

Battle Hill Primary School 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	Battle Hill Primary School
Number of pupils in school	295 R-Y6
Proportion (%) of pupil premium eligible pupils	51%
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
Review Date	November 2024
Date on which it will be reviewed	Annually
Statement authorised by	Governing Body
Pupil premium Lead	Headteacher – Miss R Jobey
Governor / Trustee lead	William Appleby – Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£222,125
Recovery premium funding allocation this academic year	£21,460
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£243,585

Part A: Pupil premium strategy plan

Statement of intent

At Battle Hill Primary School, our intention is that all pupils, make optimum progress and achieve well across all subject areas, irrespective of background or the challenges they face. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their full potential, including those who are already high attainers.

Never before has the need to consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers, been more pertinent following Covid. We serve a mixed catchment area, with a range of challenges being faced by many of our pupils and understand that all pupils are individuals and may require additional support at different times, regardless of their status. Our curriculum is driven by Possibility, Enrichment, Emotional Awareness and Community; therefore, our pupil premium strategy is intended to support all our pupils' needs, regardless of whether they are disadvantaged or not.

With high-quality CPD for teachers having a significant effect on pupils' learning outcomes and a greater effect on pupil attainment than other interventions, we ensure staff are provided with an extensive programme of research based continuous professional development. Quality first teaching is fundamental in our approach and is central in ensuring all our pupils receive the education and support they are entitled to. 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. Through detailed monitoring and assessment, we can target the areas in which disadvantaged pupils require the most support.

Our strategy has been designed with a significant emphasis on broader school plans for education recovery. Targeted support will be provided for children most in need through school led tutoring, including non-disadvantaged pupils.

Through regular robust diagnostic assessment, ongoing formative assessment and staff knowledge of our children and community, our approach will be responsive to common challenges and individual needs.

Our ultimate objective is that all pupils, irrespective of their background or the challenges they face, make optimum progress and achieve high attainment across all subject areas and the gap both educationally and holistically is closed. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal and with staff who are knowledgeable and know our children well, we have high expectations of all pupils, including those who are already high attainers.

The range of provision that leaders consider in achieving these aims include, but are not limited to:

- Robust monitoring, analysis and support of attendance*
- Reducing class sizes, thus improving opportunities for effective teaching and accelerated progress*

- *Phonic knowledge and fluency using recognised scheme (RWInc) across EYFS, KS1 and where necessary lower KS2 including Fast Track Fresh Start for upper KS2*
- *Basic Skills interventions to provide a solid foundation upon which to build and secure future learning in Maths and English*
- *The teaching of reading including existing successful reading programmes (such as Accelerated Reader) extended from KS1 across KS2 and used as a complement to the teaching of reading and reading across the curriculum.*
- *Behaviour and nurture support*
- *Targeted use of recovery premium to implement small group interventions and booster classes*
- *Attendance monitoring and action to ensure that all pupils access school and are on time so that no learning is lost*
- *Strong relationships with Local Authority Attendance team in line with new government guidelines Working Together to Improve Attendance (September 2022)*
- *Provide funding to secure opportunities for disadvantaged pupils to access a wide variety of experiences across the curriculum including sport, the Arts, cultural visits and visitors including residential*
- *Additional teaching and learning opportunities led by school staff or external agencies*
- *Research based CPD for staff, in order to improve the quality of teaching*
- *Subsidise educational visits, residential, extracurricular opportunities, free breakfast club (with an aim of improving attendance and punctuality) and the purchase of iPads*
- *Teaching and learning resources to support pupils on free school meals, including those who are already high attainers*

All of the above, but not limited to, is aimed at accelerating progress and closing the gaps so achievement of pupil premium pupils is in line with national expectations.

Challenges

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

Challenge number	Detail of challenge
1	<p>School context of deprivation</p> <p>A large number of families continue to face social and economic challenges, which has been exasperated with the cost of living rises. Currently 51% are registered as FSM (well above average - IDSR December 2023). 67 (23%) of those pupils are long term disadvantaged.</p> <p>The school has deprivation at 29.5 and is in decile 3. Average school level IDACI score 0.3.</p> <p>77% of pupils are within decile 3, with 10% of pupils live in the 20% most deprived areas nationally. 7% of those in decile 2 and 3% in decile 1.</p> <p>The school location deprivation indicator was in quintile 4 (more deprived) of all schools.</p> <p>The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.</p>

2	<p>Language and Phonics</p> <p>Communication is the foundation for pupil development and early language development provides the building blocks for reading, educational progress and life success, (National Literacy Trust). In areas of significant deprivation as many as 60% of pupils start school with language delay. This has been further impacted due to the COVID pandemic with Early Years pupils missing opportunities to communicate with peers and teachers. Monitoring has highlighted many of our pupil premium children have underdeveloped language and oracy skills. Language acquisition cannot be neglected as an adequate language acquisition is essential for success. To become good readers, children first need to become confident communicators, with clear speech, a rapidly increasing vocabulary and strong levels of comprehension. Despite school being proactive in promoting support during school closures, lack of engagement from many pupils has only widened the gap in vocabulary acquisition. Some pupils have limited understanding and are less able to articulate themselves fluently, therefore hindering their progress. Analysis shows those children who struggle with early phonics, and therefore find decoding and blending words more difficult, are largely disadvantaged. This lack of fluency on reading means reading is not automatic and requires conscious effort, leading to less attention on detail and comprehension of what is being read. This impacts greatly on the children's ability to access our wider curriculum. We are addressing the impact further up school as pupils in KS1 and KS2 have language and communication gaps due to lost learning in EYFS. This also leads to implications for phonics, the teaching of which needs to be extended across school and into KS2. Our S&L referrals have increased this year and we identify lack of socialisation during COVID as a reason for this increase We have identified that spellings is not as strong and embedded as we would want and there is a gap between our success in phonics at KS1 and maintaining strong spellings into key stage 2.</p>
3	<p>Attendance</p> <p>Historically the attendance and punctuality of our pupil premium children has been a challenge. Although we have worked hard to improve attendance and punctuality, improvements still need to be made. Parental voice has highlighted the increase in mental health issues and challenges some of our families are facing following long periods of isolation, and the continued cost of living rise. We also have a number of pupils taking term time holidays. Poor attendance rates for any pupil, particularly pupil premium children, reduces their school hours and dramatically widens the gap between themselves and their peers, therefore particular attention needs to be given to attendance.</p>
4	<p>Basic Skills</p> <p>It is essential that the basics across English and Maths are embedded into pupil long term memory. In some areas of school there is a lack of secure knowledge in basic skills as a result of prior lost learning. We recognise that basics are the foundations of underpinning future learning. In order to address these gaps. Phonics, reading, vocabulary, times tables, number and place value must be securely embedded into long term memory using metacognitive teaching and intervention strategies. Our focus upon spellings and handwriting across school is a basic skill to be secured.</p>
5	<p>SEMH</p> <p>As already noted, Battle Hill Primary School is in an area of significant deprivation with more than almost half of our pupils being disadvantaged. A significant and increasing number of pupils have complex and challenging home lives with the involvement of additional services to support family functioning. It is a priority that our pupils are ready to learn and that we work hard to support pupil mental health to ensure that it is not a</p>

	barrier to pupil learning and development. School plays a very strong social care role and relationships between adults in school, pupils and their families are pivotal to ensure pupils are happy, feel safe in school and can maintain school standards. There has been a rapid increase in referrals made to access support for SEMH needs, not just for pupils but their families also, from external agencies.
6	<p>Social Care Needs</p> <p>Battle Hill Primary School has an increasingly large number of families supported historically or currently by outside agencies including social care, family support workers and in particular Early Help Assessments (EHA), which has increased from 10 families being support in 2022 academic year, to 35 families this academic year. Currently a significant % of our current caseload are pupils eligible for PP. Many of our families need support from school to help them to address their needs and to support their children's learning. The school also has a significantly increased number of registered young carers.</p>
7	<p>SEND</p> <p>The school has seen a rise in SEND with 29% (well above average) receiving SEND support and 10 pupils who have EHCP plans. The largest increase in primary needs are in Language and Communication and Social, Emotional and Mental Health needs.</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
<p>SEMH</p> <p>To continue to improve and sustain positive mental health, wellbeing and behaviour through whole school approach to mental health and wellbeing, counselling service, Thrive and Family Thrive for pupil premium across school, ensuring SEMH is high priority.</p>	<p>Sustained measurable levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • Improved pupil confidence, motivation and behaviour trends (including behaviour for learning) • Pupil/Parent/Carer/Staff Voice • Monitoring of support, including Early Help and Thrive sessions • Impact of enrichment experiences - visits, visitors and projects across all curriculum subjects • SENDCo and DSL team continued work in supporting pupils and families • Increased attainment and progress • Increased attendance and improved punctuality for target pupils • Parents engaging in support on offer, including coffee mornings, workshops and Family Thrive

<p>Improved Outcomes</p> <p>Improve progress and attainment in reading, writing and maths across all year groups, for pupils eligible for pupil premium, including those who are already high attainers.</p>	<ul style="list-style-type: none"> • Teaching, learning and assessment across school will continue to be at least good, ensuring pupils in identified groups such as SEND and those eligible for pupil premium make accelerated progress against individual targets from their starting points so more pupils meet age related expectations at key benchmarks • Gaps between disadvantaged pupils and their non disadvantaged peers will close
<p>Attendance</p> <p>Improved attendance, with increased attendance rates for those pupils eligible for pupil premium across school, ensuring the number of pupils eligible for pupil premium who are persistently absent, continues to decrease significantly.</p>	<ul style="list-style-type: none"> • Overall attendance for pupils eligible for pupil premium will be in line with national average, at least 96% or above • The number of pupils eligible for pupil premium, with significant absence will decrease, so it is line with national and comparable with other pupil groups.
<p>Language and Phonics</p> <p>To Improve communication skills (oracy, reading and writing, vocabulary acquisition and understanding) and early reading skills in disadvantaged pupils</p>	<ul style="list-style-type: none"> • RWInc scheme taught with fidelity across school • RWI – Making a Strong Start in Reception, will be implemented and embedded in early years • Baseline assessment to inform interventions and targeted QFT • Launchpad for Literacy will be embedded across Early Years, KS1 and KS2 • Work scrutiny and pupil voice to triangulate evidence of attainment and progress • Teaching of Maths Mastery and Mastering Number consistently implemented and monitored across school • Targeted interventions have impact upon pupil progress • Timely SALT referrals • CPD for staff to ensure quality up to date teaching, learning and intervention • Gap between disadvantaged pupils and their non disadvantaged peers passing the Year 1 Phonics screener will close • Observations and data will show a significant shift in the quality of vocabulary used in written and oral communication by pupils • Increased understanding of vocabulary will be used across all subjects is demonstrated by pupils • Evidence in planning and in books will demonstrate a focused and sustained range of activities to

	<p>enhance accessibility to Tier two and Tier 3 vocabulary</p> <ul style="list-style-type: none"> • Pupils will be exposed to language rich environment • Positive impact will be evident from completed and implemented research based CPD, specifically focused on the teaching of vocabulary and early reading
<p>Basic Skills</p> <p>To close the ARE gap in basic skills between disadvantaged pupils and their non disadvantaged peers across English and Maths and ensure learning is securely embedded into long term memory.</p>	<ul style="list-style-type: none"> • Baseline assessments will establish gaps • Interventions designed for specific groups of pupils to close gaps and strengthen knowledge will be embedded • Support and CPD for staff in metacognition and self-regulation will ensure recall to support future learning • Continued monitoring of groups of pupils will show rapid progress for disadvantaged pupils, with gaps in attainment between them and their non disadvantaged peers closing • Opportunities for enrichment will allow pupils to apply their learning within context. • Pre teach will show pupils increased confidence and tools such as understanding subject specific vocabulary, ensuring pupils can access main lessons

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: £ 119,356

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on retention and upskilling of current support staff	<p><i>Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement</i></p> <p>EEF: Targeted Academic Support</p> <p>EEF Improving Literacy in KS1</p>	1, 2, 4, 5, 6, 7
Purchase of standardised diagnostic assessments.	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	1, 2, 4, 5, 7

<p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Implementacion of Insight Tracker, which will provide 'real time' data captures.</p>		
<p>SENDCO/Mental Health Lead non class based.</p> <p>Improve the quality of social and emotional (SEMH) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>This will include, but is not limited to:</p> <ul style="list-style-type: none"> • SENDCO/Mental Health Lead to host coffee mornings/workshops for parents/carers half termly • Further research based CPD for staff aimed at specific needs, including Autism, ADHD, Sensory and Trauma needs • CPD on graduated approach, support by Educational Psychology • Outreach support from specialist services for pupils with complex needs • SENDCo time to allow work with other SENDCos from feeder schools and high secondary school on termly basis • SENDCo tom work with Language and Communication Team in 	<p>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>Improving Social and Emotional Learning in Primary Schools EE</p> <p><i>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</i></p> <p>Due to an increase in complex SEND needs across school, increased SENDCo/Mental Health Lead Management time will ensure early identification, timely referrals, and a whole school approach to mental health being embedded across school with research based CPD for staff where required. This, along with the five recommendations from EEF regarding SEND in mainstream schools, will mean quality first teaching meets the needs of pupils with SEND, with targeted interventions being implemented earlier and tracked effectively for impact.</p> <p>EEF - Special Educational Needs in Mainstream Schools</p>	<p>1, 3, 5, 6, 7</p>

<p>establishing support group for pupils post diagnosis</p> <ul style="list-style-type: none"> • Continue to work closely with Local Authority School Support Team to provide and implement support for pupils and families with SEMH needs • Engagement with Connect Mental Health Support Team, completing wellbeing review and implementing subsequent plan moving forward with their continued support • Complete Primary SEND Audit (LA) 		
<p>Enhancement of our maths teaching and curriculum planning 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 Hub resources and CPD (including Teaching for Mastery training)</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	<p>1, 2, 4, 7</p>
<p>Continued development , implementation and teaching with fidelity of Read Write Inc:</p> <ul style="list-style-type: none"> • Staff new to teaching RWI phonics to complete full training in teaching the programme • Purchase of 3 development days throughout academic year. Headteacher and English/Reading Lead to work alongside RWI consultant • Reading Lead to implement individual RWI training pathways, 	<p>Learning to read is one of the most formative phases of a child’s school experience and it lays the foundations for so much more. Those who do not master reading at school go on to struggle with essential tasks of life, so children mastering the art of reading during their school years is vital. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Read Write Inc – Research and Evidence</p> <p>EEF Blog: Phonics – mastering the basics of reading</p> <p>Choosing a Phonics Teaching Programme DfE</p> <p>EEF Toolkit</p>	<p>1, 2, 4, 7</p>

<p>dependant on needs of staff</p> <ul style="list-style-type: none"> • Reading Lead to deliver CPD on <i>Making a Strong Start in Reception</i> and monitor impact • Reading Lead to deliver weekly coaching sessions, dependant on needs of CPD or areas of required support 		
<p>Investment in Staff professional development plays a key part in the school's strategic plan. Professional growth will focus on developing staff subject knowledge and the quality of teaching, as well as developing staff as subject leaders. CPD will include, but is not limited to, training/further training in:</p> <ul style="list-style-type: none"> • RWI • Insight Tracker • Metacognition (including Rosenshine's Principles) • Monitoring in Early Years • Mastering Number • LaunchPad for Literacy • Talk for Writing, in particular Pie Corbett's Punctuation Project • Accessible Maths for All KS1/KS2 • Goal Free Problems and Number Talks • How Can Oracy Deepen Mathematical Reasoning? 	<p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes. CPD programmes have the potential to close the gap between ECT and more experienced teachers, with quality CPD having a greater effect on pupil attainment than other interventions schools may consider.</p> <p>All staff will receive evidence-based training, linked to school priorities. In addition to this, staff will receive individualised training, depending on need or areas for development.</p> <p><i>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school.</i></p> <p><i>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</i></p> <p><u>Evidence review: The effects of high-quality professional development on teachers and students – Education Policy Institute</u> <u>Effective Professional Development - EEF</u> <u>EEF – A Guide to Pupil Premium</u></p> <p>Investing in professional development for teachers and teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes and can overcome barriers related to time and practical implementation.</p> <p><u>Teaching Assistant Interventions - EEF</u> <u>Evidence review: The effects of high-quality professional development on teachers and students – Education Policy Institute</u> <u>Effective Professional Development - EEF</u></p>	<p>1, 2, 3, 4, 5, 6, 7</p>

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

Budgeted cost: £ 63,333

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subsidising School Led Tutor Grant will allow targeted intervention, including 1;1 and small group work, for pupils most impacted by the pandemic, a significant number being disadvantaged.</p>	<p>One to one tuition and small group tuition are both effective interventions. Lower attaining, whose progress has been hindered by school closures during the pandemic, are likely to significantly benefit from targeted tuition as specific needs are considered and gaps addressed.</p> <p>One to One Tuition – EEF Toolkit Small Group Tuition – EEF Toolkit</p>	<p>1, 2, 4, 7</p>
<p>Use of formative assessment and effective feedback</p>	<p>Research shows the importance of providing meaningful feedback, which supports pupil progress, builds on learning, addresses misunderstandings, and thereby closes the gap between where a pupil is and where the teacher wants them to be. Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies and may lead to same day interventions.</p> <p>Teacher Feedback to Improve Pupil Learning - EEF</p>	<p>1, 2, 4, 5, 7</p>
<p>Targeted interventions to support Reading, Literacy and Maths eg 1:1 RWI phonics (bottom 20%), small group RWI phonics, BRP, Launchpad for Literacy, Over and over Programme, Blacksheep Narrative, Maths Pre-Teach, Mastering Number, Early Talk Boost, Firstclass@Number, Success@Arithmetic, Accelerated Reader</p> <p>Targeted interventions are monitored regularly to evaluate impact, through use on Provision Map</p>	<p>Evidence consistently shows the positive impact that targeted academic support, including those who are not making good progress across a range of subjects. Considering how teachers and teaching assistants can provide academic support, including how to link structured one to one or small group interventions to high quality classroom teaching, will be a key component in our pupil premium strategy being effective. Teaching assistants can provide a large positive impact on learner outcomes. Where teaching assistants are trained to deliver an intervention to small groups or individuals, there is evidence of higher impact.</p> <p>Teaching Assistant Interventions - EEF</p>	<p>1, 2, 4, 7</p>

<p>Parental/Carer Workshops, including, but not limited to, Early Reading, Maths Mastery and workshops aimed at specific needs such as Autism or sleep routines</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. Providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes.</p> <p><u>Parental Engagement - EEF</u></p>	<p>1, 2, 3, 4, 5, 6, 7</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 60,896

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral support working closely with families to improve attendance and support the SEMH needs of vulnerable disadvantaged families.</p>	<p>Interventions with Thrive Practitioners build on children's emotional literacy and engages pupils with strategies to draw on in difficult times.</p> <p>British Education Research Association (BERA) claims that pastoral care in education improves learners' attendance, fosters an atmosphere that is conducive for learning and promotes tolerance, resilience, fairness and equal opportunities for all, with due regard for protected characteristics.</p> <p>Evidence shows effective pastoral care can: improve students' attendance and retention rates; foster an orderly atmosphere in which all students can access opportunities, enhance their academic achievements and promote tolerance, especially in students and teachers with due regard for protected characteristics</p> <p><u>Social and Emotional Learning - EEF</u></p>	<p>1, 3, 5, 6, 7</p>
<p>Inclusion - educational visits, visitors and project involvement for all pupils regardless of background</p>	<p>Children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education, with enrichment approaches directly improving pupils' attainment. Pupils should experience the world beyond the classroom as an essential part of learning and personal development. These, often the most memorable learning experiences, help children to make sense of the world around them by making links between feelings and learning. By helping pupils apply their knowledge across a range of challenges, learning outside the classroom builds bridges between theory and reality, schools and communities, young people and their futures. Quality learning experiences in 'real'</p>	<p>1, 2, 3, 5, 6, 7</p>

	<p>situations have the capacity to raise achievement across a range of subjects and to develop better personal and social skills.</p> <p>Pupil premium funding is used to provide and subsidise opportunities for pupils including residential places for various outward-bound events, theatre visits, music events and visitors into school. We also fund various projects linked to the curriculum and our local heritage, which all pupils can access and become involved in. This includes, but is not limited to, 2 year old music project with children and their families, participation in Mouth of the Tyne, North Tyneside Music Extravaganza at the Sage, North Tyneside Dance Festival. Evidence suggests that the greater the experiences, the greater the extension of vocabulary.</p> <p><u>Learning Outside the Classroom - Manifesto</u> <u>Social Impact Report – Outward Bound Trust</u> <u>Life skills and enrichment EEF</u> <u>(educationendowmentfoundation.org.uk)</u></p> <p>Music in schools positively impacts on all children (particularly those from disadvantaged backgrounds) in many ways. It enhances their social skills, offers opportunities to perform and develop self-confidence, improves mental wellbeing and can positively impact on academic performance.</p> <p><u>The Importance of Music - DFE</u></p>	
<p>Providing a fully funded breakfast club to pupil premium children</p>	<p>An EEF impact evaluation found that offering pupils in primary schools a free and nutritious meal before school can boost their reading, writing, and maths attainment by an average of two months additional progress in Key Stage 1. Breakfast club schools also saw an improvement in pupil behaviour and attendance.</p> <p><u>Breakfast Clubs Work their Magic in Disadvantaged English Schools - IFS</u> <u>Magic Breakfast - EEF</u> <u>National School Breakfast Programme - EEF</u></p>	<p>1, 3, 5, 6</p>
<p>CPOMS Software to enable teachers and SLT to track and monitor attendances and incidents across school and academic years.</p>	<p>All members of staff are now able to record incidents so school has an immediate and up to-date accessible log. This helps members of staff to identify areas for concern where appropriate and provide effective safeguarding of all children and in addition to this, SLT use the log to track and address trends in behaviour and attendance. CPOMS enables schools to improve their management of child protection and similar incidents and actions, whilst reducing staff time, paperwork and administration.</p>	<p>1, 3, 5, 6, 7</p>

	<p>CPOMS also enables schools to track referrals to external agencies, such as the NHS/CAMHS, Children's Services, and the Police (including letters and phone calls) and be alerted if timescales are not being met. The software also uses the 12 same action-based functionality to track communication with parents and carers, as well as students. Data is recorded and can be used to produce data tables to support internal staff and external agencies.</p>	
<p>Partnership (eg NUSTEM - NUSTEM Primary Carers, Me You and Science Too Programme, teacher subject knowledge, resources, parental engagement, STEM experts in school, STEM educational visits)</p>	<p>Teachers are a key influence on young children's career aspirations. Working with partners such as NUSTEM develops resources that our teachers can use to support the children in our school with knowledge of eg STEM careers, and to broaden career aspirations.</p> <p>Established as a research-rich practitioner-led project, the development of NUSTEM has been strongly influenced by recent and current research. Research is unequivocal: ongoing engagements with partners are much more beneficial than one-off activities.</p> <p>NUSTEM Research SYM873648 Careers-Education-Infographic (d2tic4wvo1iusb.cloudfront.net) Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 4, 6
<p>Thrive Approach / Family Thrive</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional learning (SEL) skills than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Thrive benefits individuals, transforms settings and delivers improvements in children's behaviour, leading to better engagement and attainment, by helping children regulate their own behaviour and learn about their emotions. It reduces exclusions and improves attendance and achievement levels by helping children engage with education. Family Thrive courses strengthen links with parents and carers by ensuring a joined-up approach to supporting children's emotional and social needs.</p> <p>Thrive – Underpinning Theory and Science Social and Emotional Learning - EEF</p>	1, 3, 5, 6, 7

<p>Arbor teacher app. Focus work on attendance in order to monitor and support pupil premium children and their families and reduce persistent absence.</p>	<p>Attendance is logged in class electronically, meaning immediate, up to date data is available and swift action is taken to address non-attendance and punctuality of pupils.</p> <p>Research has found that poor attendance is linked to poor academic attainment across all key stages. However, evidence suggests, even small improvements in attendance can lead to meaningful impacts on outcomes.</p> <p><u>An Evidence Informed Approach to Improving Attendance – Research Schools Network</u> <u>Attendance Guidance - School Handbook NTC</u> <u>Research into how attendance can impact on attainment – The Key</u> <u>Attendance Interventions - EEF</u></p>	<p>1, 3, 6</p>
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Total budgeted cost: £243,585



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.

	Outcomes (Desired)	Review 2022-2023
A	<p>Impact of Covid</p> <p>To continue to improve and sustain positive mental health, wellbeing and behaviour through whole school approach to mental health and wellbeing, counselling service, Thrive and family Thrive for pupil premium across school, ensuring SEMH is high priority.</p>	<p>Mental health working party and action plan established. DfE Wellbeing Education Return Programme was implemented and targeted interventions were provided to those children and families who demonstrated negative mental health and wellbeing on return to school. Whole school participation in children's mental health awareness week. Whole school launch of 5 point scale. Whole school mental health staff CPD to share vision and identify priorities. Ongoing staff training on mental health awareness. Two members of staff trained on Mental Health First Aid, impacting on early identification and support offered. Attendance figures show a positive impact of supporting disadvantaged families</p> <p>Pupil voice and monitoring of behaviour trends, shows improved pupil confidence, motivation and behaviour, including behaviour for learning. Qualitative data from staff shows training has had significant positive effects on their confidence, mental health literacy, perception of the school as a supportive environment and behaviour in supporting pupils.</p>
B	<p>Improved Outcomes</p> <p>Improve progress and attainment in reading, writing and maths across all year groups, for pupils eligible for pupil premium, including those who are already high attainers.</p>	<p>Pupils passing Y1 phonics screener was in-line with National. Disadvantaged pupils passing the phonics screener in Y1 has increased from 67% (2022) to 73%. This is broadly in line with non-disadvantaged nationally. Chn passing phonics by the end of Y2 is now in line with NA. KS1 -Results in all subjects, including reading, writing and maths combined are above or in line with NA. Progress in year 2 has been at the expected rate (with those not achieving 6 steps or more having a narrative). However, disadvantaged pupils continue to work below non disadvantaged nationally. KS2 -The % of pupils achieving expected standard is above NA in Reading, Writing and Maths. However, GPaS is below national. The % of pupils working at greater depth is significantly above NA in Reading, above in Writing and Maths and in-line in RWM combined. However in GPaS, the results are below national. The school has seen a 9% increase in secondary ready, compared to a national increase of 1%. Disadvantaged pupils perform better than disadvantaged pupils nationally, although there remains a gap between this group in comparison to their non-disadvantaged peers nationally in all subjects. Send pupils achieve above SEND pupils nationally in all subjects.</p>
C	<p>Attendance</p> <p>Improved attendance, with increased attendance rates for those pupils eligible for pupil premium across school, ensuring the number of pupils eligible for pupil premium who are persistently absent, continues to decrease significantly.</p>	<p>Following support from Attendance and Placement Service, SIMs training – making the most of Sims to track and monitor attendance, daily texts informing of positive or negative impacts on their child's attendance, monitoring of attendance showed an upward trend since 2021 - 2022, increasing overall from 93.36% to 94.46%. (autumn 94.32%, Spring 94%, Summer 94.46%). However, a number of families taking holidays, continues, mainly due to the cost of living rise. Attendance of pupil premium and FSM children is below 95%, but has improved since 2021-2022.</p>

<p>D Vocabulary Acquisition Improved communication skills (oracy, reading and writing, vocabulary acquisition and understanding in disadvantaged pupils)</p>	<p>Observations and data are beginning to show a significant shift in the quality of vocabulary used in written and oral communication by pupils. Pupils are showing a developing understanding of vocabulary, across all subjects. Pupils are exposed to language rich environment, with recognition of the emphasis on developing language and vocabulary from early years and beyond across school, from external monitoring.</p>
<p>E Early Reading Skills Secure foundations of early reading embedded, resulting in improved attainment and progress in reading across school, with a high number of children (at least in line with national average) passing Y1 phonics screening check</p>	<p>Pupils passing Y1 phonics screener was in-line with National. Disadvantaged pupils passing the phonics screener in Y1 has increased from 67% (2022) to 73%. This is broadly in line with non-disadvantaged nationally. Chn passing phonics by the end of Y2 is now in line with NA. KS1 -Results in reading are in-line with NA. Although disadvantaged pupils perform in-line with disadvantaged pupils nationally, there remains a gap between them and their non disadvantaged peers. Send pupils achieved above SEND pupils nationally in Reading.</p>
<p>F Wider Experiences and Skill Development Pupils have increased opportunities in and out of school for additional enrichment activities</p>	<p>Pupil premium and long term disadvantaged children have accessed a wide range of additional experiences, including trips, extracurricular clubs, meetings with visitors including STEM experts and authors. Holiday clubs were delivered, targeting disadvantaged pupils specifically. The opportunities offered in wider development for pupils has led to increased personal development, talents being recognised and encouraged, character development, resilience, and pupils being educated on British values and diversity.</p>

Externally provided programmes

Non-DfE programmes that we purchased in the previous academic year.

Programme	Provider
Read Write Inc	Ruth Miskin / Oxford University Press
Thrive Licenced Practitioner Status	Thrive
Accelerated Reader	Renaissance Learning
Spelling Shed	Ed Shed
Launchpad for Literacy	Kirstie Page – Launchpad for Literacy
Commando Joe's	CJ's Education Services
TT Rockstars	Maths Circle Ltd

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A



Further information

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- Opening Schools Facilities \(OSF\) 3 year funding for schools](#) . The funding supports us by partnering up Bikes4Health and other local sporting and youth and community organisations to provide collaborative, inspiring, accessible and meaningful provision that helps improve physical activity levels and participation through cycling. We offer a wide range of high-quality extracurricular cycling activities to our pupils and the local community to boost wellbeing, behaviour, attendance, and aspiration. Activities focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils are encouraged and supported to participate.*
- *using School-Led Tutoring Grant to staff the implementation of our own tutoring provision for disadvantaged and vulnerable pupils who have missed the most education due to COVID-19.*
- *Holiday clubs are offered across the academic year, through the application for HAF funding (Holiday Activities and Food Programme)*

We accessed EEF Pupil Premium Resources, including the EEF Menu to Approaches [The EEF Guide to the Pupil Premium | EEF \(educationendowmentfoundation.org.uk\)](#) 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 and through support staff, monitoring progress, solving problems, and adapting strategies where needed, we will deliver the activities needed so that our plan is delivered effectively and sustained over time.

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