club, support for families who request in the form of workshops and home visits, extended in school opportunities for a broader curriculum choice and both food and uniform banks are in place. • Emotional health considered as part of class and school transition for all pupils and is included on class records.

• A reviewed curriculum for PSHE (Personal Social and Health Education) and RSE supports pupils in understanding their emotions and supplies a common language. • By supporting behaviour of pupils, will we ensure that misbehaviour has less of a detrimental effect on their academic progress.	• The PSHE curriculum reflects learning about good mental health. • Poor behaviour is supported in all pupils through the "trauma informed schools" programme. This results in fewer reported behaviour incidents and informed handling when they do occur.
Pupils have limited experience beyond their own home life and immediate community. • The curriculum model increases the experiences children have through trips, visitors and outside learning. • The curriculum model increases the exposure to the arts and performance for all pupils. • The curriculum inspires children to pursue learning opportunities outside of school. • An enquiry-based model of learning inspires children to see that they can learn to learn. • Cultural and spiritual exposure in the school increases. • A Citizenship committee structures pupil involvement in specific roles in the school and local community	• A fully remodelled curriculum actively needs trips/ visitors to support it to develop children's cultural experiences. These are shown on long term maps. • A committee is in place to develop outdoor opportunities for learning, supporting teachers to make active choices. • A school wide reward system encourages children to take active roles in their communities and within school itself with children able to gain active roles in leadership. • CPD on the significance of meta cognition has occurred and children are able to talk about supporting their own learning.
Pupils have lower than expected attendance. • Attendance is improved for the disadvantaged pupils through careful tracking of non-attendance and support of families to ensure attendance can improve. Deployment of attendance team to ensure all non-attendance is tracked and challenged robustly. • A strong culture of safeguarding is maintained. • A system of internal rather than external exclusion is used to target behaviour when this is considered appropriate.	• Year on year data reflects improved attendance. Where this is not the case, the school is able to demonstrate rigorous procedures in place to improve this. • There is not a significant gap between the attendance of pupils and disadvantaged pupils. • The school continues to support strong safeguarding practices, fully compliant with requirements.
Poor text and vocabulary understanding effects pupils' ability to read fluently. • The whole school environment is utilised a resource to improve children's use and exposure to language. • Reading development in the school will lead to pupils having an increased exposure to high quality books to inspire both reading and writing. The improved teaching of reading and writing will be supported using professionals to develop, monitor and action plan future plans. • Oracy becomes central to all Learning enquiries, including to use of language rich tasks. Exposure to vocabulary will be specifically planned. • Reading assessment is used to target pupils who need to increase both fluency and speed.	• The school building has a range of break out spaces and reading areas that allow reading to be seen as an enjoyable activity. • School is a reading rich environment. • A rigorous procedure for the teaching and assessment of reading is in place. • A wide range of support and intervention is available across the setting for children in need of this. • The curriculum model supports appropriate language for children to learn and understand. • Reading assessments reflect progress in all children, and are used to identify significant future development points. • Online workshops/ face to face workshops for parents have been run to support parents best support their child in their reading/ learning.

	• Parents of younger children are supported in understanding how they can help through workshops and online learning models.	

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** (2023-2024) to address the challenges listed above.These activities are reviewed annually to assess their impact and to adjust.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£50,000**

Challenges addressed	Brief Summary of Action	Reasons for this Approach
6	• Teacher training of the teaching of reading to including inference, summarising, and questioning. This will involve the use of external professionals to lead training (e.g. Babcock - Jenny Core/ Hertfordshire fluency project.) • Staff to be supported in using analytical error analysis through CPD and in assessment materials purchased, such as the NFER. • New resources and training for staff to continue for all RWI work. 100% of children, regardless of starting point, able to meet the phonics screen pass rate at the end of year 1 • Learning Enquiries/ use of high quality texts with teaching deliberately plan the extension of pupil vocabulary through Tier 2 and 3 vocabulary for subject specific language and exposing children to a rich and varied vocabulary (including class readers). Reviewed and analysed with support from Literacy experts at Babcock – Jenny Core. • Further investment in producing break out spaces that are attractive to encourage children to read and enjoy reading including outdoor learning space, enabling the school to become a reading rich environment. Each classroom to have a designated reading space to aid in this. • Supported by experienced support staff as intervention is necessary and requires some small group work as well as a daily phonics programme. Revised training for all relevent staff for RWI. • Parent workshops and online support to invest in parent support for the phonics programme. • School development of support for and teaching of oracy, led by subject leaders and senior staff.	• EEF evidence for reading comprehension strategies found high impact improvement for low cost. This will be supported by spending on appropriate texts for children to read. • EEF finds phonics approaches are consistently effective in supporting readers to master the basics of reading and have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. • External monitoring of reading (2021) reflects the profitability of these approaches. • Oral language interventions that emphasise spoken language in the classroom are reliant on reading, extending vocabulary, structured questions and purposeful currlculum based language as recognised in EFF "oral language intervention." • EEF - Improving CLL in Early Years Support parents to understand how to help their children learn.

1	• Continued investment in professional development for the improvement in the teaching of writing, both in house and also by external professionals. • Scheduled monitoring and reviews throughout the year for core sujects, directly impacting the Staff Development Meetings and progressive next steps for the teaching of the core subjects. • The use of the recognised and structured programme for the teaching of writing (Texts the Teach) supporting reading comprehension as well as the development of writing and grammar. • Accurate assessment will lead to progress once linked to feedback where the feedback is accurate and clear. It will support better targeted intervention. • Marking approaches to be reviewed to ensure that children can reflect on learning, identify errors and address misconceptions. Marking to enable effectiveness in this area. • Training will improve teachers understanding of pedagogical knowledge.	• EEF evidence for reading comprehension strategies found high impact improvement for low cost • EEF strongly supports improvement to the quality of feedback (both written and oral)
1	• Development of the mastery approach to maths to ensure high quality teaching throughout. • Provision of effective CPD, including the use of peer mentoring teaching will be used to implement this approach consistently. • Continued investment in CPD to support "Power Maths" a mastery programme part funded by DFE that also requires further investment to extend resources.	• Mastery, is recognised by EEF as a promising strategy for narrowing the gap and this is supported by the national centre for excellence in the Teaching of mathematics. • Power Maths is a recognised resource in supporting the delivery of this approach. Its purchase was supported by the DFE.
4	• Through curriculum development the school will invest heavily in structuring arts and cultural participation through improved resources, environments, the use of resident experts and the use of trips to support learning. The curriculum model will be localised to help support this. • A structured assembly programme will introduce the children to career opportunities linked to curriculum areas and promoted by subject leads. • All children will have the ability to perform in every year in performing arts. • A detailed school programme will be developed that recognises out of school achievements and reward in school achievement and participation. • Newsletters will contain sections promoting achievements beyond the school. These will be highlighted to the community and praised, demonstrating the applications of in school values and how these impact lives in a bigger sense. • A citizenship council will be developed that allows children the chance to make a difference to school and local community.	• The children contributing to society is aimed at developing further the British values of tolerance and democracy and individual liberty. • The EEF find that a 2-month progress can be achieved with benefits for younger children and the disadvantaged through developing arts education. Our arts programme is additionally linked to literacy when it is sensible to do so.

3	• Arrangements for local faith and cultural visitors to attend the school, broadening the horizons and awareness of pupils to those beyond their immediate area.	
1	• A collaborative (or cooperative) learning approach 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. • This approach is developed through the school Core Values Framework, specifically on Teamwork. The children need support in working together through this framework, which will be delivered through curriculum time and assemblies. • Improve the use of feedback to support children understand their next steps in learning. This will be developed through CPD with the senior leaders and relevant subject leaders within the school. Support in all areas can also be accessed via Connect Academy Trust partnership working.	• The impact of collaborative approaches on learning is consistently positive structured approaches with well-designed tasks lead to the greatest learning gains. Approaches which promote talk and interaction between learners tend to result in the best gains (EEF). • The common acceptance of the needs for the development of communication as part of the 4 Cs. • The effective use of feedback: EEF toolkit strand.
2	• A significant investment in training and resources to support the use of IT in school. • This includes the promotion of the use of online platforms to motivate children to work at home independently. • Some provision of IT at home for the most disadvantaged families. • Continued investment in the training of teachers for the use of IT in the classroom to develop both the use of IT as a tool and as an aid for collaborative work. • Longer term investment in technology to aid in the delivery of the exciting curriculum which will broaden horizons and raise aspirations. • Focus in assemblies on aspirations and longer term goals.	• Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. • This is used most effectively when combined with a collaborative approach as Identified by EEF teaching and Learning toolkit
4	• Pupils given the opportunity to have roles and experiences beyond their normal experiences. • This will be through curriculum entitlement but also through additional opportunities including roles through pupil leadership (for instance food ambassadors) as well as the school council, leading to increased oracy work such as debate. • Pupil leadership opportunities, support in younger years, play leaders, eco-leaders etc aid pupils in gaining leadership responsibilities which contribute to enahced experiences. These can then be seen and applied to ideas beyond their current experiences.	• Oral language interventions that emphasise spoken language in the classroom as recognised in EFF "oral language intervention" as showing consistently positive impact.
3	• Changes will be made to curriculum provision to support this, through a remodelled	• Interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of

	PSHE and RSE curriculum, implemented in line with curriculum development. • Personal development of pupils has a sharp focus from SLT. • SRE programme to be developed. • Use of core values, specifically wellbeing to support emotional health and learning. • This will be accompanied by revisiting the school core values and developing the value of Wellbeing to support the children's understanding of their own emotions. • The school will train and develop approaches for all staff that support the behaviour of children who have experiences trauma. • Rewards systems in school focus on a variety of areas including social and emotional difficulties, enabling pupils to see progress through these areas. • Restorative conversations and targeted PSHE learning aid pupils in understanding their emotions, and build streategies to support in the longer term. • Pastoral team deployment to aid in unpicking incidents with pupils to promote growth and development. • Use of key support staff to aid families in directions to additional supports and services. • Creature comforts initiative in school to help pupils with emotional regulation, gain value and a sense of self and purpose.	four months' additional progress on attainment. (EEF) / Rand corporation. • There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers.)

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

Budgeted cost: **£85,300**

Challenges addressed	Brief Summary of Action	Reasons for this Approach
1	• Strategic placement of staff. For this academic year, this sees the Maths and English leads as teachers in Year 6 enabling the best chance to close gaps in a low attaining cohort. • Sessions supporting delivery of Reading, writing and maths teaching and will be supported by support staff where appropriate. • Review of teaching to be undertaken by subject leads and visiting professionals. Adaptations to be made in light of this. • Additional time for specific children such as an earlier school start and also the use of assembly time to pre-teach or delover interventions. PE slots are being delivered by TUFC and supported by support staff where needed. Staff use this time to target groups and individuals for interventions. • Employment of skilled and experienced teachers wherever possible in all year groups.	• This cohort is a ower achieving cohort, thus by having core subject specialists in as class teachers, fundamental basics can be regularly captured and sequentially built on at a deeper level. • SENDCO will have access to and a network of appropriate support avenues to aid pupils in their progress. • Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind • [One to one tuition	EEF (educationendowmentfoundation.org.uk)](#)

Challenges addressed	Brief Summary of Action	Reasons for this Approach
1 6	• Deployment of support staff to aid in the delivery of the core subjects. • Deployment of skilled support staff for specific interventions including speech and language. • Use of support staff to support out of class interventions in the afternoons or during assemblies, thus meaning they are able to pick up immediately on misunderstandings. • Use of Pastoral team to help deal with factors beyond the classroom that do not enable productive learning.	• Allocating strong staff to teach intervention as identified in The Pupil Premium: How schools are spending the funding successfully. • EEF reflect that the most effective use of TAs is when TAs are used to support small groups / individuals • National evidence reflects children from deprived backgrounds have a more limited vocabulary. • Communication and language intervention are recognised in EEF Early Years toolkit. • It is well known that pupils cannot learn until certain base needs are met.
1	• Use of speech work and TA to support, impacting on deployment and future employment. • The SENDCO to monitor, track and research direct interventions, using data and observation to ensure the correct children are targeted within school and to direct TA/ HLTA as to the correct intervention.	• Ofsted recommended an improvement in writing /reading for EYFS pupils during pilot Inspections. • Early literacy work including storytelling, early phonics and different writing genre is recognised in EEF Early Years toolkit

Note: the top partial row continues:
| | • Use of SENDCo to better support teachers in providing specific support for children with additional needs.
• Use of Trust resources to help understand development areas and access support from identified professionals within the Trust. | |

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

Budgeted cost: **£68,190**

Challenges addressed	Brief Summary of Action	Reasons for this Approach
4 3	• School data regularly reflects that most disadvantaged children require pastoral intervention through both social and emotional need. • These families will be supported using family support and charitable enterprises such as Fair Share. An allocated member of staff supports this initiative. • An allocated member of staff also supports the safeguarding of this group of children. • In addition, works to support behaviour and helps specifically identified children with improves self-regulation. • School led approach (Trauma Informed Schools) developed by whole school training, but supported by individual staff member with qualification. • Behaviour policy supports therapeutic rapport with pupils following incidents. This is embedded into the pastoral and wider teams as follow up.	• Children with specific needs are identified and able to be supported in the classroom with a dedicated programme of intervention • In addition, vulnerable children are better equipped for learning having received a strong nurture programme. • EEF recognises social and emotional learning have identifiable and valuable impact on attitudes to learning and social relationships • Impact of dysregulation in learners not only prevents learning for themselves but for others. By having a system to support these pupils and have restorative learning conversations pupil learning across the board can move forward.

	• Pastoral team and SLT handle incidents beyond an agreed level to ensure learning can still take place with as little disruption as possible to the rest of the class.	
5	• The school continues to be assiduous and determined to reduce absence, staying in line with national averages. Poor attendance will be supported and challenged by all staff by overseen and leb by the Headteacher. Poor attendance impacts directly on pupil opportunities. This role also includes family support. • Poor attending pupils who are disadvantaged will also be able to access food though breakfast club provision if required. • Attendance is improved for the disadvantaged pupils through careful tracking of non-attendance. Attendance data tracked by Ofsted. • Rigorous and frequent monitoring with clear communications to parents and follow up meetings when required to find solutions to barriers inhibiting attendance.	• Embedding principles of good practice set out in the DfE's Improving School Attendance advice. • The provision of additional food is recognised in The Pupil Premium: How schools are spending the funding successfully to maximise achievement.
3	• Behavioural interventions will be used to target specific pupils and groups of pupils. The school will continue to invest in pastoral work regularly with those pupils most at risk of misbehaviour, including forging relationships and explaining boundaries. • In addition, whole school strategies, such as enrichment and the use of wellbeing value will impact on behavioural management in the school. • Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. This will include staff training on TIS.	• EEF have shown that these approaches can lead to improved academic performance, and one to one intervention, though expensive, can have the greatest impact. • Both targeted interventions and universal approaches can have positive overall effects: • Behaviour interventions	EEF (educationendowmentfoundation.org.uk)

3	• Pupils are supported through a range of enterprises aimed at improving their life chances, including:
	    o the provision of breakfast,
	    o support for the family at home
	    o supporting links with other professionals
	• The continuation of supplying food and services for the most vulnerable families.
		• The school is able to provide for family's needs we are ensuring the child's health and well-being and helping children understand that they can be safe and nurtured.

	• Running parent workshops (maths and RWI) • Online support (e.g. cyber bullying) • Pastoral intervention for pupils to aid in understanding emotional regulation and budiling meaningful relationships.	• EEF - Improving CLL in Early Years Support parents to understand how to help their children learn
	• Sports participation interventions engage pupils in sports as a means to increasing educational engagement and attainment. • Sometimes sporting activity is used as a means to encourage young people to engage in additional learning activities.	• The EEF see that sports participation linked to additional instruction has some impact and also recognises the impact on wider social and health benefits.

Total budgeted cost: £203,490

Part B: Review of the previous academic year (2022-2023)

Outcomes for disadvantaged pupils

Early Years & KS1	PP	All	Gap	KS2	PP	All	Gap
GLD	14/18 = 77%	39/52 = 75%	PP children performed better/ in line with peers.	Y6 Reading	14/22 = 64%	47/60 = 78%	14%
Phonics End of Y1	12/15 = 80%	39/46 = 85%	5%	Y6 Writing	11/22 = 50%	45/60 = 75%	25%
Phonics End of Y2	17/20 = 85%	52/57 = 91%	6%	Y6 Maths	14/22 = 64%	46/60 = 77%	13%
Y2 Reading	9/20 = 45%	37/57 = 65%	20%				
Y2 Writing	8/20 = 40%	32/57 = 56%	16%				
Y2 Maths	11/20 = 55%	36/57 = 63%	18%				

Leaders employed staff, in-line with budgetary allocations, to ensure pupils progress could remain at it's optimum. In some year groups this would have seen additional support staff to ensure delivery of vital additional support meaning barriers to learning could be addressed enabling pupils to be prepared for learning and have the greatest chance at success. In Year 6, the staffing allocation enabled the deployment of a part-time experienced teacher to lower the group sizes and deliver more targeted teaching bespoke to the needs of each group accordingly. This would have directly impacted disadvantaged pupils.

Leaders and teachers established small group interventions for disadvantaged pupils falling behind age-related expectations. Assessments showed that children were improving in their confidence and outcomes in lesson. In some areas there was clear evidence to show the gap between Pupil Premium children and Non-Pupil Premium children was decreasing. In relation to the data in the table above, the percentile range/ differential caused by differing group sizes indicates that lower down the school, Pupil Premium children and Non-Pupil Premium children performed equally.

Leaders ensured that support staff and teachers had the necessary training required to deliver targeted interventions to all pupils required including those who were Pupil Premium.

Through rigorous monitoring and pupil progress meetings, leaders ensured the highest expectations of staff and pupils to ensure the best possible outcomes in the core subjects, understanding these to be the fundamentals fo learning. Trust monitoring and development work supported this and the Ofsted report commented on teaching and learning to be good. As such this provision directly impacted disadvantaged pupils, but is further cemented by interventions and wider support provisions.

Recognition by staff and leaders of the impact of lockdowns highlighted a greater need for pupils to 'catch-up'. Read Write Inc, was and is consistently used by the school and is taught with clarity and precision to enable good phonic outcomes. Supplementary interventions were then delivered to enable pupils to best possible start in reading and by extension wider learning. Recommendations from monitoring and Ofsted in the area of phonics, for example correcting schwaring, are since being addressed. These implementations and changes are focussed on all pupils, but enhanced awareness of Pupil Premium children has also become more prevalent.

Many disadvantaged pupils in the school community are impacted by wider needs and experiences that must be addressed first in order to enable them to be ready to learn. In light of this, leaders have ensured that an effective pastoral team is in place to support these pupils and there are dedicated staff to help families, thus forming a wholistic approach and a team around the child to achieve the best outcomes in all areas. Pastoral workers understand and are well trained in the Trauma Informed School approach which has been adopted by the whole school. Disadvantaged pupils receive interventions aimed to combat external barriers or barriers of an emotional

nature, in order to help achieve regulation and a mindset that is ready to learn. This can be seen in the decreasing gap in attainment in some areas, but most notably in the readiness to learn from disadvantaged pupils in the classroom.

The SENDCO was aware of additional needs and sought advice from external professionals, forming close working relationships with agencies enabling support for disadvantaged pupils with SEND.

In light of data analysis highlighting the increasing gap in writing between those who are disadvantaged and those who are not, this remains a key focus of the school in the coming year. In light of this external support and enhanced monitoring will occur.

Externally provided programmes

Programme	Provider
RWI (Additional Training, Online Support)	Ruth Miskin training
Power Maths	Pearson
TTRS	Times Table Rock Stars
Spelling Shed	Spellingshed.com
Additional Literacy Support (Texts That Teach) CPD	Babcock
Accelerated Reader	Renaissance (Accelerated Reader)