

Brown's Church of England Primary School, Horbling
Pupil premium strategy statement –2023/24- Year 3 of 3

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	Brown's C of E Primary School, Horbling
Number of pupils in school	68 not including Pre-school
Proportion (%) of pupil premium eligible pupils	32.4% (not incl preschool numbers)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Laura Maddick , Headteacher
Pupil premium lead	Laura Maddick , Headteacher
Governor / Local Council Member responsible for disadvantaged pupils	Dean Casswell
Trust Lead for disadvantaged pupils	Vicky Matthews (EDA) Tamara Allen (DCEO)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,450
Recovery premium funding allocation this academic year	£3,625
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£43,257

Part A: Pupil premium strategy plan

Statement of intent

As part of the Lincoln Anglican Academy Trust, we believe that every child should be enabled to be all that God intended through excellence, exploration and encouragement. No matter what their background or circumstances, every child deserves to have the same opportunities to help them succeed in life, both academically and within society as a whole. The purpose of the pupil premium strategy is to support disadvantaged children in overcoming challenges in order to achieve this and to ensure there is equity for all.

Being a school that is part of the Trust, we believe that one way to ensure fairness for all is to provide an education that includes 'mirrors and windows', where children are given opportunities that allows them to see beyond their own lived experiences and get to feel and understand that they have a positive part to play in a rich and varied society (locally, nationally and globally).

As a caring, inclusive school, we use our positive and consistent expectations to enable all members of our school community to learn and flourish. We want enjoyment of what we do together to support our work towards achieving excellence in all that we do. We recognise the value of each person in our community enabling all to become effective agents of change in the world.

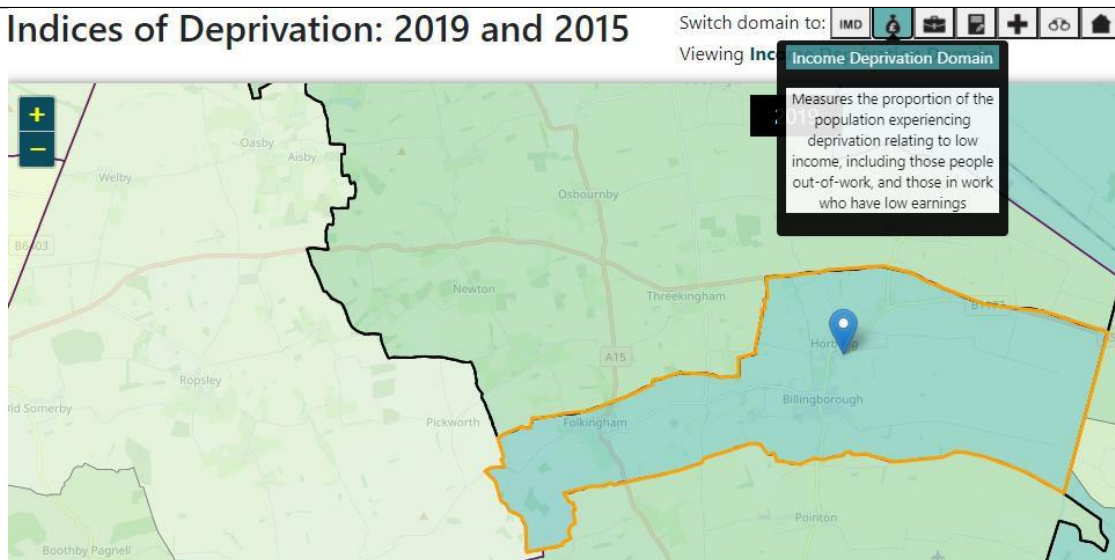
Promoting our pupils' independence and critical thinking is a key driver underpinning our curriculum, allowing our children to develop their understanding of learning. We promote effective metacognitive strategies to support children in developing their thinking and exercising effective self-motivation and self-regulation. With metacognition as our priority, our curriculum is designed with a thorough knowledge of the progress children need to make. We ensure that learning is sequenced in a way so children can securely use their prior knowledge and understanding to make links with new areas of learning.

Our curriculum evolves reflecting how well we know our children and our implementation strategies are pertinently tailored to their needs; underpinned by secure foundation of reading, oracy and mathematical fluency. We intend for our curriculum to prepare our children to live successfully in an ever- changing modern society.

Our children come from the lowest 50% of the population experiencing deprivation relating to low income workers and families with parents out of work – meaning that it is more important than ever to ensure the support and provision in place supports the needs of our school community

Every disadvantaged and vulnerable child has the right to be privileged and it is our intention to address any social divide and inequality. This Pupil Premium Statement supports all children who are vulnerable, including those who are already high attaining. Strategies also include supporting children who are young carers; those that have a social worker; looked after and previously looked after children; pupils in receipt of FSM and those not on FSM but may be on the poverty line; and service children. We ensure that appropriate support is given to those considered to have multiple vulnerabilities, such as disadvantaged and SEND or EAL. There is an expectation that all can achieve.

Indices of Deprivation: 2019 and 2015



We have a moral obligation to bring about positive change and a desire to deliver an enriching learning experience based on high expectations, high challenges and high ambitions for all children, and particularly for those experiencing socio-economic disadvantage. We have received bespoke training from the Trust that has secured our understanding that if we get teaching and learning right for our most vulnerable pupils, then we are getting it right for all.

Research identifies quality-first teaching as being the most effective way to close the attainment gap between disadvantaged children and their peers, therefore this is a fundamental thread throughout the strategy statement, with a focus on high-quality CPD to upskill staff and to ensure disadvantaged pupils' attainment will be accelerated and sustained in line with their non-disadvantaged peers.

The impact of the pandemic, particularly on vulnerable children, cannot be ignored and the recovery premium funding is being used to fund our strategic approach to improving teaching and learning through the development of improved metacognition in pupils.

Our decision-making has taken into account a thorough diagnostic assessment of our children's challenges and individual needs. The approaches we have adopted complement each other to help pupils to succeed. To ensure they are effective, we will:

- be uncompromising in our belief that all pupils and staff should be supported and challenged to be the best that they can be.
- adopt a whole-school approach in which all staff take responsibility for monitoring the wellbeing of children (if this is at the heart of what we do, then this should have a positive impact on attainment)
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve: First and Best!
- ensure there are no 'capped ceilings' on learning
- address any further barriers as soon as they arise to mitigate against any additional negative impact on progress.

This statement of intent is in line with our school development plan and existing practices to ensure sustained impact.

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

Challenge number	Detail of challenge
1	<p>Assessments, book study, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers and leads to greater difficulties in accessing the curriculum and making good progress.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers, as well as their accessibility in other curriculum areas.</p>
3	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading. Significant knowledge gaps leading to pupils falling further behind age-related expectations have been evidenced. In correlation with this, pupils have lost their resilience to tackle challenging tasks and are struggling to retain previous learning into long term memory (knowing more, remembering more).</p>
4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to online friendship challenges, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic. 26 pupils (15 of whom are disadvantaged) currently require additional support with social and emotional needs, with 18 (12 of whom are disadvantaged) receiving small group interventions.</p>
5	<p>There is an insignificant difference in attendance between our disadvantaged and no disadvantaged pupils. – 0.4% difference in the last 3 years and -0.5 difference in Persistent Absence</p> <p>However, the pandemic has impacted the level of attendance for all pupils with our current year to date attendance being 93.3% with a PA year to date figure of 20.5% - indicative of the need to reassure our children and families of our strategic approach to managing school life in a pandemic – balancing the safety and welfare of pupils with the necessity of good school attendance on improved outcomes for all pupils.</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> • Assessments and observations indicate significantly improved oral language among dis- advantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil voice/book study and ongoing formative assessment. • Lesson visits and pupil book study provide evidence that children are being taught explicit vocabulary and can commit the words to long-term memory, which they use to articulate their learning.
Improved reading attainment among disadvantaged pupils.	<ul style="list-style-type: none"> • Phonics outcomes in 2024/25 show that all pupils in receipt of Pupil premium funding will have met the expected standard with zero pupils difference compared to national for all pupils • KS1 reading outcomes in 2024/25 show that all pupils in receipt of Pupil premium funding will have met the expected standard with zero pupils difference compared to national for all pupil • KS2 reading outcomes in 2024/25 show that all pupils in receipt of Pupil Premium Funding will have met the expected standard with zero pupils difference compared to national for all pupils • Maths outcomes in 2024/2025 show that all pupils in receipt of Pupil Premium funding will have met the expected standard with zero pupils difference compared to national for all pupils
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant reduction in the number of behaviour incidents • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To improve pupils’ retention of knowledge (knowing more, remembering more) and to develop metacognition and self-regulation, particularly for our disadvantaged pupils.	<p>Through lesson visits and pupil book study/voice:</p> <ul style="list-style-type: none"> • pupils can articulate learning that has been retained in long term memory • tier 3 vocabulary is explicitly taught to support understanding and pupils can use this vocabulary to explain what they have learned • disadvantaged pupils will be able to demonstrate or articulate metacognitive strategies that help to improve their learning • disadvantaged pupils can show an increased level of concentration for longer periods of time • disadvantaged pupils and teachers can provide examples where the children persevered with a challenging task • there is a noticeable increase in the quality and quantity of work as pupils progress across the year
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged to remain insignificant • the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 1% lower than their peers.

Strategies/activities 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.

High-Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£22,326**

Strategy/Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training and moderation opportunities at regular intervals throughout the year within and across schools to ensure accurate teacher assessment.</p> <p>Release (HLTA/Supply Costs) £3040</p>	<p>A system that places significant emphasis on achievement in national tests at various key stages contradicts the need for teachers to think deeply about assessment. Numerous past papers and their associated marking schemes have dominated schools' practices for years, leading many professionals to side-line the importance of getting to grips with core assessment principles.</p> <p>Assessment that does not rely on test outcomes is hard to get right and therefore requires dedicated ongoing professional development to ensure its accuracy. However, a balance between ongoing formative assessment, then teacher assessment that is confirmed by test outcomes is good practice. We know that, especially for younger children, that the results of a test don't always reflect pupils' progress and attainment seen within the classroom. There is a greater emphasis on retrieval practice and low-stakes assessment.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment</p> <p>https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better</p>	<p>1, 2, 3, 4</p>
<p>Fund ongoing training and release time for EYFS staff to maximise learning through sustained shared thinking.</p> <p>Opportunities to observe good practice across the hub and to participate in joint moderation.</p> <p>Purchasing resources so that the provision includes all 7 areas of development that enriches adult-child interaction.</p>	<p>Sustained shared thinking improves both the skills involved in learning, as well as supporting children in knowing and remembering more in all 7 areas of development via adult-child interaction.</p> <p>https://www.ucl.ac.uk/ioe/case-studies/2021/feb/sustained-shared-thinking-early-years</p> <p>https://www.birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf</p>	<p>1, 3, 4, 5</p>

<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Resources £1000</p> <p>Release (HLTA/Supply) £3040</p> <p>Pira/Puma Assessments £500</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Embedding explicit teaching of vocabulary and dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources (such as high-quality texts) and fund ongoing teacher training and release time. This also includes curriculum planning and support from subject leaders.</p> <p>Resources £1000</p>	<p>There is a strong evidence base that suggests explicit teaching of vocabulary and oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Bridging the gap in cultural literacy can ensure that no-one is left outside of current or future conversations.</p>	<p>1, 2</p>
<p>Continuation of subscription to a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Address any vocabulary deficits early through language acquisition and phonic development.</p> <p>RWInc Phonics £2500</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Enhancement of our reading curriculum and teaching delivery in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access English Hub resources and CPD.</p> <p>Funding will also be used to buy high-quality texts for children to use and study from rather than having to rely on photocopies (if there are budget restraints,</p>	<p>The EEF reports offer seven practical evidence-based recommendations — that are relevant to all pupils, but particularly to those struggling with their literacy. To develop the recommendations, the EEF reviewed the best available international research and consulted experts to arrive at key principles for effective literacy teaching.</p> <p>Reading comprehension strategies focus on the learners’ understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include inferring meaning from context; summarizing or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.</p>	<p>2, 3</p>

<p>ensure disadvantaged children have access to the real texts first).</p> <p>Release (HLTA/Supply) £3040</p> <p>Resources £1000</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	
---	---	--

<p>Enhancement of our Maths curriculum and teaching delivery in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths resources and LAAT CPD.</p> <p>Funding will also be used to implement the new curriculum with training from Jenny Cook.</p> <p>Release (HLTA/Supply) £3040</p> <p>Jenny Cook £4166</p>	<p><i>The Science of Learning</i> summarises existing cognitive-science research on how students learn and connects it to practical implications for teaching.</p> <p>https://www.stem.org.uk/science-of-learning</p> <p>https://sciencetltoolkit.wordpress.com/2019/02/18/12-research-papers-on-dual-coding/</p> <p>The EEF guidance is relevant to early years practitioners, teachers, and senior leaders in all educational settings.</p> <p>To develop the recommendations, the EEF reviewed the best available international research and consulted experts, teachers, and academics to arrive at key principles for effective teaching. Each recommendation is accompanied by specific examples. International evidence states that when properly embedded these approaches are powerful levers for boosting learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/EEF Metacognition and self-regulated learning.pdf</p>	<p>3</p>
---	--	----------

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

Budgeted cost: **£6270**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of NELI program to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>NELI £300</p>	<p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p> <p>Staffing Costs £1000</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Interventions to be delivered by qualified teachers.</p> <p>NTP Tuition £4770</p>	<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>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>4</p>

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

Budgeted cost: £14,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>Training costs £2000</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>4</p>
<p>ELSA interventions to support and develop well-being, resilience and confidence.</p> <p>ELSA £300</p>	<p>https://www.elsanetwork.org/report/evaluation-of-the-emotional-literacy-support-assistant-northumberland/</p>	<p>3, 4</p>
<p>Whole school Forest School provision</p> <p>Forest School Leader £5700</p>	<ul style="list-style-type: none"> • Confidence: children had the freedom, time and space to learn and demonstrate independence • Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play • Communication: language development was prompted by the children’s sensory experiences • Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time • Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills • Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment <p>https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</p>	<p>3, 4, 5</p>

<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement procedures.</p> <p>Attendance implementation £1200</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>
---	--	----------

<p>Increase parental engagement through reading cafes and other workshops so that they know how they can support their children’s learning.</p> <p>Develop strong relationships with parents and families through the pastoral lead in order to foster trust</p> <p>Pastoral Support costs £3000</p>	<p>The EEF research states there is moderate impact for very low cost based on extensive research. The right approach is key to improved outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</p>	<p>1, 2, 3, 4, 5</p>
<p>Enrichment activities.</p> <p>Use of funding to allow disadvantaged children access to unique experiences, such as a trip to a university or to visit a city or art gallery.</p> <p>No financial barriers to participate in an outward bound residential that develops self-esteem and identifies talents.</p> <p>Use of funding to nurture talents and interests e.g., playing a musical instrument; sports at a higher level; participating in dance classes or Taekwondo.</p> <p>Enrichment £1500</p>	<p>Widening children’s experiences will support cultural capital and enrich the learning experience of all learners so that vulnerable children can become as privileged as their non-disadvantaged peers.</p> <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. 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):</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>4, 5, 4</p>
<p>Contingency fund for acute issues.</p> <p>£1100</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £44, 673

Part B: Review of outcomes in the previous academic year 2021/22

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

We have analysed the performance of our school’s disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school’s 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and Trust level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of disadvantaged pupils across all key stages in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Evaluation of Success Criteria after Year 2 of 3</p> <ul style="list-style-type: none"> • Development of Reading Spine focused on the 5 plagues of reading and the creation of a Long Term Reading plan ensures that all pupils including disadvantaged ensures children are exposed to a range of vocabulary – Disadvantaged first approach ensures strategic opportunities for embedding the use of new vocabulary is embedded into curriculum opportunities • Consistent use of vocabulary target boards that are referred to each lesson -teaching new vocabulary explicitly each lesson and embedding into learning journeys on working wall – further extension to expectation in inclusion of vocabulary in Subject specific learning journeys in books and development of Vocabulary Spine. • Additional support staff received ELKLAN training • Preteach intervention of new vocabulary supports the accessibility of lessons for all pupils
<p>Improved reading attainment among disadvantaged pupils.</p>	<p>Evaluation of Success Criteria after Year 2 of 3</p> <ul style="list-style-type: none"> • RWI phonics purchased, and implemented, development days to ensure correct implementation, new staff sent on training • On-going regular assessment of pupils is prioritised • Effective matching of reading books to phonic knowledge • Progress across the year in evidenced and despite not all children meeting the standard of the PSC, significant progress has been seen with all pupils

	<ul style="list-style-type: none"> • QLA of KS1 test outcomes demonstrate 17% of pupils were able to draw upon their vocabulary knowledge to understand texts. 0% of disadvantaged pupils were able to draw upon their vocabulary knowledge to understand texts in Papers assessed. These children are focus children in all lessons. • 80% of children passed phonics assessment with strong PP numbers passing. • KS2 – 75% of disadvantaged pupils made expected or better than expected progress in reading – this is equal to the progress of all pupils.
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Evaluation of Success Criteria after Year 2 of 3</p> <ul style="list-style-type: none"> • Improved policy for CPOMs for behavior logging means that more incidents are being reported. CPOM’s training given to staff at September inset. • Revised and improved behaviour policy to be implemented in 2022/23 • Children report that any bullying is dealt with effectively by the adults in school • School are accessing support from external agencies for individuals who require additional support to improve their well-being
<p>To improve pupils’ retention of knowledge (knowing more, remembering more) and to develop metacognition and self-regulation, particularly for our disadvantaged pupils.</p>	<p>Evaluation of Success Criteria after Year 2 of 3</p> <ul style="list-style-type: none"> • Development of double page spread assessment opportunities at the end of teaching cycles to provide an opportunity for children to independently articulate their learning of new vocabulary. • Development of new Medium Term planning proformas/Learning Journeys to be utilised in books and working walls
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Evaluation of Success Criteria after Year 2 of 3</p> <ul style="list-style-type: none"> • Overall attendance of pupils was 94.75% disadvantaged pupils is 93.34% compared to non-disadvantaged at 92.68% • Persistent absence is high for all pupils with an insignificant difference between pupil premium and non. When leavers are taken out of the figures the PA of children who remain in school is then 14.92% - significantly lower. 1 of 3 remaining children are in receipt of PP funding¹⁷.

Externally provided programmes

Programme	Provider
Thinking Schools	Thinking Matters – Whole School Metacognition

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A – No service children in school in 2022/23
What was the impact of that spending on service pupil premium eligible pupils?	N/A – No service children in school in 2022/23

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:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

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 also participated in a pupil premium workshop led by the Trust's SEA with the opportunity to engage in collaborate professional dialogue and planning with schools from a similar context to get an external perspective on our strengths and areas for development. This has enabled us to broaden the pockets of good practice and revisit our whole school ethos in ensuring we meet the needs of disadvantaged and SEND children through quality first teaching, then we are getting it right for all our children.

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 also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

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.