

Pupil premium strategy statement for Foxton Primary School



This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Foxton Primary School
Number of pupils in school	87
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers	2021 to 2024
Date this statement was published	December 2021
Dates on which it will be reviewed	Last Review – Dec 2023 Next Review – Dec 2024 Previous Review – Dec 22
Statement authorised by	Janet Muir (Headteacher)
Pupil premium lead	Janet Muir (Headteacher)
Governor / Trustee lead	Joseph Barker-Sherry

Funding overview

Detail 2021 to 2022	Amount
Pupil premium funding allocation for the academic year 21 - 22	£14,795
Recovery premium funding allocation for the academic year 21 - 22	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£16,795
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Detail 2022 to 2023	Amount
Pupil premium funding allocation for the academic year 22 - 23	£23,545
Recovery premium funding allocation for the academic year 22 - 23	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£25,545
Detail 2023 to 2024	Amount
Pupil premium funding allocation for the academic year 22 - 23	34,920.00
Recovery premium funding allocation for the academic year 22 - 23	£2824.75
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£37,744.75

Part A: Pupil premium strategy plan

Statement of intent

At Foxton Primary School, our main objective is to improve attainment for disadvantaged pupils regardless of their background or other possible challenges they may face. We intend that disadvantaged pupils will make good progress across the curriculum and attain well in all subject areas. We carefully track and monitor the progress of all children to ensure they are supported regardless of whether they are working towards, at or greater depth within their age related expectations.

Our pupil premium strategy plan targets those who are eligible for pupil premium funding but also works hard to offer support for other disadvantaged pupils as well as other children who are likely to benefit from the objectives set below.

High-quality teaching is at the heart of our approach, 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 benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery post Covid, notably in its targeted 1:1 and small group support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach is flexible and adaptable, depending on individual and wider group needs both academically as well as socially and emotionally. In order to ensure efficacy, we will use robust assessments and evidence-based principles to inform our approach. Our approach is rooted in our school ethos where all staff take responsibility for the outcomes of all pupils, including disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Attendance</u></p> <p>Attendance for some children in receipt of PP showed that some PP children had attendance below 96% and had a greater percentage of unauthorised absence.</p>
2	<p><u>Mental Health and Wellbeing</u></p> <p>Observations and discussions with pupils and parents indicate that a majority of our disadvantaged pupils have a moderate to serious mental health and well-being difficulty. These manifest as both externalized and internalized negative behaviours.</p> <p>Referrals for support have markedly increased. 10 pupils (7 of whom are disadvantaged) currently require additional support with social and emotional needs, each receiving or waiting to receive 1:1 Play Therapy with YMCA.</p>
3	<p><u>Speech and Language Development</u></p> <p>Assessments, observations, and discussions with pupils and teachers suggest that disadvantaged pupils generally have greater difficulties with expressive and receptive language. This has been observed from Reception to KS2 pupils.</p> <p>On entry to Reception class this year, 80% of our disadvantaged pupils arrive below age-related expectations in Literacy, communication and language.</p>
4	<p><u>Mathematics</u></p> <p>Internal summative and formative assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class this year, 80% of our disadvantaged pupils arrive below age-related expectations in maths. This continues in KS2 where 75% of disadvantaged pupils are not working at Age-Related Expectations, in comparison to 15% of non-disadvantaged pupils.</p>
5	<p><u>Reading</u></p> <p>Assessments, observations, and discussions with pupils and teachers suggest that disadvantaged pupils generally have greater difficulties with reading. This is in relation to decoding, comprehension, as well as engagement with reading at home.</p> <p>In KS2, 67% of disadvantaged pupils are not working at Age-Related Expectations, in comparison to 12% of non-disadvantaged pupils</p>

6	<p><u>Writing and spelling</u></p> <p>Assessments, observations, and discussions with pupils and teachers suggest that disadvantaged pupils generally have greater difficulties with writing, in particular spelling.</p> <p>In KS2 67% of disadvantaged pupils are not working at Age-Related Expectations, in comparison to 24% of non-disadvantaged pupils.</p>
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Intended outcomes 2021 - 2024

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
Improve attendance of all pupils, especially our disadvantaged children, particularly where absence is not authorised	Continue with targeting of children as soon as attendance and punctuality falls. Reduce the number of persistent absentees among pupils eligible for pupil premium. Overall pupil premium attendance continues to improve in line with other pupils.
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of well-being from 2022/2023 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in resilience • a significant increase in participation in learning • a significant improvement in positive interactions and friendships between pupils
Improved oral language skills and vocabulary among disadvantaged pupils.	Summative assessments indicate significantly improved oral language among disadvantaged pupils in EYFS, where the disparity is greatest. This is also evident in other key stages, where pupils will demonstrate higher levels of oral and written vocabulary and confidence in their spoken language through pupil voice, observations and other on-going assessments.
Improved attainment in maths across the school for disadvantaged pupils.	EYFS, KS1 and KS2 summative assessments show that accelerated progress is made in maths for disadvantaged pupils. Analysis of data and monitoring of PP group will show that these children are making progress at least in line with their peers (identified in Pupil Progress Meetings). Attainment of disadvantaged pupils across school in maths by 2024/2025 show that attainment in maths is increasing each year.
Improved attainment in reading across the	EYFS, KS1 and KS2 summative assessments show that accelerated progress is made in reading for disadvantaged

<p>school for disadvantaged pupils.</p>	<p>pupils. Analysis of data and monitoring of PP group will show that these children are making progress at least in line with their peers (identified in Pupil Progress Meetings). Attainment of disadvantaged pupils across school in reading by 2024/2025 show that attainment in reading is increasing each year.</p>
<p>Improved attainment in writing and spelling across the school for disadvantaged pupils.</p>	<p>EYFS, KS1 and KS2 summative assessments show that accelerated progress is made in writing and spelling for disadvantaged pupils. Analysis of data and monitoring of PP group will show that these children are making progress at least in line with their peers (identified in Pupil Progress Meetings). Attainment of disadvantaged pupils across school in writing and spelling by 2024/2025 show that attainment in writing and spelling is increasing each year.</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: **£15744.**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase and use of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>To continue and also develop planning and implementation of pre and post assessments in Maths using White Rose assessments.</p> <p>New NFER assessment system has been purchased to use in academic years 2023 to 2024, as it was felt PUMA and PIRA did not align well to the SATs that chn are expected to complete at the end of KS2.</p> <p>White Rose continues to be used in a more successful manner to enable staff to identify specific strengths and weaknesses for planning and specific interventions</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>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	3, 4, 5, 6
<p>Tailoring of our Letters and Sounds programme to align with standards set out in DfE Phonics framework</p> <p>Training and development for TAs who are specifically teaching phonics</p>	<p>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:</p>	3, 5, 6

Specific teaching of phonics continues in the infants and continues for some children (where appropriate) in KS2. Reading scheme books have been carefully organised in order to promote a smooth transition between Year 2 and Year 3	Phonics Toolkit Strand Education Endowment Foundation EEF	
<p>Every child receives teaching which is good in every classroom every day. CPD for teachers to enable high quality teaching for all. Core subject leaders to attend relevant courses and disseminate their learning to wider staff.</p> <p>Courses booked and being attended 2022 to 2023.</p> <p>Also identified in Performance Management</p> <p>Staff continued to attend appropriate courses to deepen their understanding and ensure they remain up to date with new initiatives</p>	Education Endowment Foundation (EEF) report 2019 states that “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”	3,4,5, 6
<p>Continuing Professional Development. A focus on ensuring all teaching remains good or better through training (Primary Offer), supporting retention of good staff and a focus on good wellbeing for staff.</p> <ul style="list-style-type: none"> - New to headship - Maths Hub - English lead/Reading for pleasure - SEND - Dyslexia <p>Training continues.... 2022 to 2023</p> <ul style="list-style-type: none"> - DSL (SENCO) 	Education Endowment Foundation (EEF) report 2019 states that “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”	3,4,5, 6

<ul style="list-style-type: none"> - Dyslexia friendly classroom - Subject Leadership and Cluster courses - Maths Hub - Maths mixed age teaching - Reading framework <p>Training continues... 2021 to 2022</p> <ul style="list-style-type: none"> - Autism - DSL - Subject Leadership and Cluster courses - Maths Hub - Maths mixed age teaching - Maths – LA Maths Advisor – reasoning - English lead/Reading for pleasure - RE Conference - Reading - Phonics - Writing in Year 6 - Improvements in Year 6 - Physical Handling 		
<p>Continued professional development of staff to improve maths teaching and planning, using White Rose resources and Mastery learning in mathematics.</p> <p>See above</p> <p>See above</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	4
<p>Continued professional development of staff to improve phonics and reading within teaching and planning, using LA courses, Advisors, resources.</p> <p>See above</p> <p>See above</p>	<p>Phonics Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p>	3, 5

Evaluation 2022 to 2023

Successful Ofsted report during the year which stated quality of teaching as being at least good. New staff joined during 2022 to 2023 and the English Subject Leader and English Advisor met with them to support planning and selection of resources to ensure high quality teaching and learning continues.

Reading scheme books have been carefully organised to ensure further smooth transition between Year 2 and Year 3

Staff meetings have continued to be led in English and maths and Cluster meetings have been held for Writing Moderation and also Subject leaders to further develop their understanding.

Evaluation 2021 to 2022

Quality of education is at least good (Ofsted Nov 2022), which means every child is receiving quality first teaching. Staff are more confident to use diagnostic assessments to support their judgements of attainment. Ofsted were happy with the adaptations made to Letters and Sounds programme. They recognised and acknowledged the phonics training for staff had been effective.

‘Leaders have chosen a phonics programme to support the teaching of early reading. The teaching of reading begins as soon as children start in early years. Leaders provide pupils with books to read that are closely matched to the sounds they are learning. Pupils who have gaps in their reading knowledge are supported effectively by staff to catch up quickly. Pupils become confident and fluent readers quickly. They read a wide range of texts, which helps them to develop a love of reading’. Ofsted Nov 2022.

Staff meetings have been led by LA Advisors in English and maths, whereby they have also met with subject leaders to further develop the leadership in their subject, therefore developing leadership and professional development of all staff.

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

Budgeted cost: **£9000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Continued high quality discussions and oral interventions	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 EEF (educationendowmentfoundation.org.uk)	3, 4, 5, 6

<p>High level speech and language interventions from trained staff and TAs trained to deliver the intervention</p> <p>High level speech and language interventions continue to happen where appropriate. TAs continue to be trained to deliver the intervention.</p> <p>Oral discussions regularly form the basis for the starts of many lessons.</p>		
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Maths Subject Leader to access Maths Hub resources and CPD (including Teaching for Mastery training) to disseminate to staff. To use White Rose Maths to aid planning.</p> <p>Small intervention groups using Edge Hill interventions.</p> <p>Through recent training, staff now to incorporate their training into their planning and delivery of their plans.</p> <p>Use of high quality resources and websites to be used in connection with planning</p> <p>New Maths Subject Leader appointed – ready to start during 2023 to 2024.</p> <p>Developments continue with planning being more robust</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>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS1_and_2.pdf</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/1stclassnumber</p>	4

<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>To continue</p> <p>These have continued to happen</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	3, 5
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p> <p>To continue in the Spring/Summer term for small groups of children, along with high quality interventions</p> <p>1:1 tutoring did not continue during 2022 to 2023, although high level interventions did. These supported a number of PP children.</p>	<p>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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4, 5, 6
<p>Explicitly taught reading comprehensions strategies.</p> <p>Interventions continue across all year groups as they have been shown to be effective</p> <p>Interventions continue across all year groups as they have been shown to be effective</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	5
<p>Evaluation 2022 to 2023</p> <p>Interventions continued as in 2021 to 2022</p>		

Evaluation 2021 to 2022

Interventions have been effective as can be seen in the overall achievement evident in part B

SALT interventions have supported and developed speech, reading and social interactions with peers and adults. Training has been provided for TAs in order for them to continue regular SALT interventions.

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

Budgeted cost: **£13000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>DfE Grant for Senior Mental Health Lead Training – to apply for.</p> <p>Senior Mental Health Lead to train (CPD) (YMCA as provider).</p> <p>Mental Health Lead – trained to support positive mental health for pupils and staff. This is turn will support improved attendance for those children whose attendance is low.</p> <p>Training then to be shared at staff meeting for all staff to be aware in order to best support the children in their care.</p> <p>DfE Grant for Senior Mental Health Lead Training was applied for and received.</p> <p>Course was completed and the intention is now for Mental Health Lead to lead staff in staff meetings 2023 to 2024 as stated on SDP.</p> <p>Surveys and questionnaires to be carried out for staff and pupils, then analysed, biannually.</p>	<p>Pupils and their families social and emotional difficulties, can be a barrier to school success for some children. This can be in relation to attendance and academic achievement.</p> <p>Research highlights the impact of poor mental health on children's overall well-being and how it impacts detrimentally on academic achievement and attainment.</p> <p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p>	1, 2
<p>Whole staff training on therapeutic approaches to positive behaviour management (Hertfordshire Steps) the aim of developing our school ethos and improving behaviour across school.</p> <p>Although behaviour is good (see Ofsted report), updated training has</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>https://thegrid.org.uk/send-and-additional-needs/behaviour-</p>	1, 2

<p>been planned in for 2023, along with physical intervention training which is aligned with Steps.</p> <p>Physical Intervention training was led by the LA Specialist Support Service which aligned with Steps. The name is now Cambridgeshire Therapeutic Thinking.</p>	management-hertfordshire-steps	
<p>YMCA play therapy on a 1:1 basis, including surveys, parent meetings and weekly sessions with pupils.</p> <p>This continues with a new play therapist. It can be noted that there is a continual waiting list for involvement so the need is still present and mental health/wellbeing is still a challenge.</p> <p>Decision was made to change from YMCA to Alliance Play Therapy at the end of this year. Play therapy will continue with 3 children as before with the possibility of moving to some small group work as well during the year.</p>	<p>Cognitive Behavioural Therapy and Play Therapy have long been proven to improve emotional literacy and agency:</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2989834/</p> <p>https://www.ymcaeast Surrey.org.uk/children/emotional-wellbeing-mental-health/evidenced-based-therapies/</p>	1, 2
<p>Contingency fund for enrichment opportunities, to support trips, visits, sporting events and musical activity for disadvantaged pupils.</p> <p>This is still an incredibly important area to support for our PP children. There has been an increase of need this year.</p> <p>Again, this continues to be a high area of need – especially to support the residential for Class 3</p>	<p>Based on our experiences, disadvantaged families welcome this and it helps to support emotional wellbeing</p>	All
<p>Impact of YMCA training for staff</p> <p>Named TA is specifically supporting a number of children on a regular basis – this is proving to be very beneficial and important</p> <p>This continues for a number of children – especially those to support emotional wellbeing.</p>	<p>Intervention groups led by TAs have proven to be successful approaches to support emotional wellbeing.</p>	1, 2
<p>Evaluation 2022 to 2023</p> <p>Pupils' behaviour continues to be positive as was highlighted in the Ofsted Report Nov 2022. It has been identified that even greater support for PP children is required for</p>		

school trips and residential.

Attendance is highlighted on the SDP as there are a high percentage of PP children who are not attending school on a regular basis.

Evaluation 2021 to 2022

Pupils' behaviour is positive. There is a calm and orderly atmosphere throughout the school. Pupils are polite and respectful to each other and to staff. Bullying is rare in this school. If there is any unkindness between pupils, it is dealt with quickly and effectively.

Ofsted Nov 2022

Play Therapy continues to have high importance with children being identified by staff and also parents requesting support for their child, recognising their child would benefit from such support. Specific intervention from named TA (who had been YMCA trained) continues to support a number of children.

During the next academic year, it is clear that there is an increased need for support with trips and the residential along with participation in clubs for PP children.

Attendance continues to be a concern for PP children and therefore will be a greater focus for the next academic year.

Total budgeted cost: £37,744.75

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

2022 to 2023

Yr 6 KS2 SATs Data against National Data:

SUBJECT	EXS+ (>100)	GDS (>110)	Pupil Premium (4 chn)	SEND (4 chn)	National EXS+ (>100)
Reading	85%	29%	50%	50%	73%
SPaG	71%	36%	25%	0%	72%
Maths	71%	36%	25%	0%	73%
Writing TA	50%	14%	25%	0%	71%
Science	71%	-	25%	0%	80%
Combined (RWM)	50%	14%	25%	0%	59%

EYFS:

No of chn:	Pupil Premium	SEND	EAL	GLD
6	1 Achieved GLD	1 EHCP child	0	83%

All children achieved GLD except for one child who is a high level needs child with EHCP

Yr 1 – Phonics:

No of chn:	Pupil Premium	SEND	EAL	Phonics
19 6 girls, 13 boys	5 (2 also SEND)	6 (2 also PP)	2	84%

3 children who did not pass phonics – 2 PP and SEND, 1 SEND

2021 to 2022
Yr 6 KS2 Data:

SUBJECT	EXS+ (>100)	GDS (>110)	Pupil Premium (2 chn)	SEND (2 chn)	National EXS+ (>100)
16 children					
Reading	83%	44%	100%	50%	74%
SPaG	83%	38%	100%	50%	72%
Maths	69%	13%	50%	0%	71%
Writing TA	75%	6%	100%	0%	69%
Science	79%	N/A	100%	50%	79%
Combined (RWM)	63%	6%	50%	0%	59%

KS2 Foxton data is significantly higher than the National Average in reading, SPaG and Science and higher than National Average in writing. In Maths, Foxton is slightly lower than the National Average by 2%

Foxton is slightly higher than the National Average combined (RWM) at 63% compared to 59% In comparison to 2019 (18 chn) results – there is an increase in combined (RWM) from 44% to 63%

Phonics Check:

10/11 (91%) chn passed Phonics Check. **2/3 PP (67%) chn passed Phonics Check**

Lateness and absence among disadvantaged pupils meant some children missed crucial learning time each day when interventions were taking place. A number of supportive activities and mechanisms have been put in place to support attendance and lateness. These include 'Morning/Gardening Club', entering and exiting by the front door to reduce anxiety and allowing early drop off to settle children before starting the day.

However, attendance is still an area to develop for our disadvantaged pupils, as noted in Ofsted Nov 22

'Leaders check pupils' attendance regularly. A small number of pupils are still not attending school often enough. Leaders should make sure that all pupils attend school as often as they can so that they benefit fully from the education that the school provides'.

Nationally, pupils' wellbeing and mental health were significantly impacted again last year. The impact was particularly acute for disadvantaged pupils. The majority of children identified for both Play Therapy and additional intervention from TAs are those who are disadvantaged. We used pupil premium funding to provide wellbeing support for pupils, and targeted interventions when required. We are beginning to notice an improvement for some children with their resilience and confidence to approach aspects of learning.

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021, 2021 to 2022 and 2022 to 2023 academic year.

Details of impact and attainment for 2023 – please see evaluations above.

Strategies used have been supportive this year, with some being reviewed during the year (eg provider of play therapy). Greater detail can be seen within the blue text.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. We used careful teacher assessment to assess where our students were in preparation to support their progress during the next year. As evidenced in schools across the country, school closure was the most detrimental to disadvantaged pupils. The impact was mitigated by our provision of a high quality curriculum, including periods of partial closure. We provided a range of blended learning styles and regular live teaching for all classes (both small groups and whole class) as well as supporting our most vulnerable children within school.

At times when all pupils were expected to attend school, lateness among disadvantaged pupils meant some children missed crucial learning time each day when catch-up teaching as a result of COVID-19 was taking place.

Nationally, pupils' wellbeing and mental health were significantly impacted last year, primarily due to COVID-19 related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for pupils, and targeted interventions when required. We are continuing to implement that successful approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
Radiwriter – until end 2022	3 P Education
Mathletics – continue use	3 P Education
Spag.com – continue use	Orchard Digital Ltd
YMCA Play therapy – until end 2023	YMCA
Allyance Play Therapy	Allyance
Spelling Shed	Ed Shed Ltd

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>
- developing a wider range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Every class has a class reader and all children are read to daily by an adult.
- Every teacher and TA is trained in STEPS

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated activities undertaken in previous years. We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with students and teachers in order to identify the challenges faced by disadvantaged pupils. We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school.

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation>

We will continue to use it through the implementation of activities.

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