

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 | Coppull Primary School and Nursery |
| Number of pupils in school | 261 (291 including nursery pupils) |
| Proportion (%) of pupil premium eligible pupils | 38.3% (101 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2023-2026 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | M Chambers |
| Pupil premium lead | L Parkinson |
| Governor | Beccy Wetton |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £142,640 |
| Recovery premium funding allocation this academic year | £25,878 |
| 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 | £168,518 |

Part A: Pupil premium strategy plan

Statement of intent

Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. (Education Endowment Foundation EEF).

Coppull Primary School and Nursery recognises the barriers and issues that affect all of our pupils and we strive to try to break down and support children and their families in overcoming these barriers. Many of our disadvantaged pupils face multiple deprivation factors and as a result can present with behavioural challenges, have high rates of absence and lateness and fail to receive parental support outside of school. Many have limited life experiences outside of their immediate environment and are unaware of local and world events. These children have limited access (if any) to extracurricular activities including sporting, musical or memberships to clubs, libraries and societies. Many children and their parents have an over-reliance on screen culture which negatively impacts speech and language, concentration, sleep patterns and social interactions. Parents report behavioural issues, sleep issues and as a school, we see this impacting their ability to concentrate and to be able to cope with the routine of the school day. Families rely heavily on school support in the absence of children's centres and we continue to provide the support to both the children in our care and the family as a whole. Many of our disadvantaged pupils are not supported in completion of homework and reading and we have found that speech and language is severely impaired in many of our nursery children and this continues as they make their journey through school. Language acquisition is affected due to children having less conversational opportunities outside of those at school. This affects both the modelling of early speech and language and in turn, affects our children's knowledge and use of expressive and receptive vocabulary as they move through school. *Poor oral language and communication skills have consistently illustrated this gap on school entry which, left unchallenged, coupled with a narrower vocabulary remain a barrier for many throughout the primary years (Findings from the Aspire Educational Trust EEF).*

Coppull Primary School and Nursery's aim for our disadvantaged pupils is the message at the heart of our school. We want pupils to feel and be safe, be happy and then to learn. The safety element encompasses both the safeguarding elements both internal and external and those day to day issues that may occur in the classroom and playgrounds. The 'feel happy' of course relates to the general wellbeing and mental health of all pupils. Many of our pupils are receiving therapy, support and a variety of interventions delivered by our Wellbeing Team and through external provision. A huge amount of emphasis is placed the mental wellbeing of our pupils and this extends to staff and the wider school community of families and governors. Our objective is to ensure that our disadvantaged (and in turn, all pupils) receive quality first teaching with targeted academic support delivered to individuals and groups. School is committed to ensuring that all staff are given the opportunity to receive effective CPD. A programme of training is planned each year and subject leaders meet with other colleagues within our school cluster to share best practice, effective resources and strategies. *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 (EEF).*

We want all of our pupils to have access to the pastoral support that they might need and our dedicated Wellbeing Team are employed through our pupil premium funding to provide this support. Through various therapies, interventions, group and 1:1 sessions, they ensure that any reactive issues children face on a day to day basis are handled as well as providing support for more complex issues. Due to some of our children having limited opportunities, we aim to tailor our curriculum to ensure that they have the knowledge and understanding required in order for them to be able to succeed and leave us as well-rounded individuals. We offer a wide range of trips and visits so that children are exposed to new and exciting experiences and so that they come across different religious beliefs, cultures, experience of a healthy diet, competitive sports, local community events and any other opportunities that we feel would be beneficial. We want to encourage all pupils to attend school and to arrive on time as well as to receive support for completing homework, reading etc. We have many rewards and incentives on offer for children which work in conjunction with our Good to be Green behaviour management policy. There are many rewards on offer for good attendance, reading through our 'Read 4 the Stars' initiative and more.

In summary, we are passionate about providing children with a full range of both academic, pastoral care and wider school life experiences so that they both succeed and might discover a new talent that might have otherwise been left undiscovered. Our vision for all pupils as they leave us, is that we ensure that they leave as well rounded individuals and we focus on the whole child rather than one element. We want to ensure that our disadvantaged pupils' future outcomes are given the best start and this is at the very heart of the ethos at Coppull Primary School and Nursery.

Our Pupil Premium Strategy outlines in more detail how each of these approaches ensure that the Pupil Premium Funding is targeted in the areas where we feel that it would have the greatest impact on our disadvantaged pupils. We commit to a small number of specific foci which enables us to be both realistic in our approach and to be able to measure the impact of each area. The key principles of quality first teaching, targeted academic support and the wider strategies outlined above are detailed further in both this report and the pupil premium strategy (2023-2026).

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Higher than average numbers of pupils with special educational needs (36.4% school support inclusive of 3.2% EHCP (inclusive of nursery) / National 12.6% + 2.1%) |
| 2 | Poor speech and language skills in children starting nursery and school (school 8.3% Lancashire 4.1%) (15.2% of children receiving speech and language therapy 2023) |
| 3 | Significant numbers of disadvantaged pupils presenting with poor mental health (School 12.3% Lancashire 2.2%) |
| 4 | Higher than average number of disadvantaged pupils who are not achieving in line with their peers (School 39%/ England 17.7%) |

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| 5 | Attendance and punctuality- school 94.6% overall Lancashire 94.5% England 94%. Persistent absence and lateness- (school 18.2% Lancashire 15.3% England 17.3%) |
| 6 | Significant issues with families facing multiple barriers and factors impacting their mental health and affecting children adversely (see extended services report). |

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 |
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| <p>Correct banding to be applied for all children on SEND register by ensuring that accurately costed provision maps are in place in particular for EHCP children. All necessary resources in place and this to be included on class provision mapping for all SEND children. Children on EHCPs supported in class with recommendations in plans to be adhered to. SEND register to be kept up to date (with categories EHCP/high need/school support/SEND monitoring) to ensure a full and clear picture is constantly available.</p> <p>SENCOs to identify next layer of high needs within school and ensure pathway for statement/diagnosis/EHCP sought. All ISPs to be completed and shared with both child and family and reviewed and updated every term (or more frequently where required e.g. for EHCP/high need categories). SEND register to be regularly reviewed with children being added/removed where necessary. SENCOs to meet frequently with SLT to update on current situation with individual children and progress of any referrals or meetings with professionals.</p> | <ul style="list-style-type: none"> • ISPs to be checked by SENCOs once submitted to ensure that targets are SMART and achievable. • SEND children to continue making progress which is tracked and monitored by class teachers and SENCOs. • SEND children to be targeted to make at least 3 terms progress. • Interventions in place to ensure children have mastered basic skills in subjects particularly English and maths. • Whole school SEND data tracked by SENCOs. Pupil progress meetings have taken place to monitor progress. • Quality first teaching for all observed throughout school. • Planning and work to be specifically targeted at level of child and differentiated accordingly. • PIVATs to be used to track progress for identified children. |
| <p>Many of the children attending our nursery provision are demonstrating low levels of speech and language acquisition and development. Children are starting nursery with poor language skills and this then continues on into school. Many of our older children in school are not being exposed to conversation and then present with poor vocabulary which causes them issues when reading and this then impacts on the quality of their writing. Our priority for school is to provide high quality intervention alongside specialist speech and language support for some children in order to equip them with strategies and skills needed. A Speech and Language Therapist is employed directly by school to work with children</p> | <ul style="list-style-type: none"> • Speech and language therapist employed by school to support identified children. • Staff more equipped with speech and language strategies to support children in class. • WECOMM used to assess and deliver targeted interventions in nursery and EYFS shows progression made by children. • Parental support obtained and maintained for identified children. • Referrals to specialist speech and language processed for identified children. |

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| <p>identified as needing the most support with the need being so high. Teaching staff will expose children to high quality texts with a real push on developing their vocabulary. Subject specific vocabulary should be shared with children and revisited throughout the unit of work to encourage the use of this within their writing with the hope that writing attainment and general speaking and listening skills will be positively impacted across school.</p> | |
| <p>Children presenting with emotional difficulties referred to Wellbeing Team. Any issues arising recorded on CPOMS so that a chronology is kept for each child. Wellbeing Team running individual and targeted support for children to improve and support their mental wellbeing. Interventions and therapies carried out and outside agency support sought where necessary. Wellbeing Team to record number of children receiving both reactive and proactive support (Extended services committee report to show number of children being impacted). TAF and CAF process in place for most vulnerable children and families. Referrals to agencies carried out where needed relevant to the need and service provided.</p> | <ul style="list-style-type: none"> • Reduction in number of children receiving ongoing support. • Children able to access learning due to containment of issues causing them emotional difficulties. • Child able to function in class with coping strategies in place. • Child's academic progress and attainment improved. • Wellbeing Team proving all children with strategies to help with any issues arising as a result of COVID-19 (directly and indirectly). |
| <p>Disadvantaged pupils to close the gap with their peers. Any barriers to learning are identified and where possible, remedied. Children requiring academic support to receive this through intervention groups, teacher/TA support, ISP targets. Pupils identified and tracked by teachers across all subjects using internal data tracking system. Pupil progress meetings, monitoring and moderation used to ensure teaching and learning is effective and enabling disadvantaged pupils to succeed. Families to access Magic Breakfast to ensure children are having a healthy breakfast before starting school and are able to have time to settle with their peers before starting lessons. Wellbeing team both in school when breakfast clubs start to monitor and pick up any issues for children coming into school.</p> | <ul style="list-style-type: none"> • All children to receive quality first teaching-measured through the monitoring process. • Teaching assistants to have completed conduct interventions with disadvantaged pupils. • Remote learning to ensure children are receiving the next logical steps in their intended curriculum with resources provided to achieve this. • ISPs to be kept up to date and reviewed termly or sooner dependent upon point in process. • Disadvantaged children make accelerated progress to close the attainment gap. • Disadvantaged children achieve broadly in line with their peers. • Disadvantaged children accessing trips, visits and after school clubs/events to ensure their whole school experience is positive. • Reduction in number of children receiving support and therapy from Wellbeing team. |
| <p>Reduction in percentage of persistent absence- Our overall absence percentage for 2022-2023 was 5.4% (autumn-spring term as full year</p> | <ul style="list-style-type: none"> • Number of children who are persistently absent reduced. • Children using funded places at magic breakfast club. |

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| <p>not published at point of writing) against Lancashire 5.5% and national 6%. Persistent absenteeism (absent for more than 10% or more sessions) was 18.2% against Lancashire at 15.3% and national 17.3%. We will continue to work with children and families to reduce persistent absence and the number of late sessions. The Wellbeing Team play a vital role in this and this is monitored and shared with the SLT. We have a stepped process to deal with families who are persistently absent. We also have the pupil attendance support team who will work with us and families to break down any barriers that may be affecting them. Mini breakfast is offered to families who are persistently late which has had some success over the year.</p> | <ul style="list-style-type: none"> • Lateness figures reduced. • Any barriers for family contributing to absence/lateness are being supported by school via Wellbeing team/ SLT. |
| <p>Over the last couple of years, we have seen a dramatic rise in families leaning on schools for emotional, practical, financial and more general support with day to day living. This puts an increasing amount of strain on our Wellbeing Team and other staff members and can take time away from working with the children. The difficulties and barriers that are facing many of our families have increased in severity recently and this is having a huge impact on children and their behaviour for learning. Our wellbeing team have limited capacity time wise which can be problematic when their time is timetabled elsewhere. Children's Social Care are not taking on cases that are put through at both Section 17 (referral with consent) and Section 47 (referral with no consent needed).</p> | <ul style="list-style-type: none"> • Other services to take ownership of issues that come under their remit rather than pushing it back onto school. • Families signposted to services and enabled to seek out support through other channels. |

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: £14964.71

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--------------------------|--|----------------------------------|
| Professional development | <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 and should rightly be the top priority for Pupil Premium spending.</i></p> <p>At Coppull Primary and Nursery, we are committed to ensuring our children have high quality teaching and learning delivered every day.</p> <p>All staff members are fully supported with their CPD requirements and are actively encouraged to seek training that will further enhance their own practice and the school as a whole. Any CPD undertaken should benefit both the individual and the staff team.</p> | CPD for year 2023-2024 -£4000 |
| Recruitment & Retention | <p>The recruitment process is rigorous and as an SLT and governing body, we commit to seeking the best quality candidates and those who will fit in with the values and ethos of the school. We take on both experienced teachers and teaching assistants and those starting out in their career to have a range of experience and new ideas and initiatives on our staff team.</p> <p>All staff are valued and school operates with a very democratic undercurrent. Wellbeing is high on the agenda for SLT to ensure that all staff and their wellbeing is high on the agenda. Governors are very supportive of our recruitment and retention procedures and they too are very appreciative of what all of the staff at Coppull Primary School and Nursery offer to our children. They are heavily involved in the recruitment process helping us to</p> | £2000 |

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| | ensure that we recruit the best possible candidates for our very unique school. | |
| Resources and teaching aids | <p>We are fully committed to ensuring that all teaching staff and children have access to the resources to enable effective teaching and learning to take place. This has meant investing heavily in IT equipment, purchasing new resources where deemed necessary. A priority for school is to ensure that every child has access to quality reading materials and school values keeping the reading books stocked and up to date. This also works alongside helping children learning the skills of reading as the books are largely phonics based and range from books to share with an adult to early readers all through to the top end of school with more complex and challenging texts.</p> <p>Subject leaders have been tasked with ensuring that school holds the necessary resources to enable the planned lessons to take place and to ensure that the National Curriculum objectives are covered. We also commit to buying any other resources required by individual children such as many of the SEND resources which are in excess of the allocated SEND funding.</p> | £8964.71 (teaching resources purchased so far). |

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

Budgeted cost: £50,687.74

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|---|
| Speech and language interventions both in school and through bought in services | <p>Many of the children attending our nursery provision are demonstrating low levels of speech and language development. Our nursery teachers and support staff expose the children to stories, nursery rhymes, phase 1 phonic activities and lots of talk during structured and unstructured play.</p> <p>Teachers throughout school are finding that when sharing recommended, age appropriate class novels with the children, they can struggle to understand the context of the story due to the amount of unfamiliar vocabulary that they come across. This is a huge focus for school and in classrooms, key vocabulary is shared through teaching and on displays. We are</p> | <p>Number of pupils identified: Welcomm-43 rec Aimee Hill Speechmasters 3 hours per week, 38 weeks £5700 Targeted interventions (varying numbers in each class)</p> |

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| | <p>planning to extend this further by introducing knowledge banks in children’s books at the start of each new topic which includes key vocabulary.</p> <p><i>One barrier faced by disadvantaged pupils is common across the majority of our schools – poor oral language and communication skills. Our data – based on diagnostic assessment tools to assess pupil’s language skills – has consistently illustrated this gap on school entry. Left unchallenged, this and a narrower vocabulary, remain a barrier for many throughout the primary years. (EEF)</i></p> | |
| <p>Targeted academic interventions Includes 1:1 / group interventions/ booster groups and purchase of supporting materials.</p> | <p><i>Good literacy skills—the ability to read, write, and communicate confidently—are foundational to learning. They unlock access to all areas of the curriculum, enabling students to discover and pursue their individual talents and interests. (EEF)</i></p> <p>The pandemic had long reaching effects that we are still seeing now in our children and families. Many people’s financial situation changed drastically meaning free school meal numbers rose but the adverse remnants of that time have impacted the mental wellbeing of our children and families. We have seen a marked increase in speech and language issues, high levels of both parental and child anxiety and lots of children who struggle to separate from parents in the morning alongside refusal to come to school.</p> <p>Alongside the negative impact that this has had on learning, we have identified that higher expectations need to be placed into some of our classrooms to ensure that children are making accelerated progress and achieving their age-related expectations. Provision maps, ISPs and interventions need to be SMART and demonstrate high levels of impact. The booster groups carried out with the children in Year 6 prior to SATs, demonstrated high levels of impact which coupled with quality first teaching, saw many children achieve and, in some cases, surpass their predicted outcomes. This evidence shows that high quality teaching and interventions really can have a positive impact on a child. We committed to keeping our class size small so that teacher-</p> | <p>Booster groups: 32 pupils, 1 hour x 15 weeks x 4 groups £3773.40 (To run January to May)</p> <p>TA interventions: £41,210.35 (All classes at 1.5 hours per TA per day, 5 days a week)</p> <p>IDL: 71 children accessing currently £ 399</p> <p>WELCOMM: 26</p> |

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| | <p>pupil time was maximised and, in some cases, we need to develop teaching and learning to reflect this.</p> <p><i>Research has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns. The economic impact of Covid-19 has also led to higher numbers of pupils qualifying for pupil premium. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils.</i></p> <p>Booster groups have been set up for Year 6 pupils once again to target Year 6 pupils to revisit key skills in maths and reading. They will run from January-May 2024.</p> <p>Teaching assistants and teachers carry out individual/group interventions on a daily basis to address misconceptions and plug knowledge gaps for children.</p> <p><i>By the time schools reopen, children and young people will have faced almost a year of learning disruption. The repercussions of these months of lost learning are devastating and will be felt for a lifetime, especially by those from low-income backgrounds.</i></p> | |
| Parental engagement | <p><i>We know that levels of parental engagement are consistently associated with children's academic outcomes. We also know that a parent's job, education and income matters less to their child's development than what they actually do with them.</i></p> <p>At Coppull Primary, we have worked very hard on parental engagement ensuring that communication is regular and clear. Information evenings have been very poorly attended so much of the communication we send is through online platforms which seems to be our families preferred form of contact.</p> <p>We try to incentivise children which, will in turn, encourage parents to want to support their child.</p> <p>The use of Class Dojo provides an instant messaging service for teacher-parent</p> | <p>The challenge we face are those hard to reach parents who don't connect to Class Dojo. This is where we involve the Wellbeing Team to make contact to try to encourage communication and support for parents.</p> |

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| | <p>communication and this has proven to be very effective.</p> <p>In our Nursery and Reception classes, information is provided on reading with younger children and providing ways to both model speech and language activities but supporting with early maths and English opportunities.</p> <p><i>In the early years, the evidence supports the importance of parents' reading to / with their children (and associated interactions) and support for learning (creating a supportive home learning environment). For school-aged children the evidence supports the importance of home-school partnership and parental interest in children's academic activities (EEF)</i></p> | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £90,438.50

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Wellbeing Team proactive interventions and targeted support packages alongside reactive concerns. | <p>One of the ways that Coppull Primary School and Nursery is unique is our Wellbeing Team. They provide support for all of our children and families and staff members with therapies, interventions, signposting to other organisations, NLP strategies and various whole school/class programmes e.g. Kidsafe. They provide an invaluable service to our school and work hard to ensuring children are ready to learn. Safeguarding and preserving a child's mental wellbeing are of the utmost priority for us and the Wellbeing Team play a pivotal role in promoting our be/feel safe, be happy, enjoy learning ethos.</p> <p>Much of the Wellbeing Team's work is reactive and they support many children daily with issues/incidents which may have occurred and successfully settle them into class. A large proportion of their work is spent supporting parents and carers which still has an impact on the child but we have found that this has increased ten-fold in the last few months. Many other services are directing families to school to help to sort issues such as housing, funding, food parcel referrals and filling in paperwork to support</p> | <p>Targeted support (intervention work with identified children) Summer 2023-127 pupils.</p> <p>Level 1 vulnerable- Autumn 2023-summer 122 pupils</p> <p>CPOMS (managed by CD Wellbeing Manager) Summer 2023 -reported incidents 929</p> <p>See Extended Services termly report for further information- (Updated termly so the above figures are the most up to date). Included to give a picture of impact numbers.</p> |

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| | <p>family.es where Children’s Social Care will not take the family on board. We are finding that this is taking time away from working directly with the children but there is no perceivable solution.</p> <p><i>There is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better-off peers. A recent meta-analysis suggested that programmes aimed at promoting pupils’ resilience and wellbeing could have a significant impact on academic achievement. This project is therefore a promising solution to what appears to be a major problem for disadvantaged pupils. (EEF)</i></p> | |
| Attendance and punctuality | <p>Attendance and Punctuality is monitored very closely and all late arrivals and non-attendance are followed up by Wellbeing Team.</p> <p>We have worked extremely hard on improving attendance but we are still seeing high numbers of pupils missing school though illness or authorised absences. Increasing numbers of families are taking extended holidays in term time which has had a huge impact on our attendance percentage. We have made referrals to the Pupil Attendance Support Team and whilst this saw some success with some families, we still have a core of children who are persistently absent. Going forward, we will continue to work through our stepped approach and work alongside our named pupil attendance support team member to target these families.</p> <p>Our Mini Breakfast club offers free places to families on low income/in receipt of PP funding. There is a huge take up of these places so this continues to be good use of the pupil premium funding. This used to be run via a charity and heavily subsidised but when the funding was withdrawn, we chose to continue running and financing this ourselves.</p> <p><i>Recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through</i></p> | <p>2022-2023-summer term</p> <p>43 children with absence below 90%</p> <p>46 persistent absence</p> <p>Total overall absence: 5.8%</p> <p>Mini Breakfast club funded (free) places: summer term 1127 places (daily average 20).</p> |

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| | <i>effective use of pupil premium funding) to create, build and maintain systems and performance. (DfE)</i> | |
| Behaviour Approaches | <p><i>And while most pupils in most lessons are well-behaved, it's a major cause of stress for teachers and can have a lasting impact on the outcomes of the pupils in the class. There's a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons. (EEF)</i></p> <p>We have worked hard to develop a clear, consistent and easy to follow behaviour management policy that follows the school's 5 simple golden rules. Children are very familiar with the Green, stop and think, yellow and red card system and the consequences attached to them. They also understand the Good to be Gold and Platinum cards for exceptionally good behaviour. Each of these carry rewards chosen by the children. Children who remain on green for a full half term receive a Good to be Green treat such as ice cream van visit, bouncy castle, visit to local park etc. and the incentives work really well. Some children require further individualised behaviour interventions and support which school leaders discuss with families and effective home school communication is maintained.</p> <p><i>A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times. The behaviour policy should be supported and backed-up by senior staff and the head teacher.</i></p> | All pupils |

Total budgeted cost: £156,090.95

Pupil premium strategy outcomes

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

Children eligible for pupil premium close the gap on non-pupil premium pupils.

Pupils eligible for pupil premium on track to achieve end of term milestones in reading, writing, maths and phonics.

Children were all tracked individually by teachers in all of the subject areas. Several teachers ran booster clubs for our Year 6 children in reading and maths which supplemented the work that they were doing in preparation for SATs. This had a positive impact on our end of year data and made significant difference to many of the children. In maths, pupil premium children did particularly well (79%) and they outperformed non-pupil premium children (76%). In reading, pupil premium and non-pupil premium children were broadly similar (64%/66%) and in writing, non-pupil premium children performed better than pupil premium children (57%/66%). In grammar, spelling and punctuation, pupil premium children (86.7%) outperformed non-pupil premium children considerably (69%). Using the catch-up premium proved to be a good use of the money and helped to close the gap between the two different groups.

Our Key Stage 1 results show that non-pupil premium pupils outperformed pupil premium children considerably (55.6%/28.6%). This is mirrored in writing (48.1%/21.4%), maths (63%/35.7%) and combined (33.3%/14.3). Science was the only area where the two groups were broadly in line (55.6%/50%).

Phonics results show that again, non-pupil premium children outperformed pupil premium children (68%/47%).

The results across the entire school paint a very similar picture and non-pupil premium children are outperforming their peers which is of concern. This has highlighted a greater need for teachers to focus on pupil premium children to ensure that the children make accelerated progress.

Provision maps need to include pupil premium children and interventions need to ensure that they are capturing these children in the different subject areas. ISPs need to be written with SMART targets that are achievable and these children need to undertake high quality interventions on a regular basis.

Writing generally has been highlighted by school as an area for focus on the school improvement plan along with phonics which took a big dip last year in comparison to the previous three years.

End of year results per class -Pupil Premium v Non-Pupil Premium

Phonics June 2023

| Year 1 Test | |
|----------------------|-------------------|
| All pupils: 58% (21) | |
| Pupil Premium | Non-Pupil Premium |
| 47% (8) | 68% (13) |
| Year 2 retake | |
| All pupils: 50% (4) | |
| 50% (2) | 50% (2) |

Key Stage 1 Data July 2023 (41)

| Reading | Writing | Maths | Combined | Science |
|-------------------|---------|-------|----------|---------|
| Expected Standard | | | | |
| 46.3% | 39% | 53.7% | 31.7% | 53.7% |
| Greater Depth | | | | |
| 2.4% | 0% | 4.9% | 0% | - |

Key Stage 2 Data July 2023 (44)

| Reading | Writing | Maths | Combined | GSP | Science |
|-------------------|---------|-------|----------|-------|---------|
| Expected Standard | | | | | |
| 65.9% | 63.6% | 77.3% | 52.3% | 75% | 63.6% |
| Greater Depth | | | | | |
| 20.5% | 4.5% | 20.5% | 0% | 22.7% | - |

Whole School Data – Pupil Premium v Non-Pupil Premium Children

Reading

| | PUPIL PREMIUM | | | | | | | NOT PUPIL PREMIUM | | | | | | | EXPORT RESULTS TO EXCEL |
|--------------------|-----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------|-------------------|----------------|---------------|-----------------|-----------------|-----------------|-----------|-------------------------|
| | P-Scale | Below PoS | Emerging | Dev | Secure | Secure+ | Above PoS | P-Scale | Below PoS | Emerging | Dev | Secure | Secure+ | Above PoS | |
| Year 1 (36) | 37% (7) | | 16% (3) | 21% (4) | 26% (5) | | | 18% (3) | | 12% (2) | 12% (2) | 53% (9) | 6% (1) | | |
| Year 2 (41) | 19% (3) | | | 50% (8) | 31% (5) | | | 8% (2) | 4% (1) | 8% (2) | 20% (5) | 56% (14) | 4% (1) | | |
| Year 3 (27) | 7% (1) | 50% (7) | 7% (1) | 29% (4) | 7% (1) | | | | | | 15% (2) | 69% (9) | 15% (2) | | |
| Year 4 (37) | | 15% (2) | 15% (2) | 54% (7) | 15% (2) | | | | 17% (4) | | 38% (9) | 42% (10) | 4% (1) | | |
| Year 5 (34) | 6% (1) | 19% (3) | 6% (1) | 13% (2) | 50% (8) | 6% (1) | | | 11% (2) | 6% (1) | 17% (3) | 50% (9) | 17% (3) | | |
| Year 6 (44) | | 7% (1) | | 27% (4) | 53% (8) | 13% (2) | | | 14% (4) | | 17% (5) | 45% (13) | 24% (7) | | |
| Total (219) | 13% (12) | 14% (13) | 8% (7) | 31% (29) | 31% (29) | 3% (3) | | 4% (5) | 9% (11) | 4% (5) | 21% (26) | 51% (64) | 12% (15) | | |

Across school, pupil premium performed less well than their peers in reading (51%/31%). In Year 5, both groups with 50% of children achieving the expected standard. In all year groups with the exception of Year 3, more pupil premium children achieved secure+ than their non-pupil premium peers (Overall 31%/12%).

Writing

| | PUPIL PREMIUM | | | | | | | NOT PUPIL PREMIUM | | | | | | | EXPORT RESULTS TO EXCEL |
|--------------------|----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------|-------------------|---------------|---------------|-----------------|-----------------|-----------------|-----------|-------------------------|
| | P-Scale | Below PoS | Emerging | Dev | Secure | Secure+ | Above PoS | P-Scale | Below PoS | Emerging | Dev | Secure | Secure+ | Above PoS | |
| Year 1 (36) | 32% (6) | | 5% (1) | 37% (7) | 26% (5) | | | 12% (2) | | | 18% (3) | 71% (12) | | | |
| Year 2 (41) | 13% (2) | 6% (1) | Pupil Premium | 38% (6) | 38% (6) | 6% (1) | | 4% (1) | 4% (1) | 4% (1) | 20% (5) | 64% (16) | 4% (1) | | |
| Year 3 (27) | 7% (1) | 57% (8) | 7% (1) | 14% (2) | 14% (2) | | | | | | 31% (4) | 54% (7) | 15% (2) | | |
| Year 4 (37) | | 8% (1) | 15% (2) | 62% (8) | 15% (2) | | | | 13% (3) | | 29% (7) | 54% (13) | 4% (1) | | |
| Year 5 (34) | | 19% (3) | 6% (1) | 44% (7) | 31% (5) | | | | 11% (2) | 6% (1) | 33% (6) | 33% (6) | 17% (3) | | |
| Year 6 (44) | | 13% (2) | | 7% (1) | 73% (11) | 7% (1) | | | 10% (3) | | 14% (4) | 48% (14) | 28% (8) | | |
| Total (219) | 10% (9) | 16% (15) | 5% (5) | 33% (31) | 33% (31) | 2% (2) | | 2% (3) | 7% (9) | 2% (2) | 23% (29) | 54% (68) | 12% (15) | | |

In writing, non-pupil premium children outperformed pupil premium children with the exception of Year 5 where children were broadly in line (31%/33%) and in Year 6, pupil premium performed better than their peers significantly (73%/48%). More non-pupil premium children achieved secure+ (12%/2%).

Maths

| | PUPIL PREMIUM | | | | | | | NOT PUPIL PREMIUM | | | | | | | EXPORT RESULTS TO EXCEL |
|--------------------|----------------|-----------------|---------------|-----------------|-----------------|---------------|-----------|-------------------|---------------|---------------|-----------------|-----------------|-----------------|-----------|-------------------------|
| | P-Scale | Below PoS | Emerging | Dev | Secure | Secure+ | Above PoS | P-Scale | Below PoS | Emerging | Dev | Secure | Secure+ | Above PoS | |
| Year 1 (36) | 32% (6) | | 5% (1) | 37% (7) | 26% (5) | | | 12% (2) | | | 18% (3) | 71% (12) | | | |
| Year 2 (41) | 13% (2) | 6% (1) | | 38% (6) | 38% (6) | 6% (1) | | 4% (1) | 4% (1) | 4% (1) | 20% (5) | 64% (16) | 4% (1) | | |
| Year 3 (27) | 7% (1) | 57% (8) | 7% (1) | 14% (2) | 14% (2) | | | | | | 31% (4) | 54% (7) | 15% (2) | | |
| Year 4 (37) | | 8% (1) | 15% (2) | 62% (8) | 15% (2) | | | | 13% (3) | | 29% (7) | 54% (13) | 4% (1) | | |
| Year 5 (34) | | 19% (3) | 6% (1) | 44% (7) | 31% (5) | | | | 11% (2) | 6% (1) | 33% (6) | 33% (6) | 17% (3) | | |
| Year 6 (44) | | 13% (2) | | 7% (1) | 73% (11) | 7% (1) | | | 10% (3) | | 14% (4) | 48% (14) | 28% (8) | | |
| Total (219) | 10% (9) | 16% (15) | 5% (5) | 33% (31) | 33% (31) | 2% (2) | | 2% (3) | 7% (9) | 2% (2) | 23% (29) | 54% (68) | 12% (15) | | |

In maths, more non-pupil premium children achieved secure in their age group expectations than their peers (overall 54%/33%). The exception was in Year 5, both groups were broadly in line (31%/33%) and in Year 6 pupil premium children outperformed non-pupil premium children considerably (73%/48%).

GPS

| | PUPIL PREMIUM | | | | | | | NOT PUPIL PREMIUM | | | | | | | EXPORT RESULTS TO EXCEL |
|--------------------|-----------------|-----------------|-----------------|-----------------|-----------------|---------------|-----------|-------------------|---------------|----------------|-----------------|-----------------|---------------|-----------|-------------------------|
| | P-Scale | Below PoS | Emerging | Dev | Secure | Secure+ | Above PoS | P-Scale | Below PoS | Emerging | Dev | Secure | Secure+ | Above PoS | |
| Year 1 (36) | Pupil Premium | | 11% (2) | 32% (6) | 16% (3) | | | 12% (2) | | 18% (3) | 24% (4) | 47% (8) | | | |
| Year 2 (41) | 19% (3) | | 31% (5) | 38% (6) | 13% (2) | | | 8% (2) | | 24% (6) | 16% (4) | 52% (13) | | | |
| Year 3 (27) | 7% (1) | 57% (8) | 7% (1) | 7% (1) | 21% (3) | | | | | | 23% (3) | 69% (9) | 8% (1) | | |
| Year 4 (37) | | 46% (6) | 8% (1) | 31% (4) | 15% (2) | | | | 17% (4) | 4% (1) | 17% (4) | 63% (15) | | | |
| Year 5 (34) | | 19% (3) | 6% (1) | 31% (5) | 31% (5) | 13% (2) | | | 6% (1) | 6% (1) | 17% (3) | 67% (12) | 6% (1) | | |
| Year 6 (44) | | 7% (1) | 7% (1) | | 73% (11) | 13% (2) | | | 14% (4) | | 17% (5) | 45% (13) | 24% (7) | | |
| Total (219) | 13% (12) | 19% (18) | 12% (11) | 24% (22) | 28% (26) | 4% (4) | | 3% (4) | 7% (9) | 9% (11) | 18% (23) | 56% (70) | 7% (9) | | |

In GPS, non-pupil premium children outperformed pupil premium children across all year groups with the exception of Year 6 (73%/45%). Children achieving the higher standard (secure+) was broadly in line (4%/7%).

In 2023-2024, we will continue with interventions but will have more of a structured process planned with the use TAs within our key stage teams. Data analysis will continue to be done half termly and more rigorous monitoring, moderation and pupil progress meetings will take place with individual class teachers. Disadvantaged pupils will be identified in each of the classes and be more of a focus will be placed on interventions and support for disadvantaged pupils who are not making expected progress. This will be reviewed regularly and provision maps completed and monitored by the SENCO. A specific area will be monitoring and moderation of phonics, reading and writing across school with a particular focus on pupil premium and boys who have been highlighted as underachieving.

All subjects will be evaluated as part of our monitoring process with a focus on disadvantaged pupils.

Persistent absence for pupil premium children is reduced to levels of non-pupil premium children.

Our overall attendance last year was 5.8% which is in excess of the 96% target. This was an improvement on the previous year (7.1%) but is still outside of our target. Authorised absence was 4.1% with unauthorised absence at 1.7%. We have seen an increase in families taking holidays in term time which has had a big impact on attendance figures.

Average attendance was measured as meeting the school target and is in line with national average attendance figures.

The number of persistent absentees is 14 pupils but there has been a reduction of 10 pupils with an absence below 90%.

Persistent absence showed some improvement with 13 pupils continuing to be below 90% attendance (23 pupils 2017-2018). The SLT and family support team have worked with individual families and children to ensure children are attending school. Overall absence for school has declined slightly with an overall absence rate of 4.3% compared to 4.6% in 2017-2018. School will continue with a targeted approach and remain focused on reducing persistent and overall absence.

Further increase the impact of the Wellbeing Team in providing vulnerable children and families the necessary support to ensure children are ready to learn.

Although the funded Mini Breakfast project ended, we took the decision to continue providing Mini Breakfast using pupil premium funding. The scheme is subsidised so we pay a reduced cost. This has proven to be invaluable to our pupils with high numbers of children attending.

We took the decision to continue offering Mini breakfast free to eligible pupils and at a small cost of 50p for non-eligible pupils. Sadly, we still have children who are coming into school hungry so this year, we will budget a small amount of our PPG for any children who are coming to school hungry or who come to school without a snack for mid-morning break. We will introduce a token system for any children who need to have something to eat at break time. Pupils accessing this will be tracked to ensure that Mini breakfast is offered and utilised where possible.

We now have a 2-year-old nursery in operation which is allowing us to provide early intervention and support to our youngest children. Speech and language continues to be of a concern for us so we continue to provide speech and language support and refer into specialist services where necessary.

A small amount of pre-nursery groups continue during the morning again with an emphasis on speech and language in some of these groups. Our most vulnerable families continue to be supported via the TAF/CAF process with our family support team and other agencies where the need is identified.

The Wellbeing Team have facilitated and delivered many groups and one to one sessions with children to identify and remove barriers to learning.

Our two-year-old nursery has continued to be a success this year and is providing children with an excellent start to their journey with us.

Many families are still seeking advice and support from our family support team for both themselves and their children. Without the team in place, we believe our children would be further disadvantaged. The team are trained to help children to work through numerous issues and problems that they face and in liaison with the leadership team and SENCO, can signpost and refer children to various agencies where necessary.

The magic breakfast offer continues to be a huge success and the offer for free breakfast for all PP children remains. The extended services committee report evidences the numbers of children we are supporting with various needs and evidences the justification for school having a family support team in place.

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 |
|------------|----------|
| Team Teach | |