

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Castle Mead School
Number of pupils in school	340
Proportion (%) of pupil premium eligible pupils	21% (71 ch)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	1 st November 2022
Date on which it will be reviewed	31 st December 2023
Statement authorised by	Emma Larkham Headteacher
Pupil premium lead	Emma Larkham Headteacher
Governor / Trustee lead	Jayne Bullock

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87255
Recovery premium funding allocation this academic year	£20601
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	£107856

Part A: Pupil premium strategy plan

Statement of intent

We aim for high attainment and good or better progress for all children, regardless of their starting points and challenges.

We teach each child as an individual, acknowledging the complexity and variation of their disadvantage and how we can best meet their needs through a collective approach and shared responsibility. Through this collaboration combined with parental input, assessments and knowledge of the children, we accurately identify the school-wide challenges that this strategy aims to overcome.

This strategy also considers the needs of other children who are not designated as Disadvantaged but face similar challenges (for example Young carers, those who have social care involvement, those who are financially disadvantaged).

Our approach is centred around quality first teaching that is underpinned by a comprehensive knowledge of the individual children, their families and their needs. When choosing methods of delivery for the core curriculum, we make careful considerations through the lens of our disadvantaged children. This is in order to have the greatest impact on closing the gap in attainment between those who are advantaged and those who are not, whilst also benefitting the non-disadvantaged children in our school.

Our targeted support will also include those children whose education has been worst affected through the pandemic, regardless of disadvantage. Some of this support will be targeted through the use of the school led national tutoring programme, targeted specifically those children in the earlier year groups who have not secured basic reading and maths skills.

We do not make assumptions about the impact of disadvantage; instead we make use of robust analysis of assessment to determine the common challenges and specific needs. This analysis supports us in selecting appropriate approaches to ensure each child flourishes.

This is achieved by:

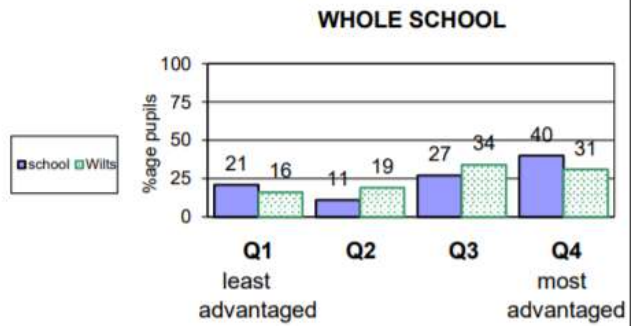
- Having high expectations of where learning is pitched and scaffolding to enable achievement for all.
- Intervening responsibly and innovatively at the point of need, considering the whole child holistically.
- Working collaboratively as a whole staff team with diligence and consistency.

Castle Mead is a larger than average primary school that is still growing. There is an on-site nursery that caters for children from the age of 2 until 4 as well as a complex needs Resource Base that currently has 35 children on roll. There are 2 forms of entry from Reception until Year 5 and then one form for Year 6; next year the whole school will have 2 forms of entry (apart from current Year 1 which has a smaller cohort). Numbers of children who eligible for support through the pupil premium funding are broadly in line with national averages (currently 21% in receipt of Pupil Premium funding). The number of children with SEND is significantly higher than that of the national average with 22.3% at SEN Support and 12.8% with an EHC Plan.

Castle Mead School MOSAIC data - April 2019 (still most current one available)

	School	Wilts primary
Number on roll	278	
% FSM (Nat 14.7%)	14	10.2
% SEN (Nat 13.5%)	24.5	16.9
% BME (Nat 32.1%)	25.2	12.7
% EAL (Nat 20.6%)	19.4	6.2
High - Low Status factor	0.384	0.281
School rank by H-Ls factor	101/200	
School position by %Q1	48/185	

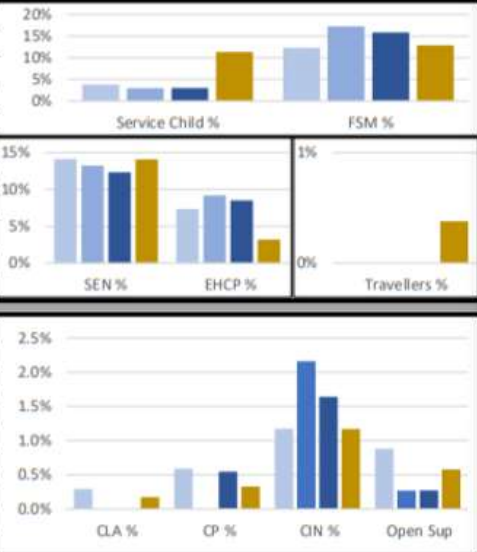
National figures taken from Jan 2018 census data (released June 2018)



Wiltshire school data profile 2021

CONTEXT	Sum'19	Aut '20	Spr '21	Avg/Avg	Wilts
Service (military) children	13	11	11	12	21.94
% Service children compared to No. on Roll	3.82%	2.97%	3.01%	3.27%	11.34%
Free School Meals (FSM)	42	64	58	55	25.00
% FSM compared to No. on Roll	12.35%	17.30%	15.89%	15.18%	12.91%
SEN Support	48	49	45	47	27.26
% SEN Support compared to No. on Roll	14.12%	13.24%	12.33%	13.23%	14.09%
EHCP	25	34	31	30	6.19
% EHCP compared to No. on Roll	7.35%	9.19%	8.49%	8.35%	3.20%
Travellers	0	0	0	0	0.72
% Travellers compared to No. on Roll	0.00%	0.00%	0.00%	0.00%	0.37%

Social Care	Sum'19	Aut '20	Spr '21	Avg/Avg	Wilts
Looked After Children (CLA)	1	0	0	0.33	0.34
% CLA compared to No. on Roll	0.29%	0.00%	0.00%	0.10%	0.17%
Pupils with Care Plan (CP)	2	0	2	1.33	0.64
% CP compared to No. on Roll	0.59%	0.00%	0.55%	0.38%	0.33%
Children in Need (CIN)	4	8	6	6.00	2.27
% CIN compared to No. on Roll	1.18%	2.16%	1.64%	1.66%	1.17%
Open Support	3	1	1	1.67	1.12
% Open Support compared to No. on Roll	0.88%	0.27%	0.27%	0.48%	0.58%



Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils (updated attainment figures to reflect assessment July '22).

Challenge number	Detail of challenge
1	<p>Assessment, observations and discussions with pupils indicate that disadvantaged pupils generally have greater difficulties in embedding phonic skills than their peers. This impacts negatively on their development as readers within Key Stage 1 and beyond.</p> <p>Assessment information shows that at the end of last academic year, 36% of children across the school who are disadvantaged were at the expected standard for reading compared to 61% of their peers; 36% of children who are disadvantaged were at the expected standard in phonics at the end of Year 1 compared to 56% of their peers.</p>
2	<p>Assessment, observations and discussions with pupils indicate that many of our disadvantaged pupils have vocabulary gaps and underdeveloped language skills when compared to their peers. This is particularly evident when children are in our Nursery and Reception classes.</p> <p>This impacts negatively on outcomes in Writing within Reception and as the children progress through the school.</p> <p>Internal assessment information shows that at the end of last academic year, 39% of children across the school who are disadvantaged were at the expected standard for writing compared to 59% of their peers.</p>
3	<p>Internal assessment information shows that maths attainment, particularly with regard to levels of maths fluency, is lower for those who are disadvantaged than that of their peers.</p> <p>This year, 25% of children who are disadvantaged have entered Reception at the level expected for the start of the year in maths, compared to 76% of those who are not. This gap has widened this year but there has been a consistent gap over previous years which is also evident across the school. Assessment information for the end of last academic year showed that 39% of children who are disadvantaged were at the expected standard for their year group compared to 63% of their non-disadvantaged peers.</p>
4	<p>Our observations of children indicate that many of our disadvantaged pupils find it more difficult to self-regulate and apply social and emotional aspects of learning. This has been exacerbated by the school closures and staffing absences experienced over the last two years and is supported by national studies. This impacts negatively on their academic attainment.</p> <p>50% of the children who are being educated full time in our nurtured learning provision are eligible for pupil premium funding. 80% of the children regularly benefitting from this provision this year are either eligible for funding through the pupil premium grant or are disadvantaged in another way. 7/8 children who attend nurture breakfast are eligible for pupil premium funding.</p>
5	<p>Our termly analysis of attendance information indicates that children who are disadvantaged are more likely to be persistently absent when compared to their</p>

	<p>non-disadvantaged peers. Increasing attendance (including punctuality) will impact positively on overall attainment.</p> <p>Internal attendance data from the last academic year indicates that 21% of children who are disadvantaged were persistently absent, compared to 12% of their non-disadvantaged peers. Overall attendance for last academic year for those who are disadvantaged was 93.7% while the figure for those who are not disadvantaged was 94.6%</p>
6	<p>Our observations of and conversations with children indicate that children who are disadvantaged have fewer opportunities for experiences beyond the classroom and therefore have a reduced cultural capital. This impacts negatively on their ability to build effective, coherent schema which means they have to work harder to retain new knowledge.</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 reading attainment amongst pupils who are disadvantaged	<p>Reading outcomes by 2024/25 show that:</p> <ul style="list-style-type: none"> • <u>Phonics</u>: more than 80% of children who are disadvantaged pass the screen in Y1 • <u>KS1</u>: more than 75% of children who are disadvantaged meet the expected standard at the end of Y2 • <u>KS2</u>: more than 70% of children who are disadvantaged meet the expected standard at the end of Y6
Improved oral language skills and vocabulary amongst pupils who are disadvantaged that leads to improved writing attainment.	<p>Observations of and discussions with children who are disadvantaged evidence widened vocabulary that is applied within conversations and written work. This is reflected in improved writing attainment.</p> <p>Writing outcomes by 2024/25 show that:</p> <ul style="list-style-type: none"> • <u>KS1</u>: more than 65% of children who are disadvantaged meet the expected standard at the end of Y2 • <u>KS2</u>: more than 70% of children who are disadvantaged meet the expected standard at the end of Y6
Improved maths attainment amongst pupils who are disadvantaged	<p>Maths outcomes by 2024/25 show that:</p> <ul style="list-style-type: none"> • <u>KS1</u>: more than 70% of children who are disadvantaged meet the expected standard at the end of Y2 • <u>KS2</u>: more than 80% of children who are disadvantaged meet the expected standard at the end of Y6

<p>To achieve and sustain improved levels of self-regulation as well as social and emotional aspects of learning</p>	<p>Sustained high levels of self-regulation as well as social and emotional aspects of learning by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Feedback from pupil, parent and staff questionnaires • Teacher observations • Analysis of school records
<p>To achieve and sustain improved attendance for pupils who are disadvantaged</p>	<p>Sustained high attendance by 2024/25 evidenced by:</p> <ul style="list-style-type: none"> • The overall absence rate for pupils who are disadvantaged being no more than 3.5% or at least in line with national averages for attendance for all children • The percentage of children who are persistently absent being below 8% or at least in line with national averages for all children
<p>To increase opportunities outside of the classroom for pupils who are disadvantaged, thereby increasing their cultural capital</p>	<p>Children are able to talk enthusiastically about the experiences they have received beyond the classroom. This is reflected in the quality of their writing.</p>

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: £20 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (NFER).</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</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>Diagnostic assessment</p>	<p>1, 3</p>
<p>Purchasing and continuing to develop our Synthetic Systematic Phonics scheme: Read Write Inc. Phonics.</p> <p>This is to include the purchase of RWI consultancy time, weekly school to school SLE support as well as the RWI training platform to ensure high quality phonics teaching is embedded across Key Stage 1.</p> <p>Training for new Early Reading Lead – Ramsbury English Hub as well as Wiltshire LA training</p>	<p>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>EEF - Phonics</p> <p>This is a DFE Validated Systematic Synthetic Phonics programme and is intended to secure stronger phonics teaching for all children through high quality resourcing, progressive structure and high quality continuing professional development for those who deliver the programme and for leaders.</p>	<p>1</p>
<p>Develop staff use of scaffolds (including TAs) to support all children in making accelerated progress. Target through instructional coaching as well as Walkthrus.</p> <p>Develop staff use of questioning as a tool to enhance feedback further through the use of instructional coaching and Walkthrus.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/documents/5-a-Day_Reflection_Tool_Teaching_Assistants_V0.4.pdf?v=1666606275</p> <p>EEF Guidance Report: Feedback</p>	<p>1, 2, 3, 4</p>

<p>Attend training from LA on EEF 5 a day to support progress for children with SEND (41% of children who are eligible for PP funding also have an identified SEND)</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support</p>	
<p>Continue to develop our maths teaching through the use of White Rose Maths materials</p> <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 a teacher attending the MaST training as well as the Professional Development Accreditation).</p> <p>We will fund weekly release time for Maths Lead to impact on improving quality maths teaching.</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>Maths guidance KS1 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>Improving Mathematics in EY and KS1</p>	3
<p>Continued participation in the Mastering Number programme (NCETM in conjunction with the Maths Hubs) to improve fluency of basic number skills – relevant for Reception, Year 1 and Year 2 as well as Resource Base</p>	<p>Mastering Number is a new programme offered in 2021/22 by the National Centre for Excellence in the Teaching of Mathematics (NCETM) and the Maths Hubs Network. It aims to develop solid number sense, including fluency and flexibility with number facts, which will have a lasting impact on future learning for all children. It also involves high quality professional development for teachers.</p> <p>Mastering Number Programme</p>	3
<p>Purchasing and implementing the Number Sense programme to support fluency in number facts in Year 3 (including purchase of resources and continuing professional development for staff).</p>	<p>The programme is informed by research into the mathematical development of young children, by 10 years of classroom teaching, and by maths lesson observations in Shanghai. 7 key research principles underpin the programme.</p>	3
<p>Develop consistency across the school with regard to daily maths meetings, focus on consistent sentence stems and structure.</p>	<p>The EEF guidance is based on a range of the best available evidence and includes references to the importance of pupils being able to:</p>	3

<p>Ensure consistency in teaching of times tables to ensure fluency in these facts to support application to other areas.</p>	<ul style="list-style-type: none"> • develop a rich network of mathematical knowledge • emphasise the many connections between mathematical facts, procedures, and concepts • ensure that pupils develop fluent recall of facts <p>Improving Mathematics in Key Stages 2 and 3</p> <p>Improving Mathematics in EY and KS1</p>	
<p>Ensuring consistent use of language structures and explicit vocabulary teaching across the school through use of Tower Hamlets language structures (which is designed with EAL learners in mind but is in place for all children across the school).</p> <p>Ensuring consistent use of Word Aware as a whole school approach to support the vocabulary development of all children. Focussed on whole class learning, the programme is of particular benefit to Disadvantaged Learners.</p> <p>Included here is the cost of Continuing Professional development for staff and resourcing to ensure effective delivery in classes across the school.</p>	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>EAL pedagogy as outlined in 'Excellence and Enjoyment: learning and teaching for bilingual children in the primary years', (DCSF Ref 0013-2006PCK-EN) explains how EAL children become fluent in 'basic interpersonal communicative skills' (playground or social talk) within two to three years but it can take five years or longer to catch up with mono-lingual peers in the development of cognitive and academic language. 'The ability to use language for academic purposes together with cognitive development (the development of thinking and learning skills) is the key to realising educational potential' p9 Unit 1 Planning and assessment for language and learning.</p> <p>https://www.themeadtrust.org/wp-content/uploads/2019/09/Tower-Hamlets-Language-Structures-2.pdf</p> <p>Hjetland et al (2017), in their systematic review found that spoken vocabulary predicted children's latter reading development. Vocabulary relates to reading comprehension, but impacts equally on curriculum areas that require specific word knowledge such as mathematics and science.</p> <p>Waldfoegel and Washbrook, (2010) found a two-year gap at aged 5 years between the wealthiest and the poorest. And as Ford-Connors and Paratore (2015) highlight 'students who enter classrooms with a low store of vocabulary knowledge are unlikely to acquire complex knowledge through simple</p>	2

	exposure'. http://thinkingtalking.co.uk/word-aware/	
<p>Continuing class-based Thrive approaches to meeting emotional and social needs through a re-subscription to The Thrive Approach and continuation of accreditation through refresher training for practitioners.</p> <p>The Thrive Approach is a dynamic, developmental and trauma-sensitive approach to meeting the emotional and social needs of children</p>	<p>Thrive has been developed over the past 25 years, with its architects drawing from a wealth of experience in social work, psychotherapy and education.</p> <p>Combining their collective knowledge and experience, the founders developed a social and emotional development model that looked at children's needs and provided responses and activities to engage them with life and learning.</p> <p>This is underpinned by Attachment Theory, Child Development Theory, Neuroscience and Play, Creativity and The Arts.</p> <p>https://www.thriveapproach.com/about-thrive/the-thrive-approach/underpinning-science-and-theory/</p>	4

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

Budgeted cost: £50 600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of and training to deliver Fresh Start Phonics Programme in Y5, 6 to secure stronger phonics teaching for those who still require this intervention in upper KS2	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Deliver systematic phonics programme teaching to children in lower KS2 (RWI)	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Deliver daily 1:1 phonics intervention across Reception, Y1 and Y2 to ensure gaps close as soon as they develop. To be delivered by trained tutors.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1
Deliver NELI intervention for children in Reception with language gaps.	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: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2
Engage in school led tutoring (some with academic mentor) for those children in Y6, Y4 and Y3 who require it to close gaps in maths and reading.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups:	1, 3

	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
--	---	--

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

Budgeted cost: £ 35 127

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train additional member of staff to become a Thrive practitioner so as to support targeted pupils develop their emotional well-being and improve their ability to regulate themselves.	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): EEF Social and Emotional Learning	4
Embedding principles of good practice set out in the DfE's 'Improving School Attendance' advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Improving School Attendance	5
Continue to build on our Nurtured Learning offer to support those children most impacted by lack of self-regulation and poor social and emotional mental health. Support from Behaviour Support Services to be bought in to ensure high quality provision. Offer bespoke mentoring to targeted children in Year 6 to support with the transition to secondary school.	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): EEF Social and Emotional Learning	4
Continuing class-based and individual interventions using Thrive approaches to meeting emotional and social needs through a re-subscription to The Thrive Approach and continuation of accreditation through	Thrive has been developed over the past 25 years, with its architects drawing from a wealth of experience in social work, psychotherapy and education. Combining their collective knowledge and experience, the founders developed a social and emotional development model that looked at children's needs and provided responses	4

<p>refresher training for practitioners.</p> <p>The Thrive Approach is a dynamic, developmental and trauma-sensitive approach to meeting the emotional and social needs of children.</p>	<p>and activities to engage them with life and learning.</p> <p>This is underpinned by Attachment Theory, Child Development Theory, Neuroscience and Play, Creativity and The Arts.</p> <p>https://www.thriveapproach.com/about-thrive/the-thrive-approach/underpinning-science-and-theory/</p>	
<p>Ensuring that whole school approaches to behaviour and de-escalation strategies are consistently applied across the school. This will impact on helping to reduce fixed-term exclusions and enable more secure self-regulation strategies for our Disadvantaged children.</p> <p>This will involve regular whole staff training, leadership oversight, coaching and supervision.</p>	<p>According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.</p> <p>The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p>	4
<p>Ensure a rich experience of educational visitors and trips to supplement the children's academic knowledge of the curriculum content.</p> <p>Offer a range of extra-curricular clubs that cater for a wide range of pupil interests. Actively encourage those who are disadvantaged to attend.</p>	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p>	6
<p>Offer sports' mentoring sessions to targeted groups of children who would benefit from this in order to improve social skills, self-esteem, confidence or resilience.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	4

Total budgeted cost: £105 727

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 2021 to 2022 academic year.

Our assessments during 2021/22 demonstrate that children who are disadvantaged are still attaining significantly below that of their non-disadvantaged peers, although this gap has not widened over the last year. The gap in reading across the school as well as at phonics in Year 1 closed by 1%, in writing it remained the same and in maths it closed by 6%. Attainment across the school in maths increased by 7% for those who are eligible for pupil premium funding due to the wider use of the White Rose materials which allowed teachers to move more precisely, in smaller steps, through the curriculum. This has supported our children who are disadvantaged as well as our teachers in terms of subject knowledge. We will continue to build on this through the next academic year with greater use of White Rose.

Results 2022 for children eligible for Pupil Premium funding (not including RB)

Statutory Assessment	Pupil Premium	Cohort	Non-Pupil Premium
GLD	25% (4 ch)	59%	61%
Phonics Y1	36% (11 ch)	50%	56%
Phonics Y2	33% (9 ch)	64%	70%
Year 2	Reading	22% (9 ch)	56%
	Writing	22% (9 ch)	44%
	Maths	22% (9 ch)	61%
Year 6	Reading	33% (3 ch)	65%
	Writing	0% (3 ch)	52%
	Maths	33% (3 ch)	48%
	RWM	0% (3 ch)	35%

School led tutoring over the last academic year was focused primarily on reading – delivering 1:1 interventions for those children who were significantly behind the expectations for their age, either through using Fresh Start or RWI. While this didn't translate into improved statutory phonics outcomes, these children who were 'stuck' well below, began to move again through the groups. Of this group targeted for intervention, they were most likely to have got stuck at Pink or Yellow group and so we have identified two of our stronger Phonics Teachers to teach these groups this year. Of this group of 'stuck' children, 82% began to move again after 1:1 tutoring began. Impact has been seen with the use of Fresh Start in upper Key Stage 2 resulting in significant progress for some individuals. This will continue to be embedded across Key Stage 2 over the course of this next academo Improving our phonics outcomes continues to be a key focus through this plan and is mirrored in the school development plan.

Although attendance for children who are eligible for pupil premium funding was an improving picture over the preceding 5 years (89%; 91.9%; 92%; 93.5% and 94.6%), last year attendance figures for this group fell to 93.7%. Persistent absence of the group increased as well by 3% to

21% while that of their non-disadvantaged peers remained the same (12%). A gap also remains in overall attendance figures between those who are disadvantaged and those who are not. This is why it remains a target for improvement within this strategy and is now also included as a priority in the school development plan.

An extensive diet of trips and residential was undertaken last year with 100% attendance by children who are eligible for the pupil premium funding. Children in Year 4 and Year 6 attended a 2 night residential, with children in Year 3 attending an extended day at an activity centre and children in Year 5 attending a sleepover at school. All of these experiences focused on improving children's resilience and ability to work as a team. The impact was evident in the memories shared by the Year 6 children in their leavers' assembly. Extra-curricular clubs were reinstated after the two-year pause due to Covid with teachers offering one in every term. 59% of children between Year 1 and Year 6, who are eligible for the pupil premium funding, took up this offer.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health continue to be significantly impacted over the last year. The impact was particularly acute for disadvantaged pupils and those in the earlier years of school who would perhaps have been identified for additional support at nursery should they not have been in lockdown. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. This included introducing sports' mentoring for targeted groups of children as well as bespoke mentoring to support individuals with the transition to secondary school. Due to capacity with staffing last year, ELSA sessions were not able to be delivered with the consistency that we would have liked, nor was the PSA role as effective due to cover issues. Discrete, protected time has been allocated to the role this year so that we are building on that approach with the activities detailed in this plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read Write Inc	Ruth Miskin (OUP)
White Rose Maths	White Rose Hub
Cornerstones Curriculum Maestro	