

# Pupil premium strategy statement – Heathfields Infant Academy

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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

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

## School overview

Detail	Data
Number of pupils in school	248
Proportion (%) of pupil premium eligible pupils	15.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2022, 2023, 2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Kelly Williams
Pupil premium lead	Rebecca Harris (Easter Kerry Davies)
Governor / Trustee lead	Anja Hartveld

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,840
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£6,960
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£76,800

# Part A: Pupil premium strategy plan

## Statement of intent

At Heathfields Infant Academy we want all of our children, regardless of their background or circumstances, to enjoy their time at our school, make good progress and achieve high standards in all subjects. This is the focus of our Pupil Premium Strategy – to support disadvantaged children in achieving this goal, including children who are high attaining.

We will consider the challenges faced by vulnerable groups. We aim to support their needs, regardless of whether they are disadvantaged or not.

Our belief is for every child to have the opportunity to experience a rich, holistic curriculum, gaining a well-rounded education that is enhanced by enrichment opportunities and memorable moments that excite and encourage lifelong learning. High quality teaching is at the heart of our approach, (with a focus on areas in which disadvantaged pupils require most support, particularly social and emotional health). This approach aims to close the attainment gap for PP children and has the added advantage of benefiting every child in our school.

- Our ethos is inspiring all to excellence, inclusivity and the curriculum reflects this, this is underpinned with a focus on developing positive emotional health and well-being for all of our children – equipping children with the emotional skills for them to access the curriculum.
- Professional development for staff is identified and implemented to ensure that quality first teaching is available to all children.
- Rigorous procedures are being developed to ensure that progress is carefully tracked and therefore support can be implemented effectively.
- Our approach will be rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.
- We want all staff to take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve, ensuring they are challenged in their work.

Our approach will be responsive to common challenges and individual needs.

## Challenges

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

Challenge number	Detail of challenge																																		
1	<p>Internal and external assessments indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Data in table is from end of KS1 assessments 2023. This includes phonics knowledge, which directly impacts their developments to read.</p> <table border="1" data-bbox="363 421 1393 689"> <thead> <tr> <th></th> <th colspan="2">Percentage of children achieving ARE</th> <th colspan="2">Percentage of children achieving GD</th> </tr> <tr> <th></th> <th>PP (18)</th> <th>Non-PP (64)</th> <th>PP (18)</th> <th>Non-PP (64)</th> </tr> </thead> <tbody> <tr> <td><b>Reading</b></td> <td>56%</td> <td>91%</td> <td>6%</td> <td>33%</td> </tr> <tr> <td><b>Writing</b></td> <td>16%</td> <td>77%</td> <td>0%</td> <td>8%</td> </tr> <tr> <td><b>Maths</b></td> <td>56%</td> <td>88%</td> <td>0%</td> <td>31%</td> </tr> </tbody> </table> <table border="1" data-bbox="363 741 1393 875"> <thead> <tr> <th colspan="3">Percentage of children passed phonics screening check</th> </tr> <tr> <th>Whole school</th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>74- (85%)</td> <td>10/18 – (66%)</td> <td>51/59 – (86.4%)</td> </tr> </tbody> </table> <p>We feel that all barriers to learning for disadvantaged pupils can be overcome and should not be viewed as a reason for attainment or lack of progress. Identified barriers have been identified as:</p> <ul style="list-style-type: none"> <li>• Family circumstances/expectations negatively impact on attitudes towards learning.</li> <li>• Low confidence and self-esteem due to social and emotional issues.</li> <li>• Poor attendance will impact on access to learning.</li> <li>• Low parental engagement/parenting skills may impact on belief and confidence with learning.</li> <li>• Safeguarding/welfare issues (leading to Social Services involvement), trauma or other mental health issues could result in children not being 'ready' to learn.</li> </ul> <p>Academic concerns resulting from identified barriers:</p> <ul style="list-style-type: none"> <li>• Reading outcomes.</li> <li>• Phonetical knowledge</li> <li>• Vocabulary and oracy.</li> <li>• Fluency in mathematics.</li> <li>• Core competencies in writing - Lack of life experience means limited bank of resources to draw on in their writing. Physical stamina with writing and concentration skills.</li> </ul> <p>Lack of academic aspiration and relevance of learning.</p>		Percentage of children achieving ARE		Percentage of children achieving GD			PP (18)	Non-PP (64)	PP (18)	Non-PP (64)	<b>Reading</b>	56%	91%	6%	33%	<b>Writing</b>	16%	77%	0%	8%	<b>Maths</b>	56%	88%	0%	31%	Percentage of children passed phonics screening check			Whole school	PP	Non-PP	74- (85%)	10/18 – (66%)	51/59 – (86.4%)
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2	<p>Cultural Capital - Our observations of pupils and family have identified that disadvantaged pupils have lower academic aspirations for their life-long goals.</p> <p>School data indicates that not all parents from disadvantaged children are engaged with their child's learning at home especially in the area of reading.</p> <p>Not all disadvantaged children have the opportunities of life experiences out of school as non-disadvantaged pupils.</p>
3	<p>Our attendance data for 2022-23 indicates that attendance from disadvantaged children is 88.9% this is 5.9% (94.8%) lower than non-disadvantaged pupils. Internal assessments and observations demonstrate that absenteeism is negatively impacting upon disadvantaged pupils' progress.</p>
4	<p>During the academic year 2022-23 persistent absence was 17.3%, for pupil premium children this was %.</p>
5	<p>Assessments, observations and discussions with children indicate under-developed oral skills and vocabulary gaps. These are evident from Reception to Year 2.</p>

## Intended outcomes

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

Intended outcome	Success criteria
<p><u>Challenge 1</u></p> <p>Improved progress and attainment in maths, reading and writing in disadvantaged pupils.</p>	<p>Ensure that all pupils achieve quality first teaching:</p> <ul style="list-style-type: none"> <li>• Professional Development on school priorities especially pedagogy.</li> <li>• Coaching programme – including ECT teachers and middle leaders.</li> <li>• There is a consistent approach to improving the learning provision.</li> <li>• All teachers know how to analyse class data and understand how to prioritise intervention.</li> <li>• All teachers know the disadvantaged children, their attainment and progress within the context of the class and the cohort.</li> </ul>

	<ul style="list-style-type: none"> <li>• All teachers understand the importance of progress in the context of the disadvantaged pupils.</li> <li>• Vulnerable groups and their needs/ outcomes are a whole school performance management target.</li> <li>• Target setting is aspirational.</li> <li>• Staff demonstrate the same high expectations for all.</li> <li>• Children are identified, including PP children who will benefit from attending additional tutor sessions.</li> <li>• All adults linked to the child's learning are fully aware of their needs, targets and the planning for the following week.</li> <li>• Interventions are planned with realistic and achievable goals, therefore promoting progress.</li> </ul> <p>All teachers are aware of barriers to learning for disadvantaged pupils and will put systems in place to support these children in order for all children to have the best opportunity in accessing learning through reduced barriers and emotional and educational support.</p>
Improved phonics attainment for disadvantaged pupils at the end of Year 1	Year 1 phonics outcomes in 2023 show that the gap between the disadvantaged pupils meeting the expected standard in in-line with national standards.
Improved reading attainment among disadvantaged pupils.	KS1 reading outcomes in 2023/24 show that the percentage gap between disadvantaged pupils meeting the expected standard and non-disadvantaged pupils is less than 15%.
Improved maths attainment for disadvantaged pupils at the end of KS1.	KS1 maths outcomes in 2023/24 show that the percentage gap between disadvantaged pupils meeting the expected standard and non-disadvantaged pupils is less than 10%.
<p><u>Challenge 2</u> All children are able to access the full curriculum – including learning experiences such as educational visits.</p>	<ul style="list-style-type: none"> <li>• Our curriculum is fully inclusive, with all children accessing all curriculum experiences.</li> <li>• Priority places at extra-curricular clubs and sports team opportunities are offered to disadvantaged pupils</li> </ul> <p>The school provides funding towards visitors and educational experiences/ visits.</p>

<p>To improve parental interaction with the school and their child's life at school (learning and development).</p>	<ul style="list-style-type: none"> <li>• Regular positive contact with parents including coffee mornings.</li> <li>• Use of social media platforms to celebrate children's learning.</li> <li>• Ensure all pupil premium parents are offered parents evening even when not originally signed up.</li> <li>• Ensuring parents of Pupil Premium children are targeted for any parent workshops that are put on at school.</li> <li>• Sharing good behaviour and successes with parents through 'Marvelous Me'.</li> <li>• Effective staff communication throughout the year (transition to next class), regarding any difficulties surrounding Pupil Premium families, with sensitivity and GDP policy adhered to at all times.</li> </ul>
<p><u>Challenge 3</u> To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2023/24 demonstrated by: Attendance gap from disadvantage to non-disadvantaged to reduce by 2%.</p>
<p><u>Challenge 4</u> Reduce the amount of persistent absenteeism with our disadvantaged children.</p>	<p>The percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no less than 10% below their peers. Persistent absence Pupil Premium children to receive help and a support plan by a senior leader</p>
<p><u>Challenge 5</u> To improve oral skills and address any gaps in vocabulary understanding.</p>	<ul style="list-style-type: none"> <li>• Develop children's speaking and listening skills and wider understanding of language.</li> <li>• Effectively sustain a systematic phonics programme, teachers to target Pupil Premium to keep up.</li> <li>• Use high quality structured interventions to help children who are struggling with their literacy.</li> <li>• Through repeated exposure to words, books and conversations – children will learn new words and develop strong oral language skills.</li> <li>• Encourage and develop the love of reading</li> <li>• Through a range of varied learning experiences (that interest the children)</li> </ul>

	<p>– children will learn new words and talk about interests.</p> <ul style="list-style-type: none"> <li>• Increased parental engagement through reading workshops and exposure to a range of books and incentives to read more at home.</li> </ul> <p>Through a range of interactive learning opportunities (with meaningful contexts)</p> <p>– children will engage and learn new language.</p>
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## 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: £36,148

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff Professional Development in order to improve pedagogy and how to apply this to improve teaching and learning across the full curriculum.	<p>High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p>Engagement in the Gateway Alliance</p>	1, 5
Staff know and understand their pupils and their influences. Where children are not making sufficient progress from their starting points, they are swiftly identified and addressed through appropriate and targeted intervention. All teachers know the disadvantaged children in their class and their attainment	<p>Knowing your children well will have a positive impact on classroom behaviour and outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</a></p> <p>Standardised tests provide reliable insights into specific strengths and weakness to each pupil to help to ensure they receive the correct essential support through additional support, interventions including tutoring.</p>	1, 2, 5



<p>and progress within the context of the class and the year group. All teachers understand the importance of progress in the context of disadvantaged pupils. All adults linked to the child's learning are fully aware of their needs, targets and planning for the following week. Interventions are planned with realistic and achievable goals, therefore promoting progress. Embedding principles of good practice set out in the DfE's Improving School Attendance advice</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: Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></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: One to one tuition   EEF (educationendowmentfoundation.org.uk)</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	
<p>Transition activities are carefully planned to ensure that historic information is shared with future class teacher/support staff. Leadership have developed an environment where expectations are the same for all and a no excuses culture is fostered.</p>	<p>Positive culture permeates the setting in all areas. <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/leadership">https://educationendowmentfoundation.org.uk/guidance-for-teachers/leadership</a></p>	1, 2, 3, 4, 5
<p>Purchase of additional resources/equipment to support teaching and learning that have a proven record.</p>	<p>Resources that are fit for purpose benefit access to learning for all children. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p>	1, 2, 5

<p>Staff implement a balanced and engaging approach to developing reading, teaching and comprehension skills. Effectively sustain a systematic phonics scheme, ensuring all new staff are trained to the same high expectations.</p> <p>Use high quality structured interventions to help children who are struggling with their literacy.</p> <p>Use high quality information about children’s current capabilities to select the best next steps for teaching.</p>	<p><a href="https://educationendowmentfoundation.org.uk">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 5</p>
<p>Staff know and understand their pupils and their influences. Where children are not making sufficient progress from their starting points, they are swiftly identified and addressed through appropriate and targeted intervention.</p> <p>Vulnerable groups and their needs/ outcomes are a whole school performance management target (all teachers know how to analyse data and to prioritise intervention). Whole school training on use of FFT to analyse data and set targets.</p> <p>All teachers know the disadvantaged children in their class and their attainment</p>	<p>Knowing your children well will have a positive impact on classroom behaviour and outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411 Supporting the attainment of disadvantaged pupils.pdf</a></p> <p>Standardised tests provide reliable insights into specific strengths and weakness to each pupil to help to ensure they receive the correct essential support through additional support, interventions including tutoring.</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: Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>1, 2, 5</p>

<p>and progress within the context of the class and the year group. All adults linked to the child's learning are fully aware of their needs, targets and planning for the following week. Interventions are planned with realistic and achievable goals, therefore promoting progress. Embedding principles of good practice set out in the DfE's Improving School Attendance advice</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: One to one tuition   EEF (educationendowmentfoundation.org.uk)</p> <p>This will involve training and release time for staff to develop and implement new procedures to improve attendance. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £6,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions to support children with high persistent absences (plugging gaps, addressing misconceptions). Subscription to Third Space Maths tuition for 8 (PP) pupils during the academic year. Focus on current Y2 (SATs). Children receive online 1:1 tuition with a maths tutor for 1 hour session each week.</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: <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1</p>

All of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.		
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £33,833

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and emotion coaching with the aim of developing our school ethos and improving behaviour across school.</p> <p>Continued subscription of 'Marvellous Me' software to support staff and parental engagement with pupils behaviour and learning.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="https://www.eef.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.eef.org.uk/metacognition-and-self-regulated-learning">Metacognition and Self Regulated learning (EEF)</a></p>	2
<p>Embedding principles of good practice set out in the DfE's <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Improving_School_Attendance.pdf">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures to improve attendance. Strict adherence to attendance policy and support for vulnerable families through invitation to EHA.</p> <p>Children with poor attendance (including disadvantaged/PP children) are clearly identified through the Attendance Policy.</p> <p>Families are contacted, offered support, families with persistent absenteeism are offered early help assessment and</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence</p> <p><a href="https://www.gov.uk/government/news/new-measures-to-reduce-pupil-absence">https://www.gov.uk/government/news/new-measures-to-reduce-pupil-absence</a></p>	3, 4

within due course are referred to the Educational Welfare Officer for fines.		
Deprivation fund - e.g. match-funding towards funding of educational visits, support towards purchase of school uniform. Providing food hampers during school holidays.	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 additional needs. <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement</a>	1,2,3,4,5
Part time Home School Link Worker to support vulnerable families with attendance and acute needs (One day per week).  Trained of member of Staff to be Mental Health Lead.  Trained Hope and ELSA members of staff. Training of additional support staff in emotion coaching.	Children have access to support to enable them to positively develop their health and wellbeing. In times of need there is always someone to talk to regarding the child and their emotional wellbeing. This support is also available to parents and struggling families  <a href="https://dera.ioe.ac.uk/12136/1/download%3Fid=156367&amp;filename=how-to-involve-hard-to-reach-parents-full-report.pdf">https://dera.ioe.ac.uk/12136/1/download%3Fid=156367&amp;filename=how-to-involve-hard-to-reach-parents-full-report.pdf</a>	2,3,4
Organising parent support workshops e.g. Emotion coaching	Parents have access to parental support sessions (this is viewed as a whole school approach to developing good relationships – with the improvement of children’s learning as a clear and consistent goal.  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182508/DFE-RR156.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182508/DFE-RR156.pdf</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a>	2,3,4

**Total budgeted cost: £69,840**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **The priorities for Pupil Premium (Targeted academic support) 2022/2023 were:**

##### Challenge 1

Improved progress and attainment in maths, reading and writing in disadvantaged pupils.

##### Challenge 2

All children are able to access the full curriculum – including learning experiences such as educational visits. Improving parental interaction with the school and their child's life at school.

##### Challenge 3

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

##### Challenge 4

Reduce the amount of persistent absenteeism with our disadvantaged children.

##### Challenge 5

To improve oral skills and address any gaps in vocabulary understanding.

#### **Impact Review**

##### Challenge 1

- In Year 1 PP children made progress in Reading (Exp+), although end of year targets were not met.
- In Year 1 PP children exceeded the estimated target in Reading (Higher)
- In Year 1 progress has been made in Maths (Exp+) by PP children, end of year targets were met.
- In Year 1 progress has been made in Writing (Exp+) by PP children, although end of year targets were not met.

Reception: End of year data for Reception shows the gap between Pupil Premium and Non has been reduced to 5%, and are now above national.

The children enter the school with low base line assessments and some were not school ready. The focus throughout Year 1 and 2 are the social and emotional needs to remove the barriers to learning. The impact on attainment outcomes is seen as the children move into lower key stage 2.

We are reviewing the induction process to try to improve the attainment outcomes at a younger age.

The school has researched good practice and used external agencies to remove barriers.

The focus has been on consistent quality first teaching which will benefit all children.

##### Challenge 2

All children are treated equally and are exposed to a broad curriculum with a range of opportunities and experiences that are designed to enrich their understanding of the world and prepare them for later experiences in their life.

All children (dependent on permissions) are showcased on Twitter and Instagram regularly.

There is regular communication with all families (particularly through tricky periods

(school closures, transitions etc), Pupil Premium families are identified and supported throughout the year to ensure consistency (positive relationships have been established).

All PP information is stored on Integris, which is available to all staff, specific personal information is shared between teachers during transition times.

Positive attitudes, learning and behaviour are shared virtually with parents on Marvellous Me. Feedback from parents have been incredibly positive.

Pupil Premium children were targeted by phone to join Marvellous Me.

Almost all Pupil Premium children have registered on Marvellous Me and are receiving daily updates.

### Challenge 3

Data from the 1<sup>st</sup> of September 2022 to the 31<sup>st</sup> August 2023

All pupils' attendance 93.6%

PP attendance is 89.2%

Non-PP attendance is 94.7%

There is a difference of 5.9% between PP children's attendance and Non-PP children's attendance.

### Challenge 4

33% of the pupil Premium children are persistently absentees.

Families have been offered support.

Stage one, two and three meetings have taken place and one family have had a support plan (barriers and agreed actions).

### Challenge 5

English curriculum has been reviewed and opportunities for oral development has been identified and implemented, along with specific vocabulary.

Observations have seen an increase in effective use of oral skills in order to build vocabulary. It is also apparent that clear modelling is taking place within lessons.

Children are exposed to a range of vocabulary within the environment, particularly the EYFS area which is language and activity rich.

All children are heard read three times a week, with a focus on vocabulary flash cards. EYFS have used Wellcomm to baseline and support early language.

## Externally provided programmes

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

Programme	Provider
Third Space Maths	Third Space Learning

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
NA
<b>The impact of that spending on service pupil premium eligible pupils</b>
NA



## Further information (optional)

### **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:

- utilising a [DfE grant to train a senior mental health lead](#). Trained Mental health lead supports Mental health across the school.
- 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.

### **Planning, implementation, and evaluation**

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

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. 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.

## Appendix

### KS1 Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 performance data and our own internal assessments.

KS1 performance summary						
	Actual results			Pupil progress		
	2021	2022	2023	2021	2022	2023
Number of Pupils / % Matched	86	61	82	100%	8%	99%
% Expected Standard + (Re, Wr, Ma)	49%	51%	67% <span style="color: green;">+</span>	-0%	+23%	+9%
% Higher Standard (Re, Wr, Ma)	7%	3%	6%	+2%	-1%	-2%
% Expected Standard + Reading	63%	72%	83% <span style="color: green;">+</span>	-1%	+7%	+11% <span style="color: green;">+</span>
% Higher Standard Reading	23%	16%	27%	+8% <span style="color: green;">+</span>	+13%	+7%
% Expected Standard + Writing	50%	51%	67%	-5%	+17%	+5%
% Higher Standard Writing	10%	3%	6%	+3%	-2%	-3%
% Expected Standard + Maths	62%	70%	80%	-2%	+9%	+5%
% Higher Standard Maths	14%	28% <span style="color: green;">+</span>	26% <span style="color: green;">+</span>	+2%	+13%	+7%

# Pupil groups

## KS1 Pupil groups performance 2023

			Actual results		Pupil progress	
	Pupils		% Expected Standard + (Re, Wr, Ma)	% Higher Standard (Re, Wr, Ma)	% Expected Standard + (Re, Wr, Ma)	% Higher Standard (Re, Wr, Ma)
<b>Summary</b>	All Pupils	82	67% <span style="color: green;">+</span>	6%	+9%	-2%
<b>Gender</b>	Male	46	70% <span style="color: green;">+</span>	4%	+14%	-3%
	Female	36	64%	8%	+4%	-0%
<b>Prior Attainment</b>	Middle attainers	3	67%	0%	+14%	-2%
<b>Pupil Premium</b>	FSM (in last 6 years)	18	33%	0%	+1%	-1%
	Not FSM (in last 6 years)	64	77% <span style="color: green;">+</span> <span style="color: green;">↑</span>	8%	+12%	-2%
<b>FSM</b>	FSM	18	33%	0%	+1%	-1%
	Not FSM	64	77% <span style="color: green;">+</span> <span style="color: green;">↑</span>	8%	+12%	-2%
<b>Term of Birth</b>	Summer Term	32	59%	6%	+11%	+1%
	Spring Term	26	77% <span style="color: green;">+</span> <span style="color: green;">↑</span>	4%	+13%	-6%
	Autumn Term	24	67%	8%	+3%	-1%
<b>SEN Group</b>	SEN Support	22	27%	0%	-12%	-2%
	EHC Plan	1	0%	0%	-21%	-0%
	No SEN	59	83% <span style="color: green;">+</span> <span style="color: green;">↑</span>	8%	+18% <span style="color: green;">+</span>	-2%
<b>EAL</b>	First language not English	1	0%	0%	-74%	-5%
	First language English	81	68% <span style="color: green;">+</span> <span style="color: green;">↑</span>	6%	+10%	-2%
<b>Ethnicity</b>	White	81	67%	6%	+9%	-2%
	Other Asian	1	100%	0%	+50%	-1%

## Specific Subjects

### KS1 performance summary

	Actual results			Pupil progress		
	2021	2022	2023	2021	2022	2023
Number of Pupils / % Matched	86	61	82	100%	8%	99%
% Expected Standard + (Re, Wr, Ma)	49%	51%	67% <span style="color: green;">+</span>	-0%	+23%	+9%
% Higher Standard (Re, Wr, Ma)	7%	3%	6%	+2%	-1%	-2%
% Expected Standard + Reading	63%	72%	83% <span style="color: green;">+</span>	-1%	+7%	+11% <span style="color: green;">+</span>
% Higher Standard Reading	23%	16%	27%	+8% <span style="color: green;">+</span>	+13%	+7%
% Expected Standard + Writing	50%	51%	67%	-5%	+17%	+5%
% Higher Standard Writing	10%	3%	6%	+3%	-2%	-3%
% Expected Standard + Maths	62%	70%	80%	-2%	+9%	+5%
% Higher Standard Maths	14%	28% <span style="color: green;">+</span>	26% <span style="color: green;">+</span>	+2%	+13%	+7%

## Reading

	Pupils	Actual results		Pupil progress		
		% Expected Standard + Reading <small>DFE</small>	% Higher Standard Reading <small>DFE</small>	% Expected Standard + Reading	% Higher Standard Reading	
<b>Summary</b>	All Pupils	82	83% <span style="color: green;">+</span>	27%	+11% <span style="color: green;">+</span>	+7%
<b>Gender</b>	Male	46	87% <span style="color: green;">+</span>	24%	+14% <span style="color: green;">+</span>	+6%
	Female	36	78%	31%	+6%	+10%
<b>Prior Attainment</b>	Middle attainers	3	100%	0% <span style="color: green;">+</span>	+26% <span style="color: green;">+</span>	-10% <span style="color: green;">+</span>
<b>Pupil Premium</b>	FSM (in last 6 years)	18	56%	6%	+2%	+1%
	Not FSM (in last 6 years)	64	91% <span style="color: green;">+</span> <span style="color: green;">↑</span>	33% <span style="color: green;">+</span>	+13% <span style="color: green;">+</span>	+9%
<b>FSM</b>	FSM	18	56%	6%	+2%	+1%
	Not FSM	64	91% <span style="color: green;">+</span> <span style="color: green;">↑</span>	33% <span style="color: green;">+</span>	+13% <span style="color: green;">+</span>	+9%
<b>Term of Birth</b>	Summer Term	32	78%	22%	+15%	+8%
	Spring Term	26	81%	35% <span style="color: green;">+</span>	+0%	+12%
	Autumn Term	24	92%	25%	+16%	+2%
<b>SEN Group</b>	SEN Support	22	59% <span style="color: green;">+</span>	5%	+3%	-3%
	EHC Plan	1	0%	0%	-34%	-2%
	No SEN	59	93% <span style="color: green;">+</span> <span style="color: green;">↑</span>	36% <span style="color: green;">+</span> <span style="color: green;">↑</span>	+14% <span style="color: green;">+</span>	+11% <span style="color: green;">+</span>
<b>EAL</b>	First language not English	1	100%	0%	+14%	-18%
	First language English	81	83% <span style="color: green;">+</span>	27%	+11% <span style="color: green;">+</span>	+8%
<b>Ethnicity</b>	White	81	83% <span style="color: green;">+</span>	27%	+11% <span style="color: green;">+</span>	+8%
	Other Asian	1	100%	0%	+26%	-9%

## Maths

	Pupils	Actual results		Pupil progress		
		% Expected Standard + Maths <small>DFE</small>	% Higher Standard Maths <small>DFE</small>	% Expected Standard + Maths	% Higher Standard Maths	
<b>Summary</b>	All Pupils	82	80%	26% <span style="color: green;">+</span>	+5%	+7%
<b>Gender</b>	Male	46	89% <span style="color: green;">+</span>	28%	+10%	+7%
	Female	36	69%	22%	-0%	+8%
<b>Prior Attainment</b>	Middle attainers	3	100%	0%	+23%	-12%
<b>Pupil Premium</b>	FSM (in last 6 years)	18	56%	0%	+0%	-5%
	Not FSM (in last 6 years)	64	88% <span style="color: green;">+</span>	33% <span style="color: green;">+</span>	+7%	+11% <span style="color: green;">+</span>
<b>FSM</b>	FSM	18	56%	0%	+0%	-5%
	Not FSM	64	88% <span style="color: green;">+</span>	33% <span style="color: green;">+</span>	+7%	+11% <span style="color: green;">+</span>
<b>Term of Birth</b>	Summer Term	32	78%	16%	+12%	+4%
	Spring Term	26	81%	38% <span style="color: green;">+</span>	-1%	+17%
	Autumn Term	24	83%	25%	+4%	+1%
<b>SEN Group</b>	SEN Support	22	55%	5%	-5%	-4%
	EHC Plan	1	0%	0%	-32%	-1%
	No SEN	59	92% <span style="color: green;">+</span> <span style="color: green;">↑</span>	34% <span style="color: green;">+</span>	+10%	+12% <span style="color: green;">+</span>
<b>EAL</b>	First language not English	1	0%	0%	-84%	-10%
	First language English	81	81% <span style="color: green;">+</span>	26% <span style="color: green;">+</span>	+6%	+7%
<b>Ethnicity</b>	White	81	80%	26% <span style="color: green;">+</span>	+5%	+7%
	Other Asian	1	100%	0%	+25%	-9%

## Writing

		Attainment & progress								
	Pupils	Attainment			Progress					
		FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
<b>Summary</b>	All Pupils	18	64	33%	77% <span style="color: green;">↑</span>	-44%	-6%	8%	-14%	
<b>Gender</b>	Male	7	39	29%	77%	-48%	-13%	14%	-27%	
	Female	11	25	36%	76%	-40%	-1%	-3%	2%	
<b>Prior Attainment</b>	Middle attainers	-	3	-	67%	-	-	8%	-	
<b>SEN Group</b>	SEN Support	8	14	13%	36%	-23%	-27%	-12%	-15%	
	EHC Plan	1	-	0%	-	-	-26%	-	-	
	No SEN	9	50	56%	88%	-32%	19%	13%	6%	
<b>Ethnic Group</b>	White	18	63	33%	76%	-43%	-6%	7%	-13%	
	Not White	-	1	-	100%	-	-	44%	-	