

Battle Hill Primary School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Battle Hill Primary School
Number of pupils in school	292 R-Y6
Proportion (%) of pupil premium eligible pupils	50% (146 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2022
Review Date	November 2023
Date on which it will be reviewed	Annually
Statement authorised by	Governing Body
Pupil premium Lead	Headteacher – Miss R Jobey
Governor / Trustee lead	M Hill

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£212,170
Recovery premium funding allocation this academic year	£21,750
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	£123,766

Part A: Pupil premium strategy plan

Statement of intent

At Battle Hill Primary School, our intention is that all pupils, make optimum progress and achieve well across all subject areas, irrespective of background or the challenges they face. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their full potential, including those who are already high attainers.

Never before has the need to consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers, been more pertinent following Covid. We serve a mixed catchment area, with a range of challenges being faced by many of our pupils and understand that all pupils are individuals and may require additional support at different times, regardless of their status. Our curriculum is driven by Possibility, Enrichment, Emotional Awareness and Community; therefore, our pupil premium statement is intended to support all our pupils' needs, regardless of whether they are disadvantaged or not.

With high-quality CPD for teachers having a significant effect on pupils' learning outcomes and a greater effect on pupil attainment than other interventions, we ensure staff are provided with an extensive programme of research based continuous professional development. Quality first teaching is fundamental in our approach and is central in ensuring all our pupils receive the education and support they are entitled to. 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. Through detailed monitoring and assessment, we can target the areas in which disadvantaged pupils require the most support.

Our strategy has been designed in conjunction with our wider Covid recovery plan, with a significant emphasis on broader school plans for education recovery. Targeted support will be provided for children most in need through Tutor Led Funding, including non-disadvantaged pupils.

Through regular robust diagnostic assessment, ongoing formative assessment and staff knowledge of our children and community, our approach will be responsive to common challenges and individual needs.

Our ultimate objective is that all pupils, irrespective of their background or the challenges they face, make optimum progress and achieve high attainment across all subject areas and the gap both educationally and holistically is closed. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal and with staff who are knowledgeable and know our children well, we have high expectations of all pupils, including those who are already high attainers.

The range of provision that leaders consider in achieving these aims, include but are not limited to:

- Robust monitoring, analysis and support of attendance*
- Reducing class sizes, thus improving opportunities for effective teaching and accelerated progress*

- Behaviour and nurture support
- Targeted use of recovery premium to implement small group interventions and booster classes
- Additional teaching and learning opportunities led by school staff or external agencies
- Research based CPD for staff, in order to improve the quality of teaching
- Subsidise educational visits, residential, extracurricular opportunities, breakfast club (with an aim of improving attendance and punctuality) and the purchase of iPads
- Teaching and learning resources to support pupils on free school meals, including those who are already high attainers

All of the above, but not limited to, is aimed at accelerating progress and closing the gaps so achievement of pupil premium pupils is in line with national expectations.

Challenges

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

Challenge number	Detail of challenge
1	<p>School context of deprivation</p> <p>A large number of families are facing social and economic challenges, which has been exasperated with the cost of living rises. Currently 146 pupils (50%) are registered as FSM6 (November 2022). 67 (23%) of those pupils are long term disadvantaged (November 2022).</p> <p>The school has deprivation at 29.5 and is in decile 3. Average school level IDACI score 0.3</p> <p>76% of pupils are within decile 3</p> <p>12% of pupils live in the 20% most deprived areas nationally. 9% of those in decile 2 and 3% in decile 1</p> <p>The school location deprivation indicator was in quintile 4 (more deprived) of all schools.</p> <p>The pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation.</p>
2	<p>Impact of Covid</p> <p>As is the challenge nationally, school closures due to Covid have exasperated a number of key areas of focus in our school. Although we have 1:1 iPads across school and were fully prepared for home learning, a lack of engagement in daily lessons from some pupils only resulted in widening gaps. Many pupils lacked support at home during extended periods of lockdown. The challenges our school faced have increased due to a number of extended periods of disruption.</p>
3	<p>Attendance</p> <p>Historically the attendance of our pupil premium children has been a challenge. Although we have worked hard to improve attendance, post covid has seen persistent</p>

	absence slip. Parental voice has highlighted the increase in mental health issues and challenges some of our families are facing following long periods of isolation, and now the cost of living rise. Poor attendance rates for any pupil, particularly pupil premium children, reduces their school hours and dramatically widens the gap between themselves and their peers, therefore particular attention needs to be given to attendance.
4	Vocabulary Acquisition Monitoring has highlighted many of our pupil premium children have underdeveloped language and oracy skills. Language acquisition cannot be neglected as an adequate language acquisition is essential for success. To become good readers, children first need to become confident communicators, with clear speech, a rapidly increasing vocabulary and strong levels of comprehension. Despite school being proactive in promoting support during school closures, lack of engagement from many pupils has only widened the gap in vocabulary acquisition. Some pupils have limited understanding and are less able to articulate themselves fluently, therefore hindering their progress.
5	Early Reading Skills Ongoing teacher assessment has highlighted the need to focus on early reading skills, including decoding and comprehension. Analysis shows those children who struggle with early phonics, and therefore find decoding and blending words more difficult, are largely disadvantaged. This lack of fluency on reading means reading is not automatic and requires conscious effort, leading to less attention on detail and comprehension of what is being read. This impacts greatly on the children's ability to access our wider curriculum.
6	Wider Experiences and Skill Development Due to several reasons, many of our disadvantaged pupils' experiences are often limited, with our disadvantaged children having significantly fewer enrichment experiences than their more affluent peers. Many of our disadvantaged pupils are not exposed to a wealth of knowledge and skills beyond the curriculum offer. This focus should be addressed through all aspects of the curriculum, to increase our pupils' cultural capital and close the gap between disadvantaged pupils and their peers.
7	Social care needs: A number of our families are supported by school and external agencies, such as Children's Services. The school leads on a higher-than-average number of Early Help Assessments.
8	SEND The school has seen a rise in SEND with 81 children (28%) on the SEND register, 3 of whom have EHCP plans. The largest increase in primary needs are in Language and Communication and Social, Emotional and Mental Health needs.

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
Impact of Covid To continue to improve and sustain positive mental health, wellbeing and behaviour through whole school approach to mental health and wellbeing, counselling service, Thrive and family Thrive for pupil premium across school, ensuring SEMH is high priority.	<ul style="list-style-type: none"> Improved pupil confidence, motivation and behaviour Sustained measurable levels of wellbeing demonstrated by: <ul style="list-style-type: none"> Pupil/Parent/Carer Voice Monitoring of support, including Thrive sessions Monitoring of behaviour (including behaviour for learning) trends
Improved Outcomes Improve progress and attainment in reading, writing and maths across all year groups, for pupils eligible for pupil premium, including those who are already high attainers.	<ul style="list-style-type: none"> Teaching, learning and assessment across school will continue to be at least good, ensuring pupils eligible for pupil premium make accelerated progress from their starting points so most pupils meet age related expectations at key benchmarks
Attendance Improved attendance, with increased attendance rates for those pupils eligible for pupil premium across school, ensuring the number of pupils eligible for pupil premium who are persistently absent, continues to decrease significantly.	<ul style="list-style-type: none"> Overall attendance for pupils eligible for pupil premium will be in line with national average, at least 96% or above The number of pupils eligible for pupil premium, with significant absence will decrease, so it is line with national and comparable with other pupil groups.
Vocabulary Acquisition Improved communication skills (oracy, reading and writing, vocabulary acquisition and understanding in disadvantaged pupils	<ul style="list-style-type: none"> Observations and data show a significant shift in the quality of vocabulary used in written and oral communication by pupils. Increased understanding of vocabulary used across all subjects is demonstrated by pupils Evidence in planning and in books demonstrates a focused and sustained range of activities to enhance accessibility to Tier two and Tier 3 vocabulary. Pupils are exposed to language rich environment
Early Reading Skills Secure foundations of early reading embedded, resulting in improved attainment and progress in reading across school, with a high number of	<ul style="list-style-type: none"> A greater proportion of disadvantaged pupils achieve at least expected standard in KS1 and 2 statutory assessments, including the Y1 phonics screening check.

children (at least in line with national average) passing Y1 phonics screening check	<ul style="list-style-type: none"> • Parent/Carer voice indicates increased confidence in supporting their children's development reading skills at home • Staff demonstrate clear understanding of synthetic phonics theory and principles • Staff have secure subject knowledge of teaching early reading skills, including decoding and comprehension • A consistent, embedded approach to teaching and assessing early reading will be embedded across school
Wider Experiences and Skill Development Pupils have increased opportunities in and out of school for additional enrichment activities	<ul style="list-style-type: none"> • Pupil premium and long term disadvantaged children access a wide range of additional experiences, including trips, extracurricular clubs, meetings with visitors including STEM experts and authors and holiday activities, leading to increased personal development, realising talents, developing character and resilience, and being educated on British values and diversity

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: £ £123,766

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional HLTA to work in KS1 and LK2	<p><i>Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement</i></p> <p><u>EEF: Targeted Academic Support</u> <u>EEF Improving Literacy in KS1</u></p>	1, 2, 4,5, 6, 7, 8
Increase number of support staff in EYFS, to increase capacity to deliver interventions such as language and communication development and phonics interventions	<p><i>Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make</i></p>	1, 2, 4,5, 6, 7, 8

	<p><i>approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</i></p> <p>The systematic review commissioned by the EFF 'Early Language Development' reinforces the approach that good provision (environment, interactions and assessment), with the emphasis on quality interactions, highlighting the need for increased staff/pupil ratios to model and instigate these exchanges.</p> <p><i>It is important to see these interventions as feeding into the development of early literacy. This is not their only function, of course, because improving oral language skills is an end in itself, but this is an important consideration in the early years setting.</i></p> <p>EEF Early Years Toolkit – Communication and Language Approaches</p> <p>EEF – Early Language Development</p>	
Additional SENDCO/Mental Health Lead management time	<p><i>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</i></p> <p>Due to an increase in complex SEND needs across school, increased SENDCo/Mental Health Lead Management time will ensure early identification, timely referrals, and a whole school approach to mental health being embedded across school with research based CPD for staff where required. This, along with the five recommendations from EEF regarding SEND in mainstream schools, will mean quality first teaching meets the needs of pupils with SEND, with targeted interventions being implemented earlier and tracked effectively for impact.</p>	1, 2, 4,5, 7, 8

	<u>EEF - Special Educational Needs in Mainstream Schools</u>	
Commitment in establishing and sustaining a language rich environment and curriculum across all subject areas	<p>Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Using a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children's language and thinking can be developed during interactions and activities such as shared reading and collaborative activities that provide opportunities to learn/hear language.</p> <p><u>EEF Preparing for Literacy – recommendations for supporting early language and literacy</u></p> <p><u>EEF Improving Literacy in KS1</u></p> <p><u>EEF Improving Literacy in KS2</u></p>	1, 2, 4, 5, 8
Purchase of Read Write Inc plus development days (3 x throughout academic year)	<p>Learning to read is one of the most formative phases of a child's school experience and it lays the foundations for so much more. Those who do not master reading at school go on to struggle with essential tasks of life, so children mastering the art of reading during their school years is vital. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><u>Read Write Inc – Research and Evidence</u></p> <p><u>EEF Blog: Phonics – mastering the basics of reading</u></p> <p><u>Choosing a Phonics Teaching Programme DfE</u></p> <p><u>EEF Toolkit</u></p>	1, 2, 4, 5, 8
Investment in Staff professional development plays a key part in the school's strategic plan. Professional growth will focus on developing staff subject knowledge and the quality of teaching, as well as developing staff as subject leaders.	<p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes. CPD programmes have the potential to close the gap between ECT and more experienced teachers, with quality CPD having a greater effect on pupil attainment than other interventions schools may consider.</p> <p>All staff will receive evidence-based training, linked to school priorities. In addition to this, staff will receive individualised training, depending on need or areas for development.</p>	1, 2, 3, 4, 5, 6, 7, 8

	<p><i>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school.</i></p> <p><i>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</i></p> <p><u>Evidence review: The effects of high-quality professional development on teachers and students – Education Policy Institute</u></p> <p><u>Effective Professional Development - EEF</u></p> <p><u>EEF – A Guide to Pupil Premium</u></p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 67,832

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidising School Led Tutor Grant will allow targeted intervention, including 1;1 and small group work, for pupils most impacted by the pandemic, a significant number being disadvantaged.	<p>One to one tuition and small group tuition are both effective interventions. Lower attaining, whose progress has been hindered by school closures during the pandemic, are likely to significantly benefit from targeted tuition as specific needs are considered and gaps addressed.</p> <p><u>One to One Tuition – EEF Toolkit</u></p> <p><u>Small Group Tuition – EEF Toolkit</u></p>	1, 2, 4, 5, 8
Use of formative assessment and effective feedback	<p>Research shows the importance of providing meaningful feedback, which supports pupil progress, builds on learning, addresses misunderstandings, and thereby closes the gap between where a pupil is and where the teacher wants them to be. Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self-regulation strategies and may lead to same day interventions.</p> <p><u>Teacher Feedback to Improve Pupil Learning - EEF</u></p>	1, 2, 4, 5, 8
Targeted interventions to support reading, literacy and maths eg 1:1 RWI phonics (bottom 20%), small group RWI phonics,	<p>Evidence consistently shows the positive impact that targeted academic support, including those who are not making good progress across a range of subjects. Considering how teachers and teaching assistants can provide academic support, including how to link</p>	1, 2, 4, 5, 8

BRP, Launchpad for Literacy, Over and over Programme, Blacksheep narrative, Early Talk Boost, Firstclass@Number, Success@Arithmetic, Accelerated Reader	structured one to one or small group interventions to high quality classroom teaching, will be a key component in our pupil premium strategy being effective. Teaching assistants can provide a large positive impact on learner outcomes. Where teaching assistants are trained to deliver an intervention to small groups or individuals, there is evidence of higher impact. <u>Teaching Assistant Interventions - EEF</u>	
The provision of extensive CPD opportunities for all teaching and support staff	Investing in professional development for teachers and teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes and can overcome barriers related to time and practical implementation. <u>Teaching Assistant Interventions - EEF</u> <u>Evidence review: The effects of high-quality professional development on teachers and students – Education Policy Institute</u> <u>Effective Professional Development - EEF</u>	1, 2, 3, 4, 5, 6, 7, 8
Parental/Carer Workshops	Parental engagement has a positive impact on average of 4 months' additional progress. Providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes. <u>Parental Engagement - EEF</u>	1, 2, 3, 4, 5, 8

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

Budgeted cost: £ 73,500

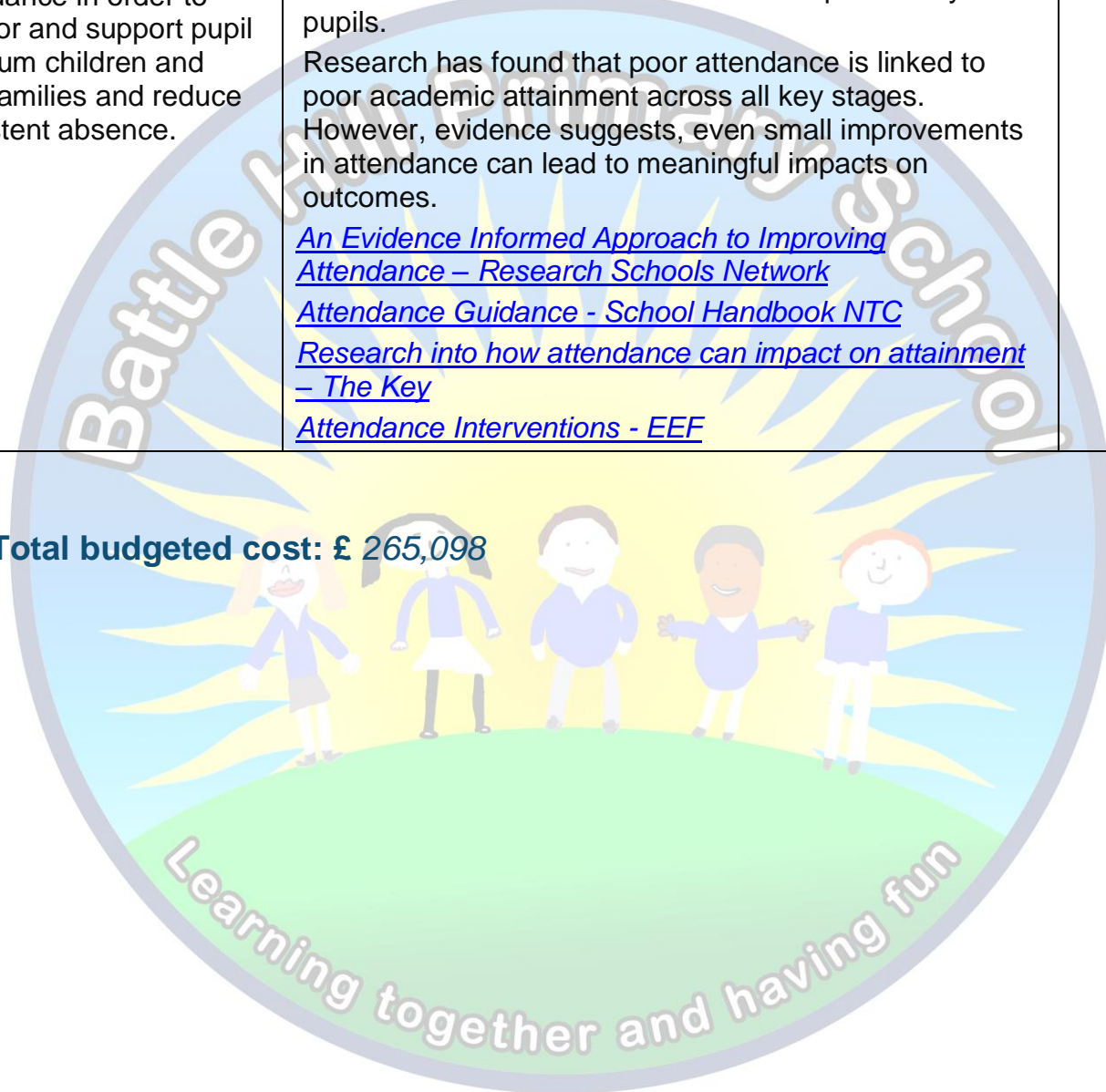
Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support working closely with families to improve attendance and support the SEMH needs of vulnerable disadvantaged families.	Interventions with the Learning Mentor builds on children's emotional literacy and engages pupils with strategies to draw on in difficult times. British Education Research Association (BERA) claims that pastoral care in education improves learners' attendance, fosters an atmosphere that is conducive for learning and promotes tolerance, resilience, fairness and equal opportunities for all, with due regard for protected characteristics. Evidence shows effective pastoral care can: improve students' attendance and retention rates; foster an orderly atmosphere in which all students can access opportunities, enhance their academic achievements	1, 2, 3, 7, 8

	<p>and promote tolerance, especially in students and teachers with due regard for protected characteristics</p> <p><u>Social and Emotional Learning - EEF</u></p>	
<p>Providing a fully funded breakfast club to pupil premium children</p>	<p>An EEF impact evaluation found that offering pupils in primary schools a free and nutritious meal before school can boost their reading, writing, and maths attainment by an average of two months additional progress in Key Stage 1. Breakfast club schools also saw an improvement in pupil behaviour and attendance.</p> <p><u>Breakfast Clubs Work their Magic in Disadvantaged English Schools - IFS</u></p> <p><u>Magic Breakfast - EEF</u></p> <p><u>National School Breakfast Programme - EEF</u></p>	<p>1, 3, 7</p>
<p>CPOMS Software to enable teacher and SLT to track and monitor attendances and incidents across school and academic years.</p>	<p>All members of staff are now able to record incidents so school has an immediate and up to-date accessible log. This helps members of staff to identify areas for concern where appropriate and provide effective safeguarding of all children and in addition to this, SLT use the log to track and address trends in behaviour and attendance. CPOMS enables schools to improve their management of child protection and similar incidents and actions, whilst reducing staff time, paperwork and administration. CPOMS also enables schools to track referrals to external agencies, such as the NHS/CAMHS, Children's Services, and the Police (including letters and phone calls) and be alerted if timescales are not being met. The software also uses the 12 same action-based functionality to track communication with parents and carers, as well as students. Data is recorded and can be used to produce data tables to support internal staff and external agencies.</p>	<p>1, 2, 3, 7</p>
<p>Music enrichment – children have enhanced opportunities to enjoy a wide range of musical experiences through choir, singing, music lessons and taking part in music events such as The Mouth of the Tyne</p>	<p>Music in schools positively impacts on all children (particularly those from disadvantaged backgrounds) in many ways. It enhances their social skills, offers opportunities to perform and develop self-confidence, improves mental wellbeing and can positively impact on academic performance.</p> <p><u>The Importance of Music - DFE</u></p>	<p>1, 2, 4, 5, 8</p>
<p>Subsidised extra-curricular clubs, educational visits (including residential trips) and visitors in school</p>	<p>Children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education, with enrichment approaches directly improving pupils' attainment. Pupils should experience the world beyond the classroom as an essential part of learning and personal development. These, often the</p>	<p>1, 2, 3, 6, 8</p>

	<p>most memorable learning experiences, help children to make sense of the world around them by making links between feelings and learning. By helping pupils apply their knowledge across a range of challenges, learning outside the classroom builds bridges between theory and reality, schools and communities, young people and their futures. Quality learning experiences in 'real' situations have the capacity to raise achievement across a range of subjects and to develop better personal and social skills.</p> <p><u>Learning Outside the Classroom - Manifesto</u> <u>Social Impact Report – Outward Bound Trust</u></p>	
Commando Joe's Programme	<p>This programme allows children to develop life skills, improve attendance, develop a growth mindset and build resilience, alongside supporting behaviour management, which will all have a positive impact on their educational engagement, future employability and importantly physical and mental well-being.</p> <p><u>CJ'S Education Services – Impact and Research</u></p>	1, 2, 4, 6, 8
Partnership (eg NUSTEM - NUSTEM Primary Careers, Me You and Science Too Programme, teacher subject knowledge, resources, parental engagement, STEM experts in school, STEM educational visits)	<p>Teachers are a key influence on young children's career aspirations. Working with partners such as NUSTEM develops resources that our teachers can use to support the children in our school with knowledge of eg STEM careers, and to broaden career aspirations.</p> <p>Established as a research-rich practitioner-led project, the development of NUSTEM has been strongly influenced by recent and current research. Research is unequivocal: ongoing engagements with partners are much more beneficial than one-off activities.</p> <p><u>NUSTEM Research</u></p>	1, 2, 4, 6, 7, 8
Thrive Approach / Family Thrive	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional learning (SEL) skills than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Thrive benefits individuals, transforms settings and delivers improvements in children's behaviour, leading to better engagement and attainment, by helping children regulate their own behaviour and learn about their emotions. It reduces exclusions and improves attendance and achievement levels by helping children</p>	1, 2, 3, 4, 7, 8

	<p>engage with education. Family Thrive courses strengthen links with parents and carers by ensuring a joined-up approach to supporting children's emotional and social needs.</p> <p><u>Thrive – Underpinning Theory and Science</u></p> <p><u>Social and Emotional Learning - EEF</u></p>	
<p>SIMS teacher app.</p> <p>Focus work on attendance in order to monitor and support pupil premium children and their families and reduce persistent absence.</p>	<p>Attendance is logged in class electronically, meaning immediate, up to date data is available and swift action is taken to address non-attendance and punctuality of pupils.</p> <p>Research has found that poor attendance is linked to poor academic attainment across all key stages. However, evidence suggests, even small improvements in attendance can lead to meaningful impacts on outcomes.</p> <p><u>An Evidence Informed Approach to Improving Attendance – Research Schools Network</u></p> <p><u>Attendance Guidance - School Handbook NTC</u></p> <p><u>Research into how attendance can impact on attainment – The Key</u></p> <p><u>Attendance Interventions - EEF</u></p>	1, 3, 7

Total budgeted cost: £ 265,098



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes - this details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

	Outcomes (Desired)	Review 2021-2022
A	Impact of Covid To achieve and sustain positive wellbeing for pupil premium across school post covid.	<p>Mental health working party and action plan established. DfE Wellbeing Education Return programme was implemented and targeted interventions were provided to those children and families who demonstrated negative mental health and wellbeing on return to school. Whole school participation in children's mental health awareness week. Whole school launch of 5 point scale. Whole school mental health staff CPD to share vision and identify priorities. Ongoing staff training on mental health awareness. Two members of staff trained on Mental Health First Aid, impacting on early identification and support offered. Attendance figures show the impact of supporting disadvantaged families</p> <p>Pupil voice and monitoring of behaviour trends, shows improved pupil confidence, motivation and behaviour, including behaviour for learning. Qualitative data from staff shows training has had significant positive effects on their confidence, mental health literacy, perception of the school as a supportive environment and behaviour in supporting pupils.</p>
B	All children to return to school and attend regularly. Increase attendance rates for pupils eligible for PP across the school ensuring that the number of pupils eligible for PP who are Persistent Absence (PA) decreases.	<p>Following support from Attendance and Placement Service, SIMs training – making the most of Sims to track and monitor attendance, rewards and incentives for pupil attendance with whole school celebration assemblies re-established, daily texts informing of positive or negative impacts on their child's attendance, monitoring of attendance showed an upward trend since Sept 2021, rising from A1 – 93.81%, A2 94.09%, Sp1 95.16%, Sp2 94.2%, with a slight dip in Sum1 94%. However, a number of families took holidays, many of which have been delayed from Covid.</p> <p>The number of PA pupils dropped from 91 December 2021, to 43 in July 2022. The number of pupil premium and FSM children who have persistent absence decreased from 75.5% to 66%.</p>
C	Improved communication skills (oracy, reading and writing, vocabulary acquisition and understanding in disadvantaged pupils	<p>Observations and data are beginning to show a significant shift in the quality of vocabulary used in written and oral communication by pupils. Pupils are showing a developing understanding of vocabulary, across all subjects. Pupils are exposed to language rich environment, with Ofsted recognising the emphasis on developing language and vocabulary from early years and beyond across school.</p>
D	Secure foundations of early reading embedded, resulting in improved attainment and progress in reading across school, with a high number of children (at least in line with national average passing Y1 phonics screening check	<p>In year 1, phonics screener results were in-line with national, at 76%.</p>

E	Pupils have increased opportunities in and out of school for additional enrichment activities	Pupil premium and long term disadvantaged children have accessed a wide range of additional experiences, including trips, extracurricular clubs, meetings with visitors including STEM experts and authors. A summer holiday club was delivered, targeting disadvantaged pupils specifically. The opportunities offered in wider development for pupils has led to increased personal development, talents being recognised and encouraged, character development, resilience, and pupils being educated on British values and diversity.
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Externally provided programmes

Non-DfE programmes that we purchased in the previous academic year.

Programme	Provider
Read Write Inc	Ruth Miskin / Oxford University Press
Thrive Licenced Practitioner Status	Thrive
Accelerated Reader	Renaissance Learning
Spelling Shed	Ed Shed
Launchpad for Literacy	Kirstie Page – Launchpad for Literacy
Commando Joe's	CJ's Education Services
TT Rockstars	Maths Circle Ltd

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information

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.*
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected continues to focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.*
- offering a wide 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.*
- using School-Led Tutoring Grant to staff the implementation of our own tutoring provision for disadvantaged and vulnerable pupils who have missed the most education due to COVID-19.*

We used the [EEF's implementation guidance](#) and [Using your pupil premium funding effectively](#) 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. We will continue to use it through the implementation of activities and through support staff, monitoring progress, solving problems, and adapting strategies where needed, we will deliver the activities needed so that our plan is delivered effectively and sustained over time.

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