Ellenbrook Community Primary School

Pupil premium strategy statement

UPDATE DECEMBER 2023

This statement details our school's use of pupil premium (and recovery premium) for the 2022 to 2025 academic year 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	Ellenbrook Community Primary School
Number of pupils in school	436 (Dec 2022) Update 440 (Dec 2023)
Proportion (%) of pupil premium eligible pupils	9% (40 children December 2022) Update 7.8% (34 children December 2023)
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023 (Last updated December 2023)
Statement authorised by	Head Teacher and Full Governing Board
Pupil premium lead	Deputy Head Teacher
Governor	Michelle Patel

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 65,203
Recovery premium funding allocation this academic year	£ 5,836
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	£ 71,039

Part A: Pupil premium strategy plan

Statement of intent

At Ellenbrook, we have the same ambitions and expectations for all our children. Our Pupil Premium children may differ to other schools nationally but the challenges they face are just as real as pupil premium children across Salford and the wider country.

We aim to see all children leaving Ellenbrook as happy, resilient and confident learners who have the essential skills needed to move through to secondary education and continue reaching their full potential.

Our aim is to use the pupil premium funding to counter disadvantage and to ensure greater equity through:
1. Ensuring and supporting great teaching
2. Providing targeted academic interventions
3. Using a wider range of strategies to overcome barriers to learning

Ensuring and supporting great teaching

We recognise the importance of ensuring all pupils, whatever their background or circumstance, are provided with an education of the highest quality. This will ensure that all our pupils are equipped with the knowledge and skills they will need to succeed in, and beyond school. Consistent strategies to close achievement gaps between groups and individuals are an integral part of every lesson and evident across the curriculum. Within the classroom there is a clear focus on well planned lessons that challenge and stretch all pupils. A programme of training supports staff to continually expand and experiment with a full range of teaching strategies and techniques to ensure the achievement gap is closed rapidly using quality first teaching.

This will include:
- extensive gap analysis used to further inform teaching
- 1:1 and small support within the class
- TA support in class
- CPD for staff and collaborative practice, including team teaching, modelled lessons and coaching

Providing targeted academic interventions

Although the most effective way to close any gap achievement is quality first teaching, for some children, high quality teaching may not be enough by itself and there is a need for additional, time-limited provision outside of normal classroom activities. There is extensive evidence from a range of sources supporting the impact of high quality one to one and small group tuition as a catch-up strategy. Programmes are likely to have the greatest impact where they meet a specific need, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery.

This will include:
- 1:1 and/or small groups with an adult in English and Maths
- additional learning time
- additional phonics
- speech and language screening and support

Using a wider range of strategies to overcome barriers to learning

In addition to the strategies above, a range of other strategies can contribute to children's success in school, such as improving attendance, supporting positive behaviour, social and emotional skills and building parental engagement. Parents/carers play a key role in supporting children to learn at home and it is important for us to work together to support this.

This will include:
- a focus on improving attendance

- providing curriculum enrichment opportunities
- support for wellbeing and mental health

We firmly believe that all children have the capacity to reach their full potential and are entitled to a high-quality education. We are firmly committed to ensuring that teaching and learning meets the needs of all our pupils and the attainment and progress of all vulnerable groups of pupils, including disadvantaged pupils, is carefully tracked, and monitored. We ensure that this data is used to identify our priorities accurately and that support and intervention is appropriately allocated.

Our primary aim is to close the gap in attainment between disadvantaged and non-disadvantaged pupils.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Using the EEF tiered model, our approach will be primarily rooted in quality first teaching for all children with high quality targeted support where necessary and complemented by wider whole-school strategies.

Our current pupil premium strategy works toward the achieving of those objectives by:

- Ensuring that all teachers are effective and well-trained ensuring that there is a culture of aspirational learning in all classes
- Utilising a systematic synthetic phonics programme that gives disadvantaged children who may have less support at home
- Employing well established intervention programmes in Maths and English led by skilled and experienced TAs and Teachers to support those who are not on track to achieve ARE by the end of the school year.
- Supporting children with social emotional barriers to access the curriculum
- Ensuring that teaching and support staff have access to quality CPD in order to support the academic and well-being needs of the children
- Providing interventions to support speech and language development in EYFS and KS1
- Providing pre-learning opportunities to support groups of learners
- Expanding the horizons of children with limited experience of real life first hand cultural and sporting opportunities
- Providing opportunities to support children with social and emotional needs

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:
- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1. **Early Language and Phonics**	Assessments, observations, and discussions with pupils and class teachers indicated underdeveloped oral language and skills and vocabulary gaps among many disadvantaged pupils. Phonics screening data at the end of Year 2 shows a school gap of -33% between disadvantaged and non-disadvantaged pupils. The Welcomm screening data did not show a gap between disadvantaged and non-disadvantaged children but alongside SALT assessment (TALC) they are a valuable diagnostic assessment to establish speech and language baselines when children enter the school.
2. **Attendance**	Our attendance data over the past two years indicates that attendance among disadvantaged pupils has been 4% lower than for non-disadvantaged pupils Attendance data for the disadvantaged group during the 2021/2022 academic year was 92.35%. This is 2.65% below the target percentage. 31.58% of disadvantaged pupils have been persistently absent compared to 14.19% of their peers during 2021/2022. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. December 2023 Update: Disadvantaged group attendance = 94.94% and Persistent Absence = 20% (2022/2023 Academic year) Persistent absence remains a challenge.
3. **Progress and Achievement**	Internal assessments indicate that attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. This school gap is more significantly demonstrated in Writing. There are 3 cohorts where the gap is most significant as of 2022 assessments- Year 1, Year 5 and Year 6 but the gap remains consistent in each cohort and for the children working at the higher standard. December 2023: - The most significant difference Reading data difference between the groups (disadvantaged and not disadvantaged) in children who are attaining above ARE - there is a significantly less % of children achieving above the expected standard in the disadvantaged group for Writing - In Maths, the difference between the groups of children not achieving ARE is less significant than Reading and Writing (-6%). Once again, more children in the non-disadvantaged group are achieving above the ARE (12.7%). - The theme of Boys Writing within the disadvantaged group should still be considered as the school gap here is -67% which in turn affects the combined school gap of in Reading, Writing and Maths
4. **End of Key Stage Attainment**	End of Key Stage assessments in KS1 show the school gap between disadvantaged and non-disadvantaged pupils is most significant in Writing with 48% fewer children meeting the expected standing compared to the non-disadvantaged group. This trend is reflected in fewer children working at the expected standard in Writing (81%) when compared to Maths (87%) and Reading (87%). End of KS2 assessments indicate that attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils in Maths (-31%). This pattern is reflected for children achieving the expected standard in combined Reading, Writing and Maths (-29%) with Maths being the subject most children in the group did not achieve the expected standard in. For pupils achieving a 'high score' by the end of KS2 the most significant school gap is in Reading rather than Maths. As of 2022 Autumn term assessments, children currently in Year 2, 40% of the disadvantaged group are meeting ARE in Writing compared to 70% in the non-disadvantaged group. The current assessments in our Year 6 cohort mirror this gap between disadvantaged and non-disadvantaged children: Reading -29%, Writing -30% and Maths -25%. December 2023:

	• The whole school patterns suggest a school gap in Boys Literacy (Reading, Writing and GPS). Across both genders, the school gap is also most significant in Reading (-43%) compared to Writing (-33%).
5. Wellbeing and attitudes	Our assessments (including pupil wellbeing survey), observations and discussions with pupils indicate there is a significant number of disadvantaged children who find it difficult to regulate their emotions resulting in negative behaviours. This is demonstrated when analysing the behaviours within the school's behaviour 'Track-it light' system. Furthermore, this picture is also seen when we analyse the number of children who require personalised approaches to support their emotions and behaviours. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high. 24 pupils (12 of whom are disadvantaged) currently required additional support with social and emotional needs.
6. Play and lunchtime behaviour and engagement	Internal tracking systems such as CPOMS and Trackit lights indicate that a significant group of children, mainly from the disadvantaged group struggle to sustain and self-regulate their emotions during play and lunchtimes resulting in negative and destructive behaviours. During the 2021/2022 year 78% of red or yellow cards given out following play and lunchtime incidents were to pupils in the disadvantaged groups. This, alongside teacher observations and pupil voice indicate that some children are struggling with the current provision and play and lunchtimes. December 2023: Again, there were proportionally more warnings given to the disadvantaged group than the non-disadvantaged group. The data shows that children in the disadvantaged group received 'on average' three times more Red Cards than the non-disadvantaged group. Additionally, there are a small number of children in the disadvantaged group who have a different strategy to manage behaviour, and will not received Red Cards (there are other sanctions and procedures in place here).

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 oral language skills and vocabulary among disadvantaged pupils including phonic knowledge and understanding	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence such as the Welcomm Screening, SALT Screening (TALC) and including engagement in lessons, book scrutiny and ongoing formative assessments. This will be further indicated by an increase in phonics assessments at the end of Year 1 and Year 2: with more than 80% passing the screening in the disadvantaged group of pupils.
Sustain and improved attendance for the disadvantaged group	Sustained high attendance demonstrated by: • the overall absence rate for all pupils being no less than 96% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 4% • the percentage of all pupils who are persistently

	absent being below 10% and the figure among disadvantaged pupils being no more than 5% greater than their peers.
Decrease the school gap in progress and achievement between disadvantaged and non-disadvantaged children	The gap between disadvantaged pupils and their non-disadvantaged peers in Reading, Writing and Mathematics outcomes is reduced to less than 15% (2024/2025 outcomes)
Increase achievement at the end of each Key Stage in in the disadvantaged group December 2023: The specific aim being Reading and Writing and increased focus on boys writing and children who achieve the higher standard in the disadvantaged group	• KS1 Reading, Writing and Maths outcomes in 2024/2025 show that more than 75% of the disadvantaged pupils meet the expected standing • KS2 Reading, Writing and Maths outcomes in 2024/2025 show more than 75% of disadvantaged pupils meet the expected standard • An increase of the number of pupils meeting the higher standard at the end of each Key Stage in each subject to more than 20%
Achieve and sustain improved wellbeing and SEMH regulation for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: • significant increase in participation in enrichment activities, particularly among disadvantaged pupils • a significant decrease of Pupil Premium children receiving warnings and sanctions from their class teacher because of negative behaviours related to SEMH • qualitative data from pupil voice, pupil and parent surveys and teacher observations • A reduction of referrals made by class teachers for SEMH provision such as Place2be, Play Therapist and Wellbeing Warriors
Improve the provision at lunchtime and playtime so that children have a wider range of opportunities to learn and play together	Sustained positive engagement during play and lunchtimes demonstrated by: • A reduction in the number of yellow and red cards issued to the disadvantaged group • A reduction of incidents on CPOMS recorded for play and lunchtime events • Pupil voice and teacher observations

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.

High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics, or mastery learning		
CPD for Teaching Staff (Academic)	EEF guidance Reports: • Improving mathematics in the Early Years and KS1 Improving mathematics in KS2 and KS3 • Improving Literacy at KS1 • Improving Literacy at KS2 • Teacher Feedback to Improve Pupil Learning EEF Teaching and Learning Toolkit • Feedback (Impact +6 months) • Mastery Learning (Impact +5 months) • Phonics (Impact +5 months) • Reading Comprehension Strategies (+6 months) December 2023: Metacognition and self-regulation | EEF (educationendowmentfoundation.org.uk)	1,3 and 4
Embed and continue training in SSP programme	DfE guidance requires that all schools adopt a Synthetic Systematic Phonics programme. Research shows that disadvantaged children are those in most need of a highly structured programme as support in the area of phonics may not be available at home. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1
Developing high quality teaching, assessment and a curriculum which responds to the needs of the pupils		
Ensure the curriculum in EYFS supports all pupils, in particular the most disadvantaged, with a particular focus on speech, language, communication and early reading and writing.	Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/communication-and-languageapproaches Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months. https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/early-literacy-approaches EEF Oral Language - NELI Project Studies of oral language interventions consistently show positive impacts on language skills and reading comprehension. On average pupils make an additional 5 months progress.	1

Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance We will fund teacher and subject leader release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics in primary schools - GOV.UK (www.gov.uk) The EEF guidance is based on a range of best available evidence: Improving Mathematics in Key Stages 2 and 3	EEF (educationendowmentfoundation.org.uk)	3,4
Technology and other resources focussed on supporting high quality teaching and learning		
Invest and enhance app and computer-based programs that support children's learning in the classroom e.g. • Accelerated Reader + 3 months • Mathematical reasoning + 3 months • ABRA + 2 months	Technology has the potential to improve teaching and learning in a wide variety of ways. Some forms of technology can also enable teachers to adapt practice effectively, for example by increasing the challenge of questions as pupils succeed or by providing new contexts in which students are required to apply new skills. Using Digital Technology to Improve Learning	EEF (educationendowmentfoundation.org.uk) See Table 1: Examples of EEF funded findings of projects with technology inputs*	3,4
Recruitment and retention of teaching staff		
The recruitment of an 'Interventions Teacher' to target children who need intervention and additional quality first teaching to meet age related expectations. An additional qualified teacher will work with groups across the school to deliver excellent teaching to close the school gap between disadvantaged and non-disadvantaged children.	Recruiting a qualified teacher ensures that children are provided with planned, quality intervention to deliver progress. A teacher will be able to work alongside existing class-based teachers to ensure individual pupils and groups are provided tailored intervention. The new member of staff will also be able to release the class teacher to deliver intervention and high-quality teaching to small groups.	1,3,4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)
Budgeted cost: £ 23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
	Interventions to support language development, literacy and numeracy	
Wellcomm SALT screening and subsequent language interventions from diagnostic assessment	Oral language interventions can have a positive impact on pupils' language skills. Approaches such as NELI that focus on speaking and listening show evidenced impact: Oral language interventions | EEF (educationendowmentfoundation.org.uk) • Oral Language Interventions (Impact +6) Nuffield Early Language Intervention | EEF (educationendowmentfoundation.org.uk)	1
Speech and Language Therapist (Provide Speech & Language consultancy 1 day every 2 weeks to work in EYFS and provide CPD for EYFS	Total Communication training for EYFS and KS1 staff which will involve screening (TALC) all Reception children and developing intervention targets and subsequent CPD needed for staff. Whole school training on Blank Level questioning that has direct impact on language interventions across the school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1
	Teaching assistant deployment and interventions	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks: Phonics | EEF (educationendowmentfoundation.org.uk)	1
High ratio of support staff (offering increased directed adult support).	Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the number of high-quality interactions they have with their classroom teacher both in and out-of-class. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,3,4,5
The implementation	EEF Teaching and Learning Toolkit: • Small tuition group (Impact +4)	1, 3 and 4

| of structured Interventions: For example:
 • Number stacks
 • Plus 1 / Power of 2
 • Toe by Toe
 • Precision Spelling
 • Handwriting / gross motor skills
 • Big Maths
 • Bedrock Spelling | • Teaching Assistant Interventions (Impact +4)

 • One to One Tuition (Impact +5)

 Teaching Assistant Interventions \| EEF (educationendowmentfoundation.org.uk)

 December 2023:

 Reading comprehension strategies \| EEF (educationendowmentfoundation.org.uk) (+6 months) | |

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

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting attendance		
Promote improved attendance and punctuality through newsletters, letters, and parental communication. This will involve working closely with our EWO and implementing strategies to promote and sustain high attendance Incentivised project attendance and punctual starts to school with enrichment and wellbeing activities such as Soft Start Breakfast club, and an improved before school club enrichment provision	EEF: Attendance interventions rapid evidence assessment Based on our experience, some disadvantaged children can disengage with the broader school offer. We know that funding access to extra-curricular activities positively impacts on their attendance, wellbeing, school readiness and educational performance.	2
Supporting pupils' social, emotional and behavioural needs		
CPD and implementation of Wider Strategies to support SEMH and emotional regulation incidents of negative	With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. These 'social and emotional skills' are essential for children's development, support effective learning, and are linked to positive outcomes in later life.	5,6

behaviour which impacts learning e.g.: Place2Be Mental Health leader training Supporting Complex Needs (Pupil Inclusion Team)- Enhancing self-esteem KS2 'Lunchtime Club' Soft Start Breakfast club	Carefully implemented, social and emotional learning can increase positive pupil behaviour, mental health and well-being, and academic performance. It is especially important for children from disadvantaged backgrounds, and other vulnerable groups, who on average have weaker social and emotional skills than their peers. Improving Social and Emotional Learning in Primary Schools | EEF (educationendowmentfoundation.org.uk) • Improving social and emotional learning in schools • Special Educational Needs in Mainstream Schools EEF Teaching and Learning Toolkit • Behaviour (Impact +4) • Social and Emotional learning (Impact +4) • Metacognition and Self-regulation (Impact +7)	
Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school e.g. Team Teach Training Therapeutic Schools Approach training	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk) Social and emotional learning strategies | EEF (educationendowmentfoundation.org.uk)	5,6
Targeted SEMH Interventions e.g., Play Therapy, Social Stories and Lego Therapy	Research from The EEF states that the average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so we should carefully monitor the efficacy of these approaches. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Social and emotional learning | EEF (educationendowmentfoundation.org.uk) SEMH Intervention Strategies - Top 10 tips to help support students	5,6
Extracurricular activities, including sports, outdoor activities, arts, culture and trips		
Before and After school enrichment activities and sports clubs offered first to	To improve attendance and punctuality amongst the disadvantaged group there is an incentive of sports and enrichment activities before and after school throughout the week. Children also benefit socially and emotionally when they are active and take part in team games.	5,1

disadvantaged pupils and for no charge		
Breakfast clubs and meal provision		
Soft Start Breakfast club. Run by school staff who are known the children and have existing good relationships.	Staff feedback and pupil voice have identified children who would be benefit starting the day in a calmer, nurturer environment before they go into their classrooms. Playing structured games with a trusted adult and their peers creates the right start for the day and will also impact on attendance and punctuality. As some children may not receive an adequate breakfast with a nutritional start to the day breakfast is also provided. [Magic Breakfast | EEF (educationendowmentfoundation.org.uk)](#) https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023	5,1

Total budgeted cost: £ 38,000 + £22,000 + £8,000= £62,000

Part B: Review of outcomes in the previous academic year (2022-2023)

Pupil premium strategy outcomes

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

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils including phonic knowledge and understanding	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence such as the Welcomm Screening, SALT Screening (TALC) and including engagement in lessons, book scrutiny and ongoing formative assessments. This will be further indicated by an increase in phonics assessments at the end of Year 1 and Year 2: with more than 80% passing the screening in the disadvantaged group of pupils.
Comment (December 2023): • 100% of children in the disadvantage group passed the phonic screening in Year 1 (there were no children in the disadvantaged group in the Year 2 recheck) • 1 out of the 18 children who were identified as Red on the Welcomm Screening were in the disadvantaged group = 5.6%. This child will be tracked going through Nursery and into Reception and supported with 1:1 and small group support from Teachers and Teaching Assistants	
Sustain and improved attendance for the disadvantaged group	Sustained high attendance demonstrated by: • the overall absence rate for all pupils being no less than 96% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 4% • the percentage of all pupils who are persistently absent being below 10% and the figure among

	disadvantaged pupils being no more than 5% greater than their peers.
Comment (December 2023): • 2022/2023 Academic year: Disadvantaged group attendance = 94.94% (school gap= -1.1%) and Persistent Absence = 20% (school gap 11.36%) Persistent absence remains a challenge and target.	
Decrease the school gap in progress and achievement between disadvantaged and non-disadvantaged children	The gap between disadvantaged pupils and their non-disadvantaged peers in Reading, Writing and Mathematics outcomes is reduced to less than 15% (2024/2025 outcomes)
Comment (December 2023): Internal data overview • Reading: The most significant difference in the Reading data is the difference between the groups (disadvantaged and not disadvantaged) in children who are attaining above ARE (-23.2%) • Writing: Similar to Reading, there is a significantly less % of children achieving above the expected standard in the disadvantaged group for Writing. In Writing, more so than Reading, there is also a difference in the children who are achieving below ARE (-16.3 % Writing, -12% in Reading). • In Maths, the difference between the groups of children not achieving ARE is less significant than Reading and Writing (-6%). Once again, more children in the non-disadvantaged group are achieving above the ARE (12.7%)	
Increase achievement at the end of each Key Stage in in the disadvantaged group	• KS1 Reading, Writing and Maths outcomes in 2024/2025 show that more than 75% of the disadvantaged pupils meet the expected standing • KS2 Reading, Writing and Maths outcomes in 2024/2025 show more than 75% of disadvantaged pupils meet the expected standard • An increase of the number of pupils meeting the higher standard at the end of each Key Stage in each subject to more than 20%
Comment (December 2023): • With the Key Stage One data we should consider the relatively small number (n=5) in the disadvantaged group • The theme of Boys Writing within the disadvantaged group should still be considered as the school gap here is -67% which in turn affects the combined school gap of in Reading, Writing and Maths • In Key Stage Two the pattern in KS1 is replicated, with the most significant school gap being in Boys Literacy (Reading, Writing and GPS). Across both genders, the school gap is also most significant in Reading (-43%) compared to Writing (-33%). Across the Local Authority there is not such a significant school gap difference between Reading and Writing (1%).	
Achieve and sustain improved wellbeing and SEMH regulation for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: • significant increase in participation in enrichment activities, particularly among disadvantaged pupils • a significant decrease of Pupil Premium children receiving warnings and sanctions from their class teacher because of negative behaviours related to SEMH • qualitative data from pupil voice, pupil and parent surveys and teacher observations

	• A reduction of referrals made by class teachers for SEMH provision such as Place2be, Play Therapist and Wellbeing Warriors

Comment (December 2023):

- As of December 2023 8 out of 30 children in this group have attended after school sports clubs. The offer will be reviewed in the Spring term and a focus on improving uptake numbers

Improve the provision at lunchtime and playtime so that children have a wider range of opportunities to learn and play together	Sustained positive engagement during play and lunchtimes demonstrated by: • A reduction in the number of yellow and red cards issued to the disadvantaged group • A reduction of incidents on CPOMS recorded for play and lunchtime events • Pupil voice and teacher observations

Comment (December 2023):

- There were proportionally more warnings given to the disadvantaged group than the non-disadvantaged group. Of course, this data should be taken in context (certain individuals receiving multiple Red Cards) but the data shows that children in the disadvantaged group received 'on average' three times more Red Cards than the non-disadvantaged group.

Follow up actions for the next academic year (2023/2024):

Teaching (CPD)	Targeted academic support (interventions)	Wider Strategies
• Review teaching of Reading with a focus on boys and greater depth • CPD opportunities for Writing with a focus on engagement in the disadvantaged group and boys • RSE?	• Research further quality and evidence-based interventions in Reading and Writing across the school • Pupil Premium Lead to closely monitor the effectiveness of interventions	• Continue Wellbeing Warriors, Play Therapy and explore other nurture-based approaches to SEMH • Audit provision at play and lunchtime and explore enrichment opportunities and adult-led support packages such as mentoring and play leaders. • Parental engagement initiatives to help support the vulnerable children such as parenting courses focusing on e-safety and RSE

Externally provided programmes

Programme	Provider
To improve children's language and early literacy skills	Nuffield Early Language Intervention (NELI)
Speech and Language Toolkit, from screening to intervention	Welcomm
Lunchtime games/sports provision Possible start April 2024	Active Games