

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.

Any writing in red are alterations made or noted on review May 2023. Updated Oct 2023 to include Outcomes for July 2023.

Vision and Values

At The Glebe Primary School, we are proud of the sense of belonging and security that children feel when they are part of our school family. The children are at the heart of everything we do. We aim to develop them as confident, independent, resilient individuals. We have high aspirations for our children academically, socially and emotionally. Our curriculum is rich in creative opportunities and inspires children to achieve their potential, in all areas of their life, preparing them for the future.

Our staff promote positive relationships within a safe, happy and caring environment. Mutual respect forms the foundation of our school community as a Rights Respecting Schools Gold Award school. We consider our rights and responsibilities in order to fully understand how to become responsible citizens of the future in a culturally diverse world. We value our partnerships with families and our community, working together to provide enriched learning opportunities and experiences which develop the children's talents.

School overview

Detail	Data 2021-22	Data 2022-23	Data 2023-24
School name	The Glebe Primary School		
Number of pupils in school	379 + Nursery 26 FTE	376 +26 Nursery FTE	373 +26 Nursery FTE
Proportion (%) of pupil premium eligible pupils	30.5%	34.2%	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 to 2024		
Date this statement was published	December 2021		
Date on which it will be reviewed		Reviewed May 23	May 2024

Statement authorised by	Justine Moralee, Headteacher		
Pupil premium lead		Emily Sawdon, Assistant Headteacher	
Governor / Trustee lead	Cheryl Todd, lead for disadvantaged pupils		

Funding overview

Detail	Amount 2021-22	22-23	23-24
Pupil premium funding allocation this academic year	£143,604	£177,753.25	Sept-Apr £110,678.75
Recovery premium funding allocation this academic year	£14101.25	£16348.75	Sept-Apr £13,159 est.
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£53,000	0	
Total budget for this academic year <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>	£210,705.25	£194,102	

Part A: Pupil premium strategy plan

Statement of intent

The Glebe Primary School has high aspirations for all the children in our school community and is committed to ensure that all children make rapid progress in all areas from their starting points, preparing them for their future as citizens and learners. The focus of our pupil premium strategy is to support disadvantaged and vulnerable learners to achieve that goal, including progress for those who are already high attainers. **Our catchment area is very mixed, with Pupil Premium eligibility increasing to 34.2%, a significant increase from 2020. The school location deprivation indicator is in quintile 3 (average) of all schools. The pupil base is in quintile 4 (more deprived) of all schools in terms of deprivation. The cost of living crisis, aftermath of the pandemic and families mental health needs are impacting on our community.**

Quality first teaching is at the heart of all that we do, along with our curriculum, which is broad and balanced, whilst ambitious for all pupils. By carefully identifying the individual and group needs of all our children, we target support where it is needed and monitor to ensure that progress is sustained. This support and provision is to meet academic, social, emotional and mental health needs. We want all of our children to have the best possible start to education, regardless of their starting points in life.

Our strategy is integral to wider school plans for education recovery, with children whose education has been most affected being identified and supported through targeted intervention.

Our approach will be responsive to the challenges of our community and individual needs, using robust assessment and knowledge of our children and families, as well as using educational research to inform our practice. The approaches we have adopted complement each other to help our children excel.

The Glebe Primary will:

- Use assessment and teacher observations to identify need quickly and ensure appropriate support is provided quickly;
- Ensure that all children are challenged in the work they are set;
- Ensure that all staff know the needs of the children in their class, monitor outcomes, plan appropriate intervention and have high expectations of what they can achieve.
- Ensure Senior Leaders have a clear overview of how the funding is being allocated and the difference it is making to the children.
- Recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has identified as being socially disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Increased social emotional mental health needs of children and families. Increase in CP, CIN and EH for children receiving pupil premium funding in school.
2	On entry baseline assessments for disadvantaged pupils show low starting points in many areas of the EYFS Framework, with lower communication and language skills. Closing the gap in attainment in Early Years in the context of the new EYFS Framework, with added barriers due to school closure.
3	Language skills are lower for disadvantaged children compared to non-disadvantaged children, hindering literacy progress and social communication.
4	Fluctuating levels of parental support and engagement with the school and their child's home learning can lead to disadvantaged children making less progress academically and socially.
5	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils was up to 3% lower than for non-disadvantaged pupils. 29% of disadvantaged pupils have been 'persistently absent' compared to 11.6% of their peers during the last term. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
6	Increasing numbers of families experiencing hardship, resulting in limited experiences and hunger becoming an issue for some pupils.

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
Disadvantaged children make accelerated progress in phonics, reading, writing and maths towards end of year expectations.	Reduced attainment gap. Disadvantaged children to have attainment at least in-line with 'others' nationally. Increased parental engagement and confidence.
Improved attendance and punctuality for children receiving pupil premium funding.	97%+ attendance for pupil premium children. Identified children and families given support with attendance. Identification of barriers to attendance and signposting of services to identified groups.
To ensure children receiving pupil premium funding have access to extra curricular activities, visits and enrichment opportunities.	All disadvantaged children offered extra curricular activities.

	<p>All disadvantaged children have access to enrichment opportunities and attend residential trips.</p> <p>Identified families benefit from early help support.</p>
<p>Children's social, emotional and mental health needs are met.</p>	<p>Children access support as appropriate and there is an impact of this.</p> <p>Children able to use the zones of regulation.</p>
<p>Support for children and families experiencing financial difficulties.</p>	<p>All children provided with a bagel each morning.</p> <p>Pre-loved uniform accessible free to all families.</p> <p>Additional support for identified families.</p> <p>Parents signposted to services.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 123,000 **£113,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted children reading individually to take place weekly with adult.</i>	<p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>High quality adult-child interactions are important....use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children's language and thinking during interactions and activities such as shared reading.</p>	2, 3, 4
<i>Reading Plus to be used to increase children's stamina and pace (Y5 and 6)</i>	<p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Fluent readers can read quickly, accurately and with intonation. Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be directed towards comprehending the text.</p>	3
<i>Additional teaching staff in Year 6 to support with groups and individuals.</i>	<p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Small group support is more likely to be effective when children with the greatest needs are supported by the most experienced staff, sessions are brief and regular and explicit connections are made between targeted support and everyday activities or teaching.</p>	1
<i>Additional TA support across the school to deliver interventions, including same day, supporting learning and groups.</i>	<p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy.</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3

	<p>Interventions should start early, be evidenced based and carefully planned. Assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know. This should inform the planning of focus of targeted support.</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to use accurate diagnosis of capabilities and difficulties to match pupils to appropriate interventions.</p>	
<p><i>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</i></p> <p><i>Little Wandles Phonics resources and training used across school, including Catch-up resources for KS2.</i></p> <p><i>Reading books purchased to enable children to have real books vs online,</i></p> <p><i>Matched Collins Big Cat books purchased for Y2 to ensure continuation of Little Wandles structure as children leave phonics scheme.</i></p>	<p>Phonics Toolkit Strand Education Endowment Foundation EEF</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:</p>	2, 3
<p><i>Audit of current reading books across school and purchase of books to ensure all children access high quality texts at the appropriate level to accelerate progress in reading and ensure a love of reading.</i></p>	<p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>It is important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading. Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms.</p>	2, 3, 4, 5

	<p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> <p>Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text. Prioritise understanding pupils' current capabilities and teaching accordingly. Most pupils benefit from an emphasis on reading fluency in Key Stage 2 but some may continue to need support with foundational reading capabilities such as decoding.</p>	
<p><i>Additional non-contact time for SENCo.</i></p>	<p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p> <p>An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils.</p>	1, 3, 4
<p><i>CPD for teachers and TA's to meet the needs of our vulnerable children with relevant interventions : lego therapy, theraplay, Number Stacks, sensory needs, etc.</i></p>	<p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p> <p>High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.</p>	1, 2, 3
<p><i>Enhancement of maths teaching and curriculum planning. Funded teacher release time and access to resources, including Number Stacks and CPD.</i></p>	<p>Improving Mathematics in the Early Years and Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>High quality, targeted support can provide effective extra support for children.</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p> <p>Use structured interventions to provide additional support Selection should be guided by pupil assessment.</p>	4

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

Budgeted cost: £ 55000 ~~£47000~~

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Speech Therapy delivered in school by external service to pupils who require further support with their speech and language.</i></p> <p><i>Recruitment difficulties.</i></p>	<p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p> <p>Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	2, 3
<p><i>Intervention targeted at children in Reception and Year 1 to target language and vocabulary development.</i></p>	<p>On average, pupils who participate in oral language interventions make approximately five months additional progress over the course of a year.</p>	2, 3
<p><i>Educational Psychologist employed. Individual case work and support as and when appropriate for staff.</i></p> <p><i>Recruitment difficulties due to lack of availability.</i></p>	<p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Build an ongoing, holistic understanding of your pupils and their needs. Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach</p>	1
<p><i>School-led tutoring and mentoring for children whose education has been most impacted by the pandemic, including disadvantaged</i></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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p>	3, 4

<i>and high attainers.</i>	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
<i>Enhancement of IT in the classroom and for home learning, supported by cpd for staff.</i>	<p>Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside the classroom. Technology can be engaging and motivating for pupils.</p> <p>Some forms of technology can also enable teachers to adapt practice effectively.</p> <p>Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.</p> <p>Without a clear plan for support and implementation, technology is much less likely to have an impact. This includes considering what initial training will be needed, what time and resources are required, and what ongoing support should be available.</p>	4
<i>Pupils have opportunity to complete homework at school with support when required</i>	<p>Homework EEF (educationendowmentfoundation.org.uk)</p> <p>Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).</p>	4

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

Budgeted cost: £ 33071 **£35000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Regular trips and visitors to enhance the curriculum and wider cultural opportunities.</i>	<p>New partnership to test the impact of different cultural... EEF (educationendowmentfoundation.org.uk)</p> <p>Cultural learning can cover a wide range of different activities and includes opportunities to visit venues, see performances and exhibitions as well as learn through practical activity.</p>	1, 4
<i>Breakfast to be freely available to all pupils. National Breakfast Programme used to support with costs.</i>	<p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Use simple approaches as part of your regular routine. Breakfast clubs, greeting children at the door and working with parents can all support good behaviour.</p>	1, 4, 6
<i>Breakfast Club free for PP children to increase attendance</i>		1, 4, 6

<p><i>and punctuality, and ensure a healthy start to the day.</i></p>		
<p><i>Fruit provided for all children daily to contribute towards their daily diet.</i></p>		<p>1, 6</p>
<p><i>Social, emotional and health approaches to be embedded into the school day and supported by the cpd of staff.</i></p>	<p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching.</p> <p>Self-awareness: expand children’s emotional vocabulary and support them to express emotions.</p> <p>Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions.</p> <p>Social awareness: use stories to discuss others’ emotions and perspectives.</p> <p>Relationship skills: role play good communication and listening skills.</p> <p>Responsible decision-making: teach and practise problem solving strategies</p>	<p>1</p>
<p><i>School Counsellor to support the emotional needs of children and staff.</i></p>	<p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p> <p>Know and understand your pupils and their influences Pupil behaviour has multiple influences, some of which teachers can manage directly.</p> <p>Understanding a pupil’s context will inform effective responses to misbehaviour. Every pupil should have a supportive relationship with a member of school staff.</p>	<p>1</p>
<p><i>Access to musical activities, including singing and instruments.</i></p>	<p>The Arts Council found that the challenges facing families of low socio-economic status in supporting their children’s musical activities are considerable. The cost of tuition and participation in extracurricular ensembles are too expensive.</p> <p>Music projects have shown that music can provide opportunities for children to acquire transferable skills and enhance their confidence and aspirations.</p>	<p>1, 4</p>

<p><i>STEAM Education – careers focus and links with local organisations and businesses.</i></p>	<p>STEAM Education: Everything You Need to Know EducatingEngineers.com</p> <p>One of the hallmarks of STEAM education is integrating multiple standards or concepts together to help students learn how to make connections.</p>	<p>1, 4</p>
<p><i>Transition to support children entering school and moving to Year 7.</i></p>	<p>EEF Blog: Getting transition right (part 1 of 2) – four... EEF (educationendowmentfoundation.org.uk)</p> <p>Transition is especially important for pupils with SEND and those from disadvantaged backgrounds. The research is clear that these groups are most at-risk of a decline in educational outcomes following the transition to secondary school.</p>	<p>1</p>
<p><i>Attendance officer monitors attendance and supports when necessary.</i></p>	<p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p> <p>Build relationships with families of persistently absent pupils, and provide practical support to unblock barriers to attendance.</p> <p>Coordinate strategies and services to ensure that messages on attendance are consistent and that information is shared appropriately.</p>	<p>1, 4</p>
<p><i>School uniform and PE Kits provided for parents in financial hardship.</i></p> <p><i>In addition pre-loved uniform is freely accessible for all families from the reception area.</i></p>	<p>School uniform EEF (educationendowmentfoundation.org.uk)</p> <p>Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms.</p>	<p>1, 4, 6</p>
<p><i>Contingency fund for acute issues.</i></p>	<p><i>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</i></p>	<p>1, 2, 3, 4, 5, 6</p>

Total budgeted cost: £ 211,071 £195000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 2 years in key areas of the curriculum. Despite being on track during the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

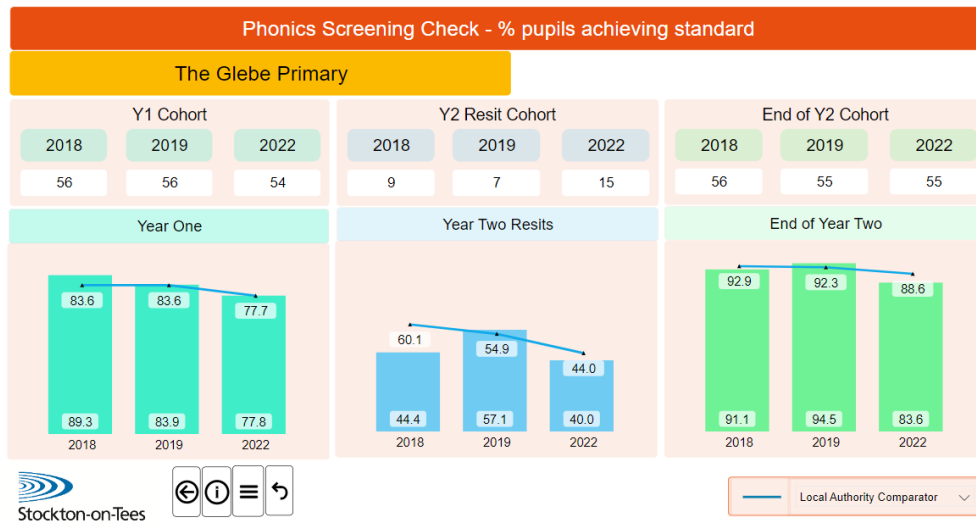
Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of Zoom lessons and digital platforms, as well as the loan of computers and ipads to families who needed them.

Attendance in 2020/21 was higher than in the preceding 2 years at 96.4%. At times when all pupils were expected to attend school, absence among disadvantaged pupils was lower than their peers and persistent absence significantly higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

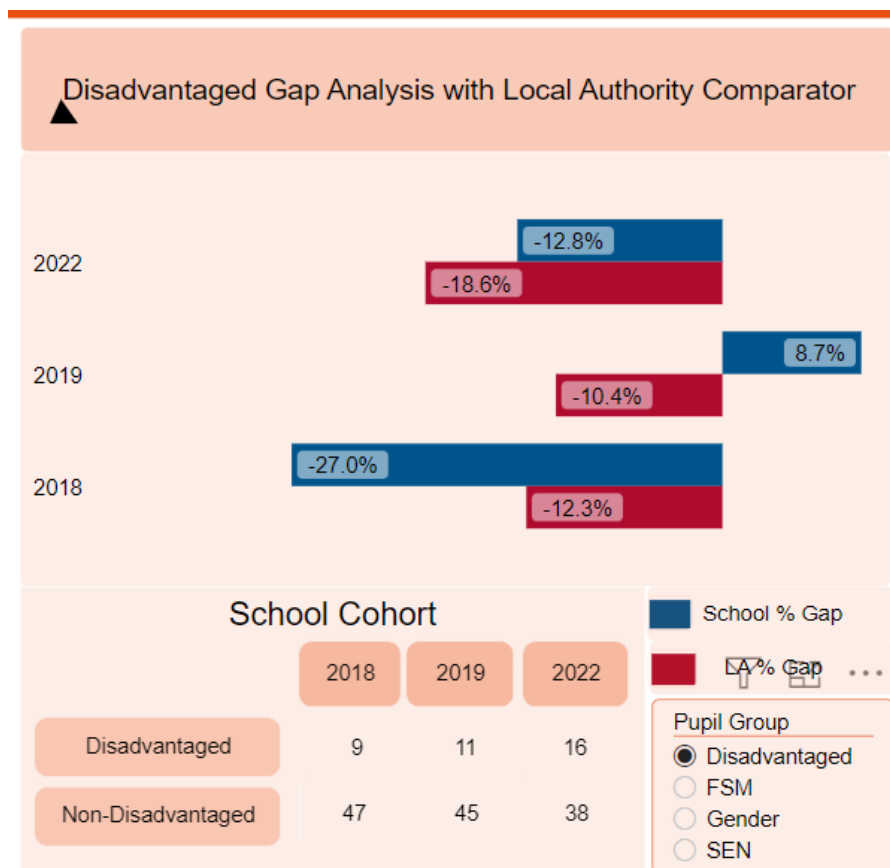
Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

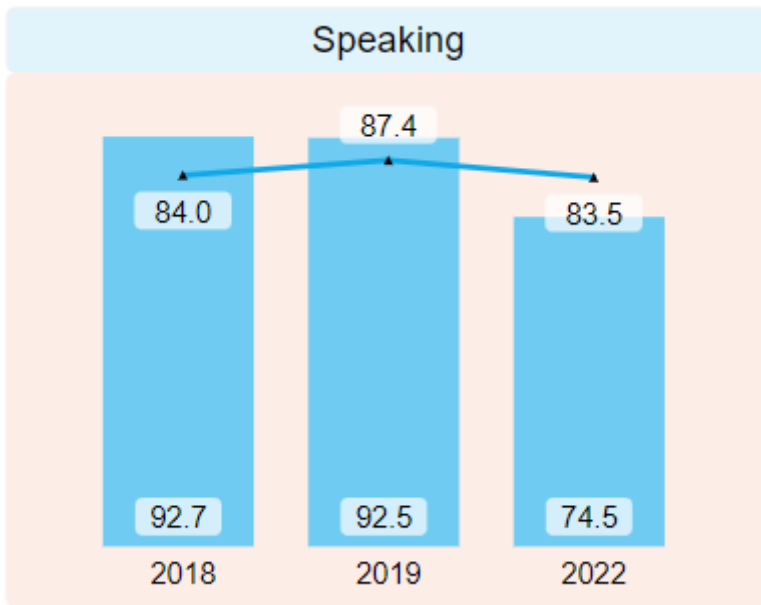
This details the impact that our pupil premium activity had on pupils in the **2021 to 2022 academic year**.

The Y1 Phonics Check score was lower this year, in comparison to previous years, at **77.7%**.



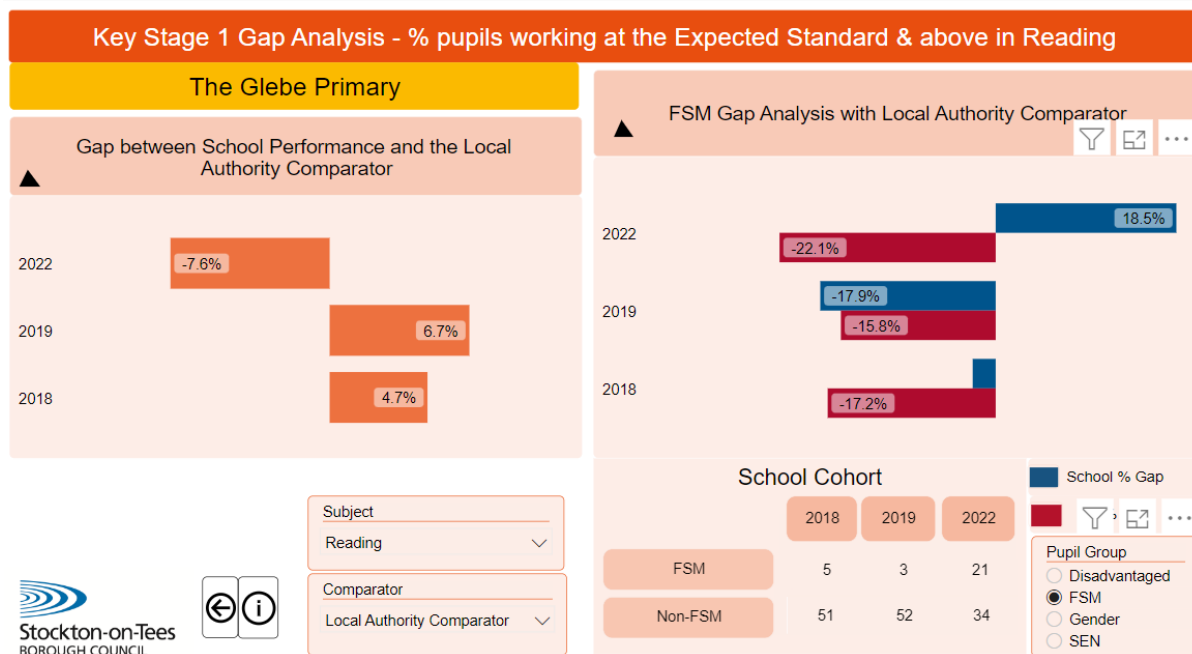
Below shows the Phonics Check gap analysis for our disadvantaged children compared to the LA. Our PP gap is lower than the LA. Next year, we are adapting a new SSP programme and extensive training in school for all staff and phonics attainment for PP children will remain a focus for our strategy statement.





Our level of EYFS children achieving GLD in Speaking is slightly lower than previously formally recorded years. This remains a priority in EYFS.

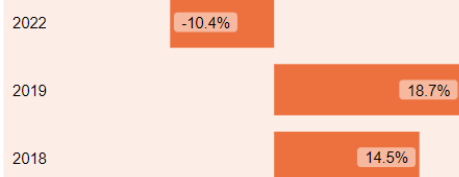
The graphs below show the attainment gap between our disadvantaged and non-disadvantaged children at the end of KS1 and KS2 for Reading. In both key stages, there was a positive outcome in the gap analysis.



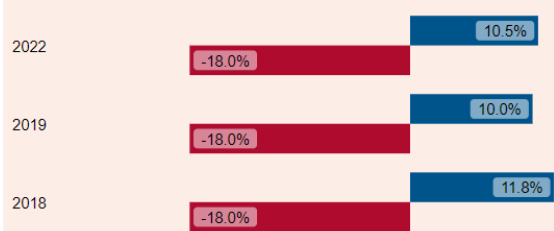
Key Stage 2 Gap Analysis - % pupils working at the Expected Standard & above in Reading

The Glebe Primary

Gap between School Performance and the National Comparator



FSM Gap Analysis with National Comparator



Subject
Reading

Comparator
 Local Authority Comparator
 National Comparator

School Cohort

	2018	2019	2022
FSM	4	8	14
Non-FSM	34	40	41



Attendance across school, in 2021/2022, was lower than the previous year at 93.6%. Below shows a comparison between Pupil Premium and Non Pupil Premium attendance.

	No. of pupils in group	Attendance	Authorised absences	Unauthorised absences
Pupil Premium	141	89.77%	7.65%	2.58%
Non Pupil Premium	302	93.97%	5.01%	1.02%

The number of Pupil Premium children receiving late marks has dropped in comparison to the previous two years. Attendance continues to remain a focus of our Pupil Premium strategy next year.

This year we had 17 children access child-led CBT with our in-school counsellor for two days a week. We have had an increase in children needing to access mental health and wellbeing services. This remains a focus on our strategy plan and next year we are going to begin to access Alliance's services so that more children across school can access the support needed.

We had two 'Raising Aspirations' weeks in school with themes of the Arts and STEM. These weeks are now fully embedded into our curriculum and they are greatly received by the children.

This year we funded a minimum of 10% of all trips for PP children and we contributed £50 towards the Robinwood residential for our PP Y6 pupils in order to enable them to have that experience.

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

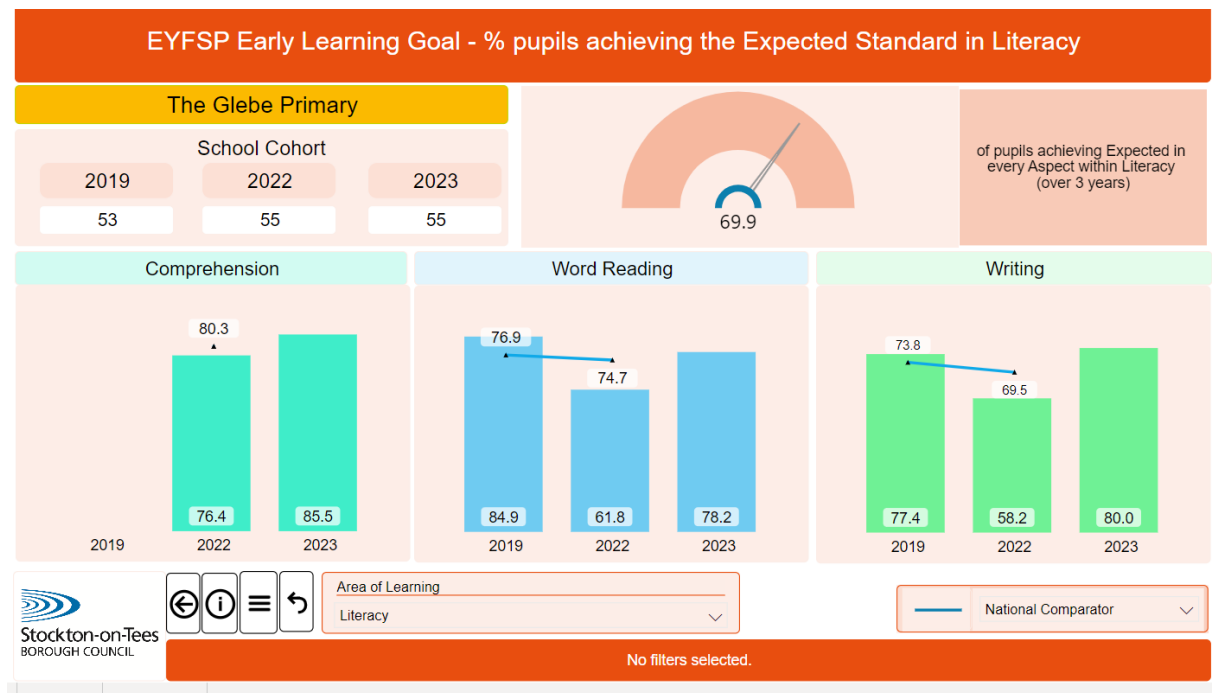
Outcomes	Analysis
<p>Disadvantaged children make accelerated progress in phonics, reading, writing and maths towards end of year expectations.</p>	<p><u>Phonics</u></p> <p>We adopted the Little Wandle SSP programme in September 2022. We chose this SSP programme as it had consistently high results within disadvantaged areas and new staff already had positive experiences with this programme. Reception and Year 1 ran whole class teaching, as encouraged by LW, with some exceptions in Year 1 due to a very high SEND need. We employed a fully qualified class teacher as part of our catch-up funding to target these children in Year 1, who were working two phases below the expected standard. This meant we could close the gap and these children were able to join whole class mid-way through the year, with a very small SEND group accessing small group teaching. As a result, our Phonics Screening Check result was 83.6% in Year 1, and 72.2% of our disadvantaged passed their Phonics Screening Check. Both the overall Phonics Screen Check results and the number of disadvantaged children achieving the screening has increased this year.92.6% of all children passed their Phonics Screening Check by the end of Y2.</p> <p>In Year 2, we tailored the programme to suit the needs of the children, having 2 catch up groups accessing additional interventions. We also used the catch-up funding to target some Year 3 children who had gaps in their phonic knowledge. LW reading was also fully rolled out, with all Reception and Year 1 completing it 3 times a week, as well as targeted groups in Year 2. This had a significant benefit to our children’s reading confidence and enjoyment.</p> <p><u>Reading</u></p> <p>We joined the World of Stories initiative ran by Puffin Schools which gave training to our staff around the joy of reading, how to make our reading areas around school engaging for children, links with authors, as well as donating 500 free books to school. In addition to this, we have spent £1200 ensuring that we have a range of books in school that are engaging for our children and that every child in school has the opportunity to read high-quality texts. We are also encouraging children to suggest books that they would like to be added to our class libraries.</p> <p>Reading attainment and encouraging a love of reading within all our children remains a priority for the next academic year.</p>

Data analysis

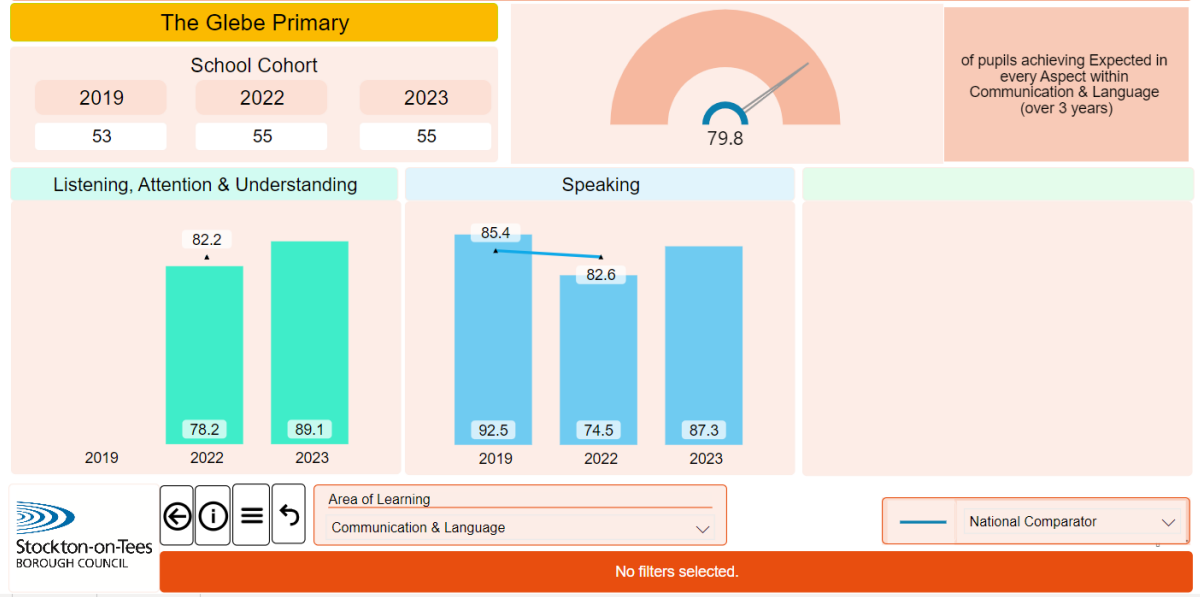
EYFS

Percentage of children achieving GLD	Percentage of disadvantaged children achieving GLD	Gap analysis
78.2%	66.7%	-11.5%

Our EYFS children made great progress this year in Literacy and Communication and Language which is great progress towards Challenge 3 highlighted in our PP strategy statement.



EYFSP Early Learning Goal - % pupils achieving the Expected Standard in Communication & Language



KS1 end of year data 2022-2023

	Reading	Writing	Maths
Percentage of chn achieving EXS+	68.5%	64.8%	81.5%
Percentage of disadvantaged chn achieving EXS+	42.1%	42.1%	51.7%
Gap analysis	-26%	-22.7%	29.8%

KS2 end of year data 2022-2023

	Reading	Writing	Maths
Percentage of chn achieving EXS+	75%	80%	87%
Percentage of disadvantaged chn achieving EXS+	50%	58.3%	66.7%
Gap analysis	-25%	-21.7%	-20.3%

Improved attendance and punctuality for children

Attendance across school, in 2022/2023, was slightly improved 93.7%. Please see below for a comparison between Pupil Premium and Non Pupil Premium attendance.

receiving pupil premium funding.		No. of pupils in group	Attendance	Authorised absences	Unauthorised absences
	Pupil Premium	150	92.09%	5.62%	2.29%
	Non Pupil Premium	280	94.61%	3.85%	1.55%
	<p>The attendance of Pupil Premium children improved by 2.32% this year.</p> <p>The number of Pupil Premium children receiving late marks was slightly higher than the previous. Next year, we are adapting a flexible start time at the beginning of the school day to help children arrive at school on time.</p>				
To ensure children receiving pupil premium funding have access to extra curricular activities, visits and enrichment opportunities.	<p>Pupil Premium children are given first choice at enrichment and sporting clubs if places are limited. These clubs are also subsidised for PP children if needed.</p> <p>The Year 6 Robinwood residential trip continues to subsidised by £50 for Pupil Premium children.</p> <p>Pupil Premium children are given funded places at Breakfast Club.</p>				
Children's social, emotional and mental health needs are met.	<p>This year we had 17 children access child-led CBT with our in-school counsellor for two days a week. Our school counsellor has also been doing a number of informal drop ins with children who need support.</p> <p>We have begun to work closely with Alliance this year. They have supported many of our parents. We have referred parents for outreach using Alliance's services of 'Incredible Years' programme and parent led CBT. Alliance have worked with children 1:1 on child-led CBT, carried out a series of workshops around mental health and wellbeing with our Y6 children, delivered various whole school assemblies and delivered group work sessions on friendship to children. They also regularly attend our coffee mornings and provide us with termly mental health and wellbeing newsletters which we distribute to our parents. Next year, Alliance will be working closely alongside our school Mental Health and Wellbeing Champion to support our curriculum and wellbeing whole school strategy.</p>				
Other outcomes	<p>During this school year, we found an increasing number of parents experiencing financial hardships. Due to this we have added this as number 6 of our challenges on our PP strategy statement.</p>				

	<p>We also have regular coffee mornings for parents and we invite services, such as Citizen’s Advice, to informally speak to parents. We also had the Family Hub and 1+1 (parental conflict support) attend our parent consultation evenings. We have referred a number of families to SDAIS financial support.</p> <p>We provide all children with a bagel for breakfast, we continue to offer free places at breakfast club for all disadvantaged children. We have clean, pre-loved uniform readily available in our main reception area.</p> <p>We appointed a PSA in June 2023 to help support our more disadvantaged families.</p> <p>We have made it one our whole school aims this year to target our more hard to reach families. We have run regular parental workshops which have had a strong uptake from all parents - Autumn crafts, Maths fun workshops, parent information sessions on reading, phonics and maths from EYFS to KS2. All workshops were greatly received by parents and this is something we will continue to do next year, as well as monthly coffee mornings with different services there for parents to readily access support and information.</p>
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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
Reading Plus	Reading Solutions
Little Wandle	Little Wandle Letters and Sounds
Times Table Rockstars / Numbots	Maths Circle
Number Stacks	Number Stacks
Grammarsaurus	Grammarsaurus Ltd
CGP Online	CGP
Reading Fluency Programme	

