

Pupil premium strategy statement

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

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

School overview

Detail	Data
School name	Shirley Junior School
Number of pupils in school	360
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 to 2025/26 This is year 1 of a 3-year strategy
Date this statement was published	15/12/23
Date on which it will be reviewed	31/10/24
Statement authorised by	A Hixon, Headteacher
Pupil premium lead	J Tearle, Deputy Headteacher
Governor / Trustee lead	Victoria Chapman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (7/12 of 22/23 financial year plus 5/12 of 23/24 financial year)	£114,337
Recovery premium funding allocation this academic year	£10,440
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£124,777

Part A: Pupil premium strategy plan

Statement of intent

Our philosophy

As in the last few years, we continue to witness the significant impact of pupils' disrupted education due to Covid-19 on pupil behaviour, wellbeing and mental health, and this is more noticeable for disadvantaged children. As a result of this, we believe that our priorities for the coming year remain the same: ensuring children are in school, catching up academic gaps in the core subjects, and helping pupils to develop their skills of emotional regulation so that they can deal with their emotional barriers to learning and with conflicts with others. We have taken this into account when setting our targets.

We have high ambitions for our disadvantaged pupils and believe that their experiences prior to starting school should not impact on the progress they are able to make while they are with us. 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 focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our approach begins with a focus on attendance: we cannot help children make progress when they are not in school regularly and consistently. Having improved their attendance, we next need to equip children with the tools they need to manage their emotions and their mental health so that they are calm and able to learn. From here, 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers

We will not make assumptions; instead our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point when 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

We will consider the challenges faced by all vulnerable pupils, such as those who have a social worker and those who are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are officially categorised as disadvantaged or not.

Overcoming barriers to learning is at the heart of our use of the pupil premium grant (PPG). We understand that needs and costs will differ depending on the barriers to learning being addressed. We want our disadvantaged pupils to develop self-belief and high aspirations, therefore providing them with a good cultural capital in terms of knowledge and experiences is a priority for us.

We have chosen to maximise the use of the PPG by utilising a 3-year long-term strategy. This enables us to think strategically, to implement a blend of short, medium and long-term interventions that will have sustained long-term impact, and to align pupil premium use with wider school improvements and with improving readiness to learn.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

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

	Detail of challenge
1	Internal observations show that the mental health and emotional wellbeing of disadvantaged pupils can be significantly lower than that of their peers. As part of this, they may struggle more to regulate intense emotions, which they feel more often, and they may often have a very fixed mindset and limiting beliefs about themselves as learners. This means that their resilience to try work that may seem tricky at first, to cope with failure and accept feedback, may be very low. They may feel anxiety about their abilities, which affects their readiness and ability to learn.
2	<p>Assessments and observations indicate underdeveloped reading fluency and comprehension and a low degree of secure phonic knowledge amongst disadvantaged pupils. This year, 40% of disadvantaged pupils arrived in year 3 below age-related expectations in reading compared to 25% of other pupils and 27% of other pupils nationally.</p> <p>40% of disadvantaged pupils arrived in Y3 without having passed their Y1 phonics test compared to 16% of other pupils (20% of other pupils nationally), and 10% of disadvantaged pupils arrived in Y3 having not passed the Y2 phonics retest, compared to 4% of other pupils.</p>
3	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>This year, 30% of our disadvantaged pupils arrived in Y3 below age-related expectations in maths compared to 22% of other pupils and 25% of all pupils nationally. This gap in attainment means we will need to help these pupils make accelerated progress.</p> <p>Internal maths fluency data shows that disadvantaged pupils have many more gaps in their KS1 number facts knowledge than other pupils, especially in years 4 and 6 (Y4: on average disadvantaged pupils had gaps in 7 strands per child, compared to 2.5 strands per child for other pupils, and in year 6 on average disadvantaged pupils had gaps in 5.3 strands per child, compared to 2.9 strands per child for other pupils). The high proportion of SEN in the Y4 disadvantaged cohort also presents a barrier: 69% of the disadvantaged pupils in Y4 also have SEND.</p>
4	<p>Internal assessment shows that disadvantaged children are not confidently or consistently applying basic skills (such as grammar, punctuation and spelling) in their writing. This means that their writing is not meeting age-related expectations.</p> <p>This year, 40% of our disadvantaged pupils arrived in Y3 below age-related expectations in writing compared to 29% of other pupils, so this gap in attainment means we will need to help these pupils make accelerated progress</p>
5	<p>Our ongoing discussions with pupils and their families show that a significant number of families require additional pastoral support, including social, emotional and in particular mental health support. This need can impact their engagement with school, which has been shown to be linked to children's attainment.</p> <p>Two thirds of the families supported by the family support worker are disadvantaged</p>
6	Attendance data shows a disproportionate number of disadvantaged pupils are classed as persistently absent, which means they do not engage fully with school life. This has a negative impact on their social and emotional development as well as their academic progress. Analysis of the data shows that disadvantaged girls are more persistently absent than boys

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
1. Disadvantaged children believe in their own capacity to learn and are able to use strategies to self-regulate. They are willing to make an effort, cope with initial failure and receive feedback.	<p><u>By end of 3 year plan (2025/26):</u></p> <ul style="list-style-type: none"> Children in all year groups can articulate how effort leads to progress and how failure and feedback contribute to this. Qualitative data shows an increase in children' resilience when faced with challenging learning and outcomes. Data from a mindset survey shows an improvement from the start to the end of each year group. <p><u>By end of 2023/24:</u></p> <ul style="list-style-type: none"> Year 3 children can articulate how effort leads to progress and how failure and feedback contribute to this. Year 2 children have begun a transition project based on a book about growth mindset Year leaders/phase leaders can articulate the progression for teaching about mindset and how we learn
2. Phonic knowledge, reading fluency and comprehension of disadvantaged children is improved and sustained, demonstrated by improved outcomes at the end of KS2	<p><u>By end of 3 year plan (2025/26):</u></p> <ul style="list-style-type: none"> KS2 reading outcomes in 2026 show that non-SEND disadvantaged pupils are broadly in line with national outcomes (increased from 44% for this cohort at KS1) and disadvantaged pupils with SEND have made at least expected progress. Internal phonics data shows children who arrive in Y3 having not passed their phonics test have filled their gaps by the end of Y3 Internal fluency data shows a sustained decrease in the gap between the words per minute read by disadvantaged children and their peers, and a sustained improvement in the average Reading Planet band of disadvantaged pupils <p><u>By end of 2023/24:</u></p> <ul style="list-style-type: none"> Internal phonics data shows 100% of PP in Year 3 have caught up to year 2 level Internal phonics data shows 85% of PP in Year 4 have caught up to year 2 level <p>Internal fluency data shows a decrease in the gap between the words per minute read by disadvantaged children and their peers, and an improvement in the average Reading Planet band of disadvantaged pupils</p>
3. Maths fluency among disadvantaged children is improved and sustained , demonstrated by improved outcomes at the end of KS2	<p><u>By end of 3 year plan (2025/26):</u></p> <ul style="list-style-type: none"> KS2 maths outcomes in 2026 show that non-SEND disadvantaged pupils are broadly in line with national outcomes (increased from 31% for this cohort at KS1) and disadvantaged pupils with SEND have made at least expected progress. Internal maths fluency data shows a sustained narrowed gap between disadvantaged children and their peers. <p><u>By end of 2023/24:</u></p> <ul style="list-style-type: none"> Internal maths fluency data shows a narrowing gap between disadvantaged children and their peers. <p>Teachers can confidently articulate how they will teach fluency the next year and which strands the cohort will need</p>
4. Disadvantaged children apply basic grammar, punctuation and	<p><u>By end of 3 year plan (2025/26):</u></p> <ul style="list-style-type: none"> KS2 writing outcomes in 2026 show that more than 60% of disadvantaged pupils met the expected standard (increased from 38% for this cohort at KS1)

spelling in their writing consistently	<ul style="list-style-type: none"> Internal writing data shows a sustained narrowed gap between disadvantaged children and their peers. <p><u>By end of 2023/24:</u></p> <ul style="list-style-type: none"> Internal writing fluency data shows a narrowing gap between disadvantaged children and their peers. <p>Internal spelling data shows accelerated progress of disadvantaged pupils</p>
5. The pastoral support in place allows disadvantaged families to engage with school, attending events such as parents evenings	<p><u>By end of 3 year plan (2025/26):</u></p> <ul style="list-style-type: none"> Anecdotal data shows an increased proportion of disadvantaged families engaging in the pastoral support offered by school 90% of disadvantaged families attend parents evenings, on average Improved and sustained numbers of Year 4 disadvantaged children signed up to attend the Minstead residential in year 5 <p><u>By end of 2023/24:</u></p> <ul style="list-style-type: none"> 75% of Year 4 disadvantaged children are signed up to attend the Minstead residential in year 5 A tracking system means that regular reports on the number of disadvantaged families who attended parents evening can be generated and analysed A flowchart showing families how the school can support them and how they are expected to engage at every step of this makes it clear to families what support is available Parent feedback shows what is working well in terms of pastoral support and highlights areas to improve
6. Attendance for all pupils, particularly our disadvantaged pupils, is improved and sustained	<p><u>By end of 3 year plan (2025/26):</u></p> <ul style="list-style-type: none"> Sustained high attendance for 2025/26 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to less than 1.5%. the percentage of disadvantaged pupils who are persistently absent (PA) being at least in line with national PA figure for all pupils Overall attendance for disadvantaged pupils to be above national attendance for all pupils <p><u>By end of 2023/24:</u></p> <ul style="list-style-type: none"> The attendance gap has narrowed compared to the previous year Disadvantaged PA% reduced from last year, particularly for PA girls

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: £62,389

Activity	Evidence that supports this approach
Whole school training around a progression of teaching on mindset, linked to the personal skill To Persevere	There has been a lot of research on growth mindset and how it can increase motivation and contribute to successful learning (Carol Dweck, https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5836039/ amongst others) <i>Addresses challenge: 1</i>
Whole school training on effective use of feedback and assessment so that pupils are kept on track	Hattie and Williams have presented a lot of research on effective feedback and the components of this <i>Addresses challenge: 1,2,3,4</i>
Introduce basic number fluency skills lessons across the school using NumberSense We will continue to fund teacher release time to embed key elements of DfE guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	Numbersense ran a successful pilot in 2018/19, with 25 schools. They extended the programme into a fully resourced scheme of work, launched in January 2020. The feedback has been hugely positive with schools reporting real improvements in children's number sense and factual fluency within a couple of weeks of starting the programme. The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 <i>Addresses challenge: 3</i>
Introduce basic GPAS skills lessons across the school with regular spelling tests	Analysis of children's writing from the last couple of years shows that basic grammar skills are not being mastered. A spaced approach with retrieval practice has been found to lead to the most effective learning and lowest cognitive load <i>Addresses challenge: 3</i>
CPD for teachers around regular, sustained writing opportunities, writing targets and writing conferencing so that they are more confident to develop children's writing	A spaced approach has been found to lead to the most effective learning and lowest cognitive load. We want to give children regular opportunities for sustained writing so they build their stamina and have more opportunities to apply their grammar and spelling skills <i>Addresses challenge: 4</i>
Pupil Progress meetings, action plans and book looks solely focussed on disadvantaged pupils	We have learned that the more we focus on these children, the more aware all members of staff are of their progress, and if they are making progress then the rest of the children will be as well. <i>Addresses challenge: 2,3,4</i>
Monitoring activities to ensure that whole-school CPD translates to improved teaching for disadvantaged pupils	The EEF guidance on professional development and on implementation stresses the importance of monitoring in order to ensure new practice is embedded and sustained <i>Addresses challenge: 2,3,4</i>

Targeted academic support (e.g. tutoring, 1:1 support, structured interventions)

Budgeted cost: £31.194

Activity	Evidence that supports this approach
Engaging with the National Tutoring Programme to provide maths tuition for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p><i>Addresses challenge: 3</i></p>
Purchase interventions and train TAs to deliver Number Stacks	<p>Number Stacks is being used by a growing number of schools and parents to support children. They have completed some case studies with schools to show the positive impact it has had:</p> <p>https://www.numberstacks.co.uk/reviews/</p> <p><i>Addresses challenge: 3</i></p>
Purchase Reading Plus to boost children's reading speed and comprehension	<p>Reading Plus is proven to improve learning outcomes based on years of research studies. Reading Plus meets the levels of evidence needed under ESSA.</p> <p>https://www.readingplus.com/efficacies/</p> <p><i>Addresses challenge: 2</i></p>
Run Little Wandle Letters and Sounds Rapid Catch-up intervention in order to catch up the children who began Year 3 having not passed their Phonics test	<p>Little Wandle Letters and Sounds Revised is an SSP programme validated by the Department for Education.</p> <p><i>Addresses challenge: 2</i></p>
Run interventions from a trauma-informed TA to help children develop resilience	<p>Trauma-informed schools UK's interventions are evidence based with the backing of over 1,000 research studies from psychology and neuroscience.</p> <p><i>Addresses challenge: 1</i></p>

Wider strategies (e.g. related to attendance, behaviour, wellbeing) Budgeted cost: £31.194

Activity	Evidence that supports this approach
Provide a workshop for parents on Collaborative Problem Solving so they can support us and use these strategies at home	Parent voice has told us that parents do not have a full understanding of how we respond to behaviour issues and conflicts in school.
Clearly communicate to all parents the school's relational behaviour policy and how incidents are dealt with	There is lots of research correlating better parental trust and engagement with better progress and attainment, e.g. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement <i>Addresses challenge: 5</i>
Research effective strategies for working with parents and put together a plan to implement these	
Family Support Worker continue to work with families who need us the most, in order to offer pastoral support	The FSW is a crucial resource for disadvantaged families, signposting them to various kinds of support including food vouchers, listening to them, and facilitating meetings between them and other professionals.
MHST continue to offer courses on school premises to support parents to deal with their children's anxiety	We have found that the MHST courses for parents give them a range of strategies they can implement. <i>Addresses challenge: 5</i>
Attendance Officer to monitor attendance, hold meetings with families of children whose attendance falls below 90%, and continue to use Graduated Response for Attendance Ensure teachers know their role in improving attendance, particularly for pupils at risk of PA (93% and below)	The DfE guidance (Improving School Attendance) has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. <i>Addresses challenge: 6</i>
Train new ELSA in Hamish & Milo ELSA intervention	Hamish & Milo are working with the University of Bath on a research study to quantify the impact of this intervention. Several case studies show that this bespoke intervention benefits children's emotional wellbeing. It has various focuses, one of which is mindset and attitude. <i>Addresses challenge: 1</i>
Regularly monitor the take-up by disadvantaged children of funded music lessons and an after-school club and consider how to promote this	Participation in extra-curricular music lessons and clubs has been shown to raise curriculum attainment <i>Addresses challenge: 5</i>
Ensure all Y4 disadvantaged children have their places on the Y5 Science-linked residential trip funded, and are motivated to attend the trip.	Anecdotal evidence shows us that attending residential experiences with their peers has a huge impact on EPP pupils in terms of their self confidence and engagement with their peers. <i>Addresses challenge: 5</i>
Contingency fund for acute issues.	Based on our experiences and those of similar schools, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. <i>Addresses challenge: all</i>

Total budgeted cost: £124,777

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 2022 to 2023 academic year.

Intended outcome	Activities
1. Develop children’s ability to identify their feelings and self-regulate.	<ul style="list-style-type: none">• Further train teachers in the use of Collaborative Problem Solving to approach issues• Embed the use of Zones of Regulation in all classes• Additional teacher in Y6• Metacognitive strategies• Relational approach• Parent workshops• PP intervention• ELSA: Hamish & Milo
Success criteria	
<ul style="list-style-type: none">• All children are able to engage with learning because challenging feelings are identified and regulated using Zones of Regulation• Adults respond to unhelpful behaviour in a way that builds attachment so children feel accepted and remain able to focus• Children are empowered to take account of others and proactively solve problems through collaborative conversations, where they contribute to finding a solution, so that conflicts and off-task behaviours reduce• Qualitative data and parent voice show the new behaviour policy supports children’s wellbeing and readiness to learn and increases motivation	
Review	
<p>The continued embedding of a relational approach, along with the introduction of Emotion Coaching and the ongoing use of Zones of Regulation and Positive Classroom charters has meant that children’s ability to identify their feelings and self-regulate has continued to improve. Learning walks show that most children understand that all of their feelings are normal and know what will help them to feel ready to learn again if their emotional have become a barrier to this. Adults are kind and patient, and alongside this have high expectations that children use their chosen strategies to get themselves back into a leaning state.</p> <p>Particular impact was seen from the additional teacher in year 6: splitting this cohort into four smaller classes meant that more emotional support was available and learning walks across the year, as well as behaviour records, showed that children were calmer and more settled as a result, and there was a reduction in serious incidents.</p> <p>When there are ongoing problems, teachers will sit down with children to hold a collaborative conversation, where they unpick the issue and problem-solve together. Teachers are still developing their confidence with this and it will remain a monitoring and development focus.</p> <p>Pupil conferencing by an OfSTED inspector showed that children appreciate the relational approach (<i>‘Pupils report that it is much better now because no one is publicly shamed because of their behaviour’</i>). Learning walks show that the school is much calmer now, and children who used to leave the classroom when dysregulated now stay in the room and use calming spaces and strategies.</p> <p>Parents’ understanding of the changes are not as accurate as we would like; due to the more discrete nature of the relational approach, there is some parent perception that incidents are not dealt with. This was not corroborated by the OfSTED report, which said that ‘any incidents are dealt with quickly’, so a priority will be to improve communication to parents around how we deal with behavioural issues.</p> <p>This outcome has been met, in general</p>	

Intended outcome	Activities
2. Improve and sustain the reading fluency, comprehension and enjoyment of disadvantaged children	<ul style="list-style-type: none">• Purchase Reading Planet for all children to have a levelled reading book• Purchase Reading Plus to boost children’s reading speed and comprehension• Additional Teacher in Y6• Class set of Chromebooks• Run Little Wandle intervention in Y3
Success criteria	
KS2 reading outcomes in 2022/23 show that more than 72% of disadvantaged pupils met the expected standard (increased from 44% at KS1)	
Review	
<p>In 2023, 33% (6 out of 18) of disadvantaged pupils met the expected standard at KS2 for reading, compared to 82% of non-disadvantaged pupils. The attainment of both groups dropped this year compared to the previous cohort, with the percentage of non-disadvantaged pupils meeting the expected standard falling by 15%. Nationally, 73% of pupils achieved the expected standard for reading.</p> <p>Of the 12 disadvantaged pupils who did not meet the expected standard, 6 were SEN and 5 (including one child with SEN) were very close with scaled scores of 97-99.</p> <p>In years 3-5, 40% of disadvantaged pupils met the expected standard and 66% pupils made expected progress in reading (compared to 68% of all children in years 3-5 meeting the expected standard and 80% making expected progress). This data was affected by a high number of SEN children in year 3 who joined the school having not passed their Phonics screening.</p> <p>Data shows that the Y3 children who did the Little Wandle intervention made twice as much progress across the year as their peers so this intervention made a clear, measurable difference.</p> <p>Pupil conferencing has shown that disadvantaged children enjoy reading and this was substantiated by the OfSTED report which stated that <i>‘A love of reading has been successfully promoted throughout the school. Pupils are enthusiastic about the books they are reading and the texts that teachers are reading to them.’</i></p> <p>When we set this target in Autumn 2020, we did not anticipate the ongoing impact that the Covid19 pandemic would have, in particular on the year 6 cohort whose KS2 outcomes would be measured as part of the success criteria. This cohort was very complex with extremely high social and emotional needs as well as containing an unusually high number of children who were struggling with very challenging behaviours</p> <p>There have been areas of improvement in enjoyment of reading and in phonics, and we were very close to hitting the success criteria at the end of 2021/22. However, overall this target has not been met and will continue to be a focus.</p>	

Intended outcome	Activities
3. Improve maths attainment for disadvantaged pupils at the end of KS2.	<ul style="list-style-type: none">• Train teachers in the importance of Assessment for Learning (ongoing, day-to-day assessment during and after lessons) and feedback• Enhancement of our maths teaching and curriculum planning using NCETM Maths Hub resources and CPD (including Teaching for Mastery training).• Embed TA understanding of scaffolding in order to build children's independence, and to maximise the impact of their time in the classroom• Metacognitive strategies• Class set of Chromebooks• Additional teacher in Y6• Engaging with the National Tutoring Programme to provide maths tuition for pupils whose education has been most impacted by the pandemic.• Purchase interventions and train TAs to deliver:<ul style="list-style-type: none">• First Class at Number• Numbersense
Success criteria	
KS2 maths outcomes in 2022/23 show that more than 78% of disadvantaged pupils met the expected standard (increased from 56% at KS1)	
Review	
<p>In 2023, 5 out of 18 (28%) disadvantaged pupils met the expected standard at KS2 for maths, compared to 82% of non-disadvantaged pupils. Of the 13 disadvantaged pupils who did not meet the expected standard, 7 were SEN and one was very close with a scaled score of 97.</p> <p>Nationally, 73% of pupils achieved the expected standard for maths.</p> <p>In years 3 to 5, 27% of the disadvantaged pupils met expected standards and 71% made expected progress (compared to 63% of all pupils in years 3-5 meeting expected standards and 78% making expected progress).</p> <p>In year 4, disadvantaged pupils achieved an average score of 14/25 in their Multiplication Tables Check, where the average score for all pupils was 18. The national average was 20.2 for all pupils, and 18.3 for disadvantaged pupils.</p> <p>We have moved over the last 2 years to using the NCETM maths approach and this has made noticeable differences to children's fluency but has also highlighted some very large gaps across all years in basic number sense. We are currently still assessing using NTS tests but these which contain skills the children have not yet learned at the same point on their NCETM journey, so how we assess the maths needs to be reviewed. Lesson observations show that the majority of disadvantaged pupils are keeping up with the learning, but we are not seeing this reflected in test outcomes yet.</p> <p>AFL, feedback and metacognition were discussed as part of whole-staff professional development around making learning accessible and now some more targeted support needs to be put in place for the members of staff who are struggling to embed these</p> <p>When we set this target in Autumn 2020, we did not anticipate the ongoing impact that the Covid19 pandemic would have, in particular on the year 6 cohort whose KS2 outcomes would be measured as part of the success criteria. This cohort was very complex with extremely high social and emotional needs as well as containing an unusually high number of children who were struggling with very challenging behaviours</p> <p>There have been areas of improvement in maths, particularly around planning and children's fluency. Planning is now broken down into smaller steps and Ready-to-Progress assessments show that these are having an impact. However, overall this target has not been met and will continue to be a focus.</p>	

Intended outcome	Activities
4. Improve children's cultural capital so that they are able to draw on their knowledge and skills in their writing.	<ul style="list-style-type: none"> • Ensure all disadvantaged children have their places on the Y5 Science-linked residential trip funded, and are motivated to attend the trip. • Seek out enrichment opportunities for disadvantaged children that link to the projects they are learning, in order to boost their project-specific knowledge • Additional teacher in Y6
Success criteria	
KS2 writing outcomes in 2022/23 show more than 56% of disadvantaged pupils met the expected standard (increased from 33% at KS1).	
Records show at least 80% of disadvantaged children attend at least one residential week; pupil conferencing afterwards shows positive impact of the experience on their self-esteem and curricular knowledge (where applicable)	
KS2 data shows that the percentage of disadvantaged pupils achieving age-related expectations in reading, writing and maths combined is no more than 12% lower than the combined percentage for all pupils nationally. (In 2021/22 it was 24% and in 2018/19 it was 15%)	
Review	
<p>In 2023, 50% of disadvantaged pupils met the expected standard at KS2 for writing (which was in line with their KS1 outcomes and not far off the target), compared to 88% of non-disadvantaged pupils.</p> <p>In years 3-5, 29% of disadvantaged pupils achieved ARE, compared to 88% of all pupils in years 3-5, and 58% of disadvantaged pupils made expected progress in writing, compared to 73% of all pupils in years 3-5.</p> <p>6% of disadvantaged pupils achieved age-related expectations in reading, writing and maths combined, compared to 59% of all pupils nationally.</p> <p>12 out of 23 disadvantaged pupils attended the year 5 residential - at 52%, this is an increase from 28% the previous year, and these children were able to draw on the knowledge they had gained in further learning through the year. When we unpicked with parents why this number was still low, the main factors were anxiety (both children and parents), and the fact that the school was offering to fund one residential for families eligible for free school meals, and parents and children wanted to save this opportunity for the year 6 residential. 12 out of 18 disadvantaged children attended the Year 6 residential, which is in line with the previous year.</p> <p>Music lessons and after school clubs were advertised for all disadvantaged families but only 10 families took this offer up for clubs and none for music. Next year, we will create a flyer about this and send it home each term so we are making this funding more visible.</p> <p>Due to ongoing high rates of sickness during 2022/23, providing enrichment opportunities was not possible.</p> <p>When we set this target in Autumn 2020, we did not anticipate the ongoing impact that the Covid19 pandemic would have, in particular on the year 6 cohort whose KS2 outcomes would be measured as part of the success criteria. This cohort was very complex with extremely high social and emotional needs as well as containing an unusually high number of children who were struggling with very challenging behaviours</p> <p>There has been improvement in residential attendance, but monitoring has shown that our integrated curriculum was resulting in a lack of sustained writing opportunities for children across all year groups, which will not have helped. Overall this target has not been met and will continue to be a focus.</p>	

Intended outcome	Activities
5. Improve the engagement of disadvantaged families with school	<ul style="list-style-type: none">• Introduce ‘Round Table Conversations’ in year 3 to replace parents evening for targeted disadvantaged families, and train teachers in how to carry these out• Family Support Worker continue to work with disadvantaged and vulnerable families in order to offer pastoral support
Success criteria	
<p>Sustained high levels of engagement from disadvantaged families in 2022/23 demonstrated by:</p> <ul style="list-style-type: none">• Qualitative data from student voice, student and parent surveys and teacher observations showing an increase in the engagement of disadvantaged families• Significantly improved attendance at parent evenings so that 90% of disadvantaged families book and attend appointments.• Qualitative data from teacher and parents about the impact of Round Table Conversations, triangulated with other sources of evidence including engagement in lessons, book scrutinies and learning walks	
Review	
<p>The Family Support Worker continues to be critical in the engagement of disadvantaged families. She breaks down numerous barriers, but clear barriers still remain in that a proportion of disadvantaged families do not take up the support offered.</p> <p>The move to a more relational approach has had the positive side effect of staff developing more understanding of disadvantaged families and this gives teachers feel more confident to talk with parents. As a result of this, communication has improved and anecdotal evidence has shown that some parents feel more listened to as a result.</p> <p>Parents evenings are better attended now that the office call any PP families who have not booked an appointment, to book them in.</p> <p>We took on board parent feedback about communication being too complicated, and have streamlined our communication, simplifying the weekly information newsletter. Vulnerable families receive this on paper as they are more likely to engage with it in this way.</p> <p>Due to ongoing staff sickness and problems with consistent cover teachers, it was not an appropriate time to introduce Round Table Conversations.</p> <p>This target has been partially met and we will continue to seek ways to improve engagement of disadvantaged families.</p>	

Intended outcome	Activities
6. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance Officer to monitor attendance, and hold meetings with families of children whose attendance falls below 90%. Attendance Officer to trial Graduated Response for Attendance Ensure teachers know their role in improving attendance, particularly for pupils at risk of PA (93% and below)
Success criteria	
Sustained high attendance from 2022/23 demonstrated by: 1) the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to less than 1.3%. 2) the percentage of persistently absent (PA) disadvantaged pupils being no more than 5% worse than the national PA figure for all pupils 3) Overall attendance for disadvantaged pupils to be above national attendance for all pupils	
Review	
<p>The DFE ‘Pupil Attendance in Schools data’ gives the following national data for the 22/23 academic year (<i>it should be noted that these are estimates; formal data will be published in March ‘24</i>):</p> <p>National PA for all schools: 22%, and for primary schools: 17% National absence for FSM children: 11.3% National attendance: 92.5%</p> <p>1) In 2022/23 the whole school attendance was 95.8%, with an absence rate of 4.3%. This is significantly higher than the national attendance of 92.5%</p> <p>2) 9.0% of all pupils were PA (1% less than last year), and 21.8% of disadvantaged pupils (3% less than last year). The national PA figure for primary schools is 17% so our data is not lower than this although it is improving.</p> <p>3) Disadvantaged children’s attendance was 92.5%, which is in line with national attendance for all pupils. It has decreased slightly (0.3%) from last year. The absence rate for disadvantaged children was 7.5% (compared to the national absence of FSM children of 11.3%). The attendance gap was 3.3%, an increase of 1% from last year. Three of the six disadvantaged pupils with the lowest attendance left the school part-way through the year.</p> <p>General:</p> <p>The Attendance Office continued to hold families to account over low attendance, arranging meetings when needed and unpicking reasons for low attendance so that families understand the importance of their children being in school. The impact of this can be seen from the ongoing reduction in PA between disadvantaged children and their peers.</p> <p>The attendance officer also talks with teachers about their role and teachers flag up any concerns around attendance. This joined-up approach means that attendance is a constant focus. The improved relationships that staff are building with pupils, and the time and effort they are putting into dealing with issues quickly and not letting them build up, is also a factor in the improved data..</p> <p>Although the success criteria have not been reached, PA figures for disadvantaged pupils have decreased year on year for 3 years, and have been decreasing more rapidly than the figures for all pupils, and the absence rate for disadvantaged pupils at our school is nearly 4% below that national absence rate for FSM. This shows that the approach we are taking is having success.</p> <p>This target has been partially met and the data can be expected to continue to improve following the current 3-year trend.</p>	

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
Reading Plus	Dreambox Learning
First Class At Number	Edgehill University
Number stacks	Number Stacks
Little Wandle Letters and Sounds	Little Sutton Primary School and Wandle Learning Trust
Hamish & Milo	Hamish & Milo
Success@Arithmetic: Numbersense	Edgehill University

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Focussing across the year on our school Values and Personal Skills, with whole school events and activities linked to these each half term
- Stormbreak movement and wellbeing resource
- A continued focus on relational and attachment-friendly approaches
- Working in partnership with our local Mental Health Support Team who will support children and families we refer to them

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.