

Pupil Premium Statement 2023 - 2024

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	William Gilbert C of E Primary School & Nursery
Number of pupils in school	246
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers	2022 - 2023 to 2024 - 2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Helen Britten
Pupil premium lead	Emily Davies
Governor / Trustee lead	Kerry Marsh

Funding overview

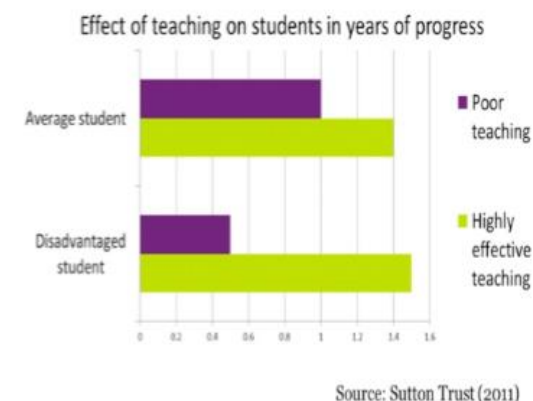
Detail	Amount
Pupil premium funding allocation this academic year	£30,555
Recovery premium funding allocation this academic year	£3,078
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£33,633

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about how to use pupil premium to improve disadvantaged pupils' attainment, the needs of all pupils in the school are evaluated. The funding is then allocated with the aim of making maximum impact in the school, supporting our vision 'Through Faith, Hope and Love we learn together'. Every decision made has the child at the heart of it. An analysis of our school context shows that although pupil premium does represent a need to improve attainment of some of our disadvantaged pupils, not all disadvantaged pupils are underachieving in attainment. Therefore, our focus is to fulfil the highest aspirations in progress to achieve their full potential both academically and personally; the opportunity 'to experience life in all its fullness' (John 10:10). Our focus is in developing the whole child so that they become well rounded individuals, preparing them for the next stage in their education.

In line with the DfE guidance the funding is not only spent on eligible pupils. Research suggests that some of the most effective spending will be on whole school strategies, including improving the quality of teaching. This has been highlighted by the Sutton Trust, whose report on improving the impact of teachers on pupil achievement in the UK revealed that the effects of high-quality teaching are especially significant for pupils from a disadvantaged background – evidence demonstrated the equivalent of 1.5 years' worth of learning. Our pupil premium strategy is rooted in our whole-school approach linked to our whole school improvement plan. We know that if you provide an ambitious, broad, balanced, well-constructed and well taught curriculum leads to at least good outcomes for ALL pupils. The progressively sequenced curriculum, along with enhanced learning experiences, gives ALL pupils the cultural capacity that they need to be successful in life in the short and long term future.



The school uses evidence based on a tiered approach to the use of pupil premium funding

THE PUPIL PREMIUM TIERED MODEL



Pupil Premium Statement 2023 - 2024

At William Gilbert Primary School and Nursery the Pupil Premium Tiered model balances spending across:

Tier 1: Continuous Professional Development to improve the quality of teaching

Sources of evidence on effective delivery of CPD (such as The Teacher Development Trust's report 'Developing Great Teaching' and the Department for Education 'Standards for teachers' professional development') underline the importance of having sequential CPD opportunities, which are planned through needs of the school. The culture of improvement is planned through the Derby Diocesan Academy Trust where pupil premium leaders network to maximise knowledge, skills and wisdom including sharing good practice of provision and interventions to support raising standards.

Tier 2: Targeting support for disadvantaged pupils through research based evidence

Decisions about how to achieve the maximum impact in the school are informed by research carried out by the Education Endowment Foundation and the National Foundation for Educational Research.

The EEF Guide to the Pupil Premium June 2019, support schools in spending their Pupil Premium to maximise the benefit for their students.

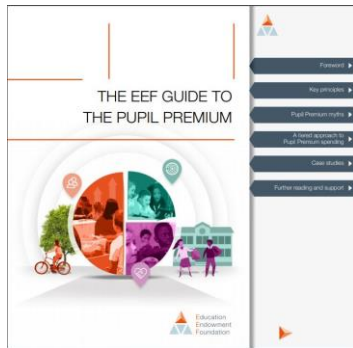
The report recommends school take a tiered approach to Pupil Premium spending. Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention. This will enable staff to facilitate additional provision including:

- Precision teaching to enhance language development
- Personalised interventions
- Small group tuition
- 1:1 support
- Nurture Group

Pupil Premium Statement 2023 - 2024

Tier 3: Supporting whole school strategies (linked to our school action plan)

Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.



<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

<https://www.suttontrust.com>

Pupil Premium Statement 2023 - 2024

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with pupils and families have identified social and emotional barriers for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment, as well as their self-esteem and confidence. Teacher referrals for support have markedly increased through school Early Help Assessment Referrals, including the need for Nurture Provision, Lego Therapy, Behaviour Box, Social Detective, Superflex and Pastoral and Well-Being support.
2	Our assessments and observations indicate that spelling and handwriting is a focus for our disadvantaged pupils, we will continue to focus on ensuring all children receive consistently high-quality personalised teaching and learning that ensures they make accelerated progress, focusing on application of spelling and handwriting across the curriculum.
3	Our assessments and observations show that there has been an increase of our children with limited vocabulary, poor phonics and/or poor oracy skills which are a barrier to their progress and attainment. Therefore, our Pupil Premium Strategy will focus on improving disadvantaged pupils' vocabulary, reading and oracy skills to support their whole curriculum learning and development including participating in programmes.
4	It has been identified that not all pupils are accessing learning at home, and this is particularly affecting our disadvantaged pupils. Learning at home, links to prior learning or consolidation of previous learning. This time is valuable in securing their knowledge, understand and fluency, this valuable process is being missed.
5	Our attendance data during Autumn 2022 shows that 22% of our disadvantaged pupils are below 96% in their attendance compared to 10% of non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is impacting disadvantaged pupils' progress. This challenge has now been met, when strategy was reviewed in December 2023.

Pupil Premium Statement 2023 - 2024

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
<p>Improved oral and language skills and vocabulary among disadvantaged pupils</p> <ol style="list-style-type: none"> 1. Develop language resources such as vocabulary lists and provide opportunities to pre teach, so that vocabulary does not become a barrier to learning. 2. Verbal skills to be enriched by exposing pupils to novel situations or materials and providing discussion about them linked to reading desired outcome. 3. Provide CPD opportunities for all staff to develop their awareness on the value of language development and the impact it has on the children's attainment and progress including Precision Teaching 	<p>Assessments and observations indicate significantly improved language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including oral language assessments (Nuffield Early Language Intervention), engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>WELLCOM (A speech and language toolkit, designed to assess children's speech and language needs) will identify need early and implement provision to support. School will work closely with speech and language therapists and training will be delivered to staff so provision is strong.</p> <p>Embedding retrieval strategies across the curriculum to revisit and consolidate prior learning including topic vocabulary.</p> <p>Develop and apply a range of strategies to embed 'sticky' knowledge. Plan enrichment activities to secure memorable learning experiences.</p>
<p>Accelerate progress in reading and promote a love of reading to reduce the attainment gap between disadvantaged pupils in school and non-disadvantaged peers nationally</p> <ol style="list-style-type: none"> 1. Continue to implement Read Write Inc Phonics teaching for all pupils at the 'early reading' stage. Phonics is planned and delivered daily through a multi-sensory approach and is a strategy to support reading in the classroom. <i>Focussed support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1</i> 	<p>Phonics tracking to be completed each half term based on phonics assessments completed by staff. All PP pupils to have achieved 85% of their sounds.</p> <p>Monitor pupil attainment and progress at termly SLT pupil progress meetings and identify the pupils that require intervention and closer monitoring. Pupils to be in line with expected reading progress.</p> <p>All disadvantaged pupils are achieving their school FFT targets by July 2024.</p>

Pupil Premium Statement 2023 - 2024

<ol style="list-style-type: none"> 2. Implement pupil access to library to select a book for 'engagement' in quality literature that interests them. This book is to be read to them by parents. Provide enrichment opportunities for authors to come into school. 3. Continue with daily story telling opportunities where teacher reads to the pupils. These sessions will have opportunities for pre teaching to support language development. Foster word play through shared reading and singing. 4. Providing opportunities for pupils in KS2, to read to younger pupils eg: Reading Buddies. 5. Book and Breakfast club to develop more opportunities to read, explore books, question and discuss. 	<p>KS2 reading outcomes in 2024/25 show that more than 100% of disadvantaged pupils met the expected standard.</p> <p>Pupils to continue to develop a love for reading.</p>
<p>Accelerate progress in writing to reduce the attainment gap between disadvantaged pupils and non-disadvantaged pupils nationally.</p> <ol style="list-style-type: none"> 1. Spelling intervention booster sessions led by English specialist before and after school (Year 6) 2. Use of spelling shed to practice spelling rules 3. Physical Literacy / Active Hands (Handwriting / Fine motor skill interventions) 	<p>Subject leaders, throughout the year, conduct learning walks with link governors to check the implementation of their subject is consistent across the school.</p> <p>Assessment findings will be used to inform future teaching and learning.</p> <p>All disadvantaged pupils are achieving their school FFT targets by July 2023</p>
<p>To create a nurture area for identified pupils to participate in sessions that support their well-being, provide therapy or develop strategies within pupils to face difficulties that are affecting upon their learning.</p> <ol style="list-style-type: none"> 1. ED/AB/AA to attend training to develop a range of therapy strategies to support pupils in school. 	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <p>Qualitative data from student voice, student and parent surveys and teacher observations</p> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p>

Pupil Premium Statement 2023 - 2024

<ol style="list-style-type: none"> 2. Continue to build face to face meetings with parents, to enhance partnership with the school community. 3. SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff eg: Continue to develop the effective use of Lego Therapy with pupils. Develop Behaviour Box training to further staff following the success reviewing last year's provision. 4. Train newly appointed pastoral leader as a DSL and Senior Mental Health lead to support staff and the SENCO with early help provision and referrals 	<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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Pupils receiving nurture intervention make good or accelerated progress across the curriculum and increase in confidence. Class engagement increases and pupils are engaged in lessons, after school clubs and other extracurricular activities.</p>
<p>Extend the curriculum beyond the academic, vocational or technical and provide pupils' broader development</p> <ol style="list-style-type: none"> 1. Effective use of pupil premium funding to support pupils accessing all enrichment opportunities and extra-curricular activities to ensure social disadvantage does not impact negatively upon pupils' attainment or progress. (<i>drumming, theatre groups, visitors, musical instruments lessons, artists in residence, athletics, competitions, school productions, enrichment afternoons, residential trips</i>) 2. Plan and implement a school careers day for all pupils to attend and meet business men and women from the community across a range of professions (artists, photographers, police officers, lawyer, vet, doctor, nurse, retail, athlete, engineer, plumber/electrician, hairdresser, 	<p>All disadvantaged children take part in at least 3 extracurricular activities and 2 visits per year by July 2024.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <p>Achieved December 2023</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <p>The overall absence rate for all pupils being no more than 4% and there will be no gap in attendance for our disadvantaged pupils.</p>

Pupil Premium Statement 2023 - 2024

	Pastoral Lead to build successful relationships between home and school to improve attendance.
<p>To increase levels of participation in completing homework.</p> <p>Plan and deliver a 'Book and Breakfast' club, which will provide opportunities for pupils to start school early and have dedicated time and support in completing reading and comprehension tasks.</p> <p>Furthermore, provide time and space for pupils to complete Maths Whizz in the school day, for those that do not access Maths Whizz at home.</p> <p>Provide technology at home for those that do not have the access.</p>	<p>Monitor pupil attainment and progress at termly SLT pupil progress meetings and identify the pupils that require intervention and closer monitoring. Pupils to be in line with expected reading progress.</p> <p>All disadvantaged pupils are achieving their school FFT targets by July 2024.</p> <p>Building pupils self-esteem and confidence.</p>

Pupil Premium Statement 2023 - 2024

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: £ 30,954

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of teaching assistants to support through QFT and targeted intervention to close the attainment gap and nurture personal development.</p> <p>(£15,960)</p>	<p>Strong teaching is the most influential factor in improving the academic outcomes of disadvantaged pupils of all abilities. It will also close the attainment gap between disadvantaged pupils and their peers across the county.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</p> <p>Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning.</p> <p>These strategies are usually more effective when taught in collaborative groups, so that learners can support each other and make their thinking explicit through discussion</p>	<p>1</p> <p>2</p>
<p>Employment of teaching assistants to support through QFT and targeted intervention to close the attainment gap and nurture personal development.</p>	<ul style="list-style-type: none"> Sutton Trust - Education Endowment Foundation (EEF) research states 'One to one tuition can be effective, on average accelerating learning by approximately two - five additional months' progress.' 	<p>2</p> <p>3</p>

Pupil Premium Statement 2023 - 2024


(£1,810 – Autumn term)	To support the delivery of SALT programmes and enhance reading opportunities, rich dialogue, small group work in the early years setting.	
1:1 / group support through QFT and targeted intervention to close the attainment gap and nurture personal development. (£12,824)	<ul style="list-style-type: none"> • Providing targeted 1:1 and group tuition, focusing on English, to support gaps and barriers to learning and accelerate progress for pupils working below age related expectations in order to improve access to the whole curriculum. • Sutton Trust - Education Endowment Foundation (EEF) research states - ‘Small group teaching can sometimes be more effective than either one to one or paired tuition.’ • Sutton Trust - Education Endowment Foundation (EEF) research states ‘One to one tuition can be effective, on average accelerating learning by approximately two - five additional months’ progress.’ 	2

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

Budgeted cost: £ 1,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Chris Connaughton Story Telling Workshop (£520)	<ul style="list-style-type: none"> • To develop communication and interaction of individuals. • Promote children familiarising themselves with traditional tales and develop their language and story building skills. • Brings reading to life through drama workshops. • Furthermore, this empowers children self-confidence and ability to speak to an audience. 	2 3
Nuffield Early Language Intervention (20-week programme proven to help young children overcome language difficulties)	<ul style="list-style-type: none"> • EEF research (2020) states ‘Children who received the NELI programme made the equivalent of three additional months’ progress in language skills, on average, compared to children who did not receive NELI’. • Visit the link https://educationendowmentfoundation.org.uk/public/files/Nuffield_Early_Language_Intervention.pdf 	2 3

Pupil Premium Statement 2023 - 2024


 <p>(£860)</p>	<ul style="list-style-type: none"> These have found it to be effective for improving children's oral language skills, as well as promoting longer-term progress in reading comprehension. <p>TAs are expected to spend a total of 5 hours per week, for 20 weeks, delivering the programme.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £1,372.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>For children to have the experience of learning to play a musical instrument.</p> <p>(£4.90 per hour)</p> <p>£4.90 x 38 hours x 2 pupils = £372.40</p>	<ul style="list-style-type: none"> Sutton Trust - Education Endowment Foundation (EEF) research states - 'the impact of arts participation on academic learning appears to be positive...Improved outcomes have been identified in English, mathematics and science learning.' Currently 12/20 (17%) KS2 pupils are learning to play a musical instrument. <p>Continue to promote engagement with other PP pupils.</p>	1
<p>Create a nurture space</p> <p>(£1,000 - Resources)</p>	<ul style="list-style-type: none"> Create a Nurture Room to support the social, emotional and mental needs of pupils. Buy resources to support sensory, social, emotional and mental need. Sutton Trust - Education Endowment Foundation (EEF) research states – 'Social and emotional interventions have an 	1

Pupil Premium Statement 2023 - 2024

<p>Further Costings</p> <ul style="list-style-type: none">• Roofing - £3670• Internal Restructure- £2000 (joinery)• Plastering/decoration £1400 	<p>identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).'</p>	
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Total budgeted cost: £ 33,346.40

Part B: Review of outcomes in the previous pupil premium strategy

Pupil premium strategy outcomes

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

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 teacher 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.

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 level.

Disadvantaged pupil performance overview for last academic year (where available) and targets for 2021-2022

Measure	2022 Disadvantaged pupil scores	2022 Non- disadvantaged pupil scores	2022 National Non- disadvantaged pupil scores	Target	Target date
Reading progress	-1.1	+2.8		Achieve FFT prediction	July 2022 - Achieved
Writing progress	+4.6	+3.6		Achieve FFT prediction	July 2022 - Achieved
GPS Progress	+2.8	+3.9		Achieve FFT prediction	July 2022 - Achieved

Pupil Premium Statement 2023 - 2024

Maths progress	+2.7		+4.7		Achieve FFT prediction	July 2022 - Achieved
Meeting expected standard at KS2	Reading	50%	85%	60%	Achieve FFT Prediction	July 2022 - Achieved
	Writing	100%				
	GPS	100%				
	Maths	100%				
Achieving high standard at KS2	Reading	0%	35%	7%	Achieve FFT Prediction	
	Writing	0%				
	GPS	0%				
	Maths	50%				
Phonics	100%		89%	82% (2019)	Achieve national average expected standard in PSC	
Attendance	96%		96%	94.9% (July 2022)	Improve attendance of disadvantaged pupils to Trust average (98.5%)	

Data from tests and assessments suggest that, despite strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below pupil targets. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. Although we are above national figures.

Our observations and assessments demonstrated challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. Therefore, we have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Pupil Premium Statement 2023 - 2024

Review: last year's aims and outcomes Intended outcomes for 2019-2022

This explains the aims we planned for 2019-2022, and the progress we have made towards achieving the outcomes.

Aim	Outcome																											
Accelerate progress in reading and promote a love of reading to reduce the attainment gap between disadvantaged pupils in school and non-disadvantaged peers nationally	<ul style="list-style-type: none">Reading INSET training days delivered by Beth Fawkes 27/5/22, developed teaching staff CPD.Leadership implementation day 25/5/22 focused on the overview of RWI, the daily lessons, expectations of the progress.Read, Write Inc parent meetings so all parents know how to support their pupils.Focus of lowest 20% and one-to-one tutoring in the Summer Term 2022.One-to-one tutoring delivered by a trained teacher up to three times a week during the summer term. <table><tr><th colspan="3">Reading End of Year Attainment July 22</th></tr><tr><th></th><th>Achieving expected standard</th><th>Achieving high standard</th></tr><tr><td>Reception</td><td>50% (1/2)</td><td>0% (0/2)</td></tr><tr><td>1</td><td>100% (1/1)</td><td>0% (0/1)</td></tr><tr><td>2</td><td>66% (4/6)</td><td>0% (0/6)</td></tr><tr><td>3</td><td>80% (4/5)</td><td>40% (2/5)</td></tr><tr><td>4</td><td>100% (3/3)</td><td>33% (1/3)</td></tr><tr><td>5</td><td>100% (3/3)</td><td>33% (1/3)</td></tr><tr><td>6</td><td>50% (1/2)</td><td>0% (0/2)</td></tr></table> <p>Ongoing target implementing Read Write Inc in homogeneous groups and Review the teaching and learning of these groups and its impact.</p>	Reading End of Year Attainment July 22				Achieving expected standard	Achieving high standard	Reception	50% (1/2)	0% (0/2)	1	100% (1/1)	0% (0/1)	2	66% (4/6)	0% (0/6)	3	80% (4/5)	40% (2/5)	4	100% (3/3)	33% (1/3)	5	100% (3/3)	33% (1/3)	6	50% (1/2)	0% (0/2)
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Develop cultural capacity of those pupils identified to make accelerated progress in their vocabulary, reducing the gap between disadvantaged pupils and their peers nationally.	<ul style="list-style-type: none">NELI programme delivered throughout the year. NELI training for all staff involved who deliver the intervention.																											

Pupil Premium Statement 2023 - 2024

	<ul style="list-style-type: none">• All pupils who were involved in the intervention have made the expected progress linked to the outcomes identified. NELI assessments demonstrate this.• Class and School worships, opportunities for debates, trips to enhance cultural capital.• Parental meetings face to face, to supporting understanding on enriching children’s language.																											
Accelerate progress in maths to reduce the attainment gap between disadvantaged pupils in school and non disadvantaged peers nationally.	<ul style="list-style-type: none">• Subject leaders, throughout the year, conducted learning walks with link governor/DDAT to review the progression of maths across the school.• Following our most recent visit on 9th September 2022 Maths Walk – positive feedback focused on the pupils’ engagement with the maths curriculum, positive attitudes and leadership of the subject.• Early Years Training for all curriculum subject leaders.• Power Maths has now been implemented into Reception Maths Curriculum and Ten Town into Nursery.• Maths Whizz is continuing to be implemented as learning at home to embed maths knowledge and application of skills. Parents Meeting has been organised to enhance parents knowledge and understanding in supporting their child. <table><tr><th colspan="3">Maths End of Year Attainment July 22</th></tr><tr><th></th><th>Achieving expected standard</th><th>Achieving high standard</th></tr><tr><td>Reception</td><td>50% (1/2)</td><td>0% (0/2)</td></tr><tr><td>1</td><td>0% (0/1)</td><td>0% (0/1)</td></tr><tr><td>2</td><td>50% (3/6)</td><td>0% (0/6)</td></tr><tr><td>3</td><td>60% (3/5)</td><td>20%(1/5)</td></tr><tr><td>4</td><td>100% (2/3)</td><td>33% (1/3)</td></tr><tr><td>5</td><td>100% (3/3)</td><td>33% (1/3)</td></tr><tr><td>6</td><td>100% (2/2)</td><td>50 % (1/2)</td></tr></table>	Maths End of Year Attainment July 22				Achieving expected standard	Achieving high standard	Reception	50% (1/2)	0% (0/2)	1	0% (0/1)	0% (0/1)	2	50% (3/6)	0% (0/6)	3	60% (3/5)	20%(1/5)	4	100% (2/3)	33% (1/3)	5	100% (3/3)	33% (1/3)	6	100% (2/2)	50 % (1/2)
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Pupil Premium Statement 2023 - 2024

	<p>Target: Continue to review key knowledge components and how they are supporting later learning in the maths curriculum.</p>
<p>Accelerate progress in writing to reduce the attainment gap between disadvantaged pupils and non-disadvantaged pupils nationally.</p>	<ul style="list-style-type: none"> • Phonics Intervention has been successful and phonics assessment has demonstrated good progress. • 100% Year 2 pupils passed phonics screener following phonics intervention. • Physical Literacy delivered by PE specialist, improved handwriting and writing posture • Subject leaders, throughout the year, conduct learning walks with link governors to check the implantation of their subject is consistent across the school. <p>Target: Monitor and provide personal intervention for pupils who have no met the phonics screener.</p>
<p>To support disadvantaged pupils with social, emotional and behavioural needs through a nurture approach</p>	<ul style="list-style-type: none"> • A range of enrichment opportunities provided for all PP across each year group. • Nurture room is working progress, building work begun in the summer term. Building delay due to air conditioning unit, building materials and roofer capacity. Awaiting building work to be completed on the roof. • Pastoral Lead appointed September 2022 to support the social, emotional and behavioural needs of pupils and their families. <p>Target: complete building the nurture room, plan and implement resources for the nurture room by December 2022. Plan training opportunities for Pastoral Lead to complete SEMH activities eg: Behaviour Box, Nurture Network, Lego Therapy.</p>

Pupil Premium Statement 2023 - 2024

Extend the curriculum beyond the academic, vocational or technical and provide pupils' broader development	<ul style="list-style-type: none">100% disadvantaged children took part in at least 2 extracurricular activities and 2 enrichment opportunities/visits per year by July 2022. Target achieved. <p>Target: Re-establish pupil voice through class councillor opportunities, discussions and debates, led and supported by the pastoral lead. Provide opportunities for the pupils to plan extended curriculum opportunities.</p>
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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
Read, Write Inc	Ruth Miskin
Behaviour Box	Educational Psychology Services

Service pupil premium funding (optional)

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

Pupil Premium Statement 2023 - 2024

Measure	Details
How did you spend your service pupil premium allocation last academic year?	£310
What was the impact of that spending on service pupil premium eligible pupils?	Provided 1:1 SEMH support for pupil and parents.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Employing a pastoral lead to support the social, emotional and mental health of our children and their families. Training needs identified: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.