



## Pupil Premium Strategy Statement 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

| Detail  | Data                           |
|---|--------------------------------|
| School name   | Holywell Village First School  |
| Number of pupils in school  | 141                            |
| Proportion (%) of pupil premium eligible pupils   | 20%                            |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2024                      |
| Date this statement was published   | 31 <sup>st</sup> December 2023 |
| Date on which it will be reviewed and published   | 31 <sup>st</sup> December 2024 |
| Statement authorised by   | Sarah Brett                    |
| Pupil premium lead  | Sarah Brett                    |
| Governor / Trustee lead   | Adrian Dougherty               |

### Funding overview

| Detail  | Amount |
|---|--------|
| Pupil premium funding allocation this academic year   | £42845 |
| Recovery premium funding allocation this academic year  | 0%     |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0     |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £42845 |

# Part A: Pupil premium strategy plan

## Statement of intent

Our School Vision: *'At Holywell Village First School we have high aspirations for our children to become well-rounded, respectful and responsible future citizens. They are happy, independent and have positive self-esteem. They have a thirst for learning and are emotionally regulated so they are 'Ready to Learn'. They are curious about the world around them and are confident to 'have a go'. They are reflective learners who persevere and demonstrate good communication and social skills. They are thoughtful, caring and kind.'*

We believe that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The impact of Covid 19 has been more pronounced in this cohort of pupils and it is our duty to ensure that this group of pupils make good progress and achieve highly.

Though the activity outlined in this statement has been designed to address the specific needs of our pupils from a disadvantaged background, it is our intention that pupils beyond this cohort also see the benefit.

This strategy forms part of wider school improvement plans to ensure the education of all pupils can recover from the effects of the pandemic. Other programmes will be implemented for pupils whose education has been worst affected, including non-disadvantaged pupils e.g. the National Tutoring Programme.

Our objectives and planned activities are informed by educational research from trusted institutes (most notably the Education Endowment Fund - EEF), clear and robust assessments, and professional observations and discussions. All recovery and pupil premium funds have been and will continue to be implemented following the EEF guidance document ***PUTTING EVIDENCE TO WORK: A SCHOOL'S GUIDE TO IMPLEMENTATION: 'Explore, Prepare, Deliver, Sustain'***.

To ensure our plans are effective we will:

- 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

There are three core elements to our plan:

### **A. Teaching (for example, CPD, recruitment and retention)**

**High quality teaching and pastoral support** are the principle drivers in raising pupils' achievement and improving their emotional well-being. *'The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils.'* EEF

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

**Teaching Assistant Interventions.** The EEF states: *'Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four*

and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.’

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

**Nurture and Emotional Literacy Support:** Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.

These strategies are developed following careful assessment and based upon strong evidence from trusted organisations. We will:

- ensure disadvantaged pupils are provided with a broad and balanced education, tailored to their particular needs, which ensures they can achieve well across the curriculum
- 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                | Assessments, lesson observations and discussions with staff and pupils indicate underdeveloped language skills and vocabulary gaps among a significant proportion of the pupil population. These gaps are evident from Nursery through to Year 4 and in general, are more prevalent among our disadvantaged pupils than their peers.   |
| 2                | Prior to 2019, the gap between Disadvantaged and Non-Disadvantaged had closed; 100% of Disadvantaged pupils passed the check at Year 1. Assessments, lesson observations and discussions with staff and pupils show disadvantaged pupils currently have greater difficulties with phonics than their peers. This negatively impacts their development as readers. In the 2021 Year 2 phonic screen, 33% of Disadvantaged pupils passed the check compared to 72% of their peers. By 2023 60% of Disadvantaged pupils passed the Year 2 phonics recheck compared to 91% of their peers.<br><br>By July 2023 the gap in achievement in Reading in Year 4 between Disadvantaged pupils and their peers was 19%. |
| 3                | Assessments, lesson observations and discussions with staff and pupils indicate that Writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.<br><br>On entry to Reception class in the last 3 years, between 75-100% of our disadvantaged pupils arrived below age-related expectations compared to 50-60 % of other pupils. This gap narrows but does not close by the end of Year 4. By July 2023 the gap in achievement in Writing in Year 4 between Disadvantaged pupils and their peers was 42%.   |

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| 4 | <p>Assessments, lesson observations and discussions with staff and pupils indicate that Maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 2 years, between 63-100% of our disadvantaged pupils arrived below age-related expectations compared to 30-40 % of other pupils. This gap narrows but does not disappear by the end of Year 4. By July 2023 the gap in achievement in maths in Year 4 between Disadvantaged pupils and their peers was 20%.</p>  |
| 5 | <p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.</p>   |
| 6 | <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of social contact, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic.in 2022-2023 40% of the school cohort required additional support with social and emotional needs. However, in the 23-24 academic year so far, 67% of the Disadvantaged cohort required nurture intervention. These pupils are accessing small groups or one-to-one nurture support.</p> |
| 7 | <p>In 2021-2022 the % of persistent attendance of this cohort was significantly above their peers. In 2022-2023 - the average attendance for the Disadvantaged cohort was 90.7% compared to the whole school cohort of 94.3%.</p> <p>Persistent absenteeism Whole school cohort- 15.89 Disadvantaged 38.46%. Prior to 2019, this gap was much smaller and reducing year on year.</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 and vocabulary among disadvantaged pupils. | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment and subject tracking.      |
| Improved reading attainment among disadvantaged pupils.                  | Reception Early Learning Goal in 'Reading' and KS1 and Y 4 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils meet the expected standard. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny |

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|  | and ongoing formative assessment and subject tracking.  |
| Improved phonics attainment among disadvantaged pupils.  | Reception Early Learning Goal in 'Word Reading' and Year 1 & 2 phonics check outcomes in 2024/25 show that more than 80% of disadvantaged pupils meet the expected standard.  |
| Improved writing attainment among disadvantaged pupils.  | Reception Early Learning Goal 'Writing' and KS1 and Y 4 writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils meet the expected standard. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment and subject tracking.                       |
| Improved maths attainment for disadvantaged pupils   | Reception Early Learning Goal in 'Number' and 'Number patterns' and KS1 and Y 4 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils meet the expected standard. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment and subject tracking. |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>                                |
| To improve the attendance of Pupil Premium Cohort so that the % of absence is in line with their peers.        | % of persistent absenteeism is significantly reduced and is in line with their non-disadvantaged peers. Their attendance is in line or better than national averages by 2024/25.  |

## 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: £4700

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
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| <p>Embedding activities to develop oracy, language and vocabulary skills across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time. <i>Talk Boost (early Talk Boost, KS1 Talk Boost and KS 2 Talk Boost)</i></p> <p><i>NELI</i></p> <p><i>Language Interventions</i></p> <p><i>Colourful Semantics</i></p> | <p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions-eeef">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>£2000</p>  | <p>1,2,3 &amp; 4</p> |
| <p>CPD for all staff and additional CPD fo ECT to raise standards in Writing through improving oral rehearsal during the teaching and learning process.Literature Works.</p>   | <p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions-eeef">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>£500</p>   |                      |
| <p>CPD and release time for a member of staff to embed the ‘Sustaining’ phase of the Mastery in Maths approach.</p>  | <p>Year 4 (ECT year 2) teacher engage with ‘Sustaining Mastery in Maths’ via the Great North Maths Hub in order to:</p> <ul style="list-style-type: none"> <li>● enhance their mathematical subject knowledge, emphasising key areas of maths</li> <li>● learn how to establish an effective collaborative planning culture</li> <li>● plan, teach and reflect collaboratively to provide a coherent mastery curriculum</li> <li>● continue to refine school structures and systems to embed and sustain mastery</li> <li>● continue to ensure a sustainable model for collaborative planning and ongoing specialist subject knowledge development for all teachers.</li> </ul> <p>A guidance report from the Education Endowment Foundation Improving Mathematics in Key Stages 2 &amp; 3 was published</p> | <p>4</p>             |

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|  | <p>in November 2017. It endorses many of the components of teaching for mastery. Links between its recommendations and a teaching for mastery approach are made explicit in this blog.</p> <p>A report by the Fair Education Alliance looks at schools with good outcomes for disadvantaged children in maths. Investigating 20 schools and Early Years providers, it pinpoints the factors in their success. Many of the schools cite teaching for mastery as a key factor.</p> <p><a href="#">NCETM – Research into Mastery in Maths</a></p> <p>£1200</p>   |     |
| <p>Release for staff to embed the principles and practice around 'Emotional literacy and co-regulation to support school readiness.' Using peer-to-peer coaching and lesson studies.</p> | <p>Aims &amp; objectives for the 'Emotional literacy and co-regulation to support school readiness.' CPD</p> <p>develop emotion coaching knowledge and skills to enable participants to feel equipped to hold conversations with adults, young people, children and families that lead to improved emotion literacy and family wellness. Mindful Emotion coaching is about building and enriching relationships, focusing on connecting and problem solving together.</p> <p>understand science underpinning the positive, tolerable and toxic stress response.</p> <p>develop an understanding of the neuroscience of resilience using metaphors.</p> <p>develop insight into their own emotional world and the value of self-care and a commitment to it.</p> <p>understand how to facilitate emotional literacy in young people, adults, children and families.</p> <p>£1000</p> | 5,6 |

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

Budgeted cost: £ 31600

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> | <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> | 1,2,3 & 4                     |

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| <i>Talk Boost (Early Years, KS 1 and KS2) and NELI</i>   | <a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a><br>£16000 (equivalent of one x full time LSA salary across 6 classes)  |   |
| Additional phonics sessions targeted at disadvantaged pupils who require further <i>phonics support</i> .<br><i>Floppy's Phonics</i>         | 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="https://www.educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a><br>£3120 | 2 |
| Additional phonics into writing/spelling sessions targeted at disadvantaged pupils who require further phonics support.<br><i>Word Aware</i> | 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="https://www.educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a><br>£3120 | 3 |
| Pre-teaching small group interventions for mathematics in support of the Mastery for Maths teaching strategy in school.                      | EEF Recommendation 5<br>Use high quality targeted support to help all children learn mathematics<br>£9360  | 4 |

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

Budgeted cost:13212

| Activity               | Evidence that supports this approach  | Challenge number(s) addressed |
|------------------------|---|-------------------------------|
| Nurture for well-being | Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. In this school this is delivered through Emotional Literacy Support, Sand Stories Training and Emotion Coaching. | 5, 6 & 7                      |

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|   | <p>SandStory Skills SSS® combines sensitive storytelling with time to reflect, creating space in which practitioner can discover new insights into the familiar dilemmas and challenges they face when working with ‘resistant’ or neglectful families. SandStory Skills® equips practitioners who are not therapeutically qualified with essential, safe skills to support the emotional wellbeing and personal development of children and young people. It uses sand and symbols as well as other media (cards, board games etc.) as a creative means for storytellers of all ages to express their inner stories in a gentle and safe way.</p> <p>Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p><a href="#">Social and Emotional Interventions EEF</a><br/>(£2212)</p>   |                     |
| <p>Emotion Coaching – and Elsa support for vulnerable pupils.</p> | <p>Research shows that emotion coached children :</p> <ul style="list-style-type: none"> <li>● are more emotionally stable.</li> <li>● are more resilient.</li> <li>● achieve more academically.</li> <li>● are more popular.</li> <li>● have fewer behavioural problems.</li> <li>● have fewer infectious diseases.</li> </ul> <p><a href="#">Achievement For All</a><br/><a href="#">Alliance For Learning</a></p> <p>ELSA:</p> <p>Teachers were able to identify a measurable and significant improvement in the students’ emotional literacy within the school after students had received ELSA support. The self rating scale produced by pupils was found to be a less reliable device for measuring impact than the teacher checklist. The combined scores for all the students in the ‘end of case review’ and ‘interim’ groups have shown some improvement in their overall emotional literacy. The qualitative analysis indicates that the majority of students have found working with ELSAs a positive experience. Five themes were identified from the qualitative analysis: - social behaviour and friendships - self-esteem and feelings - social and emotional confidence - behaviour - learning and concentration. It is encouraging that</p> | <p>5, 6 &amp; 7</p> |

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|   | <p>behaviour was the least identified theme whereas self-esteem and feelings were the most often identified theme.</p> <p><a href="#">Elsa Network Group</a><br/>(£10000)</p>   |   |
| <p>To ensure all children in receipt of Pupil premium are offered funding and proactively targeted for: music tuition, subsidised residential visit to Robinwood, visits out of schools where a voluntary contribution of requested, out-of-hours clubs</p> | <p>There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p> <p><a href="#">Outdoor adventure learning EEF</a><br/>Learningaway.org:<br/>Improving students' knowledge, skills and understanding:<br/>In long-term follow-up studies, 82 percent of KS2 pupils said their teachers and lessons on the residential visits helped them to learn.</p> <p>Supporting students' achievement: 61 per cent of students who attended a residential visit achieved higher than their predicted grade, compared to 21 percent who did not attend.</p> <p>Improving students' resilience, self-confidence and wellbeing: 78 percent of KS 2 pupils felt more confident to try new things they would not have done before the residential.</p> <p>Boosting cohesion and a sense of belonging: 82 per cent of KS2 students said their residential experience helped them realise they could get on with people from other classes and schools.</p> <p>Widening and developing pedagogical skills: 78 percent of staff involved felt that Learning Away had a significant or transformative impact in their understanding of their student strengths and limitations.</p> <p>£1000</p> | 5 |
| <p>To reduce the % of absence gap between Pupil in receipt of Pupil premium and their peers</p>   | <p>Attendance '... is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. The pupils with the</p>   | 7 |

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| <p>-particularly those deemed to be 'persistently absent'.</p> | <p>highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment.' (Working together to improve school attendance DFE 2022)</p> <p>Other strategies support the inclusion and emotional well-being of pupils so they feel safe and ready to come to school as recommended by Working together to improve school attendance :</p> <ul style="list-style-type: none"> <li>● Regularly analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place</li> <li>● Build strong relationships with families, listen to and understand barriers to attendance and work with families to remove them</li> <li>● Support pupils and parents by working together to address any in-school barriers to attendance.</li> <li>● Where barriers are outside of the school's control, all partners should work together to support pupils and parents to access any support they may need voluntarily.</li> <li>● Where absence intensifies, so should the support provided, which will require the school to work in tandem with the local authority and other relevant partners.</li> </ul> <p>No cost</p> |  |
|--|---|--|

**Total budgeted cost: £49512**

## 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 and 2022/23 academic years using EYFS Profile data, key stage 1 performance data, phonics check results, judgements about the multiplication check outcomes and our own internal assessments.

Schools are not required to publish their key stage 1 results.

DfE has shared our school's 2023 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.

Further details on the attainment and any gaps can be found in the [Further Information](#) section below:

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 and 2022/2023 was below our expectations and the gap between this cohort and their peers has widened (where previously the gap was narrowing or had been eradicated). Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

Absence among disadvantaged pupils was 5% higher than their peers in 2021/22 and persistent absence 32% higher. In 2022-2023 absence was Disadvantaged pupils' absence was 3.1% higher and persistent absence 22.78% higher than the rest of the cohort. Our anecdotal evidence suggests that this is primarily a parental issue related to anxieties around Covid, adult mental health issues and in some cases, a parental choice. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils will continue to be a focus of our 2023-2024 plan.

Our observations and assessments demonstrated that pupil behaviour remained excellent but challenges in relation to wellbeing and mental health remain significantly

higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. The % of disadvantaged pupils requiring emotional support/nurture or individual support for behaviour and wellbeing is far higher than their peers.

These results mean that we are not at present on course to achieve all of the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## Further Information

|    |  |   |
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| A. | Improved oral language skills and vocabulary among disadvantaged pupils. | <p><b><u>2021-2022 EYFS</u></b><br/> <i>The use of Talk Boost and Nuffield Early Language Intervention (NELI) has had excellent impact resulting in Good Level of Development = 76% (this is 6% better than pre-Covid attainment of the 2019 cohort) Communication and Language 88% (this is only 5% lower than the 2019 cohort). However, they very small % of pupils who are in receipt of Pupil Premium did not achieve the goal in Communication and Language</i></p> |
|    |  | <p><b><u>2022-2023 EYFS</u></b><br/> <i>Good Level of Development = 75%- maintained good attainment Communication and Language Rec- 91% - 100% Of Disadvantaged pupils achieved .</i></p>   |
| B. | Improved reading attainment among disadvantaged pupils.                  | <p><b><u>2021-2022 EYFS</u></b><br/> <i>Comprehension 92% Word Reading 80% However, 50% of the very small % of pupils who are in receipt of Pupil Premium did not achieve to goal reading and comprehension Reading across Years 1-4 showed an increasing gap between PP and non-PP pupils compared to 2019 gap ranging from -29% to -13%.</i></p>  |
|    |  | <p><b><u>2022-2023 EYFS</u></b><br/> <i>Comprehension 91% 100% Of Disadvantaged pupils achieved . Word Reading 75% - 100% Of Disadvantaged pupils achieved . Reading across Years 1-4 Reading across Years 1-4 showed an increasing gap between PP and non-PP pupils compared to 2019 gap ranging from -52% - + 8%.</i></p>   |

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| C. | Improved phonics attainment among disadvantaged pupils.  | <p><b>2021-2022</b><br/> <i>Rec phonics (word reading) 80%</i><br/> <i>However, they very small % of pupils who are in receipt of Pupil Premium did not achieve to goal in Communication and Language</i><br/> <i>Year 1 phonics 67% of pupils receipt of Pupil Premium passed compared to 71% of peers.</i><br/> <i>Year 2 phonics re-check 0% of pupils receipt of Pupil Premium passed compared to 40% of peers</i><br/> <i>By end of year 2 90% of pupils were confident within their phonics; 10% of the cohort will require further intervention in phonics in KS2.</i></p> |
|    |  | <p><b>2022-2023</b><br/> <i>Year 1 phonics 25% of pupils receipt of Pupil Premium (incl. admits and EHCP pupil) passed compared to 73% of peers.</i><br/> <i>Year 2 phonics re-check 60% of pupils receipt of Pupil Premium passed compared to 40% of peers</i><br/> <i>By end of year 2 91% of pupils were confident within their phonics; 9% of the cohort will require further intervention in phonics in KS2.</i></p>   |
| D. | Improved writing attainment among disadvantaged pupils.  | <p><b>2022-2023</b><br/> <i>Rec Writing 75% of the cohort attained Writing; 100% of the very small % of pupils who are in receipt of Pupil Premium achieved the goal in Writing</i><br/> <i>.Writing across Years 1 - 4 showed an increasing gap between PP and non-PP pupils compared to 2019 gap ranging from -77% to -4%.</i></p>  |
| E. | Improved maths attainment for disadvantaged pupils   | <p><b>2021-2022</b><br/> <i>Rec maths(number) 92% However, 50% of the very small % of pupils who are in receipt of Pupil Premium did not achieve the goal in number.</i></p> <p><i>Maths across Years 1 - 4 showed an increasing gap between PP and non-PP pupils compared to 2019 gap ranging from -46% to -26%.</i></p>   |
|    |  | <p><b>2022-2023</b><br/> <i>Rec maths(number)whoel cohort was 80%. 100% of the very small % of pupils who are in receipt of Pupil Premium achieved the goal in number.</i></p> <p><i>Maths across Years 1 - 4 continued to show a gap between PP and non-PP pupils compared to 2019 gap ranging from -55%% to +1%.</i></p>  |
| F. | To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | <p><b>2021-2022</b><br/> <i>Continued and sustained CPD and timetabling of suitably qualified and appropriate staff has resulted in more children being directly supported in nurture/emotion regulation through the Emotion Coaching/Sand Story or ELSA nurture pathways, either 1-1 or in small groups.</i><br/> <i>Prior to 2019 four to five pupils would be supported per week. During 2021-2022 the weekly average number of</i></p>  |

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|--|--|---|
|  |  | <p><i>pupils receiving support for their emotional well-being more than doubled.</i></p> <p><i>In the year 2021-2022 56% of the school cohort accessed emotional support via nurture or Sand Stories. However, 65% of the Pupil Premium cohort accessed support where 36% of their peers accessed the same support.</i></p> <p><i>During 2021-2022 100% pupils had availability of support from LSAs/teachers to check in and talk about their emotional well-being with a suitably qualified and informed member of staff.</i></p> <p><i>100% of pupils in receipt of Pupil Premium attended the residential visit to Robinwood improving their social inclusion and develop their resilience.</i></p> <p><i>100% of pupils in receipt of Pupil Premium accessed 'bike week' – improving their physical fitness, riding stamina and ability. Anecdotal evidence from the bike training provider and the PE lead shows that pupils, who have attended our Bike Week also go onto access further cycling development opportunities at the next phase of their education.</i></p> |
|  |  | <p><b>2022-2023</b></p> <p><i>In 2022-203 43% of the school cohort required short or long-term nurture/emotion regulation intervention through the Emotion Coaching/Sand Story or ELSA nurture pathway; 67% of the Disadvantaged cohort required this intervention .</i></p> <p><i>100% pupils had availability of support from LSAs/teachers to check in and talk about their emotional well-being with a suitably qualified and informed member of staff.</i></p> <p><i>100% of pupils in receipt of Pupil Premium attended the residential visit to Robinwood improving their social inclusion and to develop their resilience.</i></p> <p><i>100% of pupils in receipt of Pupil Premium accessed 'bike week' – improving their physical fitness, riding stamina and ability.</i></p>  |