Pupil premium strategy statement

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	Finlay Community School
Number of pupils in school	383
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2022 2022-2023 2023-2024
Date this statement was published	October 2021
Date on which it will be reviewed	Previous review: October 2022 Most recent review: October 2023
Statement authorised by	Hannah Williams
Pupil premium lead	Heather Willis (Deputy Headteacher)
Governor / Trustee lead	Daniel Gillingham

Funding overview

Detail	Amount
Pupil premium funding allocation this **academic** year	£240,975
Recovery premium funding allocation this **academic** year	£15,226
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£21,455
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£277,656

**Part A: Pupil premium strategy plan**

Statement of intent

At Finlay Community School, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens who thrive in the future. We recognise that disadvantaged children can face a wide range of barriers which may detrimentally impact on their learning.

Our ultimate objectives are to:

- Remove challenges to learning
- Narrow the attainment gap between disadvantaged pupils and their non-disadvantaged counterparts both within school, locally and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- Develop confidence in pupils' ability to communicate effectively in a wide range of contexts – developing oracy.
- Enable pupils to look after their social and emotional wellbeing and to develop a growth mindset and resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world
- Enrich children's cultural capital by equipping them with the knowledge, skills and understanding to succeed in wider society, as well as to become life-long learners, who will thrive in the next stage of their education.

Our school context, our pupil base deprivation indicator is well above national average:

- Whilst the deprivation indicator for the area is average, the pupil base sits in the most deprived quintile with 40% of pupils eligible for Free School Meals.
- The majority of pupils are White British (63%), there are 13 out of a possible 17 ethnic groups with 17% with English as an Additional Language.

- The proportion of pupils who have a Special Educational Need is much higher than the national average at 36%.
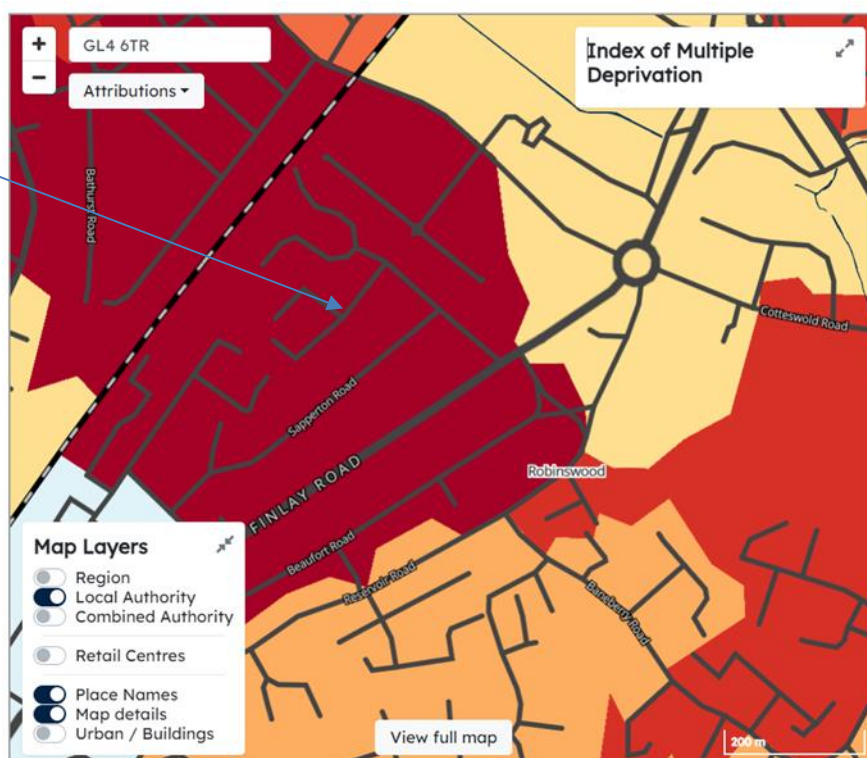
Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and one to one tuition
- Target funding to ensure that all pupils have access high quality learning
- Provide opportunities for all pupils to participate in enrichment activities
- Provide appropriate social and emotional support and intervention to enable pupils to access learning within and beyond the classroom
- Ensure there are high quality resources to support teaching and learning

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Key principles:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of most recent data. Class teachers along with the SENDCO and Senior Leadership Team, will identify specific intervention and support for individual pupils, which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults. Our Family Services manager works with the wider community to reduce barriers to learning.

Challenges

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

Challenge number	Detail of challenge
1.1	Outcomes over time suggest that there are attainment gaps between disadvantaged pupils and their non-disadvantaged peers in Reading.
	In Key Stage One there is an 11% gap in attainment between disadvantaged pupils and their non-disadvantaged counterparts when reaching the expected standard.
	In Key Stage Two there is a slight attainment gap in the % of pupils reaching the higher standard (5%)
	The main challenges are:
	• Decoding, this is particularly evident for the pupils who failed to pass the Y1 PSC.
	• Year 2 pupils not completing the RWI programme in Spring of Year 2, therefore not reading at age related expectations and therefore not accessing whole class reading at the correct time in the academic year.
	• Comprehension, in particular inferring and deducing information from a text as well as answering vocabulary related questions.
	• Ensuring that our school exposes children to a language rich environment and broad vocabulary, modelled effectively by all adults in school. This in turn will develop children's understanding of the text they read as well as the vocabulary that they can use in writing.

		• Pupils progress at the end of KS1 is limited due to lower levels of fluency than their non-disadvantaged counterparts.
		We know this due to our ongoing monitoring and assessment cycle.
1.2		Outcomes over time suggest that there are attainment gaps between disadvantaged pupils and their non-disadvantaged peers in children's phonological awareness. The main challenges are:
		• A lack of a systematic, synthetic phonics programme was not being taught consistently from EYFS onwards.
		• Staff CPD had been limited prior to our new systematic, synthetic phonics programme
		• Parental understanding of our approach to teaching phonics in school had been limited, in the past this made it difficult for them to use the same approaches at home.
		• Reading books in EYFS and Key Stage One, were not fully decodable.
		We know this due to our ongoing monitoring and assessment cycle. The schools phonic screening data showed us that the number of children passing the PSC overall was above national average at 82%, however the attainment gap between our disadvantaged pupils and non-disadvantaged pupils is 23%. The outcomes for our disadvantaged pupils were above the outcomes for disadvantaged pupils within our Local Authority. Finlay Community School: 63.9% Local Authority: 56%
1.3		Maths
		Outcomes over time suggest that there are attainment gaps between disadvantaged pupils and their non-disadvantaged peers in children's mathematical understanding.
		At the end of Key Stage One there is a 10% attainment gap between our disadvantaged pupils and their non-disadvantaged counterparts in achieving the expected standard.
		At the end of Key Stage Two there is a 7% attainment gap between our disadvantaged pupils and their non-disadvantaged counterparts in achieving the higher standard.
		The challenges are:
		• Pupils conceptual understanding of mathematical concepts is not as secure as their procedural understanding.
		• Pupils ability to reason and problem solve is weaker than their fluency.
		• Children's mathematical vocabulary has been limited which in turn has made it difficult for them to explain their understanding fully.
		• Early number sense in EYFS and Key Stage 1 has not been as strong since the COVID – 19 pandemic.
		We know this due to our ongoing monitoring and assessment cycle. The schools internal data analysis shows that children are confident in fluency, however find reasoning and problem solving more challenging.
2		Our pupil base deprivation indicator is well above national average (IDSR 2023), research suggests that:
		• Children growing up in poverty are less likely to achieve in school and more likely to experience mental health problems. This study examined factors in the local area that can help a child overcome the negative impact of poverty. **A Bandyopadhyay et al 2023.**
		• The Office for National Statistics (ONS) has published data showing the prevalence of mental health problems among young people in England.
		• The numbers suggest that certain groups of are at greater risk of developing a mental health problem in childhood and adolescence, including people who live in social

	housing, those whose parents have a mental health problem and those whose families need support from benefits. **Mind, 2019**
	A number of our pupils have experienced Adverse Childhood Experiences (ACES), we know this through our engagement with our community and collaboratively working with other agencies and professionals. This often has a detrimental effect on children's resilience, mental health and well being and academic achievement.
3	When children start at Finlay their Speech, language and communication skills (including oracy) are under developed. This is reflected in our baseline assessments. The main challenges are: • Ensuring that our EYFS curriculum offers opportunities to develop their oracy skills in a language rich environment, through purposeful play and high quality adult interaction and modelling. • The pandemic effected the Early Years provision which was available to children and their families. This meant that the majority of children were unable to interact with other children or adults before they started school. • Ensuring that our school exposes children to a language rich environment and broad vocabulary, modelled effectively by all adults in school. This in turn will develop children's understanding of the text they read as well as the vocabulary that they can use in writing. • Limited opportunities within our curriculum for taught talk and modelling of this.
4	At Finlay Community School, the attendance of our disadvantaged children is below our school target of 92%. We know this because our attendance percentages have decreased year on year. In addition to this, our pupil premium pupils have a higher number of late marks than our non-pupil premium pupils. Which in turn results missed learning.

Attendance		
	Pupil Premium	**Non – Pupil Premium**
19/20	95.62%	96.52%
20/21	93.96%	96.37%
21/22	89.17%	92.14%
22/23	90%	93.3%

Persistent Absence		
	Pupil Premium	**Non – Pupil Premium**
21/22	20.18%	17.39%
22/23	13.57%	10.96%

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
1.1	Ensure that attainment gaps between disadvantaged pupils and their non-disadvantaged peers in Reading are reduced. Pupils achieve in line with or above the national average.	The percentage of pupil premium pupils achieving the expected standard or above in Reading at the end of KS1 will be in line with national.
		The percentage of pupil premium pupils achieving the higher standard in Reading, at the end of KS2 will be in line with national.
		The number of pupil premium pupils achieving the reading ELG at the end of EYFS will be in line with or above National.
		Pupil premium pupils will be able to effectively decode, and pass the Y1 PSC.
		Pupil premium pupils will have the necessary Comprehension skills to be able to effectively deduce and infer information from a text, in particular inferring and deducing information from a text as well as answering vocabulary related questions.
		Reading will be prioritised to allow children to access the full curriculum offer.
1.2	Ensure that attainment gaps between disadvantaged pupils and their non-disadvantaged peers in their phonological awareness are reduced. Pupils achieve in line with or above the national average.	The percentage of disadvantaged pupils passing the PSC will be in line with or above National
		Reading will be prioritised to allow children to access the full curriculum offer.
		A systematic, synthetic phonics programme will be embedded and used effectively from EYFS onwards.
		Staff will have had effective CPD to enable them to deliver our systematic, synthetic phonics programme
		The Lead Reading Teacher will provide high quality coaching and mentoring daily.
		Parents will have a good understanding of our approach to teaching phonics in school. This will enable them to use the same approaches at home.
		Reading books in EYFS and Key Stage One will be fully decodable and matched to pupils ability.
		At all stages, reading assessment will be addressed and gaps will be addressed quickly and effectively for all pupils.
		Impact of intervention will be effectively monitored by the Lead Reading Teacher.
		The sharp focus on ensuring that younger children and those at the early stages of reading gain phonic knowledge and language comprehension necessary to read.

1.3	Ensure that attainment gaps between disadvantaged pupils and their non-disadvantaged peers in maths are reduced. Pupils achieve in line with or above the national average.	The percentage of pupil premium pupils achieving the expected standard in maths at the end of KS1 will be in line with National. The percentage of pupil premium pupils achieving the higher standard at the end of KS2 will be in line with National. The number of pupil premium pupils achieving both mathematical ELG at the end of EYFS will be in line with or above National. Pupils will have a conceptual understanding of mathematical concepts Pupils will be able to effectively reason and problem solve. Children will have a wide range of mathematical vocabulary which they can use to communicate their understanding.
1.4	Ensure that attainment gaps between disadvantaged pupils and their non-disadvantaged peers in Writing are reduced. Pupils achieve in line with or above the national average.	The percentage of pupil premium pupils achieving the expected standard in Reading and Writing at the end of KS1 will be in line with National. The percentage of pupil premium pupils achieving the higher standard at the end of KS2 will be in line with National. The number of pupil premium pupils achieving the writing ELG at the end of EYFS will be in line with or above National. Pupils will have access to high quality Oracy teaching to broaden their vocabulary and develop their communication skills.
2	All disadvantaged children, including those who have adverse childhood experiences, will be more resilient and able to engage in their learning.	Pupil Premium Pupils will be able to manage change. Pupil interviews show that pupils can name/use strategies to self-regulate their anxiety. Learning walks, lesson observations, and peer observations document that total communication is used to warn of change, express emotions, ask for help etc. Pupil Premium pupils demonstrate positive behaviour within class and around school. Feedback from Pupil Premium pupils and parents indicate the value of the pastoral support provided.
3	Children will have effective speech language and communication skills.	Our EYFS curriculum offers opportunities to develop children's oracy skills in a language rich environment, through purposeful play and high quality adult interaction and modelling. An evidence based language intervention will be implemented, embedded and sustained throughout EYFS & KS1. Children will be able to communicate effectively to articulate their needs, feelings, emotions etc. Children will be able to use subject specific vocabulary with confidence to articulate their learning. Children will be taught explicitly how to talk and how to listen. This is a whole school approach and is supported through the work of Voice 21 and the Oracy Lead within school.

		Increased awareness and understanding of the importance of speaking and listening skills among staff, students, and parents.
		Enhanced knowledge and skills of teachers in implementing effective speaking and listening strategies.
		Positive feedback from parents regarding their involvement in supporting speaking and listening skills at home.
		Visible recognition and celebration of students speaking and listening achievements.
		Improved confidence and proficiency in public speaking and presentation skills.
		Our school will expose children to a language rich environment and broad vocabulary, modelled effectively by all adults in school. This in turn will develop children's understanding of the text they read as well as the vocabulary that they can use in writing.
4	Attendance for our disadvantaged pupils will in line with their non – disadvantaged counterparts.	Our disadvantaged pupils' attendance will be in line with the national average.
		Our disadvantaged pupils will arrive at school on time and be ready to learn.
		The systems, processes and workforce within our school is adequate and can effectively implement our school attendance policy ensuring the highest possible attendance for our disadvantaged pupils.
5	Further develop pupils health and well-being to enable them to grow into independent, resilient leaners who are equipped to deal with challenges.	Children can identify strategies so support their well being
		There is a positive culture in school which promotes and prioritises mental health and well-being for pupils.
		My Happy Mind programme is fully implemented from EYFS – Year 6
		The RSE curriculum promotes mental health and well being
		Staff are confident in identifying pupils who require additional support
		Learning Mentors effectively run groups which target a wider audience
		Key staff members will be accredited ELSA trained.
		Play Gloucestershire continue to provide play nurture training
		OPAL play implemented and continues to support a reduction in behaviour incidents Learning mentors have facilitated targeted group sessions in the afternoons linked growth mind set, emotional literacy (ELSA), friendship.
		Achieved the GHLL mental Health award

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.

Quality First Teaching for All

Budgeted cost: £127,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a [DfE validated Systematic Synthetic Phonics programme](#) (Read Write Inc) to secure stronger phonics teaching for all pupils. Offer mentoring and coaching for teachers to provide ongoing support and guidance in delivering effective phonics instruction.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](#) The EEF professional development guidance discusses the importance of instructional coaching and monitoring and feedback to embed strategies. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1.1 1.2
Implementation of a mastery approach to teaching and learning in mathematics. Embedding high quality teaching of mathematics across the school. Engagement with the GLOW Maths Hub to develop a mastery curriculum. Coaching and mentoring for staff to support and sustain the curriculum. Engagement with the NPQ programme to implement new initiatives in mathematics.	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: [Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)](#) The EEF guidance is based on a range of the best available evidence: [Improving Mathematics in Key Stages 2 and 3](#) The EEF professional development guidance discusses the importance of instructional coaching and monitoring and feedback to embed strategies. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1.3

Engaging with the Local Authority Subject Leader Network Meetings		
Implement a Talk for Writing approach to teaching in EYFS and KS1 to promote high quality outcomes for writing. Implement a whole class reading approach (mastery model) to teach decoding and comprehension skills after pupils complete the phonics programme. Provide effective coaching and mentoring within English for teaching staff.	The EEF Guide to Mastery Teaching https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning The EEF Guide on Reading Comprehension Strategies (+6 months) Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves (see also metacognition and self-regulation). Strategies are often taught to a class and then practiced in pairs or small groups https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies The EEF professional development guidance discusses the importance of instructional coaching and monitoring and feedback to embed strategies. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1.4

Implement a high quality Oracy curriculum to promote high standards of spoken and written English both within the English curriculum and other curriculum subjects. Engage with the Voice 21 Programme. Offer high quality CPD and coaching and mentoring for teaching staff. Engage with the Talk Boost programme to enrich talk within EYFS and KS1 to benefit whole class speaking and listening.	Oral language interventions have a potential +6 months progress according to the EEF Teaching and Learning toolkit. Oral language interventions (also known as Oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. Oral language approaches might include: - targeted reading aloud and book discussion with young children; - explicitly extending pupils' spoken vocabulary; - the use of structured questioning to develop reading comprehension; and - The use of purposeful, curriculum-focused, dialogue and interaction. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions The EEF professional development guidance discusses the importance of instructional coaching and monitoring and feedback to embed strategies. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1.1 1.4 3.0
Whole school staff CPD – Metacognition and Retention. (making stuff stick) this will enable children to remember more over time and transfer information from their working memory to their long term memory. Staff will be confident in modelling metacognitive strategies and metacognitive talk in the classroom as part of explicit instruction and guided practice.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation The potential impact of metacognition approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.	1.1 1.2 1.3

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

Budgeted cost: £79,968

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions (Fast Track Tuition) targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	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: Phonics	Toolkit Strand	Education Endowment Foundation	EEF	1.1 1.2
Provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic through the different recovery grants available.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition	EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF	1.1 1.2 1.3
Delivery of Rapid Reading Intervention to pupils in KS2	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition	EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition	Toolkit Strand	Education Endowment Foundation	EEF The EEF Guide on Reading Comprehension Strategies (+6 months) Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves (see also metacognition and self-regulation).	1.1

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of TalkBoost Language Intervention and 1:1 focused SALT interventions.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Oral language interventions have some similarity to approaches based on metacognition (which make talk about learning explicit in classrooms), and to collaborative approaches which promote pupils' interaction in groups.	3

Strategies are often taught to a class and then practiced in pairs or small groups

https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies

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

Budgeted cost: £ *70,598*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Mentors will provide targeted support to assist with children's Social and Emotional Wellbeing. They will actively reduce barriers to learning so that children can enjoy and succeed in all areas of the curriculum. Learning mentors will support pupils in developing a growth mindset and becoming resilient learners, who can face challenges. Learning mentors support parents to support their children at home.	Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support. Public Health England (2014) suggest those who are resilient do well despite adversity. Peep research project suggests that a parenting approach has been show to impact on children's educational attainment. These found that children made progress in verbal comprehension, vocabulary, numeracy development and self-esteem. The Healthy Minds project suggest that there is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better off peers. The EEF state that "By 'Character', we mean a set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond. These are also referred to as 'social and emotional skills', 'non-cognitive skills' or 'essential life skills'. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult	2

	situations. There is growing evidence that these skills are important to children's later outcomes."	
Attendance	In February 2015, the DfE published a report 'The link between absence and attainment at KS2 and KS4'. The graph above is an extract from this and shows quite clearly that as students miss more lessons in secondary schools, their attainment across a range of measure declines. The report also shows a similar effect at KS2. This is useful confirmation of what we intuitively know, attendance makes a difference to student attainment. In 'Supporting the attainment of disadvantaged pupils; Articulating success and good practice' the authors discuss the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to be put in place. It also allows schools to monitor the effectiveness of any interventions they are putting in place to improve attendance and readjust as necessary. This is far more effective than general approaches to improving attendance and requires strong and determined leadership. https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance	1.1 1.2 1.3 1.4 2 3 4 5

Total budgeted cost: £ 277,656

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

We have analysed the performance of our school's disadvantaged pupils during the 2022/2023 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Our school data for 2023 has been published on our school website.

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.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below our expectations. 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.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence among disadvantaged pupils was 3.3% higher than their peers in 2022/23 and persistent absence of our disadvantaged pupils was 2.61% higher than their non disadvantaged counterparts. We recognise this gap is too large which is why this key priority is raising the attendance of our disadvantaged pupils.

In 2022/23 17.07% of our disadvantaged pupils were persistently absent, compared to 11.5% of their non disadvantaged counterparts.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. Research shows that the impact on disadvantaged pupils has been particularly acute. These results mean that we have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

In the impact of Covid – 19 on learning report published by the EEF (2022) the following key findings are shared:

- Covid – 19 related disruption has negatively impacted the attainment of all pupils, particularly those from disadvantaged backgrounds.
- There is evidence that the attainment gap, between socially disadvantaged pupils and their classmates has grown.

- There is some evidence that in primary schools, younger year groups (KS1 pupils) have been the most significantly affected, with lower attainment than previous cohorts across all subjects.
- Most evidence shows that despite some recovery by summer 2021, on average, pupils were not performing as well in both maths and reading as pre- pandemic cohorts.
- Aside from the impact on attainment, which this report focuses on, teachers have frequently reported concerns around the effect on pupil well – being. There is also emerging evidence that suggests the pandemic has had a negative impact on children's mental health.

Our results mean that we are not at present on course to achieve 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.

EYFS		
	GLD	Not GLD
Disadvantaged (14)	50%	50%
Non-disadvantaged (46)	76%	24%

Maths – End of Key Stage 1						
	PK3	PK4	WTS	EXS	GDS	EXS+
Disadvantaged (22)	5%	14%	36%	36%	9%	45%
Non-Disadvantaged (38)	5%	7%	32%	47%	8%	56%

Reading - End of Key Stage 1								
	PK1	PK2	PK3	PK4	WTS	EXS	GDS	EXS+
Disadvantaged (22)	4.5%	4.5%	0%	9%	41%	23%	18%	46%
Non-Disadvantaged (38)	0%	0%	11%	5%	29%	34%	21%	55%

Writing - End of Key Stage 1							
	PK2	PK3	PK4	WTS	EXS	GDS	EXS+
Disadvantaged (22)	9%	0%	9%	46%	36%	0%	36%
Non-Disadvantaged (38)	0%	5%	11%	50%	29%	5%	34%

Science - End of Key Stage 1		
	Met	HNM
Disadvantaged (22)	64%	36%
Non-Disadvantaged (38)	84%	16%

Phonics Screening Check PSC	
	% of pupils passing the test in Year 1 2022/23 National: 79.5%
Disadvantaged (39)	67%
Non-Disadvantaged (39)	90%

Maths - End of Key Stage 2					
	WTS	EXS	GDS	EXS+ National: 73%	Average Scale Score
Disadvantaged (25)	20%	72%	8%	80%	104
Non-Disadvantaged (34)	20%	65%	15%	80%	103

Reading - End of Key Stage 2					
	WTS	EXS	GDS	EXS+ National: 73%	Average Scale Score
Disadvantaged (25)	20%	64%	16%	80%	101
Non-Disadvantaged (34)	26%	53%	21%	74%	103

Writing - End of Key Stage 2			
	WTS	EXS	GDS	EXS+ National: 71%
Disadvantaged (25)	36%	44%	20%	64%
Non-Disadvantaged (34)	5%	73%	12%	85%

GPS - End of Key Stage 2					
	WTS	EXS	GDS	EXS+ National: 73%	Average Scale Score
Disadvantaged (25)	36%	44%	20%	64%	103
Non-Disadvantaged (34)	26%	48%	26%	74%	104

Science - End of Key Stage 2		
	Met National: 80%	HNM
Disadvantaged (25)	84%	16%
Non-Disadvantaged (34)	91%	9%

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
Can do Maths	Buzzard Publishing
Read Write Inc	Ruth Miskin
Read Write Inc Fast Track Tutoring	Ruth Miskin
Rapid Reading	Pearsons
YARC (York Assessment Reading Comprehension)	GL assessment
Jigsaw (RSE)	Jan Lever Group
Charanga	Charanga Music School
Switched on Computing	Rising Stars
ELSA Resources	ELSA
NELI (Nuffield Early Language Intervention)	The Nuffield Foundation Education Ltd.
Times Table Rockstars/Numbots	Maths Circle Ltd
Spelling Shed	Education Shed
Talk Boost	Speech and Language UK
Letter Join	Green and Tempest Ltd

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.

- utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

- Implementing the OPAL Play programme throughout the school, to encourage positive behaviour, boost well – being and improve attendance.

- offering a wide range of pastoral support and interventions to boost wellbeing, behaviour, attendance, and aspiration. Interventions focus on: building life skills such as confidence, resilience, promoting a healthy lifestyle and socialising. Disadvantaged pupils are encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned an external teaching and learning review, which focussed on the quality of education throughout the whole school. During this review it was noted that as a school we must continue to focus on closing the attainment gap between disadvantaged and non-disadvantaged pupils. A further pupil premium review has been arranged for the academic year 23/24.

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 also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We used the Financial Benchmarking Tool to compare our spends with other comparable schools.

We looked at a number of 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.