

Clapgate Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	21-22	22-23	23-24
School name	Clapgate Primary School		
Number of pupils in school	446 N-6 398 R-6	435 N-6 395 R-6	401
Proportion (%) of pupil premium eligible pupils	47.5%	35%	37.6% (151 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2023-2024		
Date this statement was published	November 21	Nov 22	Oct 23
Date on which it will be reviewed	July 22	Sep 23	Sep 24
Statement authorised by	Natasha Singleton		
Pupil premium lead	Natasha Singleton		
Governor / Trustee lead	Peter Olver		

Funding overview

Detail	21-22	22-23	23-24
Pupil premium funding allocation this academic year	269,895	273,335 (Includes £14,460 CLA funding for 6 children)	234,125 (Includes £20,240 CLA funding for 8 children)
Recovery premium funding allocation	27,685	26,970	26,970

Pupil premium funding carried forward from (enter £0 if not applicable)	0	0	0
Total budget for this academic year	296,823	300,305	261,095

Teaching					
2021-2022 activity	2021-2022 costs	2022-2023 activity	2022-2023 costs	2023-2024 activity	2023-2024 costs (50% of total from pupil premium funding)
Contribution to extra leadership time for subject leadership time (2 days per week)	7600	Contribution to extra leadership time for subject leadership time (2 days per week)	7600	Subject leadership time 1 day a week (total 10,374)	5287
Out of class SENDCo contribution	50,000	Out of class SENDCo contribution	40,000	Out of class SENDCo (total 64,632)	32,316
Third teacher in Y6 (NP)	41,341	Third teacher in 5/6 contribution	40,000	Third teacher and TA in UKS2 (total 73,049)	36524.50
		Opera North contribution	35,000	Opera North (total 41000)	20,500
				HLTA for Year 3 group (total 32,689)	16344.50
Total teaching 21-22	98941	Total teaching 22-23	122600	Total teaching 23-24	110,872
Targeted academic support					
2021-2022 activity	2021-2022 costs	2022-2023 activity	2022-2023 costs	2023-2024 activity	2023-2024 costs (50% of total from pupil premium funding)

KW speech and language programmes	18,232	KW speech and language programmes	18232	KW speech and language (total 21,695)	10847.50
AR intervention groups	18,649	Academic mentor contribution	3000	H.Taylor and E. Smith 3 days teaching time (total 36,632)	18,316
Tutoring programme	7,718	HLTA SEN support	22745	Extra TAs x2 in foundation stage (total 45,247)	22632.50
Complete maths tutor programme	6,084	HT small group teaching	8000		
CW SEN support	19,066	SP/ES small group teaching	10000		
HF small group teaching	17,926	NS small group teaching contribution	5000		
Chatterbugs	11,267	Chatterbugs	11267	Chatterbugs (12,000)	6000
Extra TAs for class interventions		Extra TAs for class interventions			
Total targeted academic support	98,941	Total on targeted academic support	78,244	Total on targeted academic support	57,787
Wider strategies					
2021-2022 activity	2021-2022 costs	2022-2023 activity	2022-2023 costs	2023-2024 activity	2023-2024 costs (50% of total from pupil premium funding)
Attendance support officer	10,000	Attendance support officer	12,511	Attendance officer (19,509)	9754.50

Therapeutic team	15,377	Therapeutic team	17,487	Child and family liaison officer (34,333)	17166.50
Therapeutic team	27,000	Therapeutic team	29,844	Therapeutic team and behaviour support (44,298)	22,149
Child and family support worker	27,000	Child and family support worker	29,319	Child and family support worker (34,102)	17,051
Lineham Farm Y4 and Y5 contribution	1,800	Residential contribution	4000	Residential support (2900)	1450
Kingswood contribution	6360	Camping	1000	Camping (fully paid for all children 1500)	750
Minibus lease	5,300	Minibus lease	5,300	Minibus lease and training (8250)	4125
Animal costs (Goats, Chickens, dog, guinea pigs)	2,000			Animal costs, gardener, outdoor learning (12,000)	6000
Milk for PP 108 children x 5 days a week x 38 weeks x 0.2	4104			Attendance awards (1500)	750
Extra TAs for therapeutic work		Extra TAs for therapeutic work		Jess cluster (26100)	13,050
				Early years breakfast (380)	190
Total wider strategies	98,941	Total on wider strategies	99,461	Total on wider strategies	92436
Total on all categories	296,823	Total on all categories	300,305	Total on all categories	261,095

Part A: Pupil premium strategy plan

Statement of intent

At Clapgate, we have high expectations and ambitions for all our pupils, including those eligible for pupil premium funding.

We have high numbers of disadvantaged pupils and many of our pupils not in receipt of pupil premium funding face similar barriers to our pupil premium pupils. We recognise that the barriers can include wide ranging issues such as low attendance and engagement from parents, low attainment levels on entry to school, poor language and communication skills, a higher risk of SEMH difficulties, and a poverty of life experiences.

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. Our strategy will also take into account the needs of other vulnerable pupils, for example those who are young carers, or who have social worker or cluster involvement.

High-quality teaching is at the heart of our approach; we know that this is proven to have the greatest impact on closing that disadvantaged attainment gap, as well as benefiting all pupils in school. We have a rigorous staff development programme for teachers and teaching assistants to support high-quality teaching, and our senior leaders, phase leaders and subject leaders play a significant role in evaluating progress through ongoing and supportive monitoring and quality assurance. Our CPD focuses on proven effective strategies such as metacognition and self-regulation strategies, reading comprehension strategies, mastery learning and collaborative learning, all with a sharp focus on developing vocabulary and oracy.

We have set out a clear plan for targeted support. This includes the use of an HLTA, small teaching groups where they are most needed (supported by teaching provided by the leadership team and the SENDCo, a comprehensive range of evidence-based interventions delivered by additional TAs and class TAs, and speech and language support through Chatterbugs and a designated TA.

Our wider support focuses on improving attendance, offering therapeutic support, and providing experiences such as trips and residential.

Challenges

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

Challenge number	Detail of challenge
1	Low communication skills (poor vocabulary and sentence structure). This is evident from Nursery through to KS2 and in general, is more prevalent among our disadvantaged pupils than their peers.
2	Low attainment on entry to EYFS in all areas for the majority of our pupils but in particular for our disadvantaged pupils (pre-Covid, over 80% of disadvantaged children below ARE compared to 56% non-disadvantaged and 2021 over 80% of all pupils below ARE on entry)
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers
4	Our assessments and observations indicate that the education 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. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations in all subjects (20% gap 2021)
5	<p>Low attendance and poor punctuality</p> <p>Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils is significantly lower than the attendance of our non-disadvantaged pupils, reflecting the picture nationally.</p> <p>Our disadvantaged are far more likely to be persistently absent. See below for figures for attendance and for persistent absence.</p> <p>In 18-19, 87% of our PA children were disadvantaged children.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
6	<p>Our assessments and observations indicate that the 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. We see that more disadvantaged pupils need extra support with SEMH. 58 children (75.9% of whom are disadvantaged) were accessing therapeutic support for SEMH needs in 2021.</p> <p>Post-pandemic, we continue to see increased pressures for many of our families, especially our disadvantaged families (mental health issues in particular). The</p>

	impact of the cost-of-living crisis has also disproportionately affected our disadvantaged children.
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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
To improve 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.
For disadvantaged pupils at Clapgate to continue to make rapid progress from entry to KS1 and from KS1 to KS2 leading to improved attainment in reading, writing and maths.	Disadvantaged pupils at Clapgate to achieve above disadvantaged pupils nationally in reading, writing and maths and within 5% of all pupils nationally in reading, writing and maths by the end of KS2.
To improve outcomes for pupil premium children in phonics	Disadvantaged pupils at Clapgate achieve above the national average expected standard in the phonics screening check compared to disadvantaged pupils nationally (18-19 gap 3.9%)
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 4.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1% to no more than 1.4% (current gap is 2.4%). the percentage of all pupils who are persistently absent being below 10.3% and the figure among disadvantaged pupils being no more than 3% higher than their peers.

Activity in academic year 21-22, 22-23 and 23-24

	2021-2022	2022-2023	2023-2024
Teaching	98, 941	126,000	110,872
Targeted academic support	98,941	78,244	57,787
Wider strategies	98,941	99461	92,436
Total	296,823	300,305	261,095

Teaching	Evidence that supports this approach	Challenge number(s) addressed	Year
Contribution to leadership time for subject leaders	EEF research on quality first teaching. Monitoring evidence shows us that improving teacher subject knowledge is a priority. All our training is in line with EEF recommendations, and we have a strong emphasis on metacognition, reading comprehension strategies, oral language, collaborative learning and mastery learning (all scoring highly in impact in EEF teaching and learning toolkit). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,2,3,4	21-22 22-23 23-24
Out of class SENDCo (contribution)	Internal monitoring evidence and pupil progress meetings show us that teachers need support to meet the needs of the children with a wide range of SEN needs in school. “An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils’ needs, and promotes high standards and the fulfilment of potential for all pupils” https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1,4	21-22 22-23 23-24
Extra teacher in 5/6 for children below ARE	We have wide gaps between different groups of pupils in UKS2 and aim to meet the needs of these different groups	4	21-22 22-23 23-24
Training and participation in NCETM Mastering Number Programme	NCETM evidence-if children develop fluency and flexibility with number facts and relationships early on, they will make much more progress later, in both maths and other subjects.’ https://www.ncetm.org.uk/news/mastering-number-a-new-programme-for-early-primary-pupils/	1,2,4	21-22 23-24

Invest in new reading books and training and monitoring to support phonics teaching	DfE reading framework- pupils should have books that are decodable for their stage of phonics DfE reading framework- 'build a team of expert teachers who know and understand the processes that underpin learning to read, and draw on expert training, practice and coaching to achieve this' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	3	21-22 23-24
In Harmony music provision	In harmony – unique music provision in conjunction with Opera North. Impacts on pupils' well-being, self-confidence, social awareness, social etiquette and a wider range of softer skills. Education Endowment Foundation evidence: 2 months extra progress across the curriculum for those who study the arts.	1,5, 6	22-23 23-24 24-25

Targeted academic support	Evidence that supports this approach
Dedicated TA for speech and language programmes in foundation school. Chatterbugs speech and language therapist.	EEF teaching and learning toolkit. Observations of children's difficulties in class. Early intervention impact studies. The average impact of Oral language interventions is approximately an additional six months' progress, often report improved classroom climate and fewer behavioural issues following work on oral language. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language
Dedicated TA for interventions across KS1 and KS2 (former teacher). Further additional TAs to provide class	EEF. Benefit of small group intervention for children who have fallen behind in lockdowns or for other reasons. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-intervention

<p>authorit y support for case work. Work across school to embed principles of good practice set out in DfE advice.</p>	<p>In 18-19, 87% of our PA children were PP. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>		<p>202 2- 202 3 202 3- 202 4 (no longer LA support)</p>
<p>Therapeutic team to support vulnerable pupils and pupils with SEMH difficulties and training for all staff on SEL skills.</p>	<p>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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning 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): Of all the children receiving therapeutic intervention currently, 75.9% of them are PP pupils (21-22)</p>	<p>6</p>	<p>202 1- 202 2 202 2- 202 3 202 3- 202 4</p>
<p>Child and Family Support Worker to support vulnerable children and their families. Contribution</p>	<p>The majority of our children requiring Early Help intervention, family support or other internal and external interventions are pupil premium children. High level of support needed particularly post lockdowns/cost of living difficulties.</p>	<p>5,6</p>	<p>202 1- 202 2 202 2- 202 3 202 3- 202 4</p>

to Jess cluster .			
Contribution to trips and residential	<p>Limited number of studies on impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>This is part of our vision to provide all children with experiences that develop resilience, self-confidence, motivation, teambuilding and communication skills and language skills. Trips provide rich learning opportunities and contribute to SMSC development.</p>	1,4,6	2021-2022 2022-2023 2023-2024
Minibus lease	Support with attendance- see above (minibus pick up) and with trips and experiences.	1,4,5,6	2021-2022 2022-2023 2023-2024

	21-22	22-23	23-24
Total budgeted cost	£296,823	£300,305	£261,095

Part B: Review of outcomes

Pupil premium strategy outcomes 20-21

In 18-19, our data shows that we were very successful in closing the gap between disadvantaged and non-disadvantaged pupils. In reading at KS2, our PP pupils outperformed all pupils nationally and in maths they were in line with all pupils nationally. Our PP pupils have consistently outperformed PP pupils nationally in reading, writing and maths (by an average of 10% in 18-19).

Since 2019, our internal assessments have suggested that the performance of disadvantaged pupils is lower than in previous years in key areas of the curriculum and that the gap between disadvantaged and non-disadvantaged pupils has grown in reading, writing and maths.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by live teaching over Teams, support for children by our teaching assistants as well as our teachers, and the use of online resources such as those provided by Oak National Academy.

Many of our recent targets were met in terms of staff development and training, but we have yet to be able to measure the impact of this in terms of pupil outcomes.

Attendance had improved between 16-17, 17-18 and 18-19 and persistent absence had reduced significantly (to 10.3%). Current data (21) is hard to compare with previous years due to the disruption of Covid-19 and the ongoing issue of children having to isolate for ten days if they have Covid.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Pupil premium strategy outcomes 21-22

In the year 21-22 we have continued to feel the impact of Covid-19 lockdowns very strongly. Across school, we have seen the pupil premium gap widen significantly. Only in KS2 reading do we see a small gap between PP and non-PP children. We do not yet have data for pupil premium versus non pupil premium at key assessment data points nationally.

See table below for data comparing assessment data for KS1 and KS2 for pupil premium pupils and non-pupil premium pupils at Clapgate.

Attendance for PP children continues to be well below the attendance for non-PP children and persistent absence for PP children is significantly higher than for non-PP children. See table below for the detail.

Updated 21-22 outcomes (PP gaps)

In KS2 reading, our gap was smaller than the national gap for pupil premium- our gap was 17.6%.

In KS2 writing, our pupil premium gap was 9% higher than the national gap.

In KS2 maths, our pupil premium gap was 3% higher than the national gap.

In KS1 reading and writing our pupil premium gap was higher than national (3-5% higher). Our gap in maths was in line with the national gap.

In phonics our gap was 9.6% higher gap than the national gap.

In EYFS our gap for combined (GLD) was 4% higher gap than national gap.

Pupil premium strategy outcomes 22-23

Intended outcome: To improve oral language skills and vocabulary among disadvantaged pupils.

All pupils in school have improved their oral language skills due to an increased emphasis on oracy in all classes. Observations in maths and reading in particular have shown that children are getting better at discussing their learning and exploring ideas through talk. Use of stem sentences and talk rules are well embedded in these subjects. Work will continue in 23-24 on improving the quality of talk across the curriculum and finding ways of measuring the impact of this.

Intended outcome: For disadvantaged pupils at Clapgate to continue to make rapid progress from entry to KS1 and from KS1 to KS2 leading to improved attainment in reading, writing and maths.

Achieved- see below

Intended outcome: To improve outcomes for pupil premium children in phonics

Achieved- 75% of disadvantaged pupils achieved the expected standard compared to 62% of disadvantaged pupils nationally (22 figure as 23 figure is not yet available)

Intended outcome: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Not achieved- see detail below:

Overall absence rate has reduced but is still at 7.2%. However, we are much closer to national figures than in previous years (1.2% gap) as there are high absence rates nationally since the pandemic.

Attendance gap between disadvantaged and non-disadvantaged is 3.6%. This reflects the national picture for gaps between disadvantaged and non-disadvantaged.

Persistent absence this year was 21% at Clapgate. However, the gap between Clapgate and National is smaller than in previous years.

Persistent absence for disadvantaged is 3.6% higher than for non-disadvantaged pupils.

Pupil Premium Academic Outcomes 22-23

KS2 outcomes

We had small pupil premium gaps in individual subjects

Pupil Premium at Clapgate is close to or above national for all pupils in individual subjects and above national for all pupils in combined

Gaps across individual subjects and combined are significantly lower than national gaps for 21-22 (22-23 not yet available)

KS1 outcomes

We have large pupil premium gaps in KS1 (higher than National and higher than 21-22 gaps). This is a cohort specific issue and is closely linked to SEN, attendance and parental engagement in this cohort.

Phonics outcomes

Our pupil premium gap in phonics in 22-23 is in line with national 21-22 and smaller than our school gap 21-22. Our pupil premium children are above the pupil premium figure for 21-22.

EYFS outcomes

Our pupil premium gap in EYFS is in line with the national gap in 21-22, but larger than our 21-22 school gap.

Pupil premium strategy outcomes 23 - 24

Intended outcome: To improve oral language skills and vocabulary among disadvantaged pupils.

The quality of talk in classrooms has improved for all children. Our Ofsted (2024) report states that our EYFS staff 'model speaking and listening skills with expertise'. It also states that 'the school's work on pupils' personal development is exceptional. Pupils talk confidently to familiar and unfamiliar adults about their school[...] Members of the school council talk maturely about how much pupils' behaviour has improved[...] Pupils talk knowledgeably about respecting the protected characteristics such as disability and religion.'

Lesson observations in maths, writing and science noted that all children are speaking more in lessons and using lots of partner talk. Science observations showed that teachers are explicitly

teaching tier 2 vocabulary specific to the objectives to the lesson and using the vocabulary progression document.

At the end of the academic year, staff training introduced a range of grouping options as well as discussion roles.

Next steps: consolidate use of groupings and discussion roles and ensure the oracy curriculum is embedded and that retrieval practice is in place for tier 2 vocabulary.

Intended outcome: For disadvantaged pupils at Clapgate to continue to make rapid progress from entry to KS1 and from KS1 to KS2 leading to improved attainment in reading, writing and maths.

This has not been achieved.

The attainment gap at the end of KS2 has increased from 16.1% to 29.5%. The gaps between pupil premium and non-pupil premium across all subjects for end of KS2 are higher than national. This may be due to the specific cohort (see table below).

Gaps have increased between pupil premium (PP) and non-pupil premium (non-PP) children in KS1 and EYFS (apart from in maths for EYFS). These may also be cohort specific. For example, the end of KS1 data shows an alarming gap of 43.1% in achieving the age related expectation (ARE) in maths, however more PP children (50% in 2024 versus 30.8% in 2023) and non-PP children (93.1% in 2024 versus 55.9% in 2023) achieved ARE than the previous year. Many of the methods employed to improve outcomes for disadvantaged pupils in their core subjects are implemented through teaching and therefore this improves all pupils' attainment, not just the pupil premium children's.

Next steps: Research further methods to address the attainment gap in addition (or instead of, where strategies are not successful) to current strategies.

Intended outcome: To improve outcomes for pupil premium children in phonics

Not achieved - 27% of PP children achieved the expected standard (see table below).

Next steps: consider running phonics sessions for parents/carers as well as reading sessions and continue working on improving attendance so children are not missing phonics sessions.

Intended outcome: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Good progress has been made through attendance initiatives as there is less than 1% between Clapgate and national. Unfortunately, during the summer term, the PA % significantly increased, and the gap between Clapgate and the national PA figure is bigger than the previous academic year.

Non-pupil premium children have better attendance at Clapgate - there is a gap of 2.1% between non-pupil premium and pupil premium children (see table below). There is a larger gap when considering persistent absences (gap of 19.5%).

Next steps: Continue to improve attendance with a particular focus on PP. Evaluate actions that are having a positive impact and implement further strategies where necessary. For example, assembly from Vision for Education who will be supporting our attendance initiatives for 2024-25 and change to school holidays.

Pupil Premium Academic Outcomes 23 – 24

Across all subjects, a higher proportion of non-pupil premium children achieved the expected standard for their age than pupil-premium children. The biggest gaps are in all core subjects: reading (gap of 33.1%), writing (gap of 31.9%), maths (29.2%) and science (21.9%).

In order to address these gaps, one next step we might consider is looking for cross-curricular opportunities to allow for further explicit English and maths teaching. For example, explicitly teaching children how to talk and write for different subjects (e.g 'how to speak like a historian' and 'how to write like an artist').

	Total percentage passed	Percentage of children on SEND register who passed	Percentage of children receiving PP who passed	Reasons children didn't pass	Next Steps
Y1	64% (38 out of 59)	21%	27%	SEND needs (already receiving support or not yet on SEND register), attendance issues, started mid-way through the year	targeted interventions, regular staff RWI training, phonics to be embedded across all areas of curriculum.
Y2	57% (4 out of 7)			3 children didn't pass due to parent bereavement, SEND needs, attendance	
Y3	14 children	Good progress – from set 1 to set 3 sounds and reading		SEND, attendance, Covid	Fresh Start

yellow
books.

EYFS outcomes

		Reading 22	Writing 22	Maths 22	Combined 22	Reading 23	Writing 23	Maths 23	Combined 23
	2022-2023								
Y6	Y6 PP	76.9	43.6	56.4	38.5	74.2	67.7	71	61.3
	Y6 Not PP	77.3	72.6	81.8	63.6	83.9	77.4	80.6	77.4
	School Gap	0.4	29	25.4	25.1	9.7	9.7	9.6	16.1
	National Y6 PP	62	55	56	43				
	National Y6 Not PP	80	75	78	66				
	National Gap	18	20	22	23				
Y2	Y2 PP	47.6	23.8	47.6	18.2	26.9	15.4	30.8	15.4
	Y2 Not PP	74.4	48.7	69.2	43.6	58.8	41.2	55.9	41.2
	School Gap	26.8	24.9	21.6	25.4	31.9	25.8	25.1	25.8
	Y2 National PP	51	41	52	Not av				
	Y2 National Not PP	72	63	73	Not av				
	Y2 National Gap	21	22	21					
Y1	Y1 phonics PP	39.1	N/A	N/A	N/A	75	N/A	N/A	N/A
	Y1 phonics not PP	66.7	N/A	N/A	N/A	93.1	N/A	N/A	N/A
	School Gap	27.6	N/A	N/A	N/A	18.1	N/A	N/A	N/A
	National Phonics PP	62	N/A	N/A	N/A		N/A	N/A	N/A
	National Phonics Not PP	80	N/A	N/A	N/A		N/A	N/A	N/A
	National Phonics gap	18	N/A	N/A	N/A		N/A	N/A	N/A
EYFS	EYFS PP	55	40	50	42.9	40	40	40	40
	EYFS Not PP	62.1	58.6	69	58.6	68	62	64	60
	School Gap	7.1	18.6	19	15.7	28	22	24	20
	National EYFS PP				49.1				
	National EYFS Not PP				68.8				
	National EYFS Gap				19.7				

		Reading 23	Writing 23	Maths 23	Combined 23	Reading 24	Writing 24	Maths 24	Combined 24
	2023-2024								
Y6	Y6 PP	74.2	67.7	71	61.3	56.7	56.7	63.3	53.3
	Y6 Not PP	83.9	77.4	80.6	77.4	86.2	89.7	89.7	82.8

	School Gap	9.7	9.7	9.6	16.1	29.5	33	26.4	29.5
	National Y6 PP					62	58	59	45
	National Y6 Not PP					79	78	79	67
	National Gap					17	20	20	22
Y2	Y2 PP	26.9	15.4	30.8	15.4	45.4	36.4	50	
	Y2 Not PP	58.8	41.2	55.9	41.2	68.9	65.5	93.1	
	School Gap	31.9	25.8	25.1	25.8	23.5	29.1	43.1	
	Y2 National PP								
	Y2 National Not PP								
	Y2 National Gap								
Y1	Y1 phonics PP	75	N/A	N/A	N/A	27	N/A	N/A	N/A
	Y1 phonics not PP	93.1	N/A	N/A	N/A	64	N/A	N/A	N/A
	School Gap	18.1	N/A	N/A	N/A	37	N/A	N/A	N/A
	National Phonics PP		N/A	N/A	N/A		N/A	N/A	N/A
	National Phonics Not PP		N/A	N/A	N/A				
	National Phonics gap		N/A	N/A	N/A				
EYFS	EYFS PP	40	40	40	40	54.5	45.5	54.5	45.5
	EYFS Not PP	68	62	64	60	82.9	71.4	77.1	71.4
	School Gap	28	22	24	20	28.4	25.9	22.6	25.9
	National EYFS PP								
	National EYFS Not PP								
	National EYFS Gap								

	2021-2022	2022-2023 (National)	2023-2024
Attendance (All 1-6)	92.1% (93.7)	92.7% (94%)	93.7% (94.5%)
Attendance (Pupil Premium (1-6))	89.5%	90.8%	91.6%
Attendance (Non Pupil Premium 1-6)	94.3%	94.2%	94.9%
Persistent absence (All 1-6)	24.2% (17.7%)	21.5% (17.2%)	21.6% (20.4%)

Persistent absence (Pupil Premium 1-6)	37.2%	32.9%	29.8%
Persistent absence (Non Pupil Premium 1-6)	12.15	12.1%	10.3%

Externally provided programmes

Programme	Provider
Complete Maths Tutor	La Salle Education
White Rose Maths	
The Maths- No Problem Primary Series	Maths-No Problem!
Purple Mash	2Simple
TTRockstars	Maths Circle
Bookmark reading	Bookmark reading charity
Jigsaw PSHE	Jigsaw PSHE Ltd
Mimove activity tracker	Mimoveapp.com
Speech and Language support	Chatterbugs
	Artsmark
Provision Map	Edukey Education
Talk Boost (EYFS)	ICan
Tapestry- Online learning Journal	Tapestry
Read Write Inc Phonics	Read Write Inc
Nessy – Reading and Spelling	Nessy
Flash Academy – EAL support	Flash Academy
Charanga – Music	Charanga

Service pupil premium funding (optional)

Measure	Details
N/A	

Further information (optional)

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.
- 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 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.