

# Pupil Premium Strategy Statement

## 2023-2026



### Purpose of Strategy

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

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

### School Vision

Our vision underpins every aspect of school life and our duty is to enhance the life chances of all children.

At Robert Peel Primary School our vision is to develop confident, resilient and independent learners who are able to communicate effectively with others. Our aim is for the children to be happy in all aspects of school life and for them to aspire to be the best they can be.

We will achieve this through the teaching of a rich and diverse curriculum, with an emphasis on deep and sustained learning. The learning will focus on building up the children's knowledge and skills over time and engaging them in real-life experiences. Children will have the opportunity to lead their own learning, question their understanding, develop their vocabulary and gain fluency through practise and rehearsing key skills. Our intent is that children gain a passion for learning and take the skills, knowledge and learning behaviours they have gained at Robert Peel into their next phase of education and adult life.

The targeted and strategic use of pupil premium funding will support us in achieving our vision.

### School Overview

Detail	Data
School name	Robert Peel Primary School
Number of pupils in school	386
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	November 2023
Date on which it will be reviewed	September 2023
Statement authorised by	Governing Body
Pupil Premium Lead	M James – Deputy Head & PPG Champion
Governor/ Trustee Lead	C Robson

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£147,290
Recovery premium funding allocation this academic year	£11,382.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£158,672.50

## Part A: Pupil Premium Strategy Plan

### What is the Pupil Premium Grant?

The Pupil Premium Grant is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to underachievement. These include children who are entitled to free school meals; those looked after by the local authority and children of armed service personnel. The intended effect of this funding is to accelerate progress and raise attainment of these groups.

### Statement of Intent

Our intention at Robert Peel 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.

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

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.

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

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. 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're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. The targeted and strategic use of the Pupil Premium Grant will support us in achieving our aim of helping everyone achieve to their full potential.

### **Principles**

- The Pupil Premium income will be clearly identifiable within the budget.
- The Headteacher in consultation with the Pupil Premium Champion, Governors and staff will decide how the Pupil Premium grant is spent for the benefit of the entitled children.
- We will assess what additional provision should be made for individual children and ensure that teaching and learning opportunities meet the needs of all of the children.
- We will identify the specific provision which is required to support children in receipt of the grant in relation to their learning. Each class will have a Provision Map to identify areas of need and what the provision of support is.
- In making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged or underachieving. We also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals.
- We ensure that appropriate provision is made for children who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed.
- We also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of children the school has legitimately identified as being socially disadvantaged.
- We will ensure that the funding reaches the groups of children for whom it was intended and that it makes an impact on their learning and life.
- The Pupil Premium Grant will be used to provide additional educational support to improve their learning and raise achievement.
- The funding will be used to narrow and close the gap between the achievement of these children and their peers.
- We will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- We will be accountable for how the additional funding has been used to support the achievement of those children covered by the Pupil Premium.

- The Pupil Premium Champion will report to the Governing Body and parents on how effective the intervention has been in achieving its aims, including publishing online information about how the Premium has been used. We will monitor evaluate and review the success of the impact of the funding.
- We will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children.
- Collaborate with external agencies to improve school practise and outcomes for disadvantaged youngsters. The school is part of the RADY Project.

### **Challenges**

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

1	Children's oral and language skills upon entry to school are below age related expectations.
2	Children's phonic skills can be slow to develop along with their reading fluency.
3	Children's number fluency can be slow to develop and become secure.
4	Children connecting and linking learning to secure deep and sustained learning along with being able to respond effectively to open questioning.
5	Children to be aspirational, independent and resilient in their learning and responding positively to feedback and challenge.
6	Social and emotional support is imperative for some children to ensure they are ready to learn and can access the curriculum. We need to ensure that any social or emotional difficulties do not prevent the children from achieving their full learning potential.
7	Attendance rates will be monitored for children and school procedures followed for low attendance in agreement with Headteacher and the Attendance Officer.
8	Families can find supporting children with homework difficult and the children may not have a quiet conducive place in which to complete this work.
9	Low incomes often mean children lack appropriate uniform or equipment along with healthy meals and access to experiences and enrichment opportunities.

**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.

<b>Intended outcomes and how they will be measured</b>		<b>Success criteria</b>
1	Teaching promotes the development of children's oral and language skills in the Early Years setting.	Teaching in Nursery and Reception models and develops language skills and interventions are used to enhance learning.
2	Children develop secure phonic knowledge and skills which they apply effectively when reading and writing.	Highly effectively phonics teaching and interventions throughout the school. Children reading with increasing fluency and confidence and transfer these skills into their writing. KS 2 to complete a catch-up phonics program.
3	Children develop secure number fluency which they apply effectively when applying their learning.	Highly effectively Maths Fluency teaching and interventions throughout the school with a range of Maths interventions in place, focusing on pre-teaching. Children showing the ability for quick recall and application of these skills in a variety of ways.
4	Teaching promotes deep learning with teachers using thinking time, talk partners and open questioning throughout lessons.	Monitoring shows that teachers use open questioning in all lessons, talk partners to explore thinking and give children time to actively think and organise their ideas.
5	Teaching challenges children's learning with staff using Growth Mindset strategies and provide children with feedback about their learning and time to respond.	Monitoring shows that all staff implement strategies to challenge children's thinking, build their learning power and provide feedback which children confidently respond to. Pre-teaching and interventions are utilised to develop children's resilience and independence with their learning.
6	Social and emotional support is imperative for some children to ensure they are ready to learn and can fully access the curriculum. We need to ensure that any social or emotional difficulties do not prevent the children from achieving their full learning potential.	Children will make progress socially and emotionally allowing them to better access the curriculum and make progress in all areas of their learning.
7	Children's attendance is good and parents engage with the school on promoting these good habits.	Attendance above 95%
8	Children complete homework successfully and parents seek support from school if required.	Children will complete all homework tasks with increasing independence and levels of confidence. Children who are not heard reading at home will be heard more frequently in school through 1:1 daily reading. Good communication with parents to support with home learning and Homework Club promoted.
9	To provide children with uniform, PE kits, snacks and equipment so that they are not disadvantaged along with ensuring full access to clubs and funding for trips and visits.	Children are wearing appropriate clothing, have complete PE kits, have book bags and resources and are provided with healthy food each day. The children are able to take part in all clubs and funding provided for trips and visits. Ensuring that all children have equal access to roles and responsibilities in school.

### Teaching

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Activity	Evidence that Supports this Approach	Challenge number(s) addressed
<p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>Teaching promotes the development of children's oral and language skills in the Early Years setting and continues throughout the school.</li> <li>All children in EYFS are screened through using the Wellcomm toolkit.</li> <li>Wellcomm intervention program used for children below age related in EYFS.</li> <li>Speech &amp; Language interventions taught in small groups and 1:1</li> <li>Communication is a Learning Behaviour and is planned for throughout lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Known methods to develop and improve speaking and listening opportunities.</li> <li>Talk for Writing throughout Early Years</li> <li>Staff modelling language and adult interactions being key.</li> <li>Stories being a strong feature of every year groups learning and discussing the text.</li> <li>Lift Off to Language and Wellcomm are recognised programmes as recommended by EYFS consultants to support pupils initially develop their speech and language skills within a small group setting which leads to improvement in their ability to write confidently.</li> <li>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading.</li> <li>Diagnostic assessments enable interventions to be individualised</li> <li>Focus group tuition, with a teacher, has been found to ensure significant progress for pupils when it is targeted on specific gaps in learning.</li> <li>Talk-Partners used throughout lessons and thinking time built into questioning of children promote language and thinking skills – RADY Project.</li> <li>1:1 and small group focused interventions have positive impact on children's phonic knowledge</li> <li>Support Staff have been demonstrated to have a significant impact upon pupil outcomes when they are utilised to deliver group and 1:1 interventions to support pupils.</li> <li>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</li> </ul> <p><a href="#">Oral language interventions</a>  <a href="#">Teaching Assistant Interventions</a>  <a href="#">One to One Tuition</a>  <a href="#">Small Group Tuition</a></p>	<p><b>1, 3, 4, 5</b></p>

Activity	Evidence that Supports this Approach	Challenge number(s) addressed
<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Teaching enables children to develop secure phonic knowledge and skills which they apply effectively when reading and writing.</li> <li>Children are taught phonics in mixed ability groups so all at the same level so access is the same. Those falling behind receive interventions.</li> <li>Phonic interventions are run in Reception, Year 1 and 2.</li> <li>Staff Phonics training in lower KS 2.</li> <li>Those in KS 2 who are not phonetically secure will receive interventions.</li> <li>KS 2 use the Read~Write~Inc program daily.</li> <li>Spelling interventions for individuals in KS 2.</li> <li>Reading catch-ups with 1:1 Readers, small group reading comprehension in all year groups.</li> </ul>	<ul style="list-style-type: none"> <li>At Robert Peel we ensure that all pupils meet their full learning potential. We recognise that staff need to be highly trained in their role to help pupils achieve.</li> <li>Children need to have good phonics skills to be able to access text and write</li> <li>Children need to be able to read with fluency to access all their learning</li> <li>Children need to have access to good phonics teaching daily</li> <li>Providing extra support to pupils is a vital tool in raising attainment and sustaining pupil progress.</li> <li>Phonic diagnostic enables interventions to be specific and focused</li> <li>Well trained staff have a greater impact on children's learning</li> <li>1:1 and small group focused interventions have positive impact on children's phonic knowledge</li> <li>Support Staff have been demonstrated to have a significant impact upon pupil outcomes when they are utilised to deliver group and 1:1 interventions to support pupils.</li> <li>The school utilised recommended programs for spelling and phonics</li> <li>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:</li> </ul> <p><a href="#">Phonics</a>  <a href="#">Teaching Assistant Interventions</a>  <a href="#">One to One Tuition</a>  <a href="#">Small Group Tuition</a>  <a href="#">Reading Comprehension</a></p>	<p>1, 2, 4, 5</p>

Activity	Evidence that Supports this Approach	Challenge number(s) addressed
<p><b>Maths Fluency</b></p> <ul style="list-style-type: none"> <li>• <i>Maths pre-teaching interventions Years 2-6</i></li> <li>• <i>Daily Maths Fluency lessons following White Rose planning</i></li> <li>• <i>After school tutoring Year 5 and 6. Year 6 Booster Classes with Greater Depth Groups</i></li> <li>• <i>Daily Mastering Number sessions in Reception, Year 1 and 2</i></li> <li>• <i>Staff training to be able to teach interventions and Mastering Number program.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Daily Mastering Number is a bespoke programme focusing on securing number fluency for our youngest learners and is particularly relevant following the impact of the pandemic on early number work. Lead teachers in each year group have undertaken training and, this year, we will have a Mastering Number lead, who will attend sessions to further develop practice in school.</li> <li>• Maths Fluency is taught to meet the varying needs of the classes. Children develop their number sense by repeating key learning, exploring multiplication tables and using Flashback 4 to revisit key concepts from previous years.</li> <li>• Key children spend time in interventions to secure number knowledge and some are pre-taught concepts for the next day's lesson. Staff use the same physical resources to model and embed key strategies. After school interventions are held to support learners by securing previous years learning to allow them to move forward. These are well attended and children are much more confident as a result.</li> <li>• All staff have been briefed about the updated White Rose scheme of Maths, where previous learning is built in and not assumed. There is more guidance on how to use concrete resources to support number sense and the use of STEM sentences are used in every lesson to support children to verbalise their learning. In Maths lessons, children work in mixed ability pairings to support their development. They have access to resources and used a shared maths book so they can refer to methods while working independently.</li> </ul>	<p><b>3,4,5,</b></p>
<p><b>Learning Behaviours</b></p> <ul style="list-style-type: none"> <li>• <i>Teaching promotes deep learning with teachers using thinking time, talk partners and open questioning throughout lessons.</i></li> <li>• <i>Additional adult provision in every classroom through use of Teaching &amp; Learning Practitioners and Learning Support Assistants.</i></li> <li>• <i>Staff training through the RADY Project utilising the Challenging Education training materials.</i></li> </ul>	<ul style="list-style-type: none"> <li>• We need to ensure that all pupil premium children are given the support to progress from staff in the school.</li> <li>• Children need to be fully engaged so they can take an active part in their lessons to progress and be successful in their learning</li> <li>• Children need to have time to think through ideas and be able to formulate their responses</li> <li>• Children need to have active minds and be able to verbalise securely</li> <li>• Utilising the recommended approaches through Challenging Education and the RADY Project</li> </ul> <p><a href="#">Collaborative learning approaches</a> <a href="#">Meta Cognition and self-regulation</a></p>	<p><b>1,2,3,4,5</b></p>

Activity	Evidence that Supports this Approach	Challenge number(s) addressed
<p><b>Growth Mindset</b></p> <ul style="list-style-type: none"> <li>Teaching challenges children's learning with staff using Growth Mindset strategies and provide children with feedback about their learning and time to respond.</li> <li>Staff training through the RADY Project utilising the Challenging Education training materials.</li> <li>House Point system for demonstrating Learning Behaviours.</li> </ul>	<ul style="list-style-type: none"> <li>With a Growth Mindset, you are more realistic in focusing on doing the hard work. Having a Growth Mindset will make you aware of opportunities or possibilities you would never have noticed otherwise</li> <li>With a Growth Mindset, you are much more flexible, and you will be much more adaptive to changed situations.</li> <li>A Growth Mindset makes you more creative in solving problems.</li> <li>With a Growth Mindset, the chance of you giving up on your efforts to pursue your goals is much less.</li> <li>Children will be much more open to yourself and other people.</li> <li>Children will be realistic about all the obstacles you will meet on your path towards your goal.</li> <li>With a Growth Mindset, you will be much more responsible for your life.</li> <li>Rewards for behaviours not achievements through House Points</li> <li>Carol Dweck research demonstrates the impact on learning and their learning into adulthood.</li> <li>Staff engagement is RADY Project</li> </ul> <p><a href="#">Feedback</a></p> <p><a href="#">Meta Cognition and self-regulation</a></p>	<p>1,2,3,4,5</p>
<p><b>Budget cost: £80,000</b></p>		

### Targeted Academic Support

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Activity	Evidence that Supports this Approach	Challenge number(s) addressed
<p><b>Provision &amp; Interventions</b></p> <ul style="list-style-type: none"> <li>• <i>Provision in class enables all children to access the learning in class independently and have their individual needs met in the classroom.</i></li> <li>• <i>Lunchtime interventions including: board games, organized games, gardening and Lego.</i></li> <li>• <i>Interventions including: Speech &amp; Language, Maths Pre-Teaching, Phonics, individual readers, emotions and feelings, comprehension groups, spelling groups, OT, Maths Catch-up</i></li> <li>• <i>After school Maths Tuition</i></li> <li>• <i>Social and emotional mentoring groups in</i></li> <li>• <i>Two school mentors completing 1:1 mentoring including Lego Therapy, Drawing &amp; Talking and Sand Therapy.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Focus group tuition, with a teacher, has been found to ensure significant progress for pupils when it is targeted on specific gaps in learning.</li> <li>• Support Staff have been demonstrated to have a significant impact upon pupil outcomes when they are utilised to deliver group and 1:1 interventions to support pupils.</li> <li>• Robert Peel’s aim to support the pupils’ social and emotional needs alongside their learning needs which is recognised in the DFE document ‘Supporting the attainment of disadvantaged pupils’.</li> <li>• NFER suggest that in order to support children learn their emotional support needs to be provided to address any underlying issues. Their emotional well-being needs to be well looked after and their self-esteem high in order to maximise their readiness to learn.</li> <li>• According to the EEF toolkit social and emotional interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.</li> <li>• Social and emotional learning strategies have been evidenced as having a positive impact upon pupils’ resilience and ability to learn. This in turn has been shown to have a positive impact on pupils’ educational outcomes.</li> <li>• Interventions specific to children’s needs and to move their learning on</li> <li>• Maths Pre-Teaching enables children to access their learning with far greater confidence and accuracy</li> <li>• Support Staff have been demonstrated to have a significant impact upon pupil outcomes when they are utilised to deliver group and 1:1 interventions to support pupils.</li> <li>• Catch up Numeracy itself has been assessed as being an effective intervention for accelerated progress</li> <li>• 1:1 tuition for pupils has been demonstrated to be one of the most effective means of accelerating progress of pupils.</li> <li>• Forest School forming a fundamental part of interventions</li> <li>• There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</li> </ul> <p><a href="#">Teaching Assistant Interventions</a>  <a href="#">One to One Tuition</a>  <a href="#">Focus Group Tuition</a>  <a href="#">Mentoring</a></p>	<p><b>1, 2, 3, 4, 5</b></p>

Activity	Evidence that Supports this Approach	Challenge number(s) addressed
<p><b>Social &amp; Emotional</b></p> <ul style="list-style-type: none"> <li>• <i>Social and emotional support is imperative for some children to ensure they are ready to learn and can fully access the curriculum. We need to ensure that any social or emotional difficulties do not prevent the children from achieving their full learning potential.</i></li> <li>• <i>Playtime provision with additional adult's facilitating play and running activities like board games, Lego and gardening.</i></li> <li>• <i>Mentoring and social emotional groups being led by school staff.</i></li> <li>• <i>Forest School being led in school by trained staff.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Robert Peel's aim is to support the pupils' social and emotional needs alongside their learning needs which is recognised in the DFE document 'Supporting the attainment of disadvantaged pupils'.</li> <li>• NFER suggest that in order to support children learn their emotional support needs to be provided to address any underlying issues. Their emotional well-being needs to be well looked after and their self-esteem high in order to maximise their readiness to learn.</li> <li>• According to the EEF toolkit social and emotional interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.</li> <li>• Social and emotional learning strategies have been evidenced as having a positive impact upon pupils' resilience and ability to learn. This in turn has been shown to have a positive impact on pupils' educational outcomes.</li> </ul> <p><a href="#">Mentoring</a></p> <p><a href="#">Meta Cognition and self-regulation</a></p> <p><a href="#">Physical Activity</a></p> <p><a href="#">Social &amp; Emotional Learning</a></p>	<p><b>1,2,3,4,5</b></p>
<p><b>Budget cost: £53,000</b></p>		

### **Wider Strategies**

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Activity	Evidence that Supports this Approach	Challenge number(s) addressed
<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>• <i>Children's attendance is good and parents engage with the school on promoting these good habits.</i></li> <li>• <i>Attendance Officer monitors weekly attendance and personal contact is made with families.</i></li> <li>• <i>SEND Manager supporting parents whose children may find the start of the day hard.</i></li> <li>• <i>Attendance awards and end of half term prize draws</i></li> <li>• <i>Free places offered in Before School Squirrels Club, breakfast provided</i></li> </ul>	<ul style="list-style-type: none"> <li>• Addressing attendance is identified as a key priority for the whole school and closely monitored so that any concerns are identified early.</li> <li>• Children need to be in school on time to ensure they get the most out of every session and not kept off school for no reason.</li> <li>• Pupils need to be in the right mind-set in order to be ready to learn.</li> <li>• Working effectively with parents and carers, and providing them with effective tools to support their child, has a positive impact upon pupil outcomes.</li> <li>• The EEF has outlined that working effectively with parents was a crucial part of ensuring good progress for vulnerable pupils. Outlining how effective communication was essential to this.</li> <li>• The DFE outlines the importance of regular attendance in schools, ensuring access to quality first teaching.</li> </ul> <p><a href="#">Parental Engagement</a> <a href="#">Improving Attendance</a></p>	6
<p><b>Homework</b></p> <ul style="list-style-type: none"> <li>• <i>Each child is provided with their own homework books.</i></li> <li>• <i>White Rose Maths Mastery Books introduced to support classwork and</i></li> </ul>	<ul style="list-style-type: none"> <li>• Working effectively with parents and carers, and providing them with effective tools to support their child, has a positive impact upon pupil outcomes.</li> <li>• Providing a quiet space to complete work is essential.</li> <li>• Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.</li> <li>• Evidence also suggests that how homework relates to learning during normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on. To maximise impact, it also appears to be important that students are provided with high quality feedback on their work</li> </ul>	1, 2,3,4,5, 7

<p><i>help parents with work at home.</i></p> <ul style="list-style-type: none"> <li>• <i>Each year group runs a weekly Homework Club.</i></li> <li>• <i>Homework equipment provided for children so that they have the resources needed.</i></li> <li>• <i>Reading Comprehension marked in class to reinforce learning.</i></li> </ul>	<p><a href="#">Parental Engagement</a></p> <p><a href="#">Homework</a></p>	
<p><b>Uniform, Equipment &amp; Experiences</b></p> <ul style="list-style-type: none"> <li>• Book bags, water bottles and uniform provided to families.</li> <li>• Breakfast, snacks and milk provided for children.</li> <li>• School clubs are all free and open to all with vulnerable children identifies to ensure that they fully access these opportunities.</li> <li>• Free places at before and after school care provision with homework support.</li> <li>• Trips and experiences heavily subsidised, no child misses out.</li> </ul>	<ul style="list-style-type: none"> <li>• It is recognised by the NFER that schools must take responsibility for helping all pupils succeed by identifying the barriers to learning and putting provision in place to overcome these and reviewing these strategies.</li> <li>• Children need to have the correct equipment to be able to access all their learning and to feel the same as everyone else</li> <li>• Children need to have a healthy diet to ensure they thrive and breakfast at the start of the day enables children to be ready for learning</li> <li>• Children need to feel that they are the same as everyone else and not feel self-conscious about their appearance as this impacts on their learning</li> <li>• Working effectively with parents and carers, and providing them with effective tools to support their child, has a positive impact upon pupil outcomes.</li> <li>• The evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.</li> </ul>	
<p><b>Budget cost: £25,672.50</b></p>		

**Total budgeted cost: £158,672.50**

**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.

**End of Year Data 2023**

***Early Years***

	PPG (11)	Non-PPG (39)
Listening, Attention & Understanding	55%	72%
Speaking	36%	74%
Gross Motor Skills	73%	90%
Fine Motor Skills	73%	82%
Building Relationships	64%	77%
Self-Regulation	27%	64%
Managing Self	46%	69%
Word Reading	18%	69%
Comprehension	36%	72%
Writing	18%	67%
Number	27%	72%
Numerical Patterns	27%	72%
Good Level of Development	9%	54%

***Year 1 Phonics***

Non-disadvantaged children outperformed disadvantaged children.

PPG = 63%

Non-PPG – 85%

**Key Stage 1**

The outcomes for PPG children are very good with children achieving Greater Depth Standard. In Reading and Writing the % of children achieving the expected standard or above is higher for children in receipt of the grant in many areas.

	<b>PPG (15)</b>	<b>Non-PPG (31)</b>
<b>Reading</b>	GDS - 7% EXS - 67% WTS - 13% PKS - 13%	GDS - 16% EXS - 55% WTS - 19% PKS - 10%
<b>Writing</b>	GDS - 0% EXS - 60% WTS - 27% PKS - 13%	GDS - 7% EXS - 55% WTS - 32% PKS - 7%
<b>Maths</b>	GDS - 7% EXS - 60% WTS - 13% PKS - 20%	GDS - 13% EXS - 58% WTS - 16% PKS - 13%

**Keys Stage 2**

	<b>2023 School ARE+ (42)</b>	<b>2023 National Data ARE+</b>	<b>2023 PPG ARE+ (14)</b>	<b>2023 Non-PPG ARE+ (28)</b>
<b>Writing</b>	<b>71%</b>	<b>71%</b>	<b>57%</b>	<b>79%</b>
<b>Reading</b>	<b>74%</b>	<b>73%</b>	<b>57%</b>	<b>82%</b>
<b>Maths</b>	<b>71%</b>	<b>73%</b>	<b>57%</b>	<b>79%</b>
<b>SPAG</b>	<b>71%</b>	<b>72%</b>	<b>50%</b>	<b>82%</b>

**Attendance**

- Whole school = 93.64%
- PPG = 91.75%

**Teaching**

- Whole school staff engagement and training through the RADY Project.
- Assessment outcomes show that the school's approach to the impact of COVID has worked.
- Children have experienced a full rich curriculum including a huge range of experiences, trips, visits, clubs, music tuition and sports. They have hugely enjoyed and benefit from this.
- Increase in PSHE and social and emotional teaching in classes.

**Provision & Interventions**

- Provision was evident in all classes as detailed on Provision Maps.
- Interventions in place for all areas identified in all year groups, reviewed each half term and measurable outcomes.
- After school Maths Tuition ran the whole year from Years 3-6.
- Booster Classes ran in Year 6
- Reading ages show rapid progress because this was a focal point.
- Phonics outcomes very strong
- Forest School provision in place.
- Lunchtime and break time provision in place

**Wider Strategies**

- Uniform and resources provided throughout the year.
- Club attendance was high and open to all
- Breakfast and snacks provided.
- Squirrels breakfast and after school club offered to families free of charge
- Trips and experiences provided for all.
- Referrals to agencies for further support completed as required.

**Externally Provided Programmes**

Programme	Provider
TT Rockstars	Maths Circle Ltd
Bug Club	Pearson
Purplemash	2simple