



The Park Schools Federation Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
Number of pupils in school(s)	EYFS 90 Infants (KS1) 119 (EYFS = 86 & Infants 120) Juniors 264
Proportion (%) of pupil premium eligible pupils	EYFS 8 KS1 17 KS2 96 pupils Pupil premium as % of KS EYFS = 15.55% KS1 = 32.77% KS2 = 34.88%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years (October 2023 – October 2026)
Date this statement was published	December 2023
Date on which it will be reviewed	Annually
Statement authorised by	Claire Bennett
Pupil premium lead	Amy Mills
Governor / Trustee lead	Jemma Copestake

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Infants – £71,184.00 Juniors - £146,420 Total £217,604.00

Recovery premium funding Grant finished at the end of the 2023 to 2024 academic year.	
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	Total £217,604.00

Part A: Pupil premium strategy plan

Statement of intent

At The Park Schools Federation, we are committed to raising the attainment of all our pupils. Being in an area of high deprivation, we make it our mission to ensure all children are given the best education possible so that they can reach their true potential. We want to provide our children with the nurturing, enabling learning environment that they deserve so that are equipped to become successful, proficient independent learners, who show PRIDE in all they do.

Our Pupil Premium strategy is aimed at narrowing the attainment gap between disadvantaged children and non-disadvantaged children, whilst befitting all pupils' outcomes. The strategies threaded throughout this document each interconnect so that it targets the whole child academically, socially and emotionally. This will consider the needs of the children in our community to enable them to become successful life-long learners, through quality first teaching, targeted academic support and wider strategies.

Focusing on high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of all pupils.

- A commitment to high quality professional development
- A flexible approach, adapting staffing/strategies based on current data analysis in order-to best meet the needs of our pupils.
- High expectations of all pupils, ensuring all staff believe that children can achieve well and in turn do so.
- Commitment to learning behaviours.
- Staff are trained to provide targeted timely academic interventions.
- Providing high quality digital technology resources to support the quality of learning and teaching in school.
- Provision of high-quality pastoral and behavioural support

We recognise that Pupil Premium is just one measure of being disadvantaged. In developing our provision for socially disadvantaged pupils we acknowledge that not all pupils who receive Free School Meals will be socially disadvantaged. We also recognise that not all children who are socially disadvantaged are registered or qualify for Free School Meals and for this reason we ensure all pupils, irrespective of their background are supported and challenged to make good progress and attain well in school.

At The Park Schools Federation, leaders are committed to ensuring disadvantaged pupils make the same progress as their non-disadvantaged peers. Our school key principles are:

- To ensure disadvantaged pupils are challenged in the work that they are set.
- To act early to intervene at the point need is identified.
- To adopt a whole-school approach in which all staff take responsibility for disadvantaged pupil's outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Lower starting points</u></p> <p>Baselines indicate that on entry to nursery, children demonstrate very low starting points in personal, social and emotional development (PSED) and communication and language development.</p> <p>Our assessments and observations show that on entry to school, our disadvantaged pupils show lower levels of understanding literacy, language and number. Our outcomes from Nursery baseline data (Spring 2022) show:</p> <p>Reading – 38% (13% ABV) Writing – 50% (0% ABV) Maths – 13% (0% ABV)</p> <p>Our end year of Reception data shows that 55% of children achieved a GLD. When comparing this to the National Average (percentage of children with a good level of development by IDACI decile- our school is deprivation centile 3), 61.3% of children achieved a GLD (schools within the same deprivation centile.) This demonstrates that our starting points for pupil premium children are significantly lower than National Average indicators.</p>
2	<p><u>Weaker oracy skills</u></p> <p>Assessments and observations indicate that our pupils eligible for Pupil Premium have less experience of early language and literacy, meaning there are gaps in their knowledge, understanding and skills resulting in: limited vocabulary, weaker oracy skills and a slower progress in reading.</p> <p>Year 2 2022/23 reading outcomes for disadvantaged pupils achieving ARE: 24% (National 54%)</p> <p>Year 6 2022/23 reading outcomes for disadvantaged pupils achieving ARE: 53% GDS: 3% (National 60%)</p>

Across our school, reading and writing outcomes show a significant difference between the attainment of Pupil Premium and non-pupil Premium children (apart from in Year 3 and Year 5 – where the outcomes exceed or are broadly in-line.)

Year	Reading		Writing	
	PP	Non-PP	PP	Non-PP
1	36% (5/14)	61%	43% (6/14)	65%
2	24% (5/21)	64%	33% (7/21)	64%
3	67% (18/27)	61%	67% (18/27)	55%
4	35% (7/20)	72%	35% (7/20)	67%
5	63% (20/32)	66%	53% (17/32)	66%
6	53% (16/30)	69%	50% (15/30)	87%

3 **Weakness in basic skills**

Periods of home-learning throughout the Covid-19 school closures, and a lack of parental engagement, have significantly impacted our pupils' basic skills in: handwriting, spelling, basic punctuation, number sense and fluency. This is evident at each statutory Key Stage assessment point.

Across our schools, data shows that our non-Pupil Premium children outperform our Pupil Premium children (significantly) and in all areas of the curriculum, apart from in Years 3 and 5, where the gap is smaller or even shows PP children to sometimes outperform non-Pupil Premium children.

Year	Reading		Writing		Maths	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
1	36% (5/14)	61%	43% (6/14)	65%	64% (9/14)	72%
2	24% (5/21)	64%	33% (7/21)	64%	38% (8/21)	72%
3	67% (18/27)	61%	67% (18/27)	55%	63% (17/27)	57%
4	35% (7/20)	72%	35% (7/20)	67%	50% (10/20)	70%
5	63% (20/32)	66%	53% (17/32)	66%	56% (18/32)	59%
6	53% (16/30)	69%	50% (15/30)	87%	43% (14/30)	79%

4 **Weaker Phonics skills:**

Assessments, observations and discussions with pupils suggest that disadvantaged pupils have greater difficulties with phonics, which negatively impacts their development as readers.

10/16 Pupil Premium children passed the Y1 phonics screening test in 2023.

Year 2 2022/23 reading outcomes for disadvantaged pupils achieving ARE: 24% (National 54%.)

5	<p><u>Attendance</u></p> <p>Our attendance data indicates that persistent non-attendance among disadvantaged pupils is significantly higher than National Average (October 2023): Y1-6 28.6% (National 17.7%). <u>Actions which have already been implemented by our Acting Headteacher have already seen improvements in our whole-school attendance (November 2023.)</u></p>
6	<p><u>Limited enrichment opportunities outside of school</u></p> <p>Due to the cost-of-living crisis and a lack of sufficient funds, many Pupil Premium children have not had access to a wide range of educational and cultural experiences outside of school.</p>
7	<p><u>Lack of emotional resilience</u></p> <p>The emotional resilience of many disadvantaged pupils is low when compared to their peers. This can have a negative impact their ability to concentrate on academic activities, self-esteem, and wellbeing (especially when tasks are challenging.)</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>1. That the pupils eligible for Pupil Premium in EYFS make accelerated progress in all curriculum areas, and so that they are at a fair advantage to achieve their potential.</p>	<ul style="list-style-type: none"> • An improvement in children achieving a Good Level of Development and to match National Average outcomes.
<p>2. To ensure that disadvantaged pupils become fluent and confident readers, through improved phonics, high quality teaching and intervention.</p>	<ul style="list-style-type: none"> • That disadvantaged children achieve NA in the phonics screening test, matching or exceeding National Averages. • That our disadvantaged children reach at least NA in KS1 and KS2 statutory testing. • To achieve NA progress scores in KS2 reading (0+). • To reduce the attainment gap between PP and non-PP children in all year groups, specifically (academic year 2023-24) Y1, Y2, Y3, Y5 – as last year’s data shows these cohorts to require additional intervention.)

<p>3. To ensure that our disadvantaged pupils become fluent and confident speakers with improved oracy and a growing range of vocabulary.</p>	<ul style="list-style-type: none"> • That our disadvantaged children can confidently, articulately, and fluently demonstrate a wide and varied vocabulary. • That our children understand the nuances of conversation and dialogue and engage well in a range of speaking and listening activities. • To reduce the attainment gap between PP and non-PP children in all year groups, specifically (academic year 2023-24) Y1, Y2, Y3, Y5 – as last year’s data shows these cohorts to require additional intervention.)
<p>4. To ensure our disadvantaged pupils become fluent and confident writers, developing their handwriting, spelling and sentence construction and through high quality teaching and intervention.</p>	<ul style="list-style-type: none"> • That our disadvantaged children reach at least NA in KS1 and KS2 statutory testing. • To achieve NA progress scores in KS2 writing (0+). • To reduce the attainment gap between PP and non-PP children in all year groups, specifically (academic year 2023-24) Y1, Y2, Y3, Y5 – as last year’s data shows these cohorts to require additional intervention.)
<p>5. To ensure our disadvantaged children develop a deep understanding of maths knowledge and skills through high quality teaching and intervention.</p>	<ul style="list-style-type: none"> • That our disadvantaged children reach at least NA in KS1 and KS2 statutory testing. • To achieve NA progress scores in KS2 Maths (0+). • To reduce the attainment gap between PP and non-PP children in all year groups, specifically (academic year 2023-24) Y1, Y2, Y3, Y5 – as last year’s data shows these cohorts to require additional intervention.)
<p>6. To ensure all children have curriculum enrichment opportunities through exciting experiences, visitors and trips as well as extra-curricular activities.</p>	<ul style="list-style-type: none"> • To ensure that through our pupil voice, children are able to speak positively about their exciting and enriching opportunities provided in our curriculum and other activities.

	<ul style="list-style-type: none"> • That we have a full and exciting calendar of enrichment and exciting opportunities for all pupils, particularly targeting disadvantaged pupils.
7. To improve and sustain wellbeing for all pupils, and in particular, our disadvantaged children.	<ul style="list-style-type: none"> • Through observations, we are able to see an improved use of our school ethos (PRIDE), with children demonstrating independence, resilience, self-motivation and collaboration. • A reduction in behavioural incidents. • That wellbeing for all pupils (particularly disadvantaged children) is reflected positively in pupil, parent and teacher voice.
8. To promote, improve and sustain good attendance amongst our disadvantaged children.	<ul style="list-style-type: none"> • That our average attendance of Pupil Premium children increases to at least 95%.

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: £76,556.00

Activity	Evidence that supports this approach	Challenge numbers addressed

<p>Ensure all relevant staff have received training to support and deliver high quality phonics teaching.</p> <ul style="list-style-type: none"> - Read, Write Inc KS1. - Phonics EYFS, KS1/2.. - Fresh Start phonics, KS2 - Refreshed phonics training for all staff. <p>In addition to training, the creation (and guidance provided) of bespoke phonics resources, designed and created by our Acting Deputy Headteacher and phonics lead - KS1/2.</p>	<p>Extensive evidence shows that phonics is a pivotal component in the development of early reading skills, particularly children from disadvantaged backgrounds. EEF. Phonics Intervention + 5 months possible gain, EEF Teaching Toolkit</p> <p>Effective Professional Development. ‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.’ EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professionaldevelopment</p>	<p>1, 2, 3, 4</p>
<p>Ensure all relevant staff have received training to support and deliver high</p>	<p>Communication and languages approaches emphasise the importance of spoken language and verbal interaction for pupils. Children’s language development is supported through approaches such as talking, verbal</p>	<p>1, 2, 3, 4</p>

<p>quality language and speaking and listening skills (Oracy.)</p> <ul style="list-style-type: none"> - Whole Class Reading YR – Y6 training, provided by our Acting Deputy Headteacher and reading/phonics lead. - ECaT (PP EAL) and NELI intervention training – Nursery and Reception. - The purchase of high-quality reading books for use in Whole Class Reading sessions. 	<p>expression, modelling language and reasoning. Techniques include reading aloud to children, discussing books, extending vocabulary by introducing them to new words in context and drawing attention to letters and sounds. Communication and Language Approaches + 6 months possible gain EEF Toolkit. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-languageinterventions</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. – EEF +6 months possible gain.</p> <p>Effective Professional Development. ‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.’ EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professionaldevelopment</p>	
<p>Additional Reading intervention CPD and the development of the reading offer in school. Ensuring all children receive high quality support and intervention to accelerate progress through high quality teaching.</p> <ul style="list-style-type: none"> - Reading fluency intervention training for relevant staff – KS2. - Reading Inference intervention 	<p>Phonics Intervention + 5 months possible gain. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Reading comprehension strategies show high impact for relatively low cost +6 months possible gain EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/readingcomprehension-strategies</p> <p>Teaching Assistant Interventions +4 months possible gain, EEF ‘The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions</p>	<p>1, 2, 3, 4</p>

<p>training for relevant staff – KS2.</p> <ul style="list-style-type: none"> - Phonics CPD and intervention training for all relevant staff - KS1/2. 	<p>to individual pupils or small groups, which on average show moderate positive benefits.’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teachingassistant-interventions</p>	
<p>Ensure all relevant staff have received training to support and deliver high quality writing lessons.</p> <ul style="list-style-type: none"> - Literacy Tree CPD and subscription – KS1/2. - The purchase of high-quality texts linked to the Literacy Tree – KS1/2. - CPD for Writing Lead. - Additional time for whole-school monitoring for writing lead. - Employment and training of apprentice teaching assistants. - NCFL subscription to provide CPD for staff and parents. 	<p>Effective Professional Development. ‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.’ EEF</p>	<p>1, 2, 3, 4</p>

<p>Ensure all relevant staff have received training to support and deliver high quality maths lessons.</p> <ul style="list-style-type: none"> - School Maths lead in new role as Maths Hub Leader/specialist and to share best practice with all staff (after designated training days/residential .) - Training provided by Maths lead to use Mastering Number with relevant staff across school – KS1 & KS2. - Further research, implementation and training to use ‘Success at Arithmetic’ intervention – EEF approved - KS2. - The purchase of the intervention resource ‘Success at Arithmetic’ and the mathematical equipment required. - Employment and training of apprentice teaching assistants. 	<p>Effective Professional Development. ‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.’ EEF</p> <p>‘Success at Arithmetic’ number sense intervention – EEF +15 months possible progress.</p> <p>Mastery Learning, + 5 months possible gain,, EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Teaching Assistant Interventions +4 months possible gain, EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teachingassistant-interventions</p>	<p>1, 3</p>
--	--	-------------

<p>Ensure all relevant staff receive the support, CPD and encouragement to feel confident when organising enrichment opportunities, specifically targeting our disadvantaged children and to improve cultural capital.</p> <ul style="list-style-type: none"> - History Workshops - Science Workshops - Mr Rutter’s music workshop - Class Virtual Reality - Now Press Play <p>The purchase of high-quality resources for Opal Play such as:</p> <ul style="list-style-type: none"> - Playground equipment - Sheds - Welly racks <p>The employment (and training) of a lunch-time ‘playleader’ to support Opal Play provision.</p> <p>Additional time for Opal Play leaders to provide CPD (all staff and lunch-time supervisors), plan and implement.</p>	<p>Arts Participation, possible + 3 months gain, EEF Teaching Toolkit</p> <p>‘The average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</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 noncognitive skills such as resilience, self-confidence and motivation.’ EEF</p> <p>Physical Activity, possible 1+ month gain.</p> <p>There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>1, 3, 5, 6, 7</p>
---	--	----------------------

<p>Ensure all relevant staff receive the training to feel confident when improving and sustaining wellbeing for all pupils, and in particular, our disadvantaged children.</p> <ul style="list-style-type: none"> - Continued use and CPD related to Jigsaw. - Zones of Regulation CPD for all staff. - The purchase of high-quality resources such as fiddlies and teepees. - Opal Play CPD for staff. - Time for Opal Play leaders to action-plan and attend CPD events. 	<p>Social and emotional learning, possible + 4 months EEF</p> <p>‘Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social and Emotional skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for our pupils: lower Social and Emotional skills are linked with poorer mental health and lower academic attainment.’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</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 noncognitive skills such as resilience, self-confidence and motivation.’ EEF</p> <p>Physical Activity, possible 1+ month gain.</p> <p>There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>1, 3, 6, 7</p>
--	--	-------------------

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

Budgeted cost: £ 113,710.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>The employment of a specialist ‘speech and language’ teacher to implement targeted support from EYFS to Y6.</p> <p>Small group intervention to support speaking and literacy skills (oracy) – NELI and</p>	<p>Communication and languages approaches emphasise the importance of spoken language and verbal interaction for pupils. Children’s language development is supported through approaches such as talking, verbal expression, modelling language and reasoning. Techniques include reading aloud to children, discussing books, extending vocabulary by introducing them to new words in context and drawing attention to letters and sounds. Communication and</p>	<p>1, 2, 3, 4</p>
<p>ECat. – Nursery and Reception.</p>	<p>Language Approaches, possible + 6 months EEF Toolkit.</p> <p>Small group tuition,, possible +4 months - EEF</p>	<p>1, 2, 3, 4</p>
<p>Additional small group Phonics sessions (targeted at disadvantaged pupils) led by experienced Tas – EYFS, KS1/2.</p> <p>1-2 hours per week, per child.</p>	<p>The EEF evidence suggests that communication and language interventions have a high impact of possible 6 months gains. This is based on extensive EEF evidence.</p>	<p>1, 2, 3, 4</p>
<p>Additional small group reading interventions for reading such as:</p> <ul style="list-style-type: none"> - Inference (KS2) (20 minutes, twice a week.) - Fluency (KS1/2) (20 minute sessions, twice a week.) - Daily readers (All) (10-15 minutes, daily) <p>Led by experienced TAs – EYFS, KS1/2.</p>	<p>The EEF evidence suggests that communication and language interventions have a high impact of possible 6 months gains. This is based on extensive EEF evidence.</p> <p>1:1 Interventions are shown to have a strong positive benefit of between 4 – 6 months (possible) – EEF Toolkit, Teaching Assistant Interventions.</p>	<p>1, 2, 3, 4</p>

<p>Additional small group reading interventions for writing such as:</p> <ul style="list-style-type: none"> - Get Writing - Fresh Start <p>Led by experienced TAs – EYFS, KS1/2.</p> <p>2-3 hours per week, per child.</p>	<p>The EEF evidence suggests that communication and language interventions have a high impact of possible 6 months gains. This is based on extensive EEF evidence.</p> <p>1:1 Interventions are shown to have a strong positive benefit of between 4 – 6 months (possible) – EEF Toolkit, Teaching Assistant Interventions.</p>	<p>1, 2, 3, 4</p>
<p>Small group intervention to support disadvantaged pupils in Maths</p> <ul style="list-style-type: none"> - Mastering Number, KS1 and Y3 (4 x 15 minute sessions per week.) - Success at Arithmetic, KS2 (3 x 30 minute sessions per week.) <p>Group intervention to target Pupil Premium children and support acquisition of the x tables to 12, using Times Table Rockstars as an intervention – Y4.</p> <p>The purchase of new iPads to support ‘app’ maths intervention and use of digital technology – Y4.</p>	<p>Small group tuition, possible +4 months</p> <p>‘This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.’ EEF</p>	<p>1, 3</p>

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

Budgeted cost: £ 85,494.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>To provide a range of curriculum enrichment opportunities to develop our children’s cultural capital, specifically targeting our disadvantaged children:</p> <ul style="list-style-type: none"> - History Workshops – all - Science Workshops – all - Opal Play – all - Mr Rutter’s music workshop – KS2 - Class Virtual Reality – KS1, KS2 - Now Press Play – all - Theatre productions in school - all - Mini-bus use for class visits – KS1, KS2 - School trip subsidiary payments – KS1, KS2. - Sports leaders for teacher CPD, expert-led P.E - lessons and afterschool clubs – all. 	<p>Our own evidence shows that improving our offer of enrichment opportunities (to develop our children’s cultural capital) has been a successful strategy with children within our own context over several years. Our children engage with extracurricular activities on a regular basis, and therefore speak positively about their experiences at school.</p> <p>In line with the research, providing pupils with access to a full range of educational experiences can decrease outcome gaps.</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>EEF research also supports this approach:</p> <p>Arts Participation, possible + 3 months gain, EEF Teaching Toolkit</p> <p>‘The average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</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. ‘ EEF</p> <p>Physical Activity, possible 1+ month gain.</p> <p>There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality</p>	<p>1, 2, 3, 5, 6, 7</p>
---	--	-------------------------

	<p>physical activity for the other benefits and opportunities it provides.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/physical-activity</p>	
<p>Offering small group and 1:1 nurture and pastoral/emotional interventions to support children with developing wellbeing, resilience, self-esteem, managing anxiety and understanding/managing emotions and behaviour, such as: -</p> <ul style="list-style-type: none"> - Nurture group - Forest Schools - Zones of Regulation - Lego Therapy - The employment of a specialist nurture and wellbeing teacher, who specialises in child social and emotional literacy and nurture strategies - Full time Safeguarding and Pastoral Lead who works with both children and families <p>In addition to this, we also employ specialist Cognitive Behavioural Therapist, Kim Holden, who removes barriers to learning through assessment, planning and therapy for children.</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months additional progress in academic outcomes over the course of an academic year. This finding however, has very low security so schools should be especially careful to monitor the efficacy of SEL approaches in their settings. The studies in the toolkit, focus primarily on academic outcomes but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. (EEF Toolkit-Social and Emotional Learning)</p>	<p>1, 2, 3, 5, 6, 7</p>

<p>To embed the principles of the DfE's Improving School Attendance Advice.</p> <p>This activity includes:</p> <ul style="list-style-type: none"> -Training for staff regarding new procedures and initiatives • The purchase of 'Attendance' posters and banners. • Rewards such as certificates and badges for use in 'Attendance Assembly.' 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. The school's had engaged with the DfE's guidance and has already seen improvements.</p>	<p>1, 7</p>
---	--	-------------

Total budgeted cost: £ 275,760.00

Overspend of £2535.00 to be used out of school budget.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2023/2024

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. Our year group data shows that our non-Pupil Premium children outperform our Pupil Premium children in most year groups and subjects, with the exception of the highlighted areas below. In year 4, the children with PP funding are working at the same level or exceeding those with non-pp funding. In FS1, our PP and non-PP children are both showing 50% meeting the age-related standards.

As specifically detailed further in the information below, our children in receipt of pupil premium funding are starting to close the gap on those without funding, for example, reading at the end of Key Stage 1, an additional 26% of PP children have now met the ARE, compared to those last year.

Data from academic year 2023-2024

	Reading		Writing		Maths	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Year 1	48%	49%	48%	54%	52%	64%
Year 2	50%	75%	44%	68%	50%	72%
Year 3	32%	71%	41%	70%	36%	73%
Year 4	60%	60%	63%	54%	56%	51%
Year 5	36%	76%	55%	72%	50%	72%
Year 6	62%	59%	71%	83%	54%	69%

% = achieving the same as non-pp

% = PP outperforming non-pp

EYFS

- End of year data for Nursery (FS1) shows that our children in receipt of Pupil Premium funding are achieving at the same level as non-pupil premium children.
- Overall, 50% are achieving ARE at the end of nursery and this figure is the same for PP (5/10) and non-PP children (9/18).
- By the end of FS2 this year, overall, 53% of children achieved a Good Level of Development.
- 6/18 Pupil Premium achieved a Good Level of Development (33%), whereas 26/42 (62%) of non- PP children. At the start of the year, it was predicted only 22% of the PP children would achieve GLD, but with additional intervention, 33% have achieved the GLD at the end of the school year.

Key Stage 1

- 77% of all children passed their PSC, which is an increase of 9% from the previous year, closing the gap to only 3% from national. 60% of PP children passed the check, compared with 85% of non-PP.
- **Reading** - Overall, 68% of children reached age-related expectation at the end of year 2. 50% for PP children and 75% for non-PP children. For our PP children, this is an increase of 26%, and an additional 11% for non-PP children.
- **Writing** – End of KS1 showed that overall, 62% of children achieved age related expectations, with 44% of PP children and 68% non-PP children. For our PP children, this is an increase of 10% on last year and an additional 3% for non-PP.
- **Mathematics**- End of KS1 showed that overall, 66% of children achieved age related expectations, with 50% of PP children and 72% non-PP children. A fantastic increase of 16% for PP children, again, narrowing the gap between PP and non-PP.

Key Stage 2

- **Reading** - Overall, 60% of children reached age related expectations, 62% of PP children compared to 59% of non-PP children, so here PP children are outperforming non-PP by 3%, and PP is 2% more than the overall result. This year, the PP children have improved 9% from 22-23, where they achieved 53%
- **Writing** – End of KS2 teacher assessments showed that 78% of children achieved age related expectations, with 71% of PP children and 83% of non-PP children. This is a huge increase of 21% for our PP children, narrowing the gap between PP and non-PP.
- **Maths** – End of KS2 assessments showed that 63% of children achieved age related expectations, with 54% of PP children and 69% of non-PP children. An increase of 11% for our PP children from the previous year's results.

At the end of 23-24, our end of KS2 outcomes for PP children was mainly in line with National statistics. With reading being the same amount, and maths only 4% below national. For writing, we achieved 71% compared to 58% nationally, gaining an additional 13% on the national data.

Data at the end of KS2 over the past three years, shows that the interventions and training that have been put in place over the past year have widely been successful. All subjects have shown an increase in outcomes for our children with Pupil Premium funding, those reaching age related expectations. A significant increase of 21% in writing. The dip in maths in 2023, is starting to recover as a result of the additional interventions put in place, alongside additional training for staff. In reading, our children with PP funding performed better (62%) than those not in receipt of the funding (59%)

	2022	2023	2024 (national)
EXS or ABV Reading	55%	53%	62% (62%)
EXS or ABV Writing	58%	50%	71% (58%)
EXS or ABV Maths	61%	43%	54% (58%)

We are currently monitoring 46 families across the school whose attendance is below 90%. 30 of these families (65%) are PP. All of these families have received letters in regards to attendance. Four have been into school to meet with a member of the SLT/DSL to discuss further. In the autumn term, the overall attendance for the infant school was 91.4%, and 93.9% for the juniors. In the spring term, there was a slight improvement of 1% to 92.4% in the infants, with the juniors maintaining at 93.8%.(In all year groups, PP children's attendance is lower than non-PP on average around 3% lower)

Over the year, the number of children working with the nurture TA has continued to increase, in response to this, the hours worked by this member of staff have also increased to help support the additional children. Our Nurture teaching assistant has completed ELSA training and is working with 4 children 1:1 to deliver this, as well as an additional 33 children in groups, which use strategies taken from the ELSA programme to support their needs. 60% of the children working with the Nurture TA are children in receipt of PP funding, 3 out of the 4 children working on a 1:1 basis are also PP.

The Zones of Regulation was introduced last year in school and further training has been put in place for all staff, with then additional work with all children to look at self-regulation and developing a toolkit of resources to support them in school and at home. This training includes all staff in school working with children, including the lunch time supervisors. Additional resources in place across the school and classroom displays, as well as on staff lanyards, so the correct vocabulary is used with all children to support their emotions and help to self-regulate.

From spring term, an increased programme of after school clubs was put in place, with children receiving Pupil Premium funding being at the top of the list to be selected to take part in these clubs. 5 clubs from Spring term, 8 clubs from the summer term, as well as the usual after school club. All clubs are well attended by both PP and non-PP children (236 children are currently signed up to attend the additional after school clubs across the Federation), with many of them being oversubscribed and a waiting list in place. This will be investigated for the next academic year to provide further capacity for all children with a programme of events for the school year. A quarter of the children attending the after-school clubs currently are children in receipt of PP funding.