

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Castle Hill Primary School
Number of pupils in school	645
Proportion (%) of pupil premium eligible pupils	21.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2021/22 – 2023/24
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	John Martin, Head Teacher
Pupil premium lead	Trish Lund, Inclusion Manager
Governor / Trustee lead	Christine Bagan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£207,730 – based on the funding allocation for the 2023/24 financial year and assuming this will be similar for the 2024/25 financial year.
Recovery premium funding allocation this academic year	£19,430

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	Pupil Premium: £22,556 Recovery Premium: £6024
<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	£255,740 – based on the funding allocation for the 2023/24 financial year and assuming this will be similar for the 2024/25 financial year.

Part A: Pupil premium strategy plan

Statement of intent

At Castle Hill Primary School, our vision of 'Aiming for Excellence' means that all pupils are given the opportunity to achieve their full potential in all areas of the curriculum, despite any barriers that they might face to their learning. To develop their agility, our pupils are encouraged to be creative, enterprising and to take risks in their learning. They are also taught to be open-minded and to enquire about the world around them. At Castle Hill, we encourage flexible thinking that equips pupils with the skills they need to extend their own learning and challenge themselves during their time with us, and beyond. A hardworking ethos is embedded in the school and we develop pupils who have high aspirations and are dedicated to achieving them. We encourage practice, perseverance and resilience. Our motto of 'Manners Matter' underpins the values that are instilled in our pupils to become empathetic individuals who can collaborate, feel included and are concerned for others. This allows pupils to explore their emotional well-being and self-growth, and in doing so develop an understanding and empathy for the beliefs of others.

Our Pupil Premium strategy is guided by the following key principles:

1. that every child should have access to the same opportunities within school;
2. that every child has the potential to succeed given the right support;
3. that the emotional needs of every child must be addressed in order for them to be ready to learn.

In line with the Education Endowment Foundation's 3-part model, our strategy is directed at three key areas: high quality inclusive teaching in the classroom, ensuring that children are well supported to be successful and independent learners; small group teaching and interventions that target specific learning needs; and wider strategies that promote emotional well-being and readiness to learn.

Our strategy takes a holistic approach, which considers children's emotional needs as a precursor to academic success. Having completed the Virtual School's ATAS programme, the school is continuing on its journey to become an Attachment and Trauma Aware School. As part of that process, the school has adopted the Thrive approach to social and emotional wellbeing and has in place other enrichment activities that target emotional and mental health. Every pupil in the school is Thrive assessed and activities are embedded throughout classroom learning to develop emotional wellbeing.

Another aspect of our strategy focuses on high quality inclusive teaching in the classroom and on ensuring that all children are well supported to be able to access the learning. Good teacher modelling is a key factor in this teaching approach. With a focus on providing a working environment that has a range of resources in the classroom to promote independent learners, our strategy aims to develop pupil confidence by ensuring the right support and scaffolds are in place so that learners keep up with classroom learning and achieve success. We also recognise the vital role that vocabulary development plays in learning, which is why addressing the vocabulary gap is another key focus of our strategy. Through high quality inclusive teaching that encourages the development of vocabulary and through targeted professional

development of staff, we aim to create a level playing-field that enables all children to fully participate in and fully access the learning in the classroom.

Our strategy also incorporates targeted interventions and small group catch-up teaching in order to target specific learning needs and address any gaps in learning. While it is our priority that children remain in the classroom the majority of the time where they benefit from high quality teaching and peer group interactions, there are times when children may need specific interventions (for example phonics, precision teaching, speech and language) or small group teaching. This is always carefully considered so that children are not always removed from the same subjects, especially from those that they enjoy and in which they may excel.

Finally, our strategy is underpinned by strong leadership. The Pupil Premium Lead, who is also Assistant Headteacher (Inclusions), works closely with the wider Senior Leadership Team, Core Subject Leads and Pupil Premium Champion to ensure that the PP strategy is woven into all areas of school life and is supported by leaders at all levels. The strategy is reinforced by a cycle of monitoring and feedback which measures the impact of actions and ensures quality provision that is consistent across the school. This is achieved through lesson observations, learning walks, book scrutiny, data analysis, pupil progress meetings, staff surveys and pupil conferencing.

Challenges

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

Challenge number	Detail of challenge
1	Emotional wellbeing and readiness to learn Since the reopening of schools after the pandemic, we have seen an increase in the social, emotional and mental health needs of many of our children – particularly those who are vulnerable or disadvantaged. This, along with subsequent behavioural difficulties, is impacting on their ability to engage fully in lessons and to become confident and successful learners.
2	Accessing learning in class through appropriate resources and scaffolding. Many of our disadvantaged children are working at a level which is behind that of their peers. Supporting learning with specific resources and scaffolding is a priority in order to accelerate the progress of our disadvantaged children, reducing the need for 'catch-up' by ensuring that in all lessons our children 'keep-up'.
3	Language deficit – developing vocabulary Many of our disadvantaged children have a deficit in language compared to their more advantaged peers. This is particularly true of some of our younger children. This impacts on all aspects of learning and progress, and as such is a priority for the school.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Children will be able to manage their emotions so that they are ready to learn.</p>	<p>Children will:</p> <ul style="list-style-type: none"> - Identify emotions they are feeling; - Be confident at talking about their emotions; - Develop a rich emotional vocabulary; - Forge trusting relationships with adults; - Understand good stress and bad stress and how their brain responds to each; - Understand how their emotional wellbeing impacts on learning; - Identify strategies to self-regulate; - Have fewer recorded behaviour incidents; - Be more engaged in lessons; - Make good academic progress*.
<p>Children will be supported through a range of resources and scaffolding to fully access the learning in class.</p>	<p>Children will:</p> <ul style="list-style-type: none"> - Have access to a wide range of resources in the classroom; - Be supported by appropriate scaffolding during learning tasks; - Know the resources available to them in class; - Know how to select and use resources appropriate to the task; - Feel more confident at tackling learning tasks; - Be more independent in their learning; - Complete more of the work set; - Make good academic progress*.
<p>Children will develop a broader vocabulary, enabling them to better access learning.</p>	<p>Children will:</p> <ul style="list-style-type: none"> - Experience a rich word environment in the classroom; - Be confident at engaging in conversation with staff and peers; - Be given opportunities to take part in class discussion and in informal classroom talk; - Be exposed to a wide range of vocabulary across the curriculum; - Develop better understanding of spoken language; - Read and understand a wider vocabulary; - Be more engaged in learning; - Make good academic progress*;

*Progress data – Target Tracker, PIRA/PUMA standardised scores,

KS1 and KS2 SATS, Y1 phonics screening, EYFS ELG.	- Percentage of children working at ARE in Reading and Writing will consistently improve.
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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: £122,389

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP Lead staffing cost: <ul style="list-style-type: none"> PP Lead time on inclusion, DSL, attendance, strategy planning, budget, monitoring, staff training. 	<p>The positive impact of strong leadership and a co-ordinated strategy on outcomes for disadvantaged pupils is well supported by research evidence (see EEF, Sutton Trust, NFER, Marc Rowland).</p> <p>Experience in school of where co-ordinated strategy planning and good communication has led to effective implementation of actions and more effective monitoring.</p>	1, 2, 3
Designated Teacher x 2 – EPACs/PEPs – liaison with parents, teachers, social workers, Virtual School; advice and monitoring of targets; meeting time	<p>The positive impact of setting targets is well established in educational discourse (leading to ongoing review and feedback, high teacher expectations, targeted interventions that directly impact pupils).</p> <p>Internal teacher assessment shows children making good progress towards targets that have been set.</p> <p>The benefits of multi-agency working in promoting positive outcomes for vulnerable children is well documented.</p>	1, 2, 3
PP Champion x 2 (2 days per week) – small group catch-up teaching – Y6	<p>EEF Teaching and Learning Toolkit: Small group tuition - moderate impact (+4 months progress).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2, 3

<p>Small group catch-up teaching by an experienced teacher (3.5 days per week) – Y4 English/SEND Toolkit</p> <p>(Recovery Premium)</p>	<p>EEF Teaching and Learning Toolkit: Small group tuition - moderate impact (+4 months progress). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>2, 3</p>
<p>Small group catch-up teaching by an experienced teacher (1 day per week) – YR</p>	<p>EEF Teaching and Learning Toolkit: Small group tuition - moderate impact (+4 months progress). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>2, 3</p>
<p>Autism specialist to deliver coaching/training to staff; establishing a nurture room.</p>	<p>Teachers who understand autism can make a significant difference to the outcomes of children with autism.</p> <p>A recent survey by the All-Party Parliamentary Group for Autism (APPGA) found that 60% of young autistic people said that having a teacher who understands autism is the main thing that would improve their experience of school.</p> <p>A report by the Autism Education Trust (sponsored by the Department for Education and University of Birmingham (2019)) finds that teachers can create an environment where children with autism ‘feel uncomfortable, anxious and excluded or one where they feel relaxed, included and confident, where they can learn.’</p> <p>https://www.autismeducationtrust.org.uk/sites/default/files/2021-09/GAP_report%20-%20mainReport_I-S.pdf</p>	<p>1, 2, 3</p>
<p>Reading specialist to deliver reading interventions with a focus on comprehension skills.</p>	<p>EEF Teaching and Learning Toolkit: Reading comprehension strategies – very high impact (+6 months progress). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>3</p>
<p>HIAS TED Network meetings (3 per year) – for PP Lead/PP Champion to remain up-to-date with latest good practice.</p>	<p>Education Policy Institute (EPI) report, 19 Feb 2020 – High-quality CPD for teachers has a significant effect on pupils’ learning outcomes; teacher CPD may be a cost-effective intervention for improving pupil outcomes.</p>	<p>1, 2, 3</p>

	https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/	
Pupil Premium Conference 2022-23 – for PP Leads to remain up-to-date with latest research and developments.	Education Policy Institute (EPI) report, 19 Feb 2020 – High-quality CPD for teachers has a significant effect on pupils’ learning outcomes; teacher CPD may be a cost-effective intervention for improving pupil outcomes. https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/	1, 2, 3
DT Conference – for DTs to remain up-to-date regarding LAC and PLAC.	Education Policy Institute (EPI) report, 19 Feb 2020 – High-quality CPD for teachers has a significant effect on pupils’ learning outcomes; teacher CPD may be a cost-effective intervention for improving pupil outcomes. https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/	1
Wider CPD for teachers, e.g: <ul style="list-style-type: none"> • Jonathan Hannan Wellbeing training • SEND and Inclusion • Phonics and Early Reading • Multi-Sensory Phonics • Pooky Nightsmith training • ECT courses 	Education Policy Institute (EPI) report, 19 Feb 2020 – High-quality CPD for teachers has a significant effect on pupils’ learning outcomes; teacher CPD may be a cost-effective intervention for improving pupil outcomes. https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/	1, 2, 3
Wellbeing day – support for teachers/retention	The impact of teacher wellbeing on teacher-student relationships and student academic achievement is highlighted in a growing number of research studies. The World Economic Forum post-pandemic report (2022) into teacher wellbeing states that ‘for better learning outcomes, we must prioritize teacher wellbeing’. https://www.weforum.org/agenda/2022/10/teachers-well-being-and-empowerment-learning-recovery-acceleration/	1, 2, 3

<p>Thrive subscription</p> <p>Thrive practitioner training</p>	<p>EEF Teaching and Learning Toolkit: Social and emotional learning – moderate impact (+4 months progress). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Attachment Theory – well supported by research evidence. (Bath Spa University, 2015) Impacts of ATAS include significant improvements in reading, English and maths achievement; improvement in behaviour and decrease in sanctions; 90%+ professionals reported improvements in professional practice and increased confidence at discussing pupil's emotional wellbeing through Emotion Coaching. https://www.bathspa.ac.uk/media/bathspaacuk/education-/research/attachment-aware/Attachment-Aware-Evaluation-Report-BNES.pdf</p> <p>The Thrive Approach – growing case study evidence of its positive impact in schools on behaviour, attendance and attainment. In school, several children have been identified as having complex social and emotional needs and whose attendance, behaviour and academic progress is of concern. These children need a targeted approach that supports their emotional development.</p>	<p>1, 3</p>
<p>TALA Conference and supervisions – 3 PTPs</p>	<p>Effective pastoral care is linked to academic engagement and performance (Furrer & Skinner, 2003), fostering friendly relationships among learners. These factors have been identified as solutions to improve truancy and other forms of absenteeism (Reid, 2003) and enhance resilience and, hence, academic outcomes in learners (Best, 2014).</p>	<p>1, 3</p>
<p>ELSA Conference and supervisions – 3 PTPs</p>	<p>The positive impact of ELSA is well established in educational research. EEF Teaching and Learning Toolkit: Social and emotional learning – moderate impact (+4 months progress).</p>	<p>1, 3</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Lego Therapy training – 2 PTPs	Evidence-based practice review report, University College London: ‘There was promising evidence which suggested that LEGO ® therapy could be a better way to improve social communication difficulties, than compared to other interventions.’ https://www.ucl.ac.uk/educational-psychology/resources/CS1Songara16-19.pdf	
ELSA Training – 1 PTP	The positive impact of ELSA is well established in educational research. EEF Teaching and Learning Toolkit: Social and emotional learning – moderate impact (+4 months progress). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 3
Impact of Play on Learning - 1 PTP	The Power of Play literature review, Play Scotland: ‘There is considerable evidence that playing helps support children’s cognitive development. This includes the development of language skills, problem solving, gaining perspective, representational skills, memory and creativity.’ https://www.playscotland.org/learn/what-is-play/the-power-of-play/	
Closing the Disadvantage Gap – 1 PTP	Education Policy Institute (EPI) report, 19 Feb 2020 – High-quality CPD for teachers has a significant effect on pupils’ learning outcomes; teacher CPD may be a cost-effective intervention for improving pupil outcomes. https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/	
Nurture room resources	The value of nurture groups is well documented. Research by NurtureUK, finds that ‘nurture groups can help manage...detrimental cognitive, affective or behavioural styles by helping children and	1, 3

	<p>young people develop the social emotional skills, resilience and positive behaviours they need to do well in school and in life.’</p> <p>https://www.nurtureuk.org/wp-content/uploads/2021/10/Nurture-Groups-Booklet-Dec-2019.pdf</p>	
Establishment of ‘book nooks’	<p>The impact that reading for pleasure has on the immediate and long-term outcomes of children is widely document in the literature. This is true of both academic progress and social and emotional wellbeing.</p> <p>A Department for Education Report into the evidence on reading for pleasure (2012) found a wide range of benefits to children.</p> <p>https://assets.publishing.service.gov.uk/media/5a7c18d540f0b61a825d66e9/reading_for_pleasure.pdf</p>	1, 3

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

Budgeted cost: £42,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-led tutoring – 1 teacher x half day per week	<p>EEF Teaching and Learning Toolkit: 1:1 tuition – high impact (+5 months progress). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small group tuition – moderate impact (+4 months progress). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 3
Classroom based PTPs – targeted academic support	<p>EEF Teaching and Learning Toolkit: Phonics – high impact (+5 months progress). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2, 3

	<p>Small group tuition – moderate impact (+4 months progress). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Teaching Assistant Interventions – moderate impact (+4 months progress). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	
<p>Lexonik Sound subscription</p> <p>Targeted intervention for Y6 children aimed at developing phonological awareness and vocabulary.</p>	<p>Average reading gain – 27 months in 6 weeks (data validated by Northumbria University). https://lexonik.co.uk/katys-view/northumbria-university-study/</p> <p>EEF Teaching and Learning Toolkit: Small group tuition – moderate impact (+4 months progress). Children identified in school with reading scores between 80 and 115 and with poor phonological awareness. These children need a targeted intervention to close the gaps. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	3
<p>Nessy Reading and Spelling subscription</p> <p>Multi-sensory approach to phonics, especially effective for children with dyslexia.</p>	<p>Recommended as a high-quality evidence-based program by the Australian Federation of SPELD Associations (AUSPELD) and the Dyslexia SPELD Foundation (DSF), global partners of the International Dyslexia Association.</p> <p>Awarded the British Dyslexia Association mark of quality assurance and winner of the Educational Resources Award. https://www.nessy.com/en-gb/about-us/our-expert-research</p> <p>EEF Teaching and Learning Toolkit: Phonics – high impact (+5 months progress) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	3
<p>NELI subscription</p>	<p>EEF evaluation of NELI, September 2023: ‘An evaluation of the national rollout of NELI to Reception-aged children across England shows</p>	3

	<p>'solid evidence' of narrowing the gap between advantaged and disadvantaged children.'</p> <p>'NELI boosts language skills of disadvantaged pupils by seven months.'</p> <p>https://www.nuffieldfoundation.org/impact/nuffield-early-language-intervention</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £122,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Team – support for vulnerable families	<p>EEF Teaching and Learning Toolkit: Parental engagement – moderate impact (+4 months progress).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1, 3
Support for parental engagement and attendance	<p>EEF Teaching and Learning Toolkit: Parental engagement – moderate impact (+4 months progress).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>The impact of poor attendance on academic attainment is widely reported, e.g: 'Missing school for just a few days a year can damage pupils' chances of gaining good GCSEs, according to a new report published by the Department for Education today (24 March 2016).'</p> <p>https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</p>	1, 3
ELSA	<p>The positive impact of ELSA is well established in educational research.</p> <p>EEF Teaching and Learning Toolkit: Social and emotional learning – moderate impact (+4 months progress).</p> <p>https://educationendowmentfoundation.org.uk/</p>	1, 3

	education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
TALA	Effective pastoral care is linked to academic engagement and performance (Furrer & Skinner, 2003), fostering friendly relationships among learners. These factors have been identified as solutions to improve truancy and other forms of absenteeism (Reid, 2003) and enhance resilience and, hence, academic outcomes in learners (Best, 2014).	1, 3
Play Therapy	Evidence shows that play therapy gives children the tools to communicate and process their emotions, thus improving their ESMH: Through play, therapists may help children learn more adaptive behaviours when there are emotional or social skills deficits (Pedro-Carroll & Reddy, 2005). The positive relationship that develops between therapist and child during play therapy sessions can provide a corrective emotional experience necessary for healing (Moustakas, 1997). Play therapy may also be used to promote cognitive development and provide insight about and resolution of inner conflicts or dysfunctional thinking in the child (O'Connor & Schaefer, 1983; Reddy, Files-Hall, & Schaefer, 2005).	1, 3
Breakfast Club at both sites	EEF (reviewed 2019) “improved attendance and behaviour and ensure that no child has to learn when they’re hungry”. https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res	1, 3
Clubs funded - £160 per child	Internal anecdotal evidence – children who attend after school clubs show an increase in confidence and resilience. Children who participate in organised sports and physical activities had better social, emotional and behavioural skills than those who did not (NatCen Social Research Institute, Newcastle University and ASK Research). https://www.natcen.ac.uk/news-media/press-releases/2016/april/out-of-school-activities-improve-	1

	children%E2%80%99s-educational-attainment,-study-reveals/	
School trips funded - £40 per child	Residential learning experiences 'provide opportunities, benefits and impacts that cannot be achieved in any other context or setting' (York Consulting). It is well documented that school trips provide valuable learning and enrichment opportunities and contribute to cultural capital.	1, 3
Other resources: - to support emotional wellbeing activities (e.g. den building equipment, resources for Thrive/TALA) - to support families (e.g. uniform, leavers hoodies)		

Total budgeted cost: £286,409

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.

Context

Substantial progress has been made towards the intended outcomes of the 2022-23 Pupil Premium Strategy. Where objectives have been met and actions implemented, there will be a continued drive in the coming academic year to build on these and to imbedded existing good practice. Where objectives have not yet been met and where monitoring has identified areas for development, there will be a renewed focus on these as priority areas in the coming year and as part of our 3-year strategy.

The Pupil Premium Strategy is closely linked to the school's wider development priorities and, as such, bridges many areas. Staff are aware of Pupil Premium priorities and have received extensive training this year on scaffolding learning in the classroom, on supporting writing and developing vocabulary, and on reducing cognitive load. The most current thinking and research evidence regarding disadvantaged pupils has also been shared with staff, in order to ensure that all staff are fully aware of the importance of providing quality classroom provision for Pupil Premium children; that they are conscious of the need to develop cultural capital; and are mindful of the likely gaps in the experiences of many Pupil Premium children.

Following a review of the tasks carried out by the Pupil Premium Lead, the decision has been made to redistribute tasks and responsibilities in order to maximise the impact of PP Lead time. From September 2023, the Inclusion Manager will assume responsibility for the strategic direction of Pupil Premium within the school. This move should streamline strategic decision making and expand the current PP Lead's capacity to work with small groups of children on closing gaps in learning. Responsibility for monitoring the impact of the Pupil Premium strategy within school will be assumed by the wider Senior Leadership Team, with leaders scrutinizing aspects of the Pupil Premium strategy as they undertake their own monitoring. This shared approach to monitoring will reduce duplication and increase efficiency, and will free up the current PP Lead to spend more time working with children.

Evaluation of Impact

The following section provides a brief impact summary of the progress made in addressing each challenge area. Monitoring has taken place both to audit current practice and to monitor the implementation and impact of initiatives. Feedback has been given to staff and follow-up training provided as necessary.

1. Emotional wellbeing and readiness to learn

With emotional wellbeing having been a priority in the first year of the Pupil Premium strategy and with it now a strength in the school, it has been a case of 'light touch' monitoring to ensure that it remains well established. Monitoring has shown that emotional check-ins are well established in all classes; children have responded well to them and have a growing understanding of different emotions and how to manage them. There is clear progression, with older children showing a greater awareness of the complex nature of emotions.

In March 2023, an Emotional Wellbeing and Readiness to Learn Survey was completed by teachers and showed very positive outcomes across the range of questions asked. To give a sense of the results, 100% of teachers reported that children have developed a wider emotional vocabulary; 89% of teachers reported that children are more engaged in lessons due to a greater emotional awareness; 100% of teachers reported children having formed trusting relationships with adults in the school; and 78% of teachers reported children effectively using strategies to self-regulate their emotions.

Wider monitoring by senior leaders has noted calm working environments in classrooms, a high level of pupil engagement in learning and good relationships between adults and children. The following comments serve as an example of this: "classroom atmosphere was calm and focused", "lovely purposeful working atmosphere", "good active engagement of children", "all were engaged", "children were engaged and smiling", "respectful relationships between adults and children – the children were keen to learn and please", "good relationships with the children".

For those children who find self-regulation a challenge, a range of support is in place, either fully or partially funded by Pupil Premium funding, including opportunities for self-regulation supported by an adult, safe/quiet spaces and specific interventions (such as Thrive, ELSA, TALA, Play Therapy). The following comments from a recent pupil voice survey give a flavour of the value and impact of these interventions for the children: "It helps me be more calm when I am angry", "I tell my teacher I am finding things difficult rather than keeping it to myself", "I have learned to play", "It helps me to be relaxed".

Moving forward into the 2023-24 academic year, focus will be on teachers explicitly modelling how they are feeling and the strategies they use to regulate their emotions, and on imbedding Thrive into wider classroom practices.

2. Accessing learning in class through appropriate resources and scaffolding

Extensive monitoring of resources and scaffolding took place across all year groups in the Autumn term and revealed many strengths. Lesson observations identified a range of accessible practical resources in all classrooms available for children to use (concrete maths resources, sound and word mats, whiteboards); the use of task planners and recording sheets; clear visual teaching display with large font and use of colours and images; effective deployment of Professional Teaching Partners (PTPs) supporting children during both the input and independent tasks; and effective questioning and prompting by both teachers and PTPs to encourage deeper understanding.

While children readily use resources that are given to them, they are more reluctant to access resources independently. Pupil conferencing in May 2023, revealed a persistence of the belief that resources are used to help children when they are struggling. In order to address this, there will be a renewed focus in the 2023-24 academic year on teachers modelling the use of resources for all as part of their teacher inputs, rather than turning to resources as a support for some. Modelling, in general, as a method of scaffolding, is an area for continued development, with a focus on metacognition in particular – that is explicit modelling of the learning and thinking processes involved in a task and of the strategies for overcoming difficulties and evaluating learning.

Another area for development in the 2023-24 academic year is working walls. While the use of working walls has been expanded this year, with current and relevant work more frequently displayed as a visual reference and with some strong examples evident in classrooms, the use and effectiveness of working walls remains inconsistent across the school. This is also reflected in pupil conferencing – while children are able to talk about a range of resources they find helpful to them in the classroom, working walls are infrequently mentioned.

3. Language deficit – developing vocabulary

The development of vocabulary spans all curriculum areas and all staff have worked on developing vocabulary within their areas of responsibility. The range of strategies employed is extensive and varied as the following summary illustrates.

In English, the English Lead has driven vocabulary development through CPD in writing that advances the three main stages of the writing process with vocabulary as a thread running throughout, and also through the introduction of specific resources that scaffold writing and encourage the use of wider vocabulary, such as ‘zones or relevance’, ‘shades of meaning’, ‘purpose, audience, effect’. The establishment of learning journeys for reading and writing has promoted a richer text-based curriculum that exposes children to a greater range of vocabulary, and ‘the word of the day’ continues to be promoted daily in classrooms. The use of word mats that are subject specific and include tiered vocabulary, again, broaden exposure to vocabulary.

The Maths Lead and Foundation Subject Leads have developed subject specific vocabulary progression across the school. Resources and strategies to support this include the use of subject specific word mats, working walls that highlight vocabulary and pre-teaching of vocabulary to give children the opportunity to learn and understand subject specific vocabulary ahead of lessons.

Within English, the push this year to develop vocabulary through writing follows on from the previous year’s focus of developing vocabulary through reading, which has had successes and is still ongoing. Monitoring of learning journey planning in the Autumn term identified the planning of specific vocabulary activities into those journeys and this has grown over the course of the year. Spring term learning walks provided evidence of vocabulary being explored and prioritised in lessons, with ‘the word of the day’ being delivered consistently throughout the school. Book scrutiny with a vocabulary focus has identified the use of a wide range of vocabulary in children’s writing that has clearly been carefully chosen for effect.

Monitoring of vocabulary with a specific Pupil Premium focus had been scheduled for the Summer term, with the aim of assessing the degree to which Pupil Premium children

participate in class discussions and are given the time and opportunities to articulate their thoughts. However, due to a number of other pressures that coincided with this, vocabulary monitoring did not happen with the rigour that it deserves and so will be a priority for the 2023-24 academic year. Feedback from this will inform the direction of priorities.

2023 Results of Statutory Tests

The Pupil Premium Strategy – now at the end of its second year - is beginning to have impact on the school's SATs results. 2023 results at both KS1 and KS2 show a significant percentage increase across all subjects of children on FSM meeting the expected standard compared to 2022 results. Furthermore, at KS2, the school has significantly out-performed Hampshire and National in all subjects, and at KS1 significantly out-performed Hampshire and National in Reading and Maths (although percentages reflect just 4 pupils). Further positive impact of the Pupil Premium Strategy can be seen in the 2023 Y1 Phonics results, which have significantly improved on 2022 and are now in line with Hampshire, and the EYFS GLD results, which, again, have improved on last year and are above both Hampshire and National.

KS2 SATs PP EXS (30 pupils)	Reading	Writing	Maths	RWM Combined
CHPS FSM	80.0	66.7	63.3	53.3
Hants FSM	56.8	53.5	53.9	39.0
National FSM	59.4	57.6	58.3	43.4
Gap with Hants	+23.2	+13.2	+9.4	+14.3
Gap with National	+20.6	+9.1	+5.0	+9.9

KS1 SATs PP EXS (4 pupils)	Reading	Writing	Maths	RWM Combined
CHPS FSM	75.0	25.0	100.0	25.0
Hants FSM	53.4	42.8	53.1	38.7
National FSM	53.8	44.5	55.8	40.3
Gap with Hants	+21.6	-17.8	+46.9	-13.7
Gap with National	+21.2	-19.5	+44.2	-15.3

The manipulation and analysis of internal progress data has been affected this year due to the introduction of the Hampshire SEND Toolkits for Reading, Writing and Maths. While individual progress data is available, it has not been possible to run reports for groups of children and so

progress data cannot be reported on here. A new data recording system is due to be adopted in the new academic year, which will allow for the running of group reports.

Further Monitoring and Evaluation of Impact

1. Pupil Progress Meetings

In a move to reduce the paperwork burden of teachers and to establish a more meaningful method of monitoring pupil progress, Individual Pupil Profiles (IPPs) for disadvantaged pupils have been replaced with targeted Pupil Progress Meetings. These meetings are additional to the wider Pupil Progress Meetings that take place with the Senior Leadership Team, and are an opportunity for the Pupil Premium Lead and SENCo to discuss with teachers their Pupil Premium and SEND children. The meetings have provided the opportunity to focus on children of concern, identifying the barriers they face, including the ACEs experienced, and pinpointing strategies for addressing these and for supporting academic progress. They have proved extremely useful for both teachers and leaders. It is clear from these discussions that teachers continue to know their Pupil Premium children very well, in terms of both their academic progress and their home circumstances, and they have built strong relationships with the children and their parents.

2. LLP Disadvantaged Pupils Visit

In June 2023, the school shared in a Leadership and Learning Partner (LLP) visit aimed at supporting the work being done by the school to enhance the learning opportunities and outcomes for disadvantaged children. Feedback from the LLP noted that “teaching was effective with excellent use of questioning and targeted teaching for all pupils in evidence”; that “LSAs were used well to facilitate this work in class”; that “pupils report enjoying their learning”; and that “attendance for pupils with disadvantage is prioritised in the school”. The following areas were identified as areas for development: prioritising resources that enhance pupils’ abilities to self-help in learning; developing the wider THRIVE approach; and reviewing curriculum drivers to ensure that all units are purposeful and exciting.

National Tutoring Programme

As part of the National Tutoring Programme, tutoring has been delivered both through school-led tutoring, with a focus on writing and vocabulary development, and through an approved online tuition partner with a maths focus. Pupil Premium funding has been used to fund 40% of tutoring costs. In the 2022-23 academic year, 82 children across multiple year groups received tutoring, with a total of 796.5 tutoring hours being delivered. The impact of this is evident in the school’s 2023 SATs results at both KS1 and KS2, as outlined above.

Recovery Premium

Recovery Premium funding has been used to fund a small group catch-up teacher to support primarily in Y2. Tasks included targeting the lowest 20% of children for daily phonics interventions and daily paired reading interventions; and daily English interventions with small groups of children, working on sentence structure, and writing and talk for writing. In the run-up to Y2 SATs, the 'close-to' children were targeted with regular reading, focusing on fluency and comprehension, developing the skills of scanning and inference, and building reading resilience and stamina. The 'greater-depth' children were also targeted, with a focus on inference, prediction and linking ideas. The impact of this is evident in the school's 2023 KS1 SATs results, as outlined above.

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
Lexonik Sound Training	Lexonik
Reading and Spelling	Nessy
NELI	The Nuffield Foundation

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.