

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	384 <i>316 in YR-Y6 mainstream 37 in Resource Base 31 in nursery</i>
Proportion (%) of pupil premium eligible pupils	25% (88 ch)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	15 th December 2023
Date on which it will be reviewed	31 st December 2024
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	£100386
Recovery premium funding allocation this academic year	£11145 (£5752.50 recovery premium £5392.50 school led tutoring)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£111531.00</p>
--	-------------------

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, targeting 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.

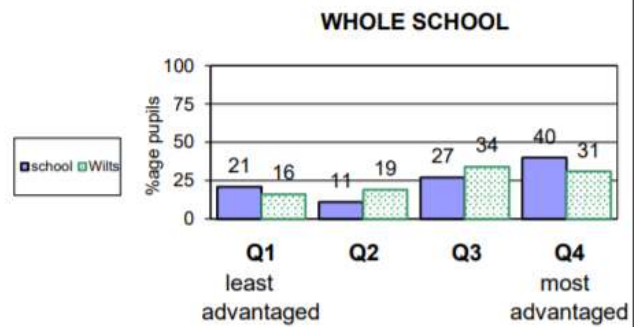
School context

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 37 children on roll. There are 2 forms of entry from Reception until Year 6, with a smaller cohort in Y2 which has only one class. Numbers of children who are eligible for support through the pupil premium funding are broadly in line with national averages (currently 25% in receipt of Pupil Premium funding). The number of children with SEND is significantly higher than that of the national average with 18.7% at SEN Support and 14.7% with an EHC Plan.

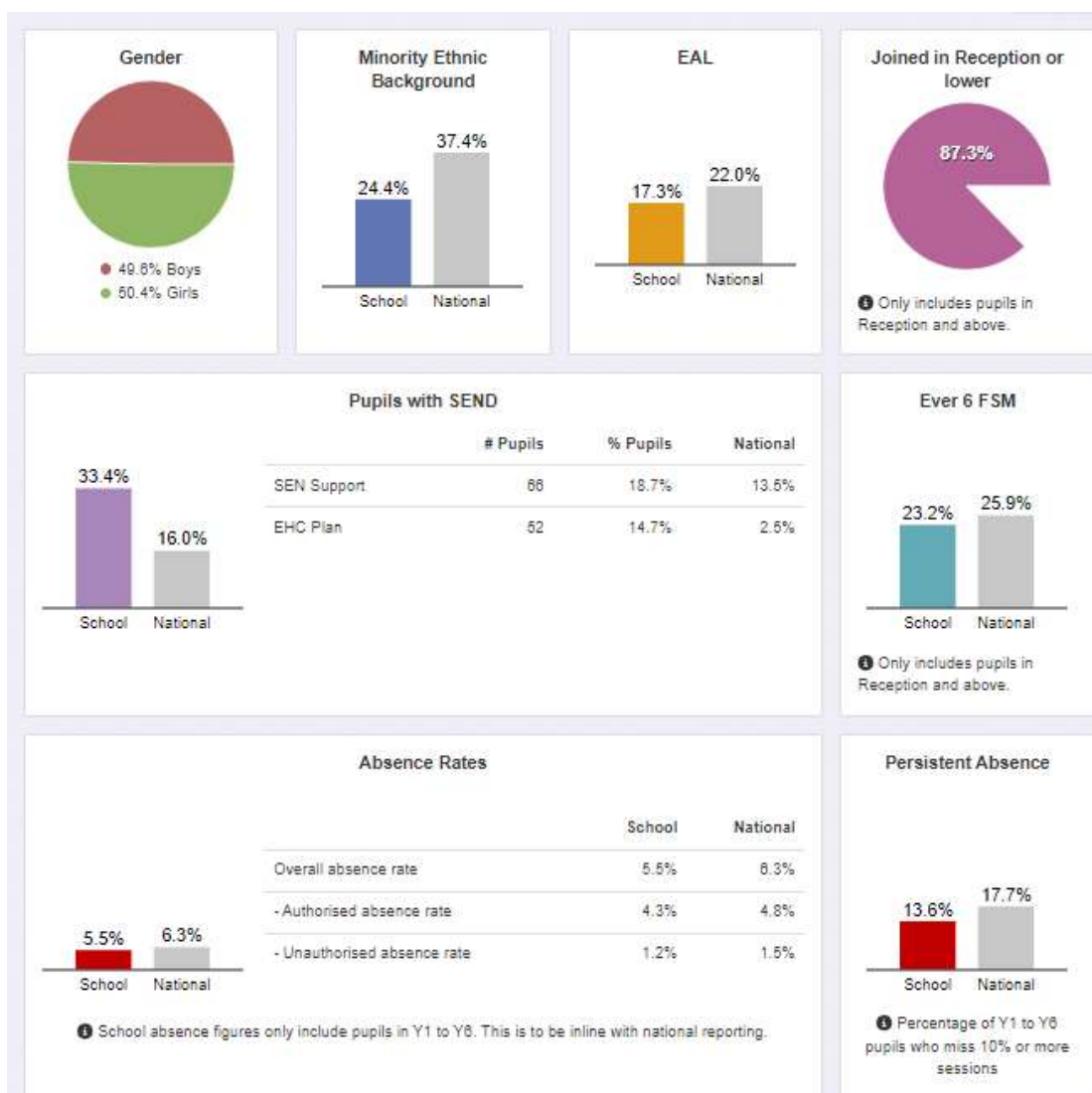
Castle Mead School MOSAIC data - April 2019 (still most current one available)

	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)



Insight Demographics Report (December 2023)



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, 46% of children across the school who are disadvantaged were at the expected standard for reading compared to 66% of their peers (it should be noted that this gap has reduced over the year due to an additional 10% of PP children being at the expected standard); although 100% of children who are disadvantaged were at the expected standard in phonics at the end of Year 1, compared to 88% of their peers, this cohort is only 3 children. At the end of Reception, 71% of children eligible for PP funding reached the ELG in Reading, while 87% of their non-PP peers reached this stage.</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, 41% of children across the school who are disadvantaged were at the expected standard for writing compared to 68% of their peers. At the end of Reception, 38% of children eligible for PP funding reached the ELG in Writing, while 87% of their non-PP peers reached this stage.</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, although the numbers of children who have entered Reception at the levels we would expect have increased, there is still a 20% gap between those who are disadvantaged and those who are not. This gap is wider in maths than reading and writing this year for children on entry to Reception. Assessment information for the end of last academic year showed that 40% of children who are disadvantaged were at the expected standard for their year group compared to 71% of their non-disadvantaged peers. At the end of Reception last year, 46% of children eligible for PP funding achieved the ELG in number, compared to 66% of non-PP 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>

	56% of the children (5 out of 9) who are being educated full time in our nurtured learning provision are eligible for pupil premium funding. 7/8 children who attend nurture breakfast are eligible for pupil premium funding. 5/7 children who have had suspensions this year to date are eligible for PP funding.
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 non-disadvantaged peers. Increasing attendance (including punctuality) will impact positively on overall attainment.</p> <p>Internal attendance data from the last academic year is positive as gaps between PP and non-PP have closed. Figures are also better than national figures. 19% of children who are disadvantaged were persistently absent, compared to 13% of their non-disadvantaged peers. Overall attendance for last academic year for those who are disadvantaged was 92.5% (compared to FFT national average for this group of 91.3%) while the figure for those who are not disadvantaged was 94.7%. This represents a better than national picture in terms of the gap but this gap is still 2.2% for Castle Mead.</p>
6	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.

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 (school's internal assessment) <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

	<p>standard at the end of Y2 (school's internal assessment)</p> <ul style="list-style-type: none"> • <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 (school's internal assessment) • <u>KS2</u>: more than 80% of children who are disadvantaged meet the expected standard at the end of Y6
To achieve and sustain improved levels of self-regulation as well as social and emotional aspects of learning	<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 • Data from Thrive assessment scores
To achieve and sustain improved attendance for pupils who are disadvantaged	<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
To increase opportunities outside of the classroom for pupils who are disadvantaged, thereby increasing their cultural capital	<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>	1, 3
<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>Trust reviews and collaborative working also support professional development for staff and leaders.</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>	1
<p>Develop staff use of explicit instruction (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>EEF blog: The Five-a-day approach: How the EEF can support EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4

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)	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support	
<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.</p> <p>We will fund weekly release time for Maths Lead to impact on improving quality maths teaching. Also supported by Trust reviews and collaborative working.</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>Participation in Maths Mastery programme for KS2 teachers.</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>Develop consistency across the school with regard to daily maths meetings, focus on consistent sentence stems and structure.</p> <p>Ensure consistency in teaching of times tables to ensure fluency in these facts to support application to other areas.</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> <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 	3

	Improving Mathematics in Key Stages 2 and 3 Improving Mathematics in EY and KS1	
<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 multi-lingual 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>Subject leaders to consider and implement where appropriate the following resources:</p> <ul style="list-style-type: none"> • <i>Embedding in the curriculum: Talking-Like-A...-1.pdf</i> (voice21.org) • <i>Multilingual: Speaking and Writing Frames - The Bell Foundation</i> (bell-foundation.org.uk) • <i>Eg Digestive system: Bell Language structures and vocab support</i> • <i>Storytelling: https://www.the-partnership.org.uk/file-store/630e2602eb6b3</i> 	<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 exposure'. http://thinkingtalking.co.uk/word-aware/</p>	2
Continuing class-based Thrive approaches to meeting emotional and social needs through a re-subscription to The Thrive Approach and continuation of accreditation	Thrive has been developed over the past 25 years, with its architects drawing from a wealth of experience in social work, psychotherapy and education.	4

<p>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>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>	
<p>Ensure a total communication approach in Nursery and Reception which provides communication friendly spaces and high-quality interactions between adults and children.</p>	<p><u>Communication and language approaches EEF</u></p> <ul style="list-style-type: none"> • Communication and language approaches typically have a very high impact and increase young children's learning by seven months • Positive effects have been identified on early language and literacy skills. • Staff are very likely to benefit from training or professional development (including around high-quality adult interactions). <p>High quality provision is likely to include multiple strategies across vocabulary, language, talk and social communication skills.</p>	<p>2</p>

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 KS2 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
<p>Train 2 additional members 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.</p> <p>Train staff member at L3 to deliver Forest School.</p>	<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>EEF Social and Emotional Learning</p>	4
<p>Embedding principles of good practice set out in the DfE's 'Improving School Attendance' advice.</p> <p>Work closely with external agencies where appropriate for children with severe and persistent absence.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving School Attendance</p>	5
<p>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.</p> <p>Offer bespoke mentoring to targeted children in Year 6 to support with the transition to secondary school.</p>	<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>EEF Social and Emotional Learning</p>	4

<p>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 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
<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. Training to include Five to Thrive as well as Trauma training for members of SLT.</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 (including those that can exemplify 'The World of Work') 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>Adoption of the Wiltshire Affordable Schools Strategy to make school as affordable as possible for our families.</p>	<p>The aim of this project is to take action together to implement measures which will help all families with access to learning, and school costs,</p>	All

This involves the cost of training and ongoing network support for leaders.	ensuring that each child can participate, learn, and thrive.	
---	--	--

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.

Results 2023 for children eligible for Pupil Premium funding

Statutory Assessment		% of Pupil Premium meeting EXS	% of cohort meeting EXS	% of Non-Pupil Premium meeting EXS	Gap PP vs non-PP
EYFSP – Good Level of Development		31% not RB (13 ch) 27% all (15 ch)	68% not RB (44 ch) 59% all (51 ch)	84% not RB (31 ch) 72% all (36 ch)	-53%
Year 1 - Phonics		50% not RB (6 ch) 50% all (6 ch)	81% not RB (32 ch) 74% all (35 ch)	88% not RB (26 ch) 79% all (29 ch)	-38%
Year 2 - Phonics		77% not RB (13 ch) 67% all (15 ch)	78% not RB (50 ch) 66% all (59 ch)	78% not RB (37 ch) 66% all (44 ch)	-1%
Year 2	Reading	38% not RB (13 ch) 33% all (15 ch)	54% not RB (50 ch) 46% all (59 ch)	60% not RB (37 ch) 50% all (44 ch)	-22%
	Writing	31% not RB (13 ch) 27% all (15 ch)	52% not RB (50 ch) 44% all (59 ch)	59% not RB (37 ch) 51% all (44 ch)	-28%
	Maths	31% not RB (13 ch) 27% all (15 ch)	54% not RB (50 ch) 46% all (59 ch)	62% not RB (37 ch) 52% all (44 ch)	-31%
Year 4 - MTC (Multiplication Tables Check)		56% not RB (16 ch) 53% all (17 ch)	69% not RB (51 ch) 64% all (55 ch)	74% not RB (35 ch) 68% all (38 ch)	-18%
Year 6	Reading	46% not RB (13 ch) 44% all (16 ch)	50% not RB (26 ch) 44% all (32 ch)	54% not RB (13 ch) 44% all (16 ch)	-8%
	Writing	61% not RB (13 ch) 51% all (16 ch)	69% not RB (26 ch) 57% all (32 ch)	77% not RB (13 ch) 63% all (16 ch)	-16%
	Maths	61% not RB (13 ch) 51% all (16 ch)	69% not RB (26 ch) 57% all (32 ch)	77% not RB (13 ch) 63% all (16 ch)	-16%
	RWM	38% not RB (13 ch) 31% all (16 ch)	46% not RB (26 ch) 38% all (32 ch)	54% not RB (13 ch) 44% all (16 ch)	-16%

Our assessments during 2022/23 demonstrate that children who are disadvantaged are still attaining significantly below that of their non-disadvantaged peers, although their attainment has improved in all areas. The most notable improvement is in Phonics at Year 2. The biggest gap for children who are eligible for Pupil Premium funding remains for those in the earlier years of school – this gap narrows the longer they are with us. The biggest gaps within the achievement of the Early Learning Goals are within the following areas: Writing (41%), Number and Numerical Patterns (both 28%), Past and Present (36%), People, Culture and Communities (21%) and The Natural World (13%).

Progress toward intended outcome 1: Improved reading attainment amongst pupils who are disadvantaged

School led tutoring over the last academic year was again 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. Impact is evident in the improved phonic outcomes at both Year 1 and Year 2. Although reading outcomes at KS2 were below national averages, 5 children (19%) scored 99, missing EXS by 1 scaled point. Impact has been seen with the use of Fresh Start in upper Key Stage 2 resulting in significant progress for some individuals. This continues to be embedded across Key Stage 2 over the course of this next academic year to increase notable impact on outcomes for these children, training additional staff members to deliver this intervention.

A pre-phonics curriculum is now being written for those children who are at the very early stages of learning to read. Our INSET day in January will be focused on Phonics training for nursery staff.

Lesson observations, conversations with children and our recent Ofsted inspection (March 2023) all evidence that there is a culture of reading for pleasure embedded across the school. *“Reading is at the heart of the curriculum. Pupils develop a love of reading. Pupils read a wide variety of books and enjoy opportunities to read inside and outside of school. They talk with excitement about voting for their favourites. The teaching of phonics begins as soon as children start at the school. Children’s reading books match the sounds they are learning. This helps them to become fluent readers. Leaders identify pupils who need extra support with reading. Overall, this is successful, particularly for those pupils who attend the specialist resource base.”*

Progress toward intended outcome 2: Improved oral language skills and vocabulary amongst pupils who are disadvantaged that leads to improved writing attainment.

Although impact on writing outcomes lower down the school remain too low, attainment at Key Stage 2 was broadly in line with national averages. Numbers of children who are disadvantaged who achieve the ELG in writing need to improve (there was a 41% gap between those who are disadvantaged and those who are not. While children who are disadvantaged outperformed those who are not in Listening, Attention and Understanding, there was a 25% gap within Speaking. It will be important to prioritise the NELI programme over the coming year to ensure this gap closes, thereby impacting positively on Writing outcomes.

Progress toward intended outcome 3: Improved maths attainment amongst pupils who are disadvantaged

Children attained well in the multiplication tables check, performing strongly when compared to national figures. Those who are disadvantaged achieved better than the national average for all children. Children in Year 6 were broadly in line with national averages. However, the gap between those who are disadvantaged and those who are not, is still significant at Year 2 (a 31% gap). There is also a 28% gap at the end of Reception year in Number as well as Numerical Patterns. Further support for teachers has been planned this year to target lower attainers and support them more effectively within maths lessons.

Progress toward intended outcome 4: To achieve and sustain improved levels of self-regulation as well as social and emotional aspects of learning

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 re-introducing 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.

Progress toward intended outcome 5: To achieve and sustain improved attendance for pupils who are disadvantaged

Attendance figures were significantly positively impacted this last year as demonstrated within the FFT attendance tracker:

FSM6			All	R	1	2	3	4	5	6
FSM6	83	School	92.5%	93.7%	94.9%	93.4%	92.4%	93.3%	94.9%	85.5%
		FFT National	91.3%	89.4%	90.6%	91.4%	91.7%	91.7%	91.6%	91.6%
		Difference	+1.2% 	+4.2% 	+4.3% 	+2.0% 	+0.7%	+1.6% 	+3.2% 	-6.1%
Not FSM6			All	R	1	2	3	4	5	6
Not FSM6	256	School	94.7%	92.8%	95.5%	94.8%	95.6%	94.0%	94.5%	96.1%
		FFT National	94.7%	93.3%	94.2%	94.9%	95.2%	95.2%	95.1%	95.0%
		Difference	0.0%	-0.5%	+1.2% 	0.0%	+0.3%	-1.2% 	-0.6%	+1.1%

Where attendance has fallen short for the individuals represented above in the Year 6 figures, the school worked closely with the child concerned, the parent and the Local Authority. Soft starts, collection from home and mentoring, amongst other strategies, were implemented to support this child. Ofsted states that *"Leaders track attendance with tenacity. As a result, pupils attend regularly."* (Ofsted March 2023)

Progress toward intended outcome 6: To increase opportunities outside of the classroom for pupils who are disadvantaged, thereby increasing their cultural capital

An extensive diet of trips and residentials 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 water based activity day. 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 offered by teachers each term. 65% of children between Year 1 and Year 6, who are eligible for the pupil premium funding, took up this offer. This enrichment offer is being further developed this year with teachers proactively inviting children who are eligible for pupil premium funding first to clubs of their interest, speaking directly to parents and hosting an 'invite only' club run by an external agency – specifically to target those who are disadvantaged and would benefit from this.

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	