

## Pupil premium strategy statement – 2023-24

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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
School name	Adwick Primary
Number of pupils in school	397
Proportion (%) of pupil premium eligible pupils	32% 115 children <ul style="list-style-type: none"><li>○ 111 Ever 6</li><li>○ 3 Service</li><li>○ 1 Post LAC</li></ul>
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 2022-23 2023-24
Date this statement was published	December 2021
Date on which it will be reviewed	Autumn term 2023
Statement authorised by	Sharon Hutchinson Headteacher
Pupil premium lead	Sharon Hutchinson Headteacher & Daniel Dukes Deputy Headteacher
Governor / Trustee lead	Kate McKeown & Lisa Almunshi

### Funding overview for 2023-24

Detail	Amount
Pupil premium funding allocation this academic year	£165,040
Recovery premium funding allocation this academic year	£16,240
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£181,280</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make at least good progress from their starting points and achieve high attainment across all subject areas, particularly in Communication & Language, Phonics and Reading.

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.

High-quality teaching is at the heart of our approach, with a focus on how best to support learning for disadvantaged and vulnerable pupils. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 are set.
- Ensure disadvantaged pupils are provided with support to develop their wellbeing.
- 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	<p><u>Communication &amp; Language</u></p> <p>Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have underdeveloped oral language skills, vocabulary gaps and language comprehension difficulties compared to non-disadvantaged pupils in our school. This is evident from Nursery through to KS2. This also impacts on other subjects, e.g. inference for reading and composition and effect for Writing, mainly due to a lack of a rich vocabulary.</p>
2	<p><u>Reading</u></p> <p>Our assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics, reading fluency and reading comprehension than their peers (more PP than Non-PP below ARE). This also impacts on their enjoyment and progress in other subjects due to a lack of confidence in reading and understanding.</p>
3	<p><u>Progress</u></p> <p>Our assessments show that disadvantaged pupils generally make less progress from their baseline/ Key Stage starting points in Reading, Writing &amp; Maths when entering school, compared to non-disadvantaged pupils. This trend is most notable in Reading outcomes at the end of KS2.</p>
4	<p><u>Attainment</u></p> <p>Internal and external (where available) assessment data evidence that attainment among disadvantaged pupils is below that of non-disadvantaged pupils in Reading, Writing &amp; Maths. This is also the case for Prime Areas in the Early Years.</p>
5	<p><u>Impact of COVID – attainment and progress</u></p> <p>Our assessments, observations and discussions with pupils and families have identified that the education and subsequently the attainment for many pupils has been impacted by partial school closures, mainly due to a lack of: face-face teaching, appropriate resources that support learning; and engagement with remote learning (despite on-going support and resources to enable families to engage with this). These challenges particularly affect disadvantaged pupils to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths, due to missed coverage. As a consequence, the number of pupils requiring support for academic interventions in Reading, Writing and Maths has markedly increased since the start of the pandemic.</p>

6	<p><u>Wellbeing</u>  Our behaviour monitoring, observations, and discussions with pupils and families demonstrate that disadvantaged pupils generally have greater difficulties managing their emotions and behaviours and expressing their needs than their peers. They often require additional support to develop their social and emotional skills, e.g. regulating their behaviour and socially interacting. This impacts on their behaviour and conduct and forming positive and meaningful friendships.  Our safeguarding &amp; child protection records show that disadvantaged pupils have more involvement with external agencies (inc. social workers) than their peers.</p>
7	<p><u>Impact of COVID – Wellbeing</u>  Our assessments, observations and discussions with pupils and families have identified that the social and emotional wellbeing for many pupils (due to a lack of social interaction opportunities and routine during partial school closure) have been impacted by partial school closures. These challenges particularly affect disadvantaged pupils to a greater extent than for other pupils, including their behaviour &amp; conduct and well-being. These findings are backed up by several national studies.  The number of pupils and families requiring wellbeing support and external agency referrals has markedly increased since the start of the pandemic.</p>
8	<p><u>Attitudes to learning/ learning behaviours</u>  Our observations and discussions with pupils indicate that many disadvantaged pupils lack metacognitive / self-regulation strategies when faced with tasks that challenge them; this is evident across the curriculum.</p>
9	<p><u>Impact of COVID – attitudes to learning/ learning behaviours</u>  Our observations and discussions with pupils indicate that pupils' self-esteem, confidence and resilience have been negatively impacted since the start of the pandemic.</p>
10	<p><u>Impact of COVID – attendance &amp; punctuality</u>  Our attendance data, since the start of the pandemic, demonstrates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils. This was not the case before the pandemic. However, lots of interventions and strategies were in place to avoid this. Punctuality has also dropped for many pupils since the start of the pandemic, particularly for disadvantaged pupils.</p>
11	<p><u>Wide, rich set of experiences</u>  Through observations and conversations with pupils and their families, disadvantaged pupils generally have fewer opportunities to explore and stretch their talents and interests out of school.  Disadvantaged pupils are usually less likely to be equipped to access the full curriculum, e.g. P.E kits and funds for school visits.</p>

## Intended outcomes

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

Intended outcome	Success criteria
Improved oral language skills, vocabulary and language comprehension for disadvantaged pupils.	<ul style="list-style-type: none"> <li>End of Early Years data evidences that the school's ARE attainment gap for disadvantaged pupils, when compared to disadvantaged National attainment, is closing/has closed in Communication &amp; Language and Comprehension. Where it has not, the school can evidence positive progress from on-entry baseline assessments in Communication &amp; Language and Comprehension.</li> </ul>
Improved early reading attainment for disadvantaged pupils.	<ul style="list-style-type: none"> <li>End of Year 1 Phonics data evidences that the school's ARE attainment gap for disadvantaged pupils, when compared to disadvantaged National attainment, is closing/has closed. Where it has not, the school can evidence positive progress from on-entry baseline assessments in Phonics.</li> </ul>
Improved attainment and progress (from prior baseline assessments) for disadvantaged pupils in Reading, Writing & Maths.	<ul style="list-style-type: none"> <li>End of Key Stage 1 data evidences that the school's ARE+ attainment gap for disadvantaged pupils, when compared to disadvantaged National attainment, is closing/has closed in Reading, Writing &amp; Maths. Where it has not, the school can evidence positive progress from the end of Early Years data for Reading, Writing &amp; Maths.</li> <li>End of Key Stage 2 data evidences that the school's ARE+ attainment gap for disadvantaged pupils, when compared to disadvantaged National attainment, is closing/has closed in Reading, Writing &amp; Maths.</li> <li>End of Key Stage 2 data evidences that progress measures from the end of Key Stage 1 are at least broadly average (and ideally above average) in Reading, Writing &amp; Maths. Where they are not, the school can evidence that progress measures from the end of Key Stage 1 in Reading, Writing &amp; Maths are improving over time.</li> </ul>
To achieve and sustain improved wellbeing for all pupils, particularly those who are disadvantaged.	<ul style="list-style-type: none"> <li>Pupil voice demonstrates improved pupils' view regarding their wellbeing.</li> <li>School records evidence that early help interventions and external agencies are involved with pupils and families, if deemed necessary.</li> </ul>
Improved metacognitive and self-regulatory skills for disadvantaged pupils across all subjects.	<ul style="list-style-type: none"> <li>Evidence from learning walks, work reviews and pupil conversations demonstrates that disadvantaged pupils are accessing learning that challenges them and are doing so with increased independence.</li> </ul>
To achieve and sustain improved attendance and punctuality for disadvantaged pupils.	<ul style="list-style-type: none"> <li>The absence rate for disadvantaged pupils is at least in-line with National figures. Where it is not it is improving and the gap to National is closing.</li> <li>The percentage of disadvantaged pupils who are persistently absent is reducing.</li> </ul>
All disadvantaged pupils have access to a wide, rich set of experiences.	<ul style="list-style-type: none"> <li>Disadvantaged pupils have access to PE kit to enable them to regularly engage in PE lessons.</li> <li>Disadvantaged pupils attend free school visits that are on offer to them.</li> <li>Disadvantaged pupils have the opportunity to attend heavily discounted residentials.</li> <li>Disadvantaged pupils have the opportunity to learn to play a musical instrument during their time at the school.</li> <li>Disadvantaged pupils are prioritised to attend free extra-curricular clubs.</li> <li>Disadvantaged pupils have experience of representing the school in a pupil leadership role.</li> </ul>

## Activity in this academic year (2023-2024)

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: approx. £88,908

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase resources and fund ongoing staff training and release time to effectively deliver the NELI programme.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom practice and targeted support have a high impact: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 3, 4, 5
Purchase resources and fund ongoing staff training and release time to develop speech and language interventions to improve speech, listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low speech and language skills.		1, 3, 4, 5
Coaching and mentoring for all EY staff from EY lead on embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	NELI is a <a href="#">Nuffield Foundation</a> initiative and was developed by leading academics in the field of language and literacy development. The aim was to design an evidence-based early intervention programme that could be easily delivered by schools to address children's language needs. Several robust evaluations have led to NELI being the most well-evidence early language programme available to schools in England.	1, 3, 4, 5
Purchase resources and fund ongoing staff training and release time to effectively deliver the RWI programme.	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: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> RWI is a DfE validated systematic, synthetic phonics programme.	2, 3, 4, 5
Purchase resources and fund ongoing staff training and release time to effectively deliver the reading fluency and reciprocal reading programmes.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:	1, 2, 3, 4, 5

	<a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Coaching & mentoring for all staff on pedagogical approaches and content knowledge.	There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes: <a href="#">What-Makes-Great-Teaching-REPORT.pdf (suttontrust.com)</a>	2, 3, 4, 5
Creation of a Maths Lead Practitioner role to develop and improve maths teaching across the school in line with DfE and EEF guidance.	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: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>	2, 3, 4, 5
Creation of an additional Maths Middle Leader role to develop and improve maths teaching across the school in line with DfE and EEF guidance.	The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in the Early Years and Key Stage 1</a> <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	
Purchase resources and fund ongoing staff training and release time to enhance our maths teaching and curriculum planning in line with DfE and EEF guidance (including Teaching for Mastery training in Maths).	<a href="#">Improving Mathematics in the Early Years and Key Stage 1</a> <a href="#">Improving Mathematics in Key Stages 2 and 3</a>	2, 3, 4, 5
Creation of a Literacy Teaching & Learning Lead at a senior level to up-skill middle leaders and teachers to develop and improve Literacy teaching across the school in line with EEF guidance.	The DfE non-statutory guidance has been produced for schools to meet existing expectations for teaching early reading: <a href="#">The Reading Framework: teaching the foundations of literacy</a>	1, 2, 3, 4, 5
Creation of an additional Literacy Middle Leader role to develop and improve maths teaching across the school in line with DfE and EEF guidance.	The EEF guidance for Early Years, Key Stage 1 and Key Stage 2 is based on a range of the best available evidence: <a href="#">Preparing for Literacy</a> <a href="#">Improving Literacy in Key Stage 1</a> <a href="#">Improving Literacy in Key Stage 2</a>	
Purchase resources and fund ongoing staff training and release time to enhance our literacy teaching and curriculum planning in line with EEF guidance (including Teaching for Mastery training in Literacy).	Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: <a href="#">word-gap.pdf (oup.com.cn)</a> Reading comprehension, vocabulary and other literacy skills are heavily	1, 2, 3, 4, 5

	<p>linked with attainment in maths and English:  <a href="#">word-gap.pdf (oup.com.cn)</a>          There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:  <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Creation of an additional SENDCo role to develop and improve provision for pupils with SEND in line with EEF guidance.</p>	<p>The EEF guidance is based on a range of the best available evidence to support pupils with SEND in main-stream schools:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>  <a href="https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes">https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes</a></p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9</p>

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

Budgeted cost: £38,409

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting targeted speech and language interventions to improve speech, listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low speech and language skills.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom practice and targeted support have a high impact:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 5, 6</p>
<p>Additional phonics sessions (group and 1-1) targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with the RWI consultant.</p>	<p>Phonics approaches have a strong evidence base indicating a 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 up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2, 3, 4, 5</p>
<p>Adopting targeted reading interventions, based on 1-1 reading, fluency and reciprocal teaching (depending on need), for disadvantaged pupils who need additional help to read fluently, comprehend texts and address vocabulary gaps.</p>	<p>Ensuring every child has the necessary skills that they need to read, is an essential component of literacy education. It enables children to not only learn across the curriculum, but also to access numerous aspects of daily life, influencing the opportunities that they have available to them in the future.</p> <p>Teaching children to read is complex and encompasses a range of skills, such as word decoding, comprehension and fluency.</p> <p><a href="#">Why focus on Reading Fluency? EEF</a></p> <p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this</p>	<p>1, 2, 3, 4, 5</p>

	<p>is particularly the case when interventions are delivered over a shorter timespan:</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Reading comprehension strategies, which focus on the learners' understanding of written text, are rated as high impact on the EEF Toolkit. Reciprocal reading is a structured approach to teaching strategies (questioning, clarifying, summarising and predicting) that students can use to improve their reading comprehension</p> <p><a href="#">Reciprocal Reading EEF</a></p>	
<p>Adopting targeted maths interventions, based on critical skills and knowledge in Number &amp; Place Value and Number Facts (depending on need), for disadvantaged pupils who need additional help to develop fluency in maths.</p>	<p>One of the three aims of the new curriculum states that pupils (of all ages, not just primary children) will: <i>become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.</i></p> <p><a href="#">Developing Number Fluency - What, Why and How - NRICH</a></p>	
<p>Adopting targeted same day mathematics interventions for disadvantaged pupils who need additional help to grasp critical skills in preparation for next steps in learning.</p>	<p>Same Day Intervention (SDI) is designed to increase pupils' attainment across all age groups and provide targeted support so that all pupils attain a level of understanding.</p> <p><a href="#">Same Day Intervention EEF</a></p>	<p>3, 4, 5,</p>
<p>Adopting targeted same day writing interventions for disadvantaged pupils who need additional help to grasp critical skills.</p>		<p>1, 3, 4, 5,</p>

<p>Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, who are not making expected progress.</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><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 4, 5</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £212,184

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide family support to improve the wellbeing for pupils, particularly those who are at risk of family conflict, social worker involvement or on the edge of care.	Children, who have needed a social worker, do significantly worse than others at all stages of education. Those on a Child in Need Plan or Child Protection Plan are almost as likely to do as poorly as Looked After Children. <a href="#">Help, protection, education: concluding the Children in Need review DfE</a>	6, 7
Whole staff training and development on behaviour management approaches, programmes and interventions with the aim of embedding our school values and improving behaviour across school, to enable all pupils to access their learning.	Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>  Whilst most pupils in most lessons are well behaved, research states that it is a major cause of stress for teachers and can have a lasting impact on the outcomes of the pupils in the class. <a href="#">Improving behaviour in schools</a>	6, 7, 8, 9
Develop disadvantaged pupils' cultural capital through providing cultural experiences.	The Education Endowment Foundation (EEF) has published the early emerging findings of their <a href="#">Big Lockdown Learning Parent Survey</a> , which is collecting responses from around 1,240 parents whose children attend 75 primary schools participating in the study. The survey has been asking what additional formal activities children have been participating in beyond those set by schools, such as instrumental or drama classes.  They found that only 2% of children eligible for Free School Meals (FSM), compared to 11% of those not eligible for FSM, have participated in a private lesson for extra-curricular activities, such as a piano lesson. Only 8% of children eligible for FSM, compared to 16% of those not eligible, have participated in a group	11

	<p>extra-curricular lesson, for example a drama class.</p> <p><a href="#">Cultural Learning Alliance</a>  <a href="#">A New Direction</a></p>	
<p>Assigning attendance officers to improve attendance and punctuality.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#">Improving School Attendance DfE</a></p>	10

**Total budgeted cost: £339,501**

## 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 2021-22 and 2022-2023 academic years.

Intended outcome	2022-23 Outcomes
Improved oral language skills, vocabulary and language comprehension for disadvantaged pupils.	<ul style="list-style-type: none"> <li>End of Early Years data evidences that the school's ARE attainment gap for disadvantaged pupils, when compared to disadvantaged National attainment, is widening in Communication &amp; Language and Comprehension. However, the school can evidence positive progress from on-entry baseline assessments in Communication &amp; Language and Comprehension – demonstrating that this is cohort specific, rather than a teaching and learning issue.</li> </ul>
Improved early reading attainment for disadvantaged pupils.	<ul style="list-style-type: none"> <li>2023 end of Year 1 Phonics data evidences that ARE attainment for disadvantaged pupils has remains the same as 2022 and in-line with National disadvantaged attainment for 2023.</li> </ul>
Improved attainment and progress (from prior baseline assessments) for disadvantaged pupils in Reading, Writing & Maths.	<ul style="list-style-type: none"> <li>2023 end of Key Stage 1 data evidences that ARE+ attainment gap for disadvantaged pupils, when compared to disadvantaged National attainment, is closing for Reading and closed for Writing &amp; Maths.</li> <li>2023 end of Key Stage 2 data evidences that ARE+ attainment gap for disadvantaged pupils, when compared to disadvantaged National attainment, is closing for Reading and Writing, but remains the same for Maths.</li> <li>2023 end of Key Stage 2 data evidences that progress measures from the end of Key Stage 1 are at least broadly average for Writing and improving for Reading, when compared to 2021 and 2022 data.</li> </ul>
To achieve and sustain improved wellbeing for all pupils, particularly those who are disadvantaged.	<ul style="list-style-type: none"> <li>Our assessments and observations demonstrate that pupil behaviour, routines, wellbeing and mental health continue to be significantly impacted since the COVID pandemic and remain significantly higher than before the pandemic, primarily due to COVID-19-related issues. The impact has been particularly acute for our disadvantaged pupils. We continue to use pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are continuing to build on this approach with the activities detailed in this plan.</li> </ul>
Improved metacognitive and self-regulatory skills for disadvantaged pupils across all subjects.	<ul style="list-style-type: none"> <li>Evidence from learning walks, work reviews and pupil conversations has demonstrated that disadvantaged pupils are accessing learning that challenges them and are doing so with increased independence.</li> </ul>
To achieve and sustain improved attendance and punctuality for disadvantaged pupils.	<ul style="list-style-type: none"> <li>School absence rates for Ever 6 pupils have improved in 2022-23 when compared to 2021-22 (8.5% compared to 10.4%). National absence rates for Ever 6 pupils in 2021-22 was 8.4%</li> <li>The percentage of disadvantaged pupils who are persistently absent has reduced in 2022-23 when compared to 2021-22 (30.5% compared to 41.6%). National persistent absent rates for Ever 6 pupils in 2021-22 was 30.2%</li> </ul>
All disadvantaged pupils have access to a wide, rich set of experiences.	<ul style="list-style-type: none"> <li>Pupils now come to school in their P.E kit on their P.E day. This is helping the school to identify which pupils do not have access to P.E kit and ensure that kit is available so that they can engage in P.E lessons.</li> <li>All disadvantaged pupils, across all year groups, have attended school visits that are on offer to them.</li> </ul>

- All disadvantaged pupils have had the opportunity to attend heavily discounted residential.
- Disadvantaged pupils have had the opportunity to learn to play a musical instrument in Y3, alongside their non-disadvantage peers. This is at no cost to the pupils.
- Disadvantaged pupils have been are prioritised to attend free extra-curricular clubs.
- Disadvantaged pupils have had the experience of representing the school in a pupil leadership role.

### 2021-22 Outcomes

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Our 2022 end of key stage data and national tests evidence that the academic performance of disadvantaged pupils, compared to national disadvantaged pupils, was improved in Early Years and KS1, when compared to 2019. KS2 was lower than in previous years in Reading, Writing and Maths but improved in Combined. The attainment gap between our disadvantaged pupils and non-disadvantaged generally reflects the above. This is also reflective of national figures in KS2 and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Our assessment of the reasons for these outcomes for KS2 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, targeted interventions and wider support strategies to the degree we had intended. The impact was mitigated by our resolution to maintain high quality teaching of the curriculum, including during periods of partial closure, which was aided by the use of online teaching and resources that aligned with the school's curriculum. However, it was challenging to engage all families in this offer, particularly families of our disadvantaged pupils, despite the school providing all the necessary resources and support required to access on-line learning.

In previous years, prior to 2019, attendance was always higher than the national average for all pupils and disadvantaged pupils. Since COVID-19, attendance and punctuality has declined, which is why attendance and punctuality is a focus of our current plan.

Our assessments and observations demonstrated that pupil behaviour, routines, wellbeing and mental health were significantly impacted last year, and remain significantly higher than before the pandemic, 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 continuing to build on this approach with the activities detailed in this plan.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Thrive	Fronting the Challenge Projects
Times Tables Rock Stars	Maths Circle Ltd
Accelerated Reader	Renaissance
Inspire Maths	Oxford University Press

## Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
<ul style="list-style-type: none"> <li>• Service children have priority access to free after school clubs.</li> <li>• Learning mentors are available to support identified service pupils who may have anxiety and loss when a family member is deployed.</li> <li>• We identified gaps in service children's education caused by moving between schools, which we addressed with targeted support.</li> </ul>
The impact of that spending on service pupil premium eligible pupils
<ul style="list-style-type: none"> <li>• All service children are prioritised to attend free extra-curricular clubs.</li> <li>• All service children attended school visits and other educational experiences offered.</li> <li>• Assessments demonstrate progress in subject areas where extra support was provided.</li> </ul>

*For schools that receive this funding, you may wish to provide the following information:*

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

### **Student Agency, voice and leadership**

The importance of using students' feedback and engagement to shape activity and evidence impact is evident throughout the case studies highlighted in the below report. Specifically, there is a recognition that the complexity of the barriers disadvantaged children may face needs to be acknowledged, and that opportunities and interventions need to be tailored to specific and diverse needs.

[A New Direction - Culture, Creativity and Narrowing the Gap](#)