

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

### School overview

Detail	Data
School name	St Cuthbert's C of E
Number of pupils in school	333
Proportion (%) of pupil premium eligible pupils	Autumn 24 9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2024/2025
Date this statement was published	Autumn 2021
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Jenny Hawkins Headteacher
Pupil premium lead	Jemma White
Governor / Trustee lead	Parveen Kapoor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

## Part A: Pupil premium strategy plan

### Statement of intent

At St Cuthbert's our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve across all areas of the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. At St Cuthbert's we place great emphasis on our learning values and how these interlink with the personal social and emotional development of our children and their wellbeing. We ensure these are at the core of all we do for all our children to ensure they are well-rounded people.

At St Cuthbert's we carefully consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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, notably in its targeted support of pupils whose education has been worst affected, including non-disadvantaged pupils.

St Cuthbert's approach is always responsive to common challenges and individual needs, rooted in robust assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

Make sure the attendance of disadvantaged pupils is at least in line with those of peers

Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Ensure the outcomes for disadvantaged pupils are at least in line with those of peers in school across our curriculum well-being needs of all disadvantaged pupils are met ensuring they are ready for learning

### Challenges

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

Challenge number	Detail of challenge
1 Attendance	Attendance of disadvantaged pupils may drop below that of their peers.

2 Pastoral	Disadvantaged pupils who have emotional, well-being, social and behavioural needs, this could affect their readiness to learn and their ability to make progress.
3 SEND	59.3% of our disadvantaged pupils have SEND needs.
4 Vocabulary	Developing oral language and vocabulary skills limiting cultural capital especially in EYFS and Year 1.
5 Mobility	Mobility in our school is high 10/32 children in receipt of pupil premium funding did not start at school in reception.
6 Aspirations	Aspiration of what children can achieve is limited so we strive to give children as much exposure as possible to different career and life choices, in order to empower them to be as informed as possible when making their important life-decisions. It is our job to open their minds as much as possible to the opportunities available to them.
7 Attainment	A key group of pupils in receipt of pupil premium are not making expected progress.

### 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
The attendance/lateness of disadvantaged pupils is the same as peers	To close the gap between whole school attendance and disadvantaged pupils attendance Reduce the number of disadvantage pupils arriving late Disadvantaged children are in school on time ready for learning
<p>Personal, social and emotional needs are met ensuring reediness for learning</p> <p>Well-being of individuals is positive and children are aspirational</p> <p>Families will be supported by the school through robust links with the whole school team.</p> <p>Classroom teaching is precise and of a high quality to meet the needs of disadvantaged pupils so that they make progress by meeting (or exceeding) age related national expectations.</p> <p>Targeted interventions will ensure progress</p>	<p>Children’s personal, social and emotional needs are met and supported as necessary</p> <p>Children are in class with their peers ready to learn. This means they are emotionally ready to learn and physically ready (not hungry).</p> <p>Incidents of bullying are rare.</p> <p>All disadvantaged children have access to a range of extracurricular activities/trips outside of school.</p> <p>All children have the resources they need.</p> <p>Class teachers, the Pupil Premium Leader, the SENDCo, the Attendance Leader, the Enrichment Leader and Safeguarding team alongside our Well-Being ambassadors and PSHE Leader will support children and their families to ensure they are thriving.</p> <p>Quality first teaching and targeted interventions ensure progress and closing of gaps.</p> <p>A whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve</p>

<p>Outcomes for disadvantaged pupils in line with those of their peers across the curriculum</p> <p>High quality teaching is in place, alongside targeted interventions ensuring all disadvantaged pupils including those with SEND, make expected +progress from their starting points. As a result, disadvantaged children demonstrate improved oral language skills and vocabulary.</p>	<p>Increased progress for disadvantaged pupils in speech and language [NELI], reading, writing, phonics and maths.</p> <p>Learning walks, discussions with children, assessments and observations will indicate significantly improved oral language among disadvantaged pupils. Rigorous assessment processes upon entry for children who arrive part way through a year will show progress over time for disadvantaged children. KS1 and KS2 reading and writing and maths outcomes in 2024/25 for disadvantaged children will be in line with national average.</p>
<p>The children have access to enrichment activities that are carefully planned with the aim of raising aspirations.</p>	<p>There will be a significant increase in participation in enrichment activities, particularly amongst disadvantaged pupils. Local events in the community will be actively promoted by the school and accessed more widely than currently. All year groups will have regular trips /visitors that are thoughtfully planned and aspirational.</p> <p>Achievements of children outside of school are celebrated during class times, Phase assemblies and whole-school assemblies.</p> <p>Role models from the local community are regularly visiting the school and working with the children to raise aspirations.</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)

ACTIVITY	Evidence that supports this approach	Challenge number(s) addressed
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<p>Ongoing CPD to further improve teaching [See school Improvement Plan]</p> <p>Non – Negotiables/Inclusion strategies[developed using EEF research] embedded in all classes e.g. Feedback</p> <p>Additional intervention teacher in Year 5/6, Year 1 and Year 4 to personalise learning for children in smaller teaching groups.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/1-high-qualityteaching">https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/1-high-qualityteaching</a></p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning">https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning</a></p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/feedback</a></p> <p>Education Endowment Foundation Teaching and Learning Toolkit Education Endowment Foundation using your Pupil Premium Fund Effectively (2021) Current SIP based on the needs of the children at our school.</p>	<p>4, 7,</p>
<p>Reading lead to work in collaboration with SEND/PP lead to enhance reading skills and further influence reading for pleasure and ensure one to one check ins.</p> <p>Ongoing phonic and reading CPD</p> <p>Monitor implementation of new Phonic scheme – all staff members [especially ECTs and new to year group]</p> <p>Purchase additional reading resources needed</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/1-high-qualityteaching">https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/1-high-qualityteaching</a></p> <p>Reading comprehension</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/reading-comprehensionstrategies">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/reading-comprehensionstrategies</a></p> <p>Phonic Phase Reading books</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/phonics</a></p>	<p>4, 7</p>

<p>To ensure all children receive first quality phonics teaching.</p> <p>Phonic lead to support all staff with the teaching of high quality phonics [Twinkl scheme]</p>	<p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/phonics</a></p>	7
<p>Use of Twinkl e-book library to support learning and facilitate amount of books available in our children's homes.</p>	<p>Early Language Development: Needs, provision, and intervention for children from socioeconomically disadvantaged backgrounds</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidencereviews/early-language">https://educationendowmentfoundation.org.uk/education-evidence/evidencereviews/early-language</a></p>	7
<p>Review current provision alongside the guidance: 'Special Educational Needs in Mainstream,' for the teaching of SEND pupil</p>	<p>See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020</p> <p>Ensure all pupils have access to high quality teaching.</p> <p>Compliment high quality teaching with small group and one to one interventions</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/send</a></p>	3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nuffield Early Language -	The Department for Education is currently working with the EEF and other delivery partners to	4

<p>Establish small group interventions across EYFS and KS1 following baseline assessments. Training of key staff who will deliver the intervention.</p>	<p>make Nuffield Early Language Intervention (NELI) available to state-funded primary schools at no cost. This will be funded as part of the Government's £350m allocation to tutoring, through the £1bn Covid-19 catchup' package announced in June 2020.' Endorsed by EEF Research</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-earlylanguage-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-earlylanguage-intervention</a></p>	<p>7</p>
<p>Carefully targeted interventions that will ensure progress</p> <p>[see send ]</p> <p>Review and embed provision around small group Reading/ Maths/ Writing/ Speaking and listening intervention for disadvantaged pupils falling behind age-related expectations</p>	<p>Some pupils may require additional support alongside high-quality teaching in order to make good progress.</p> <p>The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvementplanning">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvementplanning</a></p>	<p>4 ,7</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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/phonics</a></p>	<p>4 ,7</p>

<p>Effectively use <b>all</b> staff to enable disadvantaged pupils to meet identified needs</p> <p>CPD training linked to SEND ongoing for all Support members weekly.</p>	<p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2 – 0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p> <p>See SIP.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/teaching-assistants</a></p>	7
<p>Half termly analysis of summative assessment data and identify the children who require boost and more targeted intervention. Closely monitored by PP/SEND leader and SLT. Pupil progress meetings termly Regular monitoring of targeted interventions. Phase meeting agenda point fortnightly.</p>	<p>Interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support">https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support</a></p>	7

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance/lateness of disadvantaged is monitored and support is offered when needed to ensure attendance is at highest level possible</p> <p>Well- being and pastoral support for vulnerable children and families given by Pupil Premium leader SENDCO and ELSA teacher alongside class teacher and other adults and agencies.</p>	<p>Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies</a></p> <p>DfE's Improving School Attendance Advice.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):EEF_Social_and_Emotional_Learning.</p>	1, 2, 3, 6

<p>Emergency Fund</p> <p>Transition arrangements for EYFS ensures we quickly identify pupils 'at risk' as, or before they start school. Good links with 'feeder settings' are established and parent relationships are a priority.</p> <p>Transition to secondary school managed in liaison with new setting ensuring good links and additional visits where needed.</p>	<p>Pdf (educationendowmentfoundation.org.uk) Children who suffer ACE need additional support in primary school in order to thrive in the short term and long term. <a href="https://www.eif.org.uk/report/adversechildhood-experiences-what-we-knowwhat-we-dont-know-and-what-shouldhappen-nex">https://www.eif.org.uk/report/adversechildhood-experiences-what-we-knowwhat-we-dont-know-and-what-shouldhappen-nex</a></p> <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. This is spent carefully and appropriately and often involves liaising with other professionals.</p>	
<p>Mobility</p>	<p>Rapid assessment and interventions as needed to ensure best possible progress. EAL Leader will support as needed.</p>	<p>5</p>
<p>Close relationships and discussions with our vulnerable families – allows them to access key services depending on their need.</p>	<p>Continue to increase opportunities for parents to engage with learning Including access to:</p> <ul style="list-style-type: none"> <li>Parent meetings</li> <li>Curriculum events</li> <li>Sports matches and clubs</li> <li>Dojo</li> <li>You Tube Channels</li> <li>Enrichments days</li> <li>Weekly skills development sessions e.g. letter formation</li> <li>X</li> <li>Drop in sessions with Linda and Julia</li> </ul>	<p>2, 6</p>

**Total budgeted cost:**

<p>Funding:</p>	
<p>Recovery Funding [Covid linked allocated to all schools]</p>	
<p>Carry Forward from 2023/24</p>	
<p>Total spend available</p>	

Purposed spend 2024/25	To be completed by December 2024
Allocated salaries: Intervention Teacher, ELSA Leader, Intervention Leader [with additional 6 hours]	
Trips, uniform, before and after school care, holiday clubs, milk, music lessons, sports clubs, enrichment activities	
Enrichment resources for curriculum or resources for disadvantaged children linked to curriculum.	
Reading books	
CPD	

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

2023/2024

<b>Summer 24 Pupil Premium</b>		
<b>Headlines – What went well</b>		<b>Why</b>
<ul style="list-style-type: none"> <li>33 children are currently in receipt of PP funding</li> <li>3 children in receipt of PP funding are PLAC</li> <li>11 children in receipt of PP funding are SEND or are being monitored for SEND</li> </ul>		<p>10% of the school population receive PP</p> <p>33.3% of the PP register are SEND or being monitored for SEND</p>
Year Group	No of SEND and SEND monitored	Results
EYFS	1 SEND	100% GLD
Year 1	1 SEND 2 SEND monitoring	M 60% below, 40 % at R 60% below, 40 % at W 60% below, 40 % at
Year 2	1 SEND	M 33% below, 67% at R 67% below, 33% at W 67% below, 33% at
Year 3	3 SEND monitoring	M 60% below, 20% at, 20% gd R 60% below, 20% at, 20% gd W 60% below, 20% at, 20% gd
		<p>Data for Summer is positive:</p> <p>91% of children have made at least 1 step progress in writing</p> <p>94% of children have made at least 1 step in reading</p> <p>97% of children have made at least 1 step in maths</p>

Year 4	1 SEND	M 50% below, 50% at R 50% below, 50% at W 50% below, 50% at	
Year 5	2 SEND	M 43% below, 14% at, 29% gd R 29% below, 43% at, 14 % gd W 43% below, 43% at	
Year 6 (awaiting SATS results)	2 SEND	M 67% below, 33% at R 33% below, 67% at W 33% below, 67% at	
<p>QFT – This follows non-negotiables and use of support staff is evident especially linked to well –being of PP children PP children continue to be a priority of intervention Our ELSA leader continues to support some of our PP children as a priority group</p> <p>Attendance continues to be monitored/supported and is in line with non-DP.</p> <p>DP children continue to have important roles in school including, school council, eco ambassadors, reading ambassadors, playground leaders, sports leaders.</p> <p>Reading support.</p> <p>Clubs and enrichment</p> <p>Aspirational roles and responsibilities</p> <p>Teaching staff</p> <p>Review PP Statement Strategy linked to the latest EEF research and published on the school website.</p>			<p>Data shows that children in Year 6 in receipt of PP funding have made at least 2 steps progress in math, reading and writing. This shows that the targeted intervention has had a good impact.</p> <p>Assessment and moderation are robust. Teacher handovers will ensure a good transition for PP children. This will include additional support where needed.</p> <p>Mrs Simpson and Mrs Deacon track attendance daily. Families that need additional support are supported e.g. priority for Cuthbert’s Club or enrichment clubs. PP attendance is in line with their peers.</p> <p>All PP children have at least 1 additional reading session weekly. Ongoing liaison with reading lead to ensure Year 3, 4, 5 and 6 are using Codebreakers and decodable books as needed for intervention. This has proved a successful strategy with 94% of PP children making at least 1 step progress.</p> <p>After school, enrichment activities are being offered to all PP children at no cost.</p> <p>Staff continue to encourage PP to take on important roles in school e.g. School Council, Sports Leaders</p> <p>QFT, non-negotiables, PP are a priority intervention group - High quality teaching alongside rapid targeted interventions are</p>

	planned and run by teachers, TAs, outside agencies e.g. NELI, Big Moves, ELSA Accountability of staff - pupil progress meetings, phase meetings, moderation sessions, intervention planning and tracking, gap checking, pre teaching, peer mentoring, formal and informal discussions with staff and close links with families ensure our DP are supported to make the best progress they can.  This document is reviewed on a 2 yearly cycle and is still robust.	
<b>Headlines – Area of focus</b>	<b>Actions taken/ to be taken</b>	<b>Ongoing or new concern?</b>
Send out parent/child transition questionnaire for families to complete and return for each child’s new teacher. Review PP Strategy Statement As part of Pupil Premium Network led by Andrew Pridmore and Kerrie White	Send out questionnaire at the end of June  Review document – JW given time to complete this.	Ongoing.  AUT 1

2022/2023

Summer 23 Pupil Premium Jemma White			
<b>Headlines – What went well</b>		<b>Why</b>	
<ul style="list-style-type: none"> <li>• 33 children are currently in receipt of PP funding</li> <li>• 12.1% of children in receipt of PP funding are PLAC</li> <li>• 33.3% of children in receipt of PP funding are SEND</li> <li>• 11% of children in school are in receipt of PP funding</li> </ul>		<p>94% of children in receipt have made at least 2 steps progress since February assessments.</p> <ul style="list-style-type: none"> <li>• 100% have made at least 1 step progress since February assessments.</li> </ul> <p>QFT, non-negotiables, priority intervention group - High quality teaching alongside rapid targeted interventions are planned and run by teachers, TAs, outside agencies e.g. NELI, Big Moves, ELSA Support staff have received Early Trauma and Attachment training.</p> <ul style="list-style-type: none"> <li>• Accountability of staff - pupil progress meetings, phase meetings, moderation sessions, intervention planning and tracking, gap checking, pre teaching, peer mentoring, formal and informal</li> </ul>	
<b>Year Group</b>	<b>No of SEND</b>		<b>Results</b>
EYFS 3	1		All made progress M 33% ARE R 33% ARE W 33% ARE
Year 1 2  50% PP passed Phonic check	0		All made progress [at least 2 steps] M 50 % ARE or + R 50 % ARE or + W 0 % ARE or +
Year 2 5	0	All have made progress [at least 2 steps] M 60% ARE or + R 80% ARE or + W 60% ARE or +	

Year 3 2	1	All children have made progress [at least 2 steps] M 50% at ARE or + R 50% ARE or + W 50% ARE or +	<p>discussions with staff and close links with families ensure our DP are supported to make the best progress they can.</p> <ul style="list-style-type: none"> <li>Attendance of PP children is similar to their peers and is monitored daily by Mrs. Simpson and Mrs. Byrne. Families in need are offered the best possible support e.g. before and after school club funding</li> </ul> <p>Ongoing liaison with reading lead to ensure Year 3, 4, 5 and 6 are using Codebreakers and decodable books as needed for intervention.</p> <p>Afterschool, enrichment activities offered to all PP children at no cost [see Mrs Davies report].</p> <p>Staff continue to encourage DP to take on important roles in school.</p> <p>When completing learning walks DP children are clearly well planned for and supported by all adults this was noted by Ofsted.</p> <p>Pupil passports will support making good linked with new teachers ready for September.</p> <p>Additional reading sessions rolled out have been positive – Steps progress in reading for all children is positive.</p>
Year 4 6	2	All children have made progress [at least 2 steps] M 66% at ARE or + R 67% ARE or + W 67% ARE or +	
Year 5 7	3	All children have made progress [at least 2 steps in MR and 1 step in W] M 86% at ARE or + R 85% ARE or + W 58% ARE or +	
Year 6 7 Awaiting Year 6 SATS results	4	All children have made progress [at least 2 steps in MR and 1 step in W] M 28% at ARE or + R 29% ARE or + W 43% ARE or +	
<p>QFT – This follows non-negotiables and use of support staff is evident especially linked to well-being of DP children.</p> <p>Our ELSA leader continues to support some of our DP with personal, social, emotional and behavioural development ensuring they are ready to learn when they are in the classroom and this role has been extended to ensure all children's needs met.</p> <p>Attendance continues to be monitored and is in line with non-DP.</p> <p>DP children continue to have important roles in school including, school council, eco ambassadors, reading ambassadors, playground leaders, sports leaders.</p> <p>Additional reading support in place for all DP children weekly.</p>			
<p>•</p>			
Headlines – Area of focus		Actions taken/ to be taken	Ongoing or new concern?
Review DP Statement Strategy linked to the latest EEF research and published on the school website.		Miss White given time in Autumn 1	Autumn
Pupil Passports		Support Transition to new class	Summer 2
Share data analysis linked to children making 1 step progress or not achieving ARE with staff. [This will not include SEND]		Early intervention to close the gap.	Autumn 1

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

Pupil Premium – total number of children 41 /306 13%									
11/41 37% SEND									
Predicted	Maths			Reading			Writing		
	Oct 21	Mar 22	Jun 22	Oct 21	Mar 22	Jun 22	Oct 21	Mar 22	Jun 22
<b>Below ARE</b>	53%	42%		56%	49%		62%	57%	
<b>At ARE</b>	35%	50%		32%	43%		38%	40%	
<b>Greater Depth</b>	4%	8%		12%	8%		-	3%	

Average Steps May	Year	Maths	Reading	Writing
	FS2	On track	On track	On track
	Y1	2 steps	1.4 steps	1.8 steps
	Y2	2 steps	3.6 steps	2.6 steps
	Y3	1.5 steps	1.3 steps	2 steps
	Y4	1.6 steps	1.8 steps	1.3 steps
	Y5	2.1 steps	2.1 steps	1.8 steps
	Y6	1.6 steps	1.4 steps	1.7 steps

#### Progress between steps data

Looking at the progress from e.g. 1b to 1b+ would be 1 step increase.

- 88% of children in receipt of PP funding have made progress between DP2 and DP3.
- Children who have not make expected progress have a SEN and made progress linked to their personal target others will receive targeting intervention in autumn 1.
- Recovery Funding Sessions focused on Year 1 phonics and reading, Year 4 times tables, Year 5 transition focus – math, reading, writing.
- An ELSA Teacher provided specialists interventions needed for our disadvantaged children to ensure they were supported emotionally so ready to learn. Well-being is a priority for all our disadvantaged children
- Non negotiables ensured teachers prioritized disadvantaged children
- High quality teaching alongside rapid targeted interventions were planned an run by teachers , TAs and outside agencies

- NELI supported early language development targeted at disadvantaged children in EYFS ensuring all met the ELG.
- Accountability of staff - pupil progress meetings, phase meetings, moderation sessions, intervention planning and tracking, gap checking, pre teaching, peer mentoring, formal and informal discussions with staff and close links with families ensure our disadvantaged are supported to make the best progress they can
- Attendance of disadvantaged children is similar to their peers and was monitored daily by attendance leader bringing disadvantaged children into line with their peers. Families in need were offered the best possible support e.g. before or after school club funding
- Reading Shed for KS1 and KS2 up and running – this has already helped promote a real love of reading. We have worked with our 'Reading Crew' of year 4 and 5 disadvantaged children to research and source the books these year groups would really enjoy – This is the start of several activities that the 'Reading Ambassadors' will lead. The feedback so far has been overwhelmingly positive from children, staff and parents [Parents attended the opening].
- Transition passports were implemented to ensure new teachers had key information linked to each disadvantaged child including their parent/carer voice – this had a very successful uptake. This has been very useful for staff and allowed staff to be well prepared building a positive link immediately

### Externally provided programmes

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

Programme	Provider
TT Rockstars	TTRS
Dyslexia Gold	Dyslexia Gold
Twinkl Phonics – Code Breakers	Twinkl
Rhino Readers [online]	Twinkl

### Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was 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, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

