

St Saviour's Primary Pupil Premium Strategy 2023-24

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	407
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021-24
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Louise Page (HT)
Pupil premium lead	Kamran Hussain (AHT)
Governor / Trustee lead	Rema Begum

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£241,530
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£24,215
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£265,745

Part A: Pupil premium strategy plan

Statement of intent

Here at St Saviour's, we have high aspirations and ambitions for all our pupils and strongly believe that they should, irrespective of their socio-economical background, be given access to a variety of exciting opportunities and a rich and varied curriculum where they can achieve their highest potential. This is especially true of our disadvantage pupils, to whom we offer targeted academic support as well as addressing non-academic barriers such as attendance, behaviour and wellbeing, which will address the inequalities that exist between them and their non-disadvantage counterparts. St Saviour's C of E Primary is committed to meeting the needs of every pupil in school and providing the best education for all.

At the heart of our approach is quality first teaching, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will also benefit the non-disadvantaged pupils in our school. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be in response to common challenges and individual needs

School Context:

St Saviour's C of E Primary School has a strong faith- based ethos culminating in our ethos statement: 'Together Everyone Achieves More'. This is reinforced within our vision statement: 'Opportunities Without Limits'. St Saviour's Primary is a two-form entry school (current number on role 416) based in Saltley within Central Birmingham. The school serves a mainly Muslim population. St Saviour's C of E Primary School is a Voluntary Controlled Church of England School, and currently draws the majority of its pupils from the ward of Washwood Heath, which is an area of poor housing and low socio-economic backgrounds. Of this school population, we have 96% of our children with English as an Additional Language, 18% of our children are on the Special Needs Register (a significant number of children have severe medical needs) and 41% of our children are eligible for Pupil Premium (free school meals and forever 6) grant.

Our aims:

- *To raise the in-school attainment of both disadvantaged pupils and their peers to at least in line with national average;*
- *To ensure that both disadvantaged pupils and their peers have access to a range of academic interventions;*
- *To ensure that both disadvantaged pupils and their peers have access to a range of emotional, social and mental support as required, developing their wellbeing and cultural capital.*
- *To ensure that no child is disadvantaged and is able to access a range of extracurricular opportunities to develop their cultural capital*

Challenges

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

Challenge number	Detail of challenge
1	Children enter EYFS with low levels of literacy, numeracy and communication. Most children are well below national expectations and need to make accelerated progress throughout school to meet KS2 age related expectations.
2	There are a large number of pupils who are newly arrived in the country and speak little or no English. There are also a high proportion of children who have EAL.
3	The lack of stamina to know more and retain more.
4	Learning behaviour of children can tend to be passive. Compounded with the missed learning from lockdown
5	Low attendance and levels of persistent absence of disadvantage pupils who go abroad during term time.
6	Less academic parental support for PP children. Numbers of families that struggled to access home learning. Also, for families who have EAL with little or no English, supporting children at home is difficult.
7	Many pupils have limited access to wider experiences that would develop the cultural capital aspects of development.
8	With an increase in wellbeing concerns e.g. mental health, social/emotional there is a lack of capacity within the staff to effectively identify and target these pupils and address these concerns

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
Early reading and communication and language is a high priority within the curriculum to develop children's oral language and vocabulary development	<p>A broad and balanced, language-rich curriculum will be implemented throughout the school to support language and vocabulary development Pupils will be identified for targeted interventions to support the development of language and vocabulary.</p> <p>The proportion of children communicating at age expected level by the end of EYFS is broadly in-line with national averages. (82% – 2019)</p>

	<p>In Year One the phonics pass rate will be in line with National</p> <p>By the end of Year 2, pupils will be in-line with national expectation for Reading</p>
<p>Teaching and learning will be of a consistently high quality throughout all year groups All children eligible for Pupil Premium make at least expected progress from their different starting points. Due to lower starting points, a greater number of children eligible for Pupil Premium will make accelerated progress.</p>	<p>All teaching will be good or better.</p> <p>High proportions of pupils will make at least good progress from their starting points</p> <p>High proportions of pupils will achieve the end of year expectations in all year groups and the gap between pp and non-pp will close</p>
<p>A clear attendance strategy that promotes attendance and punctuality is in place</p>	<p>Attendance policy linked to Birmingham Fast Track procedures are effective, clear and communicated to all.</p>
<p>Children will have access to a broad and balanced curriculum, which provides them with the wider cultural capital experiences and develops them into active, engaged learners</p>	<p>Engaging, bespoke curriculum in place.</p> <p>Following lifting of restrictions all children will have access to at least one educational visit opportunity each term to enrich their cultural capital.</p>
<p>Children who have little or no English will be provided with daily intervention to ensure rapid English acquisition and full access to a broad and balanced curriculum.</p> <p>Families with little or no English will be supported to develop language acquisition to provide support to their children's learning at home</p>	<p>Families are able to improve their life skills.</p> <p>Families can effectively support their children at home, resulting in children making further progress.</p>
<p>To improve the attainment and progress in Maths throughout the school.</p>	<p>Working closely with the Maths Hub and a partnered school in delivering high quality CPD focusing on: differentiation, mastery and feedback and marking.</p> <p>Lesson observations and learning walks shows that teaching, in all classes, is at least good.</p> <p>Teachers making regular interventions based on daily on-going assessments and an understanding of key next steps for pupils. Teachers able to ensure the correct pitch and match in learning scenarios. A high expectation of all pupils irrespective of starting points.</p>
<p>Children will have access to high quality texts for home-school reading, which provides them with rich vocabulary.</p>	<p>Opportunities for children to access a range of reading material to help them achieve reading goals.</p> <p>Pupil voice will allow children to offer their reading experiences and provide an insight into their reading habit. This will enable</p>

	children to have a say in the texts they would like to read.
Increase children's confidence in Maths by pre-teaching concepts/strategies, which will allow them to access lessons easily.	Use assessment data to identify children who are making slow progress and set up pre-teaching sessions. Pre-teaching will allow children to enter Maths lesson with better confidence at tackling Maths concepts.
To use WALKTHRUS to develop our understanding of the best evidence-based teaching strategies and to ensure there is an understanding of good practice.	Staff trained on WALKTHRUS Launch WALKTHRU targets across the school will enable good practice.

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: £63,061

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD so there is high-quality teaching from Reception to Year 6. Staff share their preference for their year group role along with their expertise to ensure that staff are suitably qualified to teach/support in their respective year group and are empowered and therefore highly effective as a result	Research from the EEF shows that coaching projects in schools develop effective teaching and learning. As Rauch and Coe (2019) explain, 'The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning. The difference between really good teaching and less effective teaching makes more difference to learning than any other factor within school. High-quality teaching narrows the advantage gap. Crucially, it is also something that can be changed: all teachers can learn to be better (Dylan Wiliam, 2016)'. Maximising the quality of teaching through the effective deployment and development of teachers and teaching assistants will therefore be at the top of any school's priorities. Our CPD approach ensures all teachers are	1,2,3, 4, 5, 8 and 9

<p>Weekly lesson drop-ins for coaching sessions</p> <ul style="list-style-type: none"> • Book looks • Planning scrutiny • Team teaching / planning 	<p>empowered and can improve their practice through incremental steps, as well as raising outcomes for all pupils, particularly benefiting our disadvantaged learners.</p>	
<p>Develop a bespoke broad and balanced curriculum that is personalised to the children of St Saviour's and provides them with cultural capital experiences to ensure that the curriculum for both core and foundation subjects is provided for EYFS – Y6, exposing children to quality learning opportunities with a foundation in skills and knowledge:</p> <ul style="list-style-type: none"> • Regular meetings with the middle leadership team. • Weekly lesson drop-ins • Book looks • Planning reviews • Team teaching / planning • Clear curriculum maps shared with families • Use of VR to enhance the wider experiences that children have 	<p>Research suggests that a school's curriculum should be aligned with the school's core values and vision. First-hand and memorable experiences can help provide the breadth and depth that are required and will also assist with children remembering what has been learnt. Case studies from Cornerstones and government guidance suggests that a well-planned and sequenced curriculum that prioritises missed learning will help pupils to achieve better. Covid and subsequent lockdowns has meant that pupils have unfilled gaps that need to be plugged so that age-appropriate learning has an existing schema to build on. It is therefore vital that pupils can access good quality teaching in all subjects and allowed the opportunity to catch up on missed learning across the curriculum. Day-to-day practice should be supplemented with stimulus from high-quality texts, real-life experiences, and educational visits/workshops. Subject leaders should be trained so that they become experts in their field to improve the quality of teaching and learning. They should also be given the time and opportunity to plan for, monitor and evaluate their subject.</p>	<p>1, 2, 3 and 8</p>
<p>Early reading and communication and language is a high priority within the curriculum to develop children's oral language and vocabulary development, resulting in a year-on-year improvement in results in EYFS and Key Stage One to ensure that higher proportions of PPG children achieve ELG in Reception, pass the phonics screening</p>	<p>EEF Teaching and Learning Toolkit states, "Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress." The new Reading Framework (July 2021) also highlights the importance of fidelity to an approach to the teaching of phonics, thus enabling swift progress to be made and therefore opening up a child's ability to read, understand and enjoy their learning across the entire curriculum. The low outcomes of previous Phonics screening check (2019 and before)</p>	<p>1,2,3 and 4</p>

<p>in Year One and achieve end of Year expectations in Year Two:</p> <ul style="list-style-type: none"> • EYFS – Support from specialists. Support with planning, assessment, learning environment, monitoring • Opportunities for staff to observe practice in good/outstanding schools <p>Read, Write Inc Phonics/Early Reading training approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress</p> <ul style="list-style-type: none"> • Use of whole school monitoring to track and evaluate individual children and the impact of the focus groups 	<p>indicated that the current teaching of phonics was not working for our children.</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 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>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</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, 3, 4,5</p>
<p>Evaluate our current reading scheme. Purchase new reading material, which will supplement our current reading scheme so that children can access a range of text genres to enhance their vocabulary.</p>	<p>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools.</p> <p>Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit has a strand on parental engagement. 	<p>1, 2, 3</p>

	<ul style="list-style-type: none"> The EEF guidance report on 'Working with Parents to Support Children's Learning' offers practical approaches and insights for communicating and supporting parents. 	
<p>Provide CPD on Reading Fluency.</p> <p>Work with HFL Education on an 8-week Reading Fluency Project.</p>	<p>Reading fluency is often described as a bridge between word recognition and comprehension. Some pupils may be able to cross the bridge independently if they regularly read varied and appropriately challenging texts. However, this crossing is a difficult journey for those who don't.</p> <p>Strategies such as Reader's Theatre mirror the 'gradual release of responsibility' model that is exemplified in EEF 'Metacognition and Self-regulated Learning' guidance report, helping struggling readers to reach independence in a supportive, intentional way</p>	1, 2, 3, 6
<p>Purchase new handwriting scheme to raise standards.</p> <p>Remote access to new handwriting scheme activities with pupil logins.</p>	<p>Testing a way to improve children's writing composition by improving handwriting (EEF).</p> <p>Letter-join is a whole school handwriting scheme offering a combination of traditional and digital resources. These include classroom presentations, handwriting activities, online games and hundreds of worksheets using either a printed font, or a cursive font with or without a lead-in line.</p>	1, 2, 3, 4, 6

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

Budgeted cost: £82,992

Activity	Evidence that supports this approach	Challenge number(s) addressed
To narrow the gaps created by the impact of Covid-19 lockdown	EEF research has indicated that that one-to-one tuition can be effective, delivering approximately five additional	3,5 and 7

<p>March – July 2020 and January – March 2021</p> <ul style="list-style-type: none"> • Extra tuition is planned for targeted pupils in addition to provision provided during the school day, either 1:2:1 or via small groups. or across the school in all core subjects 	<p>months' progress on average where it falls outside of the traditional learning day. This is effective where experienced practitioners are used to delivering the content that builds on classwork. Evidence further shows that small group extra tuition can also be effective and more cost effective. Additionally, certain subjects such as reading have a better effect when done with a small group. Data from last academic year has shown a marked improvement with the groups who received both 1:2:1 and small group extra tuition</p>	
<p>Implementation of an EAL tracking tool, supporting staff with recognizing the distinction between EAL and SEND. Staff will receive training and then will be monitored via PP meetings and learning walks (inc. book looks)</p> <p>Targeted interventions for newly arrived</p>	<p>From PPM and observations, there is lack of understanding of how to support and track EAL pupils. There has been heavy reliance upon using a translator to engage children in their home language rather than immerse them in English language to support language acquisition. As a result, there are a large group of pupils who are not being appropriately supported and challenged with the class. Research conducted by the EEF since 2015 has indicated that when providing language-oriented interventions, the significant majority of the interventions that were aimed primarily at some aspect of language were focused on developing vocabulary knowledge. Within these interventions, the target was either on academic vocabulary, phonological and/or morphological awareness. These had the greatest impact for children.</p>	1,2
<p>Purchase of Flash Academy online /Bell Foundation EAL intervention</p>	<p>Best practice for the development of language among pupils whose home language is not English suggests that as well as immersion in the environment with their peers, regular and repetitive activities are key in developing permanence and automaticity. Having an online tool which can supplement the school's provision will mean that pupils will be able to independently develop their language skills even when adult support available.</p>	1,2,5,7 & 8
<p>Time Table Rockstars</p> <p>Wordshark</p> <p>See saw</p>	<p>During Lockdown, and on return to school, internal data and pupil/teacher voice has indicated these programmes are an essential part of learning and engagement. Parent voice has indicated an increased confidence in</p>	

Bug Club	supporting learning at home using these apps. We have continued with these platforms so that children can access learning from home.	
Reading Books, an audit showed that new books were needed to meet the needs of the new curriculum and promote reading for pleasure	A significant barrier for PP pupils is their lack of vocabulary knowledge, a predictor of achievement which is often linked to socio-economic status. A study suggested that pupils growing up in poverty hear about 30 million fewer words in a conversation by age 3 than those from more privileged backgrounds and that the lack of exposure to words and books has an impact on both their literacy and numeracy attainment (1992)	
National Tutoring Programme 25% of costs paid by school	One to one, one to two and one to three tutoring provision for disadvantaged and vulnerable pupils who have missed the most education due to Covid-19	
Identify pupil premium children, who need to close the gap by offering pre-teaching sessions to improve confidence in Maths concepts.	Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact. Supporting resources: • The EEF Toolkit has a strand on one to one tuition and small group tuition.	1, 3, 5
Set up reading sessions for those children, who struggle to read at home. - Buddy readers Y1 and Year 6 - Lowest 30% of children heard read more - Fluency assessment – words read per minute Less academic parental support for PP children. Numbers of families that struggled to access home learning. Also, for	Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. Supporting resources: • The EEF Toolkit has a strand on parental engagement. • The EEF guidance report on 'Working with Parents to Support Children's Learning' offers practical approaches and insights for communicating and supporting parents.	1, 2, 7

families who have EAL with little or no English, supporting children at home is difficult.		

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

Budgeted cost: £119,692

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the mental health and wellbeing of our PP pupils enabling them to be ready for learning and are able to access their learning. Children have a range of effective strategies to communicate their feelings and self-regulate. This will support pupils in their day-to-day relationships and preparation for their next steps as well as develop their self-esteem and confidence.</p> <p>Purchase Motional package online tool for identifying, assessing, and improving the emotional health and wellbeing of children and young people</p>	<p>Recent data shows that 1 in 4 children will have a mental health concern at some point during their formative years. The long-term impact of Covid 19 on the mental health of our children is yet to be identified. Wellbeing baselines were conducted in September 2021 and repeated on a termly basis to assess the impact on our pupils.</p> <p>A large proportion of our PP pupils have struggled with anxiety, fear, eating concerns and have had bereavement within their families</p>	5 and 9
<p>To develop an Attendance incentive-based strategy to promote attendance and punctuality of pupils, ensuring that Attendance of all pupils is consistently at least 96% and there is minimal gap between PP and non-PP pupils:</p> <ul style="list-style-type: none"> • Clear strategy shared with all stakeholders 	<p>Attendance has been historically low. Covid – 19 has left many families feeling apprehensive about sending their children to school. Daily and weekly monitoring indicates that there is a clear pattern of attendance of PP pupils being significantly below that of non-PP pupils. Research tells us that low attendance and poor punctuality not only impacts a child's self-esteem but also their academic success in their future, beyond primary school.</p>	6

<p>and on the website. All staff (office, class based etc) are aware of the expectations and how to ensure data is correct.</p> <ul style="list-style-type: none"> • Weekly attendance reports will be sent to the HT and shared with the parents (class / whole school data). • A dedicated member of the SLT is responsible for attendance and delegates daily duties to the pastoral team <p>Attendance Policy will encompass all of the above, being translated into other languages so that all parents/carers understand.</p> <ul style="list-style-type: none"> • Parents/carers are required to request time off for appointments etc to provide a clear trail of evidence to enable further inhouse or external support 	<p>EEF report (2015) states that pupils need to be in school to learn and achieve. There is a direct link between achievement at KS2. Pupils with no absence are 1.6 x more likely to achieve level 4 or above, and 4.7 x more likely to achieve level 5 or above, than pupils that missed 15 – 20 % of all sessions.</p>	
<p>Learning behaviour/emotional resilience / character development mentor to work with all pupils in school on expectations, attitudes and values</p> <p>Introduce the KiVa antibullying programme</p> <ul style="list-style-type: none"> • Behaviour and Antibullying Policy • Lesson drop-ins • KiVa screening proforma <p>Behaviour incidents recorded on My Concern</p>	<p>The KiVa antibullying programme is an evidence- based programme based on research carried out in Finland.</p>	
<p>Magic Breakfast Bagels (£1645) provides a free breakfast for all children to start their day</p>	<p>The Pastoral Team work hard to support families alongside the Food Bank and local charities, and this was especially the case during Lockdown.</p>	<p>5 and 6</p>

<p>including bread and spread KS 2 Fruit</p>	<p>Food donated during this period kept spirits high and families connected with school. 169 families benefitted from FSM vouchers.</p> <p>Research shows that hungry children do not perform as well.</p> <p>Magic Breakfast report that Breakfast club schools saw an improvement in pupil behaviour and attendance.</p> <p>Evidence from Education Endowment Foundation – The Guide to Pupil Premium: A tiered approach to spending.</p>	
<p>Enrichment Costs (£15,000)</p>	<p>A large part of our curriculum offer at St Saviour's is to provide children with the opportunities and life experiences that they will not get the chance to at home. At least 40% of our enrichment programme is funded through the pupil premium grant because not only is it essential for pupil wellbeing, but it is also essential that they experience different settings before writing about it. All experiences, whether trips; visits or immersive encounters are linked to Topics that they are studying. For example: Y1 Think Tank Y2 British Motor Museum Y3 Stone Age experience, Conkers Y4 Cadbury World Y5 Shrewsbury Prison Y6 Coventry Cathedral and Transport Museum. St Saviour's also provides music, sports, and cross curricular experiences such as virtual authors and aspirational careers events.</p> <p>Action research has demonstrated that there is greater involvement in learning of all children when topics are introduced following an enhancement activity.</p> <p>Every child has the right to learn to play an instrument. Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending.</p>	<p>4, 5 and 8</p>
<p>To support parents with costs for educational experiences, whether trips, visits or immersive encounters.</p>	<p>Parents, who have multiple children, in school, will be supported with educational visit costs. This will be subsidised so that all children have the opportunity. School trips are an important part of the curriculum and enrich what we do in the normal school day. It is necessary that all children have access to these enrichment activities.</p>	<p>5, 8 and 9</p>

	<p>Research shows that wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	
<p>To introduce new behaviour scheme (Good to be Green) effective way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately, and is a means of being able to track those pupils who find it harder to meet the school's expected behaviour code (see Behaviour Policy).</p>	<p>Consistent approach throughout the school.</p> <p>A new guidance report published by the Education Endowment Foundation (EEF) – Improving Behaviour in Schools – finds good evidence that personalised approaches, like daily report cards, can improve disruptive pupils' behaviour.</p>	<p>4, 5, 6</p>

Total budgeted cost: £265,745

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

KS2 SATs 2023 Outcomes

Statutory assessments completed in May 2023 indicate that many of our children including Pupil Premium children closed the gap in Reading and Maths compared to others.

Summary

- Out of a cohort of 60 students, 48% (29 children) were in receipt of Pupil Premium.
- In Reading, **69% of PP children** achieved age-related expectations compared to 68% of others.
- In Maths, **72% of PP children** achieved age-related expectations compared to 87% of others.
- In Writing, **59% of PP children** achieved age-related expectations compared to 77% of others.

Key Stage 2 (End of Year 6)

Subject	Reaching Expected Standard*	Above Expected Standard
Reading	68%	23%
Writing	68%	12%
Grammar, Punctuation and Spelling	68%	32%
Mathematics	80%	37%
Reading, Writing and Mathematics Combined	58%	12%

READING			
Cohort	Below	Expected	Exceeding
All	31.67%	68.33%	23.33%
PP	31.03% (9 children)	68.97% (20 children)	13.79% (4 children)
Non - PP	32.26%	67.74%	32.26%
MATHS			
All	20.0%	80.0%	36.67%
PP	27.59% (8 children)	72.41% (21 children)	20.69% (6 children)
Non - PP	12.9%	87.10%	51.61%
WRITING			
All	31.67%	68.33%	11.67%
PP	41.38% (12 children)	58.62% (17 children)	3.45% (1 child)
Non - PP	22.58%	77.42%	19.35%

Based on all the information above, the performance of our disadvantaged pupils met expectations. There is still a gap in writing, however, we are currently in the process of **updating our Writing curriculum** by carefully planning and sequencing units of work so that children are equipped with the necessary skills to write independently for each genre of writing. A new long and medium-term plan has been implemented in the new academic year.

Overall, as a school, we were above national for Maths at expected standard (school 80%, national 73%), slightly below national for Reading (school 68%, national 73%) and Writing (school 68%, national 73%)

We still recognise that many children find KS2 texts hard to access, challenging to comprehend, and demanding in terms of the reading stamina required. Therefore, we will be focussing on Reading Fluency through an 8-week project with HFL Education.

Phonics 2023 Outcomes

Our School

PHONICS	
Cohort	Working At
All	78.33%
PP	73.91%
Non - PP	81.08%

National

		reading	
		expected	higher
cohort	all	83	35
	boys	82	33
	girls	84	36
disadvantaged	all	74	23
	boys	73	22
	girls	75	24

As a school, we are in line with national figures for PP children who met the Phonics standard. Phonics is developing well in our school through the Read Write Inc programme. Staff have regular development days to ensure there is a consistent approach. We will continue with this as we are seeing an impact.

KS1 SATs 2023 Outcomes

KS1 READING		
Cohort	Expected	Exceeding
All	58.33%	10.0%
PP	44.0% (11 children)	8.0% (2 children)
Non - PP	68.57%	11.43%
KS1 MATHS		
All	58.33%	8.33%
PP	44.0% (11 children)	8.0% (2 children)
Non - PP	68.57%	8.57%
KS1 WRITING		
All	58.33%	1.67%
PP	44.0% (11 children)	
Non - PP	68.57%	2.86%

The Year 2 teacher assessments were externally moderated by the authority and their judgements have been ratified.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. End of year assessments across other year groups show progress for PP students, though the GAP still exists compared with non-PP students. Each child's progress in all areas was reviewed at the pupil progress meetings. There was evidence of progress, sometimes accelerated progress, since the last first assessment point in September 2022. We will continue with our pre-teaching and intervention sessions as this is having an impact.

Attendance

Schools overall attendance for the academic year from Sept 2022 - July 2023 was 93.84% which met National Average

Out of 411 pupils on role 182 = 44% were Pupil Premium Sept 2022 - July 2023

Attendance for Pupil Premium from Sept 2022 - July 2023 = 90.69%

There were 62 families = 15% that went abroad last year of which consisted of 100 pupils = 24%

There were 28 families = 6% on Pupil Premium which was a total of 42 pupils = 10% across the school that went aboard

The key message remains that attendance is everyone's responsibility. Absences are followed up with a phone call and home visits are made either by the pastoral team or the Head and Deputy where there are concerns. We will continue to push with attendance and this year there are attendance rewards for each term for children with 98%, 99% and 100% attendance.

We have reviewed our strategy plan and made some changes to how we intend to use some of our budget this academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
X Table Rockstars	TT Rockstar
Online Learning Platform: Seesaw	Seesaw
Read, Write Inc Phonics	Ruth Miskin
White Rose Maths	Trinity Mat
Bug Club (Online Reading)	Active Learn
Letter Join	Green and Tempest Limited
Maths	My Maths

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.