

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	St Mary's CofE Primary School
Number of pupils in school	407
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mr S Smith
Pupil premium lead	Mrs K Evans
Governor / Trustee lead	Ms F Bano

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£138, 225
Recovery premium funding allocation this academic year The school was allocated approximately £14,000 of NTP funding. This will not be spent as the school judged this restrictive in how it can be used. In its place, in-school intervention programmes have been designed and implemented and meet the needs of disadvantaged children more effectively.	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£138,225

Part A: Pupil premium strategy plan

Statement of intent

Intentions for Whole School Curriculum and Teaching and Learning approaches.

We believe the gap between disadvantaged learners and their peers can be narrowed through the provision of an engaging, accessible curriculum which enables pupils to find their voices, explore new ideas and have experiences beyond those they would otherwise have access to. We believe in the entitlement of all children to high quality teaching across the curriculum and to have their own interests and talents recognised and developed.

Building positive learning behaviours, resilience and confidence forms an integral part of our approach to whole school teaching and learning. When planning curriculum projects and lesson sequences, we recognise the role we play in developing independence and overcoming barriers relating to vocabulary, prior experiences, basic skills and parental engagement with school to ensure disadvantaged learners are able to succeed.

To achieve this intention, we will:

- Embed values education within our curriculum projects, planning deliberately and carefully for the acquisition and understanding of relevant vocabulary so that disadvantaged learners can explore their own and others' views, developing their own world view and sense of their place within it.
- Develop and embed whole school approaches to building independence for children working towards and just within the expected standard for their year group. Build on successes of 'Class Action' approaches in Writing and extend this across the curriculum. Ensure all adults working with these children are able to employ a range of strategies to do this through appropriate CPD.
- Use assessment for learning practices to identify disadvantaged learners with the potential to achieve greater depth within their year group expectations and build learning sequences to target this group. Ensure all adults working with these children are able to employ a range of strategies to do this through appropriate CPD.
- Monitor standards and quality of provision within all subjects and gather data on the attainment gap between disadvantaged learners and their peers. This information will be used to inform future subject development plans.
- Promote child-led approaches to teaching and learning in the EYFS that raise engagement with, and accessibility of, curriculum content.
- Create a learning culture that values independence, ambition and resilience by using the whole school curriculum, subject leadership and teachers' own classroom practice to set and model high expectations of engagement and attainment, so that children can share these expectations for themselves.

Intentions for Targeted Academic Support:

We recognise the importance of early and accurate identification of learning needs and gaps in knowledge or skill as well as the language deficits many disadvantaged pupils arrive into the EYFS with. Well-planned and monitored academic interventions, sitting alongside effective classroom practice, are essential for pupils with additional needs to achieve their potential and to narrow the gap. We acknowledge the significant impact that can be made through the effective use of additional classroom adults.

For targeted academic interventions to have the greatest possible impact, we know how important the role played by parents and carers at home can be. When the focus of interventions and small-steps of progress are clearly and frequently communicated with home, children can be best supported to achieve their targets.

To achieve this intention, we will:

- Ensure regular CPD time is dedicated to assessing pupils' progress, updating small step targets and selecting the most appropriate intervention to address this need.
- Embed a practice of regular target and progress reviews with parents/carers and, where relevant, involving outside professionals and agencies.
- Make robust use of internal procedures for identifying and referring any pupils for whom we have concerns about academic progress or potential additional learning needs.
- Monitor the effectiveness of academic interventions at 6 key assessment points each year, utilising this data to make informed choices about pupils' next steps.
- Deploy additional adults into key year groups to supported targeted teaching of vulnerable learners, including facilitating smaller teaching groups.
- Use Welcomm assessments carried out early in the Autumn term to inform the development of speech, language and vocabulary teaching and interventions in Reception.

Intentions for Wider Strategies to Narrow the Attainment Gap:

Children's attainment and progress in school is influenced by a number of external factors including their home experiences and their physical and emotional health. We recognise the role we play in supporting children and their families beyond the requirements of the national curriculum. We believe disadvantaged learners succeed best when their families are engaged and invested in their learning in school and are able to support them at home. It is our responsibility to identify the wider barriers to attainment that may be affecting individual pupils and to use our professional expertise, access to additional services and our position as a friendly, familiar face to nurture positive, impactful relationships with families. We know that children need to feel settled, safe and happy in order to learn and achieve.

To achieve this intention, we will:

- Make robust use of internal procedures for identifying pupils in need of additional emotional or behavioural support.
- Offer identified individuals packages of evidence-based pastoral support through monitored interventions (STICKS and ELSA).
- Ensure internal systems for managing and monitoring the learning behaviours and emotional wellbeing of identified individuals are consistently used and clearly communicated with all adults working with these children.
- Involve parents/carers in the review of Learning Support Plan targets relating to behaviour or emotional regulation through regular meetings.
- Make robust use of internal procedures for identifying families who may be in need of additional support including Early Help, signposting to relevant external sources of support and liaising with these as needed.
- Identify pupils whose attendance in school may become a concern and use pro-active approaches to reaching out to these families, working with them to overcome barriers to being in school.

Challenges

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

Challenge number	Detail of challenge
1	Weak language and communication skills on entry to Reception, exacerbated by Covid-19 nursery closures and lack of access to professionals including Health Visitors. (Welcomm Data)
2	Disproportionately low attainment of disadvantaged pupils at EXS in core subjects. (Summer 2023 internal data)
3	Pupil confidence, independence and resilience in core subjects. (Pupil Progress meeting Summer 2022 – teacher anecdotal evidence)
4	Disproportionately low attainment of disadvantaged pupils at GDS in Writing. (Summer 2023 internal data)
5	Disadvantaged Pupils are disproportionately more likely to have additional special educational needs to be addressed through academic interventions. PP: 42% (28/67) pupils identified on SEN register.
6	Disadvantaged pupils have weaker phonic knowledge in comparison to their peers on entry to Y2 (June 2023).
7	Disadvantaged Pupils are disproportionately more likely to have SEMH needs that manifest as poor classroom behaviour or weak emotional regulation abilities. PP: 46% (18/38) pupils on Learning Support Plans as of July 2023
8	Inconsistent attendance of pupils. PP: 40% (39/97) of pupils monitored for attendance as of July 2023

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
Gaps in speech and language development are narrowed as a result of curriculum planning, language-rich environments and targeted interventions in EYFS.	Welcomm exit data and EYFS end of year progress data shows an improved picture from the beginning of the academic year.
Increased proportion of Disadvantaged pupils achieve ARE in core subjects, bringing this into line with non-disadvantaged attainment.	End of Key Stage outcomes and internal school data shows a narrowing gap at ARE in core subjects.
Increased proportion of disadvantaged pupils achieve GDS in Writing, bringing this into line with non-disadvantaged attainment.	End of Key Stage outcomes and internal school data shows a narrowing gap at GDS in Writing.
Disadvantaged pupils approach their learning across the curriculum with greater confidence and have higher expectations of their own independence.	Evidence gathered from pupil progress meetings and book scrutiny to show a high expectation of what these pupils can achieve independently.
Ability grouping to enable targeted phonics teaching, closing gaps on entry to Y1.	Phonics Screening scores show significant progress for targeted pupils.
Children receiving targeted academic support make good progress as a result of well-planned and monitored interventions.	Small steps of progress measured on SEN Toolkits show good progress being made. Yellow Books show appropriate movement through well-chosen targets.
Higher levels of parental engagement with, and knowledge of, additional support in place for children receiving interventions.	Good parental attendance at SEN and Learning Support Plan reviews. Positive parental feedback about this process.
Pupils with SEMH needs receive effective support packages which result in improved wellbeing and classroom outcomes.	ELSA and STICKS intervention scores show positive impact of intervention. Pupil Progress meetings, pupil books and teacher feedback to capture impact on classroom outcomes.
Improved attendance for children currently being monitored.	Attendance improves for this group of pupils.

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: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EYFS: Redesign of the EYFS curriculum in line with national changes and with a focus on language development and child-led pedagogy in order to maximise vocabulary acquisition and curriculum access and engagement.</p> <p>CPD required for all EYFS staff.</p> <p>Purchase of new EYFS resources to facilitate new approaches.</p>	<p>Evidence for the development of communication and language being crucial to the progress of disadvantaged children is made evident in research contained within the EEF's EYFS Teaching and Learning Toolkit</p> <p>The evidence for child-led pedagogy has been well laid out by the DfE and DCSF, in guidance for the Early Years sector, including the documents "Learning, Playing and Interacting" and "Playing and Exploring"</p>	1
<p>Attainment at EXS in Core Subjects:</p> <p>Writing</p> <p>Continued CPD and monitoring of Class Action as an approach to English planning for lower attaining writing.</p> <p>DHT/AHT/English leader monitoring to embed these expectations and support as needed.</p> <p>DHT/AHT support for planning in specific year groups as needed</p>	<p>The St Mary's approach to planning for independence and secure skills acquisition for lower ability learners is called Class Action. Evidence informing its development can be found in the following publications:</p> <p>EEF Guidance Report: Metacognition and Self-Regulated Learning (2018) which describes 7 key strategies for developing this approach. Class Action incorporates the following recommendations from this report:</p> <ul style="list-style-type: none"> - Teach pupils how to plan, monitor and evaluate their learning by planning in a series of steps, beginning with activating prior learning. - Set an appropriate level of challenge - Explicitly teach pupils how to organise and effectively manage their learning independently - Support teachers to develop knowledge of these approach and expect them to be applied. <p>We have also been informed by the EEF Guidance Report: SEN in Mainstream Schools (2020). Although Class Action does not target SEN pupils specifically, we have considered the following recommendations:</p> <ul style="list-style-type: none"> - Create a positive and supportive environment for all pupils without exception, removing barriers to learning and promoting active engagement. - Ensure all pupils have access to high quality teaching, employing strategies such as flexible grouping, cognitive and meta-cognitive strategies, explicit instruction and scaffolding. <p>Alongside published research materials, our own internal analysis of the impact of Class Action strategies on Writing attainment has informed the continuation of this approach and its profile within monitoring of teaching and learning.</p>	2, 3
<p>Maths:</p> <p>Ongoing monitoring of Class Action expectations in Maths lessons. CPD delivered to all teaching staff sharing teaching strategies and</p>	<p>In addition to research informing our Class Action approach, we have also consulted the EEF Guidance Reports on Improving Maths in EYFS/KS1 (2020) and in KS2 and KS3 (2020). Specifically, we have been led by the following key recommendations:</p> <ul style="list-style-type: none"> - Develop practitioners' understanding of how children learn mathematics 	2, 3

<p>consistent approaches to lesson delivery.</p> <p>DHT/AHT/Maths leader monitoring to embed these expectations and support as needed.</p> <p>DHT/AHT support for planning in specific year groups as needed.</p> <p>Clarity and consistency in teaching approaches ensured by creation of whole school calculations and number policy, including progression in mental calculation teaching (Maths leader time).</p>	<ul style="list-style-type: none"> - Use manipulatives and representations to develop understanding - Ensure that teaching builds on what children already know <p>Alongside published research materials, our own internal analysis of the impact of Class Action strategies on Writing attainment has informed the rollout of these approaches into Maths teaching.</p>	
<p>Reading:</p> <p>Phase group (y1 – y3) established to develop and embed structures of reading lessons to ensure balance between fluency development and comprehension teaching appropriate for each pupil age.</p> <p>CPD delivered to all teaching staff to maintain and build on approaches</p> <p>English leader time to monitoring to embed these expectations and support as needed.</p>	<p>We have consulted the EEF's Guidance Report: Improving Literacy in KS2. In particular, we have been informed by the following guidance:</p> <ul style="list-style-type: none"> - Develop pupils language capability to support their reading and writing by <ul style="list-style-type: none"> o Reading books aloud and discussion them o Collaborative learning where pupils can share their thought process o Structured questions o Teachers modelling inference making by thinking aloud o Pupils articulated their ideas verbally before writing. 	2, 3
<p>Attainment of More Able Writers</p> <p>Phase group (y4 –y6) established to focus on this within ks2, developing working practises to support teachers to enable progress of able writers into GDS.</p> <p>CPD delivered to all teaching staff to introduce and explain approaches.</p> <p>DHT/AHT/English leader monitoring to embed these expectations and support as needed.</p> <p>DHT/AHT support for planning in specific year groups as needed</p>	<p>In developing our school approach to targeting more-able, but potentially under-attaining, writers, we have been informed by the following:</p> <p>EEF Guidance Report: Metacognition and Self-Regulated Learning (2018) which describes 7 key strategies for developing this approach. Class Challenge incorporates the following recommendations from this report, with a specific focus on More-Able writers.</p> <ul style="list-style-type: none"> - Teach pupils how to plan, monitor and evaluate their learning by planning in a series of steps, beginning with activating prior learning. - Set an appropriate level of challenge - Explicitly teach pupils how to organise and effectively manage their learning independently - Support teachers to develop knowledge of these approaches and expect them to be applied. <p>EEF Guidance Report – Teacher Feedback to Improve Learning (2021). The following recommendations from this report have guided our planning:</p> <ul style="list-style-type: none"> - Deliver appropriately timed feedback that focuses on moving learning forward - Plan for how pupils will receive and use feedback. - Carefully consider how to use purposeful, and time-efficient, written feedback - Carefully consider how to use purposeful verbal feedback 	3, 4
<p>Whole school teaching and learning development: Active Learning</p>	<p>The EEF Guide to the Pupil Premium describes clearly that high quality teaching is “the most powerful way for schools to improve pupil attainment.”</p> <p>We are developing and securing our practises in relation to key elements from the menu of approaches:</p>	2, 3

<p>DHT and AHT to deliver CPD and roll out new expectations relating to the delivery of lessons, ensuring these include more active elements aimed at reducing passivity and engaging vulnerable, disadvantaged and low attaining pupils.</p> <p>Ongoing monitoring through lesson observations, learning walks, book scrutiny and data analysis by DHT and AHT with support of middle leadership team.</p>	<ul style="list-style-type: none"> - Continuous and sustained professional development. In this case delivered specifically in line with our own school development priorities. - Mentoring and coaching for teachers delivered by leaders to develop teaching practice. 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £81,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SENCO to lead the embedding of a clear, time-limited intervention cycle. Interventions to be reviewed at regular intervals with pre and post intervention data submitted and monitored.</p> <p>Embedding of pre and post testing for evidence based interventions carried out by specialist TAs.</p> <p>Scheduled SEN reviews with parents to take place termly.</p> <p>SENCO, Class Teacher and TA time to assess intervention effectiveness and attend reviews.</p> <p>CPD for all adults working in classrooms with children.</p>	<p>The SEN Code of Practice clearly outlines the Assess, Plan, Do, Review expectations on schools and we are focussed on refining:</p> <ul style="list-style-type: none"> - Establishing a timetable of interventions led by specialist TAs across the school - How we track assessments - Supporting teachers and TAs to plan and do - Raising the engagement of families in the review process. <p>To identify the main elements of our approach to this development, we have consulted the following EEF Guidance Reports:</p> <p>Making the Best Use of TAs (2018)</p> <ul style="list-style-type: none"> - Use TAs to deliver high-quality one to one and small group support using structured interventions - Adopt evidence based interventions to support TAs in their small group and one to one instruction <p>Working with Parents (2018)</p> <ul style="list-style-type: none"> - Provide practical strategies to support learning at home - Offer more sustained and intensive support where needed <p>SEN in Mainstream Schools (2020)</p> <ul style="list-style-type: none"> - Complement high quality teaching with carefully selected small group and one to one interventions 	5
<p>EYFS:</p> <p>Deployment of additional TA support into EYFS in order to facilitate targeted academic support for identified individuals, including:</p> <p>Targeted teaching group for the development of communication and language led by skilled and experienced TA.</p>	<p>The 2009-2017 BERA-TACTYC Early Childhood Research Review offers research-based collaboration from over 50 academics concerning the areas of play and pedagogy, learning, development and curriculum and assessment and school readiness.</p> <p>The 2004 EPPE study, whilst it focuses on pre-school education, has many useful pointers for the EYFS in primary schools e.g. that effective pedagogy includes high-quality adult-child interactions, the provision of effective, enabling learning environments and 'sustained shared thinking' to extend children's learning.</p>	1, 5

<p>Teacher-led weekly pre-teach session to introduce key concepts and vocabulary prior to following week's learning.</p> <p>Daily 'check-in's with targeted children whilst in child-initiated learning time, in order to introduce or consolidate vocabulary, model correct grammar or extend sentences.</p> <p>Twice-weekly adult-led gross motor orientation group to support children in emergent stages of writing.</p>	<p>The DfE's SEED Research Report, 2017, "Good Practice in Early Education" highlights the importance of children participating in small group activities that enable high-quality adult/child interactions, as well as affording children the opportunity to work collaboratively within a "language-rich" environment.</p>	
<p>Year Six:</p> <p>Deployment of additional teacher support to support targeted teaching of middle attaining learners in Writing and Mathematics</p> <p>Smaller groups enable targeted teaching and improved opportunities for feedback and to develop pupils' learning behaviours and learning skills, setting them up for future success beyond primary school.</p>	<p>EEF Guidance Report: Metacognition and Self-Regulated Learning (2018) which describes 7 key strategies for developing this approach</p> <p>Within smaller teaching groups, we are able to:</p> <ul style="list-style-type: none"> - Teach pupils how to plan, monitor and evaluate their learning by planning in a series of steps, beginning with activating prior learning. - Set an appropriate level of challenge - Explicitly teach pupils how to organise and effectively manage their learning independently - Support teachers to develop knowledge of these approach and expect them to be applied. 	2, 3, 5
<p>EYFS and Y1 targeted parental engagement groups – early reading.</p> <p>Identified parents of disadvantaged pupils targeted for support through parent workshops to enable them to know how to support their children at home with early reading.</p>	<p>The EEF teacher toolkit describes some of the most effective ways to ensure parental engagement interventions have impact. Key factors we have taken into consideration include their findings that:</p> <ul style="list-style-type: none"> - Parental engagement strategies can have a positive impact of an average of 4 months progress - These are "typically more effective with parents of very young children" and so we are focussing our work with parents of our youngest pupils. - We will "consider what support we give" to parents to ensure they can provide high quality home learning through the resources we prepare to be taken home (flash cards etc) - Targeting disadvantaged pupils for this intervention ensures we avoid the pitfall of this type of strategy which can accidentally widen an attainment gap when non-disadvantaged families and pupils may engage more successfully. 	1, 2, 6
<p>SALT Therapist support in school for identified individuals in need of additional intervention.</p>	<p>Welcomm assessments and evidence-based interventions are used to address identified speech and language needs.</p>	1, 5

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EYFS: Deployment of additional adult support and a tailored internal programme of CPD to ensure:</p> <p>Families are involved in their child's learning journey, sharing their child's achievements at home via a termly questionnaire.</p> <p>Twice-weekly adult-led sessions with an emphasis on supporting children's self-regulation in order to develop resilient learning behaviours, over time.</p> <p>Continuous provision is enhanced with resources which require collaborative cooperation, impulse control, empathy and turn-taking e.g. board games and floor puzzles.</p> <p>Targeted teaching group for the development of personal, social and emotional development led by skilled and experienced TA.</p> <p>Curriculum is planned to use co-regulation and emotion coaching in order to support the development of children's self-regulation.</p>	<p>We recognise that outcomes for children are best when parents and school staff work together in partnership, as established in the DfE's SEED Research Report, 2017, "Good Practice in Early Education".</p> <p>The importance of children's self-regulation has been well researched and documented in publications such as "Self-regulation strategies" by the EEF and "Effect of Self-Regulating Behaviour on Young Children's Academic Success" by De la Riva in the International Journal of Early Childhood Special Education (2017).</p>	1
<p>SENCO and Learning Mentor to lead the establishment of a clear, time-limited learning support cycle for pupils with identified SEMH needs.</p> <p>Scheduled Learning Support Plan reviews with parents to take place half termly.</p> <p>CPD for all teachers and TAs to ensure clear communication of new Learning Support Plans including identification of pupils in need of this.</p> <p>SENCO/Learning Mentor/Class Teacher time to attend reviews</p>	<p>The SEN Code of Practice clearly outlines the Assess, Plan, Do, Review expectations on schools and we are focussed this year on refining:</p> <ul style="list-style-type: none"> - How we track assessments - Supporting teachers and TAs to plan and do - Raising the engagement of families in the review process. <p>To identify the main elements of our approach to this development, we have consulted the following EEF Guidance Report:</p> <p>Working with Parents (2018)</p> <ul style="list-style-type: none"> - Provide practical strategies to support learning at home - Offer more sustained and intensive support where needed 	7, 3
<p>Packages of evidence-based SEMH interventions delivered to pupils in need by Learning Mentor:</p> <p>ELSA STICKS</p>	<p>A study by Wong et al (2020) conducted into the perceptions of KS2 children of ELSA support concluded that children valued the skills taught to them that helped them manage their emotions.</p> <p>Widing and Claridge (2016) found that the majority of parents in their study supported ELSA work and saw the impact of how this improved</p>	7, 3

Learning Mentor time to run and evaluate interventions	social and emotional skills, with these skills also transferring into the home environment.	
<p>Strategies to target pupils with low attendance</p> <p>AHT and Office Staff time to monitor attendance and identify pupils</p> <p>AHT (SENCO) and Learning Mentor time to support families including through Early Help offers.</p>	<p>EEF Guidance Report: Working with Parents (2018)</p> <ul style="list-style-type: none"> - Provide practical strategies to support learning at home - Offer more sustained and intensive support where needed 	8
Subsidy for disadvantaged pupils' cost for participating in residential visits for Y4 and Y6	<p>Evidence of past visits has shown pupils to develop confidence and self-esteem following these visits.</p> <p>Both take place in Autumn 1 and provide a sound foundation in teamwork, collaboration and a sense of achievement beyond the academic. This is particularly true in Y6 where the intent is to build resilience and problem-solving skills.</p>	7

Total budgeted cost: £141,300

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.

Tier One: Teaching

Impact of Pupil Premium activity:

Statutory Assessment Outcomes
Key Stage Two:

Meeting the Expected Standard	School - All	National – All	School - Disadv	National - Disadv	School – Not Disadv	National – Not Disadv
Reading	80	73	63	60	86	78
Writing	80	71	69	58	84	77
Maths	92	73	81	59	95	79

Exceeding the Expected Standard	School - All	National – All	School - Disadv	National - Disadv	School – Not Disadv	National – Not Disadv
Combined	17%	8%	6%	3%	20%	10%

- Attainment of disadvantaged pupils in Key Stage 2 exceeded their disadvantaged peers nationally in all areas.
- In Reading and Writing, their attainment remains lower than all pupils nationally. Continuing to build on our high quality teaching and curriculum delivery in order to close this gap will remain a focus of our Pupil Premium Strategy.
- In Maths, attainment of disadvantaged pupils exceeded non-disadvantaged pupils nationally at EXS.

Key Stage One:

Meeting the Expected Standard	School - All	National – All	School - Disadv	National - Disadv	School – Not Disadv	National – Not Disadv
Reading	72%	68%	45%	54%	85%	73%
Writing	73%	60%	55%	44%	83%	65%
Maths	72%	70%	55%	56%	85%	75%

- Disadvantaged pupils performed better than their disadvantaged peers nationally in Writing.
- However, they did not achieve as well in Reading and Maths
- Focussing on the progress of these pupils in reading will be an action within the 2023/24 pupil premium strategy, overseen by SLT and the English Subject Leader.
- Supporting and developing high quality teaching and curriculum delivery in Maths targeted at these pupils in Y3 will be overseen by SLT and the Maths Subject Leader.

Phonics Screening Check:

Meeting the pass threshold	School - All	National – All	School - Disadv	National - Disadv	School – Not Disadv	National – Not Disadv
Year One	82%	79%	64%	67%	86%	83%

- Disadvantaged pupils in EYFS did not achieve as well as their disadvantaged peers nationally.
- However, progress for this group from their EYFS Word Reading assessments was good (EYFS word reading 2022: 67% - PCS 2023 – 78%) for **pupils who attended during both school years**.
- Targeted teaching and interventions during Y2 will focus on ensuring these children are well prepared to pass the PSC at the end of Y2 – 2024.

EYFS:

Achieved a Good Level of Development	School - All	National – All	School - FSM	National - FSM	School – Not FSM	National – Not FSM
EYFS	68%	67%	36%	52%	76%	72%

- Disadvantaged pupils in EYFS did not achieve as well as their disadvantaged peers nationally.
- They demonstrated significant progress from baseline assessments (Baseline GLD 'on track' 8%).
- Literacy, in particular Writing, remains a focus for this cohort as they move into Y1 and will be address through high quality teaching and curriculum delivery.

Internal Data outcomes

Reading

- The attainment gap between PP pupils and their peers is narrowest in Y4 and Y5, demonstrating impact of sustained focus on these pupils over time alongside some specific cohort characteristics.
- Attainment of disadvantaged pupils in Y4 (77%) and Y5 (91%) exceeds the national attainment of all pupils at EXS in KS2 reading (2023) indicating these pupils are on track to achieve well in comparison to other disadvantaged peers nationally when they reach Y6. In Y5, attainment of disadvantaged pupils in reading exceeds the 2023 national figure for non-disadvantaged pupils.
- Ensuring high attainment in KS1 for disadvantaged pupils, enabling more of these to achieve EXS, will be a key action within the Pupil Premium Strategy 2023/24.

Writing

- The attainment gap between PP pupils and their peers is narrowest in y4/5, demonstrating impact of sustained focus on these pupils over time alongside some specific cohort characteristics.
- Attainment of disadvantaged pupils in Y4 and Y5 exceeds (y5 – 82%) or matches (Y4-77%) the national attainment of all pupils **and** of non-disadvantaged pupils at EXS in KS2 writing (2023) indicating these pupils are on track to achieve well in comparison to their non-disadvantaged peers nationally when they reach Y6.
- Though attainment of disadvantaged pupils in Y1 remains lower than their peers, this gap has narrowed during 2022/23 (60% EXS → 70% EXS).
- Ensuring high quality teaching and effective targeted strategies for pupils in Year 2 and Year 3 will be part of ongoing work in 2023/24
- Continuing to raise the numbers of disadvantaged pupils working at GDS in writing will be an ongoing focus of the 2023/34 Pupil Premium Strategy in particular in Y4 where there are currently no disadvantaged pupils working at GDS in writing.

Maths

- The attainment gap between PP pupils and their peers is narrowest in Y4 and Y5, demonstrating impact of sustained focus on these pupils over time alongside some specific cohort characteristics.
- Attainment of disadvantaged pupils in Y4 (85%) and Y5 (91%) exceeds the national attainment of all pupils **and** of non-disadvantaged pupils at EXS in KS2 writing (2023) indicating these pupils are on track to achieve well in comparison to their non-disadvantaged peers nationally when they reach Y6.
- Though attainment of disadvantaged pupils in Y1 remains lower than their peers, this gap has narrowed during 2022/23 (80% EXS → 90% EXS).
- Ensuring high quality teaching and effective targeted strategies for pupils in Year 2 and Year 3 will be part of ongoing work in 2023/24

Tier Two: Targeted Academic Support

- All staff working in classrooms with children were involved in the regular review and monitoring of SEN targets
- TA led interventions are established and cycles of assessment are used to judge progress towards targets and to set new targets.
- Regular parent reviews were established and well attended

Tier Three: Wider Strategies

- SEMH Learning Support Plans are embedded practice within school and reviews are attended by a majority of parents (53%) although raising this number is a focus of ongoing work for the Learning Mentor.
- In 2022/23, 39/97 (40%) of pupils supported with attendance were disadvantaged. Of these, 51% improved their attendance after school support was offered.

