

Pupil Premium Strategy Statement

Furley Park Primary Academy

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 (December 2023)	556
Proportion (%) of pupil premium eligible pupils	17.6%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	December 2022
Date of review	March 2024
Date on which it will be reviewed	July 2024
Statement authorised by	Emma Collip
Pupil premium lead	Emma Stammers
Governor / Trustee lead	-

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (December 2023)	£142,590
Total budget for this academic year	£142,590
<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>	

Part A: Pupil premium strategy plan

Statement of intent

ACE Learning are totally committed to improving life chances for potentially vulnerable children. At ACE Learning we believe that it is vitally important that everyone feels safe and happy across the school communities. We aim to provide an environment in which children are secure and confident; irrespective of race, gender and religion, with Equal Opportunities for all. We have very clear aims at ACE Learning that all our pupils have the opportunity to engage in an ambitious curriculum which has been constructed and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital to succeed in life. The additional funding is used primarily to support closing the gap in the attainment and progress of disadvantaged pupils compared to other non-disadvantaged pupils nationally, whether this be through academic support or support in tackling the non-academic barriers such as resilience and stamina. At ACE Learning this funding plays an important part of our work to ensure that all our pupils have the opportunity to succeed.

When making decisions about using Pupil Premium Funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for Pupil Premium children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

The current strategy plan is broken down into three sections; Teaching, Targeted Academic Support and Wider Opportunities. By looking at the Pupil Premium spending through these three key areas we hope to achieve these outcomes:

- Accelerate progress to improve attainment.
- Narrow the attainment gap between disadvantaged pupils and non-disadvantaged pupils in reading, writing and mathematics.
- Improve and promote active and positive learning behaviours and attitudes.
- Create a greater focus on oracy and effective communication.
- Improve and sustain the attendance and punctuality of disadvantaged children across the school.
- Improve engagement and create successful working partnerships with families.
- Improve pupil self-esteem, confidence and resilience.
- Provide a broad range of life and learning experiences both in and outside of classroom.

By following the Key Principals below we can maximise the impact of our Pupil Premium Spending:

- **Building Belief**
 - *Creating a culture where staff believe in ALL pupils and there are no excuses made for underperformance.*
- **Identifying Pupils**
 - *ALL staff are aware of who the Pupil Premium children are and underachievement is targeted at all levels.*
 - *Individual needs are considered carefully and support is adapted accordingly.*
- **Analysing Data**
 - *Staff are fully aware of the strengths and weaknesses across the school.*
 - *Provision for Pupil Premium children is carefully monitored to ensure that it is having a positive impact on pupils' attainment and well-being.*
- **Improving Teaching**
 - *Supporting teacher with good quality CPD and support from our Leaders.*
 - *Continually striving for excellence through high expectations and consistent practice.*
- **Targeted Support**
 - *Identifying pupils requiring additional support and recognising and building on children's strengths to boost confidence.*

- *Individualising support and identifying barriers to learning.*
- *Providing earlier intervention.*
- **Monitoring and Evaluation**
 - *Using a wide range of data to assess impact of provision.*
 - *Ensuring Pupil Premium children are a focus in Pupil Progress Meetings.*
 - *Having a designated Pupil Premium Lead to maintain an overview of actions, impact and spending.*

Challenges

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

Challenge number	Detail of challenge
1	Poor language and communication skills
2	Limited vocabulary
3	Low levels of resilience and stamina in learning tasks
4	Difficulty with social and emotional aspects of learning and self-regulation
5	Attainment and progress of Disadvantaged Pupils is below National Average
6	Insecure application of phonics in Key Stage 1
7	Limited skills with inference and retrieval in reading in Key Stage 2
8	Lack of ability to reason effectively in mathematics
9	Lack of wider experiences
10	Poor attendance, including punctuation
11	Low levels of academic proficiency and confidence in parents
12	Lack of focus and confidence due to poor mental health and wellbeing

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
Improved reading attainment among disadvantaged pupils.	<p>2022-23; 65% of disadvantaged pupils meeting expected standard or above. 66% of disadvantaged pupils in Year 6 were working at or above Age Related Expectations at the end of the academic year 2022-2023.</p> <p>2023-24; 72% of disadvantaged pupils meeting expected standard or above.</p> <p>2024-25; 78% of disadvantaged pupils meeting expected standard or above.</p>
Improved writing attainment among disadvantaged pupils.	<p>2022-23; 50% of disadvantaged pupils meeting expected standard or above. 50% of disadvantaged pupils in Year 6 were working at or above Age Related Expectations at the end of the academic year 2022-2023.</p> <p>2023-24; 68% of disadvantaged pupils meeting expected standard or above.</p> <p>2024-25; 73% of disadvantaged pupils meeting expected standard or above.</p>
Improved maths attainment among disadvantaged pupils.	<p>2022-23; 63% of disadvantaged pupils meeting expected standard or above. 72% of disadvantaged pupils in Year 6 were working at or above Age Related Expectations at the end of the academic year 2022-2023.</p> <p>2023-24; 70% of disadvantaged pupils meeting expected standard or above.</p> <p>2024-25; 75% of disadvantaged pupils meeting expected standard or above.</p>
Improved attendance among disadvantaged pupils.	<p>Attendance for disadvantaged pupils at or above 95%. Attendance for disadvantaged pupils across the academic year 2022-2023 was 79%.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (ECT release time, Phase Leader Release Time, Curriculum Lead Release Time, SEND Team Release Time, CPD, Curriculum Resources and Support)

Budgeted cost: £51,264 (2022-2023)

2022-2023 review statements

2023-2024 additional actions

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Curriculum Development Continue developing a varied and ambitious knowledge and skills rich curriculum:</p> <ul style="list-style-type: none"> Review the curriculum and check it is robust and skills led. Plan ahead for the professional development and training of staff in 2022-23 to support the successful implementation and embedding of the curriculum intent. <p>Curriculum reviewed and re-written to ensure the content is relevant, robust and skills led. All staff aware of curriculum expectations. Skills led lessons seen in classes. IMPACT: Curriculum includes all the skills for each year group. Tasks are now skills led, not task led. Children are explicitly told the skills they are learning.</p> <ul style="list-style-type: none"> Regularly review planning to ensure it matches curriculum intent accurately. <p>Planning monitored by subject leads. Planning matches curriculum intent. IMPACT: Lessons are skills based. Children understand the skills they are using. Children are beginning to see links between learning.</p> <ul style="list-style-type: none"> Make adjustments to curriculum overviews in preparation for the curriculum intent to be implemented and embedded successfully over the long term. <p>Termly curriculum planning meetings with Hamstreet Primary Academy. All staff aware of expectations around curriculum delivery. IMPACT: All staff understand the curriculum and what they are expected to teach.</p> <p>Actions for 2023-2024</p> <ul style="list-style-type: none"> Regularly review planning to ensure it matches curriculum intent accurately. Amend curriculum overviews for Cycle B. 	<p>You should continue to teach a broad and balanced curriculum in all subjects. This includes what pupils learn from wider experiences such as educational visits and visitors to the school. Teaching a broad and balanced curriculum for education recovery.</p>	<p>1, 2, 3, 5</p>
<p>Curriculum Development To improve children's self-esteem, confidence and resilience.</p> <ul style="list-style-type: none"> Promote active and positive learning behaviours and attitudes. For children to have high expectations on themselves, 	<p>Meta-cognitive and self-regulation strategies should be explicitly taught to pupils. Through explicit teaching and practise of these skills children are more likely to use</p>	<p>3, 4, 12</p>

<p>ensuring that positive attitudes to learning and behaviour are consistent regardless of the adult they are working with.</p> <p>Focus on behaviour in lessons and around the school.</p> <p>IMPACT: Calm working environments seen and children move respectfully around school. Less lesson time lost with low level disruption.</p> <ul style="list-style-type: none"> To further embed the new ACE Values so that children can relate to them and express how they use them in school. To embed the ACE values in everyday learning and through assemblies and the school day. <p>ACE value assembly at the beginning of every term. Gold Star assembly at the end of each term to focus on children demonstrating focus value.</p> <p>IMPACT: Children are becoming more aware of the ACE Values.</p> <p><u>Actions for 2023-2024</u></p> <ul style="list-style-type: none"> Promote active and positive learning behaviours and attitudes. For children to have high expectations on themselves, ensuring that positive attitudes to learning and behaviour are consistent regardless of the adult they are working with. To continue to embed the ACE Values so that children can relate to them and express how they use them in school. To continue to embed the ACE values in everyday learning and through assemblies and the school day. 	<p>these skills more frequently in the future.</p> <p>Metacognition and self-regulation EEF</p>	
<p><u>Building Teacher Knowledge and Expertise.</u></p> <p><i>Ensure writing lessons develop writing skills and stamina (vocabulary, grammar, punctuation, handwriting) across sequences of lessons and from year-to-year</i></p> <ul style="list-style-type: none"> Continue to implement the handwriting policy. Establish clear progression of skills linked to writing genres (provide CPD to staff on this). Implement new skills progression. Monitor and evaluate impact (amend and / or provide additional CPD as required). Ensure opportunities for writing at length are planned for every class, each week. Ensure consistent practice of improving and editing across Key Stage Two. <p>New writing curriculum being trailed in Year 1. If successful this will be rolled out across the school next academic year.</p> <p>IMPACT: New scheme has a focus on progression of skills and independent writing. All year groups will access consistent teaching of English skills.</p> <p><u>Actions for 2023-2024</u></p> <ul style="list-style-type: none"> Continue to implement the handwriting policy. Monitor and evaluate impact (amend and / or provide additional CPD as required). Ensure opportunities for writing at length are planned for every class, each week. Ensure consistent practice of improving and editing across Key Stage Two. 	<p>Key Stage 2 is a key period for literacy development for all pupils. Pupils learn many of the foundations of literacy in the early years and Key Stage 1 but must build on these foundations in Key Stage 2 to become skilled readers and writers, equipped to take on the challenges of secondary school learning.</p> <p>Improving Literacy in Key Stage 2 EEF</p>	<p>1, 2, 5, 6</p>

<ul style="list-style-type: none"> • Embed the use the The Write Stuff across the school for the teaching of writing. 		
<p>Building Teacher Knowledge and Expertise <i>To further develop the expectations, ambition and challenge of all pupils.</i></p> <ul style="list-style-type: none"> • To plan and adapt lessons effectively to ensure all lessons are consistently pitched correctly to enable all children to progress in every lesson. • Curriculum and phase leaders to monitor books and planning regularly – giving constructive and supportive feedback. <p>Regular book and planning monitoring across the year and feedback given by Phase Leaders. Support given to teachers where necessary.</p> <ul style="list-style-type: none"> • To use pre-assessments to ensure that learning is starting from what the children already know – particularly in maths. <p>Pre-assessments were used across the school in maths. IMPACT: All children started new units from an appropriate starting place. More ‘use and apply’ opportunities were in place for children to extend their understanding.</p> <ul style="list-style-type: none"> • To ensure that knowledge and skills are repeated and returned to regularly. • Regular Pupil Progress meetings between class teachers and phase leaders to discuss attainment in classes and support with actions to increase attainment. <p>These happened regularly and focus children were identified for the class teacher and teaching assistants to work closely with to improve attainment. The majority of these focus children were also PP children.</p> <p>Actions for 2023-2024</p> <ul style="list-style-type: none"> • To plan and adapt lessons effectively to ensure all lessons are consistently pitched correctly to enable all children to progress in every lesson. • Curriculum and phase leaders to monitor books and planning regularly – giving constructive and supportive feedback. • To use pre-assessments to ensure that learning is starting from what the children already know – particularly in maths. • To ensure that knowledge and skills are repeated and returned to regularly. • Regular Pupil Progress meetings between class teachers and phase leaders to discuss attainment in classes and support with actions to increase attainment. 	<p>Being responsive to information about learning, then adjusting teaching to better match pupil need. EEF blog: Moving from ‘differentiation’ to ‘adaptive teaching’ EEF</p>	<p>3, 5</p>
<p>Building Teacher Knowledge and Expertise <i>Embed a clear and progressive approach to the teaching of reading.</i></p> <ul style="list-style-type: none"> • Provide CPD on the delivery of Guided Reading by Curriculum Lead. • Monitor and evaluate impact of approach to reading. Amend and / or provide additional CPD as required. • To use the Accelerated Reader data to inform their planning. <p>A whole school review of Guided Reading is due to take place at the beginning of the next academic year.</p>	<p>We want to develop and embed our approach to the teaching of reading, focusing on fluency and comprehension. Support pupils to develop fluent reading capabilities. Fluent readers can read quickly, accurately, and with appropriate stress and intonation. Improving Literacy in Key Stage 2 EEF</p>	<p>5, 6, 7</p>

<p>IMPACT: All year groups will access consistent teaching of English skills.</p> <p>Actions for 2023-2024</p> <ul style="list-style-type: none"> • Monitor and evaluate impact of approach to reading. Amend and / or provide additional CPD as required. • To use the Accelerated Reader data to inform their planning. • To embed the use of Hooked On Books from Year 2 to Year 6 for the teaching of reading. • To adopt the new adaptations for Read Write Inc lesson, including teaching more sounds at lower stages. • To support sound knowledge with additional afternoon phonic sessions in Year 1 and Year 2. 	<p>Reading comprehension strategies EEF</p>	
<p>Building Teacher Knowledge and Expertise</p> <p><i>Develop a culture where a love of reading is at the centre of the curriculum.</i></p> <ul style="list-style-type: none"> • Clarify expectations on reading corners in classrooms where the quality of the books is the most important consideration. <p>Book corner expectations set and all classes have an inviting area to read in.</p> <p>IMPACT: Fostering a love of reading, making reading fun.</p> <ul style="list-style-type: none"> • Give all pupils time to choose books in the libraries. <p>All children on AR are able to visit the library independently to choose a book of their choice.</p> <p>IMPACT: Children are engaged with the AR process and enjoying reading.</p> <ul style="list-style-type: none"> • Host a story night where children can come into school and listen to stories read to them. <p>Good attendance from children from FS to Year 3.</p> <ul style="list-style-type: none"> • Termly class readers based on high quality language and interesting, diverse, subjects. • Encourage children to engage with Accelerated Reader. • 1:1 reading after school for selected Pupil Premium children. <p>10 PP children are heard read after school.</p> <p>IMPACT: Pupil Voice and parental feedback is positive. Parents welcome the extra support and the children enjoy the 1:1 reading time.</p> <ul style="list-style-type: none"> • Opportunities for children to be listened to in class by an adult. <p>Daily readers in place where adults are available. The majority of the children are PP.</p> <p>IMPACT: PP children are heard read by an adult at least 3 times a week.</p> <p>Actions for 2023-2024</p> <ul style="list-style-type: none"> • Give all pupils time to choose books in the libraries. • Host a story night where children can come into school and listen to stories read to them. • Termly class readers based on high quality language and interesting, diverse, subjects. 	<p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment.</p> <p>Reading for pleasure.pdf</p>	<p>6, 7</p>

<ul style="list-style-type: none"> • Encourage children to engage with Accelerated Reader. • 1:1 reading after school for selected Pupil Premium children. • Opportunities for children to be listened to in class by an adult. 		
<p><u>Purposeful Use of Assessment</u> <i>Purchase of standardised diagnostic assessments.</i></p> <ul style="list-style-type: none"> • Assessments purchased for Year 1-6 for GPS and Reading. • Online Gap Analysis used to inform planning and formative assessments. <p>NTS assessments used from Year 2-6. Intervention materials are used by TAs in the afternoon.</p> <p>IMPACT: Interventions are evidenced based and focus on areas where the children struggled.</p> <ul style="list-style-type: none"> • Online Gap Analysis used to inform planning and formative assessments. <p><u>Actions for 2023-2024</u></p> <ul style="list-style-type: none"> • Online Gap Analysis used to inform planning and formative assessments. • To embed the use of NTS data for assessment and reporting to parents. 	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p>	5
<p><u>Purposeful Use of Assessment</u> <i>To ensure consistency of feedback practice to ensure that ongoing formative assessment is rigorous and supports progress on a daily basis.</i></p> <ul style="list-style-type: none"> • Live marking where possible. • Quality verbal feedback; focusing on positives and next steps. • Constructive feedback which is specific and given sparingly. • Developmental marking with opportunities for response (either independently or with adult support). • Formative comments linked to learning intentions and success criteria. <p>Some book looks by Phase Leaders focused on feedback.</p> <p>IMPACT: Children have a better understanding of where they are at and what they need to do to improve. Most noticeable in Upper Key Stage 2.</p> <p><u>Actions for 2023-2024</u></p> <ul style="list-style-type: none"> • Live marking where possible. • Quality verbal feedback; focusing on positives and next steps. • Constructive feedback which is specific and given sparingly. • Developmental marking with opportunities for response (either independently or with adult support). • Formative comments linked to learning intentions and success criteria. 	<p>Providing feedback is well-evidenced and has high-impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies and it provides information on how to improve.</p> <p>Feedback EEF</p>	5
<p><u>Purposeful Use of Assessment</u> <i>To ensure all staff are confident and trained to use Bromcom for formative and summative data to drive progress.</i></p> <ul style="list-style-type: none"> • Staff CPD to support the use of Bromcom for assessment. 	<p>Feedback EEF</p>	5

Actions for 2023-2024 <ul style="list-style-type: none">• Staff to continue to embed the use of Bromcom for assessment purposes.		
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Targeted academic support (interventions, 1:1 support and tutoring)

Budgeted cost: £88,481 (2022-2023)

2022-2023 review statements

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher Assistant Deployment and Interventions <i>Interventions to support language development, literacy, and numeracy.</i></p> <ul style="list-style-type: none"> • Pupils at risk of not attaining or those already below expected are identified and interventions put in place. • Lower attaining pupils are discussed in Pupil Progress meetings and support is put in place. • Targeted children receiving focused speech and language support. • Progress of children being targeted with Speech and Language provision to be monitored by SEND Team. <p>Focus children identified in Pupil Progress Meetings. NTS intervention materials used to support children in afternoon interventions. Speech and Language support delivered by trained TA.</p> <p>IMPACT: Some children who were not on track to meet end of year expectations moved up to meeting these.</p> <p>Actions for 2023-2024</p> <ul style="list-style-type: none"> • Pupils at risk of not attaining or those already below expected are identified and interventions put in place. • Lower attaining pupils are discussed in Pupil Progress meetings and support is put in place. • Targeted children receiving focused speech and language support. • Progress of children being targeted with Speech and Language provision to be monitored by SEND Team. 	<p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.</p> <p>TA Guidance Report - Making Best Use Of Teaching Assistants</p>	<p>5, 6, 7, 8</p>
<p>Teacher Assistant Deployment and Interventions <i>EYFS intervention (speech link, language link, NELI)</i></p> <ul style="list-style-type: none"> • Speech link assessments to be completed as soon as possible and intervention groups set up. • NELI assessments to be completed as soon as possible and interventions (group and 1:1) set up (led by EYFS TAs). <p>Speech link and language link assessments completed.</p> <p>IMPACT: Children requiring additional support were identified and this support was put in place. Less children moving into Year 1 needing speech support.</p> <p>Actions for 2023-2024</p> <ul style="list-style-type: none"> • Speech link assessments to be completed as soon as possible and intervention groups set up. 	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress.</p> <p>Oral language interventions EEF</p>	<p>1, 2</p>
<p>Teacher Assistant Deployment and Interventions <i>Develop reading comprehension progress through 1:1 reading sessions.</i></p> <ul style="list-style-type: none"> • After school reading with invited PP children. <p>10 PP children are heard read after school.</p>	<p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development. Evidence suggests that there is a positive relationship between</p>	<p>6, 7</p>

<p>IMPACT: Pupil Voice and parental feedback is positive. Parents welcome the extra support and the children enjoy the 1:1 reading time.</p> <ul style="list-style-type: none"> Daily readers in class. <p>Daily readers in place where adults are available. The majority of the children are PP.</p> <p>IMPACT: PP children are heard read by an adult at least 3 times a week.</p> <p><u>Actions for 2023-2024</u></p> <ul style="list-style-type: none"> After school reading with invited PP children. Daily readers in class. 	<p>reading frequency, reading enjoyment and attainment.</p> <p>Reading for pleasure.pdf</p>	
<p>Teacher Assistant Deployment and Interventions <i>Individual and small group support for pupils from learning mentors to support improved behaviours for learning.</i></p> <ul style="list-style-type: none"> Learning Mentors (LMs) work with identified children. Pupil Premium children to be discussed at Pupil Progress meetings in terms of academic performance and behaviours for learning. <p><u>Actions for 2023-2024</u></p> <ul style="list-style-type: none"> Pupil Premium children to be discussed at Pupil Progress meetings in terms of academic performance and behaviours for learning. 	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Social and emotional learning EEF</p>	4, 12
<p>Teacher Assistant Deployment and Interventions <i>To develop the provision for children with English as an additional language in response to the climbing figures.</i></p>	<p>Learners with EAL have a dual task at school: to learn English (language) and to learn <i>through</i> English.</p> <p>Effective Teaching of EAL Learners - The Bell Foundation</p>	1, 2
<p>Tuition National tutoring programme 438 tutoring hours offered over the academic year across 84 pupils.</p> <p>IMPACT: Some children made small amounts of progress but tutoring was limited due to staffing.</p>	<p>National Tutoring Programme - GOV.UK</p>	1, 2, 5,

Wider strategies (attendance, behaviour, mental health support, extra-curricular opportunities and parental engagement)

Budgeted cost: £5,000 (2022-2023)

2022-2023 review statements

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mental Health and Emotional Support Support pupils and families to reduce barriers to learning through mentoring.</p> <ul style="list-style-type: none"> Vulnerable children are identified through discussion with class teachers/learning mentors/PPL and allocated an in school mentor. <p>IMPACT: Pupil Voice and mentor feedback was positive. The children liked having someone to talk to and mentors said that children began to be more receptive to support.</p>	<p>Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p> <p>Mentoring EEF</p>	<p>4, 11, 12</p>
<p>Mental Health and Emotional Support Learning mentors to be out at playtime and lunch time to lead games and monitor behaviour and wellbeing</p> <ul style="list-style-type: none"> Learning mentors to be present at playtime and lunchtime. Learning mentors to select and train play leaders (children) to support others at play time and lunch time (some of whom are PP children). <p>IMPACT: Issues dealt with immediately on the playground so less incidents coming into class and affecting learning time. Playleaders support younger children with playing games so less incidents of silly behaviour.</p> <p>Actions for 2023-2024</p> <ul style="list-style-type: none"> Learning mentors to be present at playtime and lunchtime. Learning mentors to select and train play leaders (children) to support others at play time and lunch time (some of whom are PP children). 	<p>Improved playground supervision has a positive impact on pupil's behaviour for learning.</p> <p>Improving behaviour in schools</p>	<p>4, 12</p>
<p>Wider Opportunities To ensure children are exposed to, and given, experiences which enrich their cultural capital.</p> <ul style="list-style-type: none"> Broaden PP pupils' interests by giving them the opportunity to attend their desired club and have numerous opportunities alongside their peers. Ensure that all pupils can attend educational visits to enrich learning and life experiences, therefore increasing their cultural capital. School to work more closely with families of PP pupils to ensure they are aware of their entitlement. Subsidising school trips. <p>Funding given to 2 pupils to attend PGL with their peers. Leaflet sent to all parents highlighting entitlements as a PP child. Reception teachers took PP leaflet with them to home visits and discussed entitlement.</p>	<p>Extra-curricular activities provide children with opportunities to develop their interests and skills in a wider sense. By cultivating their confidence and happiness through attendance of clubs, these children are more likely embrace the whole school environment which could have a positive influence on their academic learning.</p>	<p>9</p>

<p>IMPACT: All pupils attended local school trips – no PP child missed out due to funding issues. 12 children starting in Reception in receipt of PP funding (32% of cohort) in comparison to 9 this academic year (13% of cohort).</p> <p>Actions for 2023-2024</p> <ul style="list-style-type: none"> • Complete Pupil Voice of PP children and their opinions of clubs and reasons for attendance/non-attendance. • Broaden PP pupils’ interests by giving them the opportunity to attend their desired club and have numerous opportunities alongside their peers. • Ensure that all pupils can attend educational visits to enrich learning and life experiences, therefore increasing their cultural capital. • School to work more closely with families of PP pupils to ensure they are aware of their entitlement. • Subsidising school trips. • Offer 1 other funded Performing Arts Master Academy place. 		
<p>Attendance To continue to tackle attendance concerns in a consistent and robust manner.</p> <ul style="list-style-type: none"> • To monitor and track attendance. • Termly 100% attendance certificates. • To promote the importance of punctuality each day. • To consider attendance alongside safeguarding where necessary. <p>Attendance monitored by Learning Mentors and Pupil Premium Lead. Attendance mentors put in place for PP Persistent Absentees in Terms 5 and 6.</p> <p>IMPACT: All 6 children with attendance mentors increased their attendance by the end of the year.</p> <p>Actions for 2023-2024</p> <ul style="list-style-type: none"> • To monitor and track attendance. • Termly 100% attendance certificates. • To promote the importance of punctuality each day. • To consider attendance alongside safeguarding where necessary. • Attendance mentors to be allocated to 6 focus PP children. • Attendance letters to be sent by PP lead to PP children with low attendance offering support. 	<p>Improving attendance is everyone’s business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. The foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn.</p> <p>Working together to improve school attendance</p>	10
<p>Communicating With and Supporting Parents</p> <ul style="list-style-type: none"> • Class email accounts which parents can access. • Online or face-to-face parent consultations. • Open door policy. • Subsidising school uniform for Pupil Premium children. • Written reports and data three times a year. <p>Actions for 2023-2024</p> <ul style="list-style-type: none"> • Online or face-to-face parent consultations. • Open door policy. • Subsidising school uniform for Pupil Premium children. • Written reports and data three times a year. 	<p>We understand the importance of our parents feeling empowered and engaged in their child’s education. We aim to build strong relationships with all our parents but particularly those of our PP children and this year we will develop this further.</p> <p>Parental engagement EEF</p>	11

Total budgeted cost: £144,745

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Below is a summary of results from 2022-2023 using end of year data. The table shows the percentage of the cohort who were assessed at working at or above Age Related Expectations. The two groups, disadvantaged and non-disadvantaged have been reported separately.

Year Group	Reading		Writing		Mathematics	
	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged	Disadvantaged	Non-Disadvantaged	Disadvantaged
1	81%	54%	68%	39%	84%	39%
2	89%	28%	81%	30%	88%	35%
3	79%	67%	68%	45%	79%	67%
4	86%	75%	77%	59%	83%	47%
5	84%	42%	74%	33%	83%	42%
6	72%	66%	72%	50%	83%	72%

The highlighted cells are showing improvement in attainment in comparison to last academic year, 2021-2022, again using end of year data.

There is a greater difference in attainment between disadvantaged and non-disadvantaged pupils in Key Stage 1 and in Year 5. In Years 3, 4 and 6 the difference between the two groups of pupils is closer.

Assessment for the previous academic year were based on teacher assessments using our in house assessment system alongside some testing materials to support judgements.

Pupil Premium children were included in many of the support programmes put in place last year such as; targeted interventions delivered by teaching assistants and class teachers, involvement in school led tutoring and mental health and behavioural support groups by the learning mentors.

Alongside their Pupil Premium status, 22% of the disadvantaged pupils were also on the SEN register, and 16% were on the SEN Monitoring list. This means that 38% of our disadvantaged pupils also have additional needs.

Throughout the school year, Pupil Premium children participated in a variety of clubs. We also offered a fully funded Master Academy place in Performing Arts. These academies are twice a week, after school, and the children can work towards a qualification.

Attendance for disadvantaged pupils across the year was 79% compared to 65% of all pupils.

The main aims of the previous strategy are stated below:

- To secure Quality First Teaching for all pupils.
- For all teachers and wider members of staff to be aware of the Pupil Premium children and their attainment.
- For all Pupil Premium children to receive targeted interventions where necessary.
- To ensure Pupil Premium children have access to enrichment activities through the curriculum.
- To continue to establish good attitudes to attendance and punctuality.

Through monitoring, tracking and championing Pupil Premium children, class teachers and teaching assistants were aware of the Pupil Premium children they were working with.

The majority of Pupil Premium children were included in intervention and booster groups, as well as School-Led Tutoring.

Attendance was tracked and monitored by both the Pupil Premium Lead and the Learning Mentors. Although attendance remains a focus area, attendance for PP children did improve during the last few terms.

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
Mantle of the Expert	Mantle of the Expert
Smart Maths	Richard Dunne
Read Write Inc. (Phonics and Spellings)	Read Write Inc.
Oxford Owl	University Press
Accelerated Reader	Renaissance
Times Table Rockstars	Maths Circle Ltd
Languagenut	Languagenut Ltd
Cracking Comprehension	Rising Stars
Charanga	Charanga
Purple Mash	2simple
Rising Stars Assessments	Rising Stars