

# Pupil premium strategy statement – Chellaston Infant School

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   |
|--|--|
| Number of pupils in school   | 284  |
| Proportion (%) of pupil premium eligible pupils  | 70 pupils = 24 %<br>FS2: 21<br>Y1: 27<br>Y2: 22                      |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement for each academic year</b> ) | 2023-2025  |
| Date this statement was published  | November 2023  |
| Date on which it will be reviewed  | July 2024  |
| Statement authorised by  | Lisa Turner-Rowe – Headteacher<br>Ann Witheford – Chair of Governors |
| Pupil premium lead   | Rachel Leyland   |
| Governor / Trustee lead  | Nick Hollis  |

## Funding overview

| Detail  | Amount            |
|---|-------------------|
| Pupil premium funding allocation this academic year   | £103260.00        |
| Recovery premium funding allocation this academic year (£145 per pupil eligible for the year 2023-2024) | £11310.00         |
| Pupil premium funding carried forward from previous years   | £ 0               |
| <b>Total budget for this academic year</b>  | <b>£114570.00</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 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.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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.

Working collaboratively with Chellaston Junior School, we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- support the enrichment opportunities for vulnerable pupils including behavior, personal development and financial barriers
- adopt a through 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                | Attainment of PP and vulnerable children remains below that of non-PP. Although these gaps did decrease last year, they are still a significant issue especially within English and Maths.                             |
| 2                | Engagement at home with reading is lower than that of non-PP children. A number of our pupils entitled to the PP grant have limited access to reading books at their exact level and opportunities to discuss books in |

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|   | a non-classroom environment. For some PP children, support is limited due to adult literacy levels in the home.  |
| 3 | Some parents of our pupils entitled to the PP grant may not be able to pay or contribute to the enrichment trips planned. As a result, this could limit the breadth of their curricular experiences, reduce their cultural capital and keep aspirations limited.         |
| 4 | A number of our Pupils entitled to the PP grant have complex family situations, and or are SEN children, are dealing with family loss or have mental health needs for a number of reasons. This has a significant impact on the children's social and academic progress. |
| 5 | Attendance and behaviour impacts some PP and vulnerable children's attainment.   |

## 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><b>PP Attainment</b></p> <p>Raise attainment in FS2 and KS1 to ensure that all pupils with no SEN meet ELG or expected outcomes.</p> | <ul style="list-style-type: none"> <li>• Outcomes from 2024/25 will be in line with National Average for ELG for Pupil Premium children with no SEN.</li> <li>• Year 1: Phonics outcomes from 2024/25 will be in line with National Average for Year 1 for Pupil Premium pupils with no SEN.</li> <li>• Year 2: Phonics outcomes from 2024/25 will be in line with National Average for Year 2 for Pupil Premium pupils with no SEN.</li> <li>• Outcomes from 2024/25 will be in line with National Average for the end of KS1 for Pupil Premium pupils with no SEN.</li> </ul> |
| <p><b>Engagement with reading</b></p> <p>Children develop a love of reading and families are engaged actively in the process.</p>       | <ul style="list-style-type: none"> <li>• Children are proud to share their reading achievements.</li> <li>• Children understand the power that reading offers to them and how it will unlock greater opportunities.</li> <li>• Parents attend parents' evenings and engage with reading at home with their children regularly.</li> <li>• FFT reading assessment data demonstrates an increase in fluency and word count per minute.</li> </ul>   |
| <p><b>Enrichment</b></p> <p>Support all children's access to the wider</p>  | <ul style="list-style-type: none"> <li>• PP children are targeted for enrichment activities.</li> <li>• Children will develop an understanding and appreciation of different cultures, traditions and perspectives.</li> </ul>  |

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| world and cultural activities/experiences.   | <ul style="list-style-type: none"> <li>Increased participation supports enhancement of social skills as pupils will engage with others in shared experiences.</li> </ul>   |
| <p><b>Well-Being</b></p> <p>Raise self-esteem of identified PP pupils and other pupils who have been adversely affected by the pandemic thus having a positive impact on outcomes.</p> | <p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from pupil voice, pupil and parent surveys and teacher observation.</li> <li>positive impact reported by the inclusion and behaviour team linked to the EMET mental health and counselling graduated response.</li> </ul>  |
| <p><b>Attendance</b></p> <p>Improve attendance of PP and vulnerable children.</p>  | <ul style="list-style-type: none"> <li>Effective attendance monitoring by our School Attendance Officer will show that attendance actions lead to improvements and that these are sustained.</li> <li>Parental engagement with school will improve attendance.</li> </ul> <p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall unauthorised absence rate for all pupils being no more than 2% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> <li>the percentage of all pupils who are 90% persistently absent being 11% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</li> </ul> |
| <p><b>Behaviour</b></p> <p>Develop an understanding of appropriate behaviour within school and the wider world.</p>  | <ul style="list-style-type: none"> <li>The use of inappropriate language decreases within classrooms and during lessons.</li> <li>An increased awareness of formal language use between pupils and adults.</li> <li>Positive behaviour is celebrated whilst representing the school in the community.</li> </ul>   |

## 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 (Tier 1 support, Quality First Teaching (QfT), Professional Development (PD), recruitment and retention)

Budgeted cost: **£30,600**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Purchase of standardised diagnostic assessments – NFER and FFT Tests in use across FS2 and KS1.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> | <p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p><a href="#">Diagnostic assessment   EEF</a></p>   | 1, 2,                         |
| <p>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils. FFT Phonics.</p>   | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>  | 1 and 2                       |
| <p>Developing our understanding of Quality First Teaching (QfT) and securing evidence based teaching approaches in all classrooms.</p>   | <p>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p><a href="#">EEF Effective Professional Development</a></p> <p>“The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.”</p> <p><a href="#">EEF Using your pupil premium funding effectively</a></p> <p>“Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self regulation strategies.”</p> <p><a href="#">EEF Teacher Feedback to Improve Pupil Learning</a></p> | 1, 2, 4 and 5.                |

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| <p>Release all teachers for planning high quality curriculum 0.5 days x 1/2 term.</p>  | <p>“The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are fundamental to learning and are the ‘bread and butter’ of effective teaching.”</p> <p><a href="#">EEF School Improvement</a></p> <p>We believe that giving teachers the time to plan in year group teams maximises their ability to plan and deliver high-quality teaching which is the most effective way to improve outcomes for all pupils.</p> | <p>1</p> |
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Power Maths- White Rose curriculum implemented.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> | <p>Engagement with high quality Maths CPDL to develop all teaching staff’s knowledge and understanding of the progression of Maths and how to best support children in developing a mastery of Maths.</p> <p>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:</p> <p><a href="#">Mathematics guidance: key stages 1 and 2</a></p>   | <p>1</p> |

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| <p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p> | 1, 4 and 5 |
|--|---|------------|

## Targeted academic support (Tier 2 support, small group intervention, one-to-one support structured interventions)

Budgeted cost: **£11,000**

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Teaching Assistant time in school is allocated to support those most disadvantaged pupils or releasing a class teacher to deliver structured intervention; these could include small groups of learners, 1:1 structured interventions or opportunities to carry out pre-teaching.</p> | <p>Access to high quality teaching is the most important lever schools have to improve outcomes of 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 amount of high-quality interactions they have with their classroom teaching both in and out of class.</p> <p><a href="#">EEF Teaching Assistant Interventions</a></p>  | 1,2 and 4.                    |
| <p>Teaching Assistant time to deliver a Precision teaching model for plugging knowledge and understanding gaps in Phonics and Reading delivered 1:1.</p>   | <p>Precision teaching or a 'direct instructional model' supports SEND learners to meet the needs of an individual child or young person who is experiencing difficulty with acquiring or maintaining some skills. It has an inbuilt monitoring function and is a means of evaluating the effectiveness of what is being taught.</p> <p>Well-evidence teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning</p> | 1 and 2                       |

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|   | and catch up with previously higher attaining pupils.<br><a href="#">EEF Teaching Assistant Interventions</a>   |              |
| Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. | 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:<br><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a> | 2            |
| Speech and Language Link diagnostic tool and intervention programme generator.                    | Well evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.<br><a href="#">EEF Teaching Assistant Interventions</a>                                      | 1,2 4 and 5. |

### Wider strategies (Tier 3 support, related to attendance, behaviour, wellbeing)

Budgeted cost: **£69,100**

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Hot House Music Tution in Year 1  | Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.<br><a href="#">Art EEF Guidance</a>  | 1,3 and 4.                    |
| Additional mental health and wellbeing support through ELSA Teaching Assistant – 8 hours per week<br><br>Learning Mentor focusing on learners who have non- | Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.<br><br>SEL interventions in education are shown to improve SEL skills and are therefore likely to | 4                             |

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| academic barriers to their learning.  | support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.<br><a href="#">EEF Toolkit Social and Emotional Learning</a>  |               |
| Access to EMET Counselling Services   | Targetted support.<br><a href="#">EEF Toolkit Social and Emotional Learning</a>   | 4             |
| Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.  | Both targeted interventions and universal approaches can have positive overall effects:<br><a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a>  | 1, 2,4 and 5. |
| Wider curriculum opportunities through after school club offer which includes sport, music and creative clubs. Free/subsidised enrichment opportunities.  | Arts participation approaches can have a positive impact on academic outcomes in other areas aof the curriculum.<br><a href="#">EEF Life Skills and Enrichment</a><br>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.<br><a href="#">Art EEF Guidance</a> | 1, 3 and 4.   |
| Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a> .<br><br>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.<br><br>Attendance officer working with Learning Mentor to improve attendance at school. | The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.   | 5             |
| Contingency fund for acute issues.  | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside   | All           |

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|  | to respond quickly to needs that have not yet been identified. |  |
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**Total budgeted cost: £ 110,700 + contingency of £3870.**

## Part B: Review of the previous academic year

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

| Intended outcome   | Success criteria  |
|--|---|
| <p><b>Speech Language and Communication</b><br/> <b>Diagnostic Support to Identify Gaps in Learning</b><br/>           Improve outcomes for Reception children in ELG Communication and Language</p>   | <ul style="list-style-type: none"> <li>Assessments and observations will indicate significant improvement in oral language amongst disadvantaged children.</li> <li>Assessments and observations will indicate improvement in personal, social and emotional development.</li> <li>ELG for Pupil Premium pupils will continue to be improved in 2023 on outcomes for 2022.</li> </ul> |
| <b>Impact</b>  |   |
| <ul style="list-style-type: none"> <li>In 2023 Pupil Premium assessment information shows 59% of children achieving the expected standard in Communication and Language (Listening, Attention and Understanding) compared to 84% of non-PP children.</li> <li>In 2023 Pupil Premium assessment information shows 68% of children achieving the expected standard in Communication and Language (Speaking) compared to 82% of non-PP children.</li> <li>Good Level of Development outcomes for all pupils in 2023 were 63%. 50% of PP children achieved GLD in 22/23. This is an improvement on 21/22 data where 35% of PP children achieved. 68% of non-PP children achieved GLD in 22/23.</li> <li>This area will continue to be a focus in 2023-24.</li> </ul> |   |

| Intended outcome  | Success criteria   |
|---|--|
| <p><b>Speech Language and Communication</b><br/> <b>Diagnostic Support to Identify Gaps in Learning</b><br/>           Reduce the number of children requiring the SEND support for language needs.</p> | <ul style="list-style-type: none"> <li>Evidence will show pupils moving off the SEND register where their additional need is an understanding of language-based need (not speech sounds) due to accelerated progress with their language programmes.</li> <li>Staff will feel more skilled in meeting the needs of children who require additional support around understanding language in class without them being removed for external intervention.</li> <li>As a result, our pupils' progress with their language programmes will be accelerated as our S&amp;L HLTA will have increased capacity to focus on those pupils with the greatest need.</li> </ul> |
| <b>Impact</b>   |  |

- Pupil Premium assessment information in 2023 shows that PP children who also have an identified SEND need do not achieve GLD by the end of Reception.
- In 2023 60% of PP/SEND pupils achieved expected outcomes in two of the Prime Areas of Learning. This is in comparison to 65% achieving all the Prime Areas of Learning in 2022.

| Intended outcome   | Success criteria   |
|--|--|
| <b>Speech Language and Communication</b><br><b>Early Reading Attainment – Vocabulary</b><br>Improve children’s acquisition of new vocabulary.  | <ul style="list-style-type: none"> <li>• Monitoring evidence will show that the acquisition of vocabulary is a key focus in school and as such, children know more words, use more adventurous words; correctly, in their spoken word and written work.</li> </ul> |
| <b>Impact</b>  |  |
| <ul style="list-style-type: none"> <li>• Staff continued professional development has had an impact on outcomes for pupils linked to reading.</li> <li>• Evidence of pupils using adventurous word choices during SLT monitoring including work book reviews and lesson observations/learning walks.</li> <li>• Pupil premium assessment information for Foundation Stage in 22/23 shows an improvement of pupils achieving good level of development in comparison to 2022. 50% of PP pupils achieved GLD in comparison to 35% in 21/22.</li> <li>• Pupil premium assessment information for KS1 in 22/23 shows 49% of Year 2 PP children achieving the expected standard in reading compared with 22% of Year 2 PP children in 21/22.</li> </ul> |  |

| Intended outcome   | Success criteria  |
|--|---|
| <b>Early Reading Attainment – Phonics</b><br>Improve outcomes for pupils in reading. | <ul style="list-style-type: none"> <li>• Reception: Reading outcomes from 2024/25 will be in line with National Average for ELG for Pupil Premium pupils.</li> <li>• In 2023 improved on outcomes for 2022. Outcomes improved from 35% achieving ELG in Reading in 2021 to 45% achieving ELG in Word Reading.</li> <li>• Year 1: Phonics outcomes from 2024/25 will be in line with National Average for Year 1 for Pupil Premium pupils.</li> <li>• In 2023 improved on outcomes for 2022. Outcomes in 2022 for PP Pupils was 61% compared to 50% in 2021.</li> <li>• Year 2: Phonics outcomes from 2024/25 will be in line with National Average for Year 2 for Pupil Premium pupils.</li> <li>• In 2023 improved on outcomes for 2022. Outcomes in 2022 were 83% for our PP pupils.</li> </ul> |

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|---|--|
|   | <ul style="list-style-type: none"> <li>• Reading outcomes from 2024/25 will be in line with National Average for the end of KS1 for Pupil Premium pupils.</li> <li>• In 2023 improved on outcomes for 2022. Outcomes in 2022 were 22% achieving expected levels in Reading.</li> </ul> |
| <b>Impact</b>   |  |
| <ul style="list-style-type: none"> <li>• Pupil premium assessment information in 2023 shows an improvement of 15% of pupils achieving a ‘good level of development.’ 50% of PP pupils achieved GLD in 2023 in comparison to 35% in 2022. The national pupil premium data from 2021/22 for GLD is 65.2% (most recent published national data).</li> <li>• Pupil premium assessment information in 2023 shows 79% passed the Year 1 phonics screening compared to 61% of pupils achieving this in 2022. This is an improvement of 18%</li> <li>• Non-PP pupils achieving the phonics screening check in Y1 in 2023 was 89%. Overall outcomes for the phonics screening check in Y1 in 2023 was 86%.</li> <li>• Pupil premium assessment information in 2023 shows 80% passed the Year 2 phonics retake screening compared to 83% of pupils achieving this in 2022.</li> <li>• Non- PP pupils achieving the Year 2 phonics retake screening in 2023 was 78%. Overall outcomes for all pupils for the Y2 phonics screening retake in 2023 was 79%.</li> </ul> |  |

| <b>Intended outcome</b>   | <b>Success criteria</b>  |
|---|--|
| <p><b>Speech, Language and Communication</b><br/> <b>Early Reading Attainment – Phonics</b><br/> <b>Early Reading Attainment – Vocabulary</b><br/> <b>Diagnostic Support to identify Gaps in Learning</b><br/>           Improve outcomes for pupils in Reading.</p>  | <ul style="list-style-type: none"> <li>• Reception: Reading outcomes from 2024/25 will be in line with National Average for ELG for Pupil Premium pupils.</li> <li>• In 2023 improved on outcomes for 2022. Outcomes improved from 35% achieving ELG in Reading in 2021 to 45% achieving ELG in Word Reading.</li> <li>• Year 1: Reading outcomes from 2024/25 will be improved and in 2023 on outcomes for 2022.</li> <li>• Year 2: Reading outcomes from 2024/25 will be in line with National Average for the end of KS1 for Pupil Premium pupils.</li> <li>• In 2023 improved on outcomes for 2022. Outcomes in 2022 were 22% achieving expected levels in Reading.</li> </ul> |
| <b>Impact</b>   |  |
| <ul style="list-style-type: none"> <li>• Outcomes for word reading have improved with 55% of PP children achieving early learning goal (ELG) in 2023 in comparison to 45% in 2022. 68% of non-PP children achieved ELG in reading.</li> <li>• Pupil premium assessment information for KS1 in 22/23 shows 49% of Year 2 PP children achieving the expected standard in reading compared with 22% of Year 2 PP children in 21/22.</li> <li>• Overall outcomes for all KS1 pupils achieving expected + in reading in 2023 was 69%.</li> </ul> |  |

| Intended outcome   | Success criteria  |
|--|---|
| <p><b>Low Attendance</b><br/>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> | <ul style="list-style-type: none"> <li>• Pupil Premium attendance will be in line with school averages and improved on 2020-2021 – 94.38%.</li> <li>• Persistent absence within the Pupil Premium group will be significantly reduced from 19.32% in 2020-2021 and in line with school averages. School average 2020- 2021 was 3.64%.</li> <li>• Parental engagement with school will improve attendance.</li> <li>• Effective attendance monitoring by our School Attendance Officer will show that attendance actions lead to improvements and that these are sustained.</li> </ul> |

**Impact**

The attendance policy was updated and monitored effectively by the school attendance officer during 2022-23. This involved regular meetings to track attendance and support targeted families.

Attendance Summary:

- Overall attendance for all pupils has improved and increased from 92.48% in 21/22 to 94.39% in 22/23.
- Overall absence for all pupils has decreased from 7.25% in 21/22 to 5.61% in 22/23.
- Pupil attendance for PP pupils has improved and increased from 88.76% in 21/22 to 91.22% in 22/23.
- Overall absence for PP pupils has decreased from 10.88% in 21/22 to 8.78% in 22/23
- Pupil attendance for non-PP pupils has improved and increased from 93.87% in 21/22 to 95.75% in 22/23.
- Overall absence for non-PP pupils has decreased from 5.82% in 21/22 to 4.26% in 22/23.
- Persistent absence at 90% for all pupils has decreased from 21.30% in 21/22 to 11.88% in 22/23.
- Persistent absence at 90% for PP pupils has decreased from 43.64% in 21/22 to 25.27% in 22/23.
- Persistent absence at 90% for non-PP pupils has decreased from 16.73% in 21/22 to 6.03% in 22/23.

| Attendance Statistics 22/23 | Attendance | Authorised | Unauthorised | Persistent Absence 85% | Persistent Absence 90% |
|-----------------------------|------------|------------|--------------|------------------------|------------------------|
| All                         | 94.39%     | 4.07%      | 1.54%        | 7.59%                  | 11.88%                 |
| Pupil Premium               | 91.22%     | 5.69%      | 3.09%        | 18.68%                 | 25.27%                 |
| Non-PP                      | 95.75%     | 3.38%      | 0.88%        | 2.83%                  | 6.13%                  |

|                  |            |
|------------------|------------|
| <b>Reception</b> | <b>GLD</b> |
| <b>PP</b>        | <b>50%</b> |
| <b>Non-PP</b>    | <b>68%</b> |

|               |                |               |                |
|---------------|----------------|---------------|----------------|
| <b>Y1</b>     | <b>PHONICS</b> | <b>Y2</b>     | <b>PHONICS</b> |
| <b>PP</b>     | <b>79%</b>     | <b>PP</b>     | <b>80%</b>     |
| <b>Non-PP</b> | <b>89%</b>     | <b>Non-PP</b> | <b>78%</b>     |

| <b>KS1</b>               | <b>REA (% EXS)</b> | <b>REA (% GDS)</b> | <b>WRI (% EXS)</b> | <b>WRI (% GDS)</b> | <b>MAT (% EXS)</b> | <b>MAT (% GDS)</b> | <b>SCI (% EXS)</b> |
|--------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| <b>Average</b>           | 47                 | 22                 | 52                 | 3                  | 42                 | 17                 | 78                 |
| <b>Boys</b>              | 48                 | 23                 | 48                 | 6                  | 38                 | 23                 | 77                 |
| <b>Girls</b>             | 46                 | 21                 | 56                 | 0                  | 46                 | 12                 | 79                 |
| <b>SEN</b>               | 30                 | 0                  | 20                 | 0                  | 30                 | 0                  | 30                 |
| <b>Not SEN</b>           | 48                 | 24                 | 56                 | 3                  | 43                 | 19                 | 83                 |
| <b>Pupil Premium</b>     | 49                 | 11                 | 40                 | 3                  | 46                 | 6                  | 74                 |
| <b>Not Pupil Premium</b> | 46                 | 27                 | 58                 | 3                  | 41                 | 23                 | 80                 |

## Externally provided programmes

| <b>Programme</b> | <b>Provider</b> |
|------------------|-----------------|
| Lightening Squad | FFT             |
|                  |                 |

















## 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 on feedback](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- 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.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.