# Pupil premium strategy statement – Gorse Hill Primary School

This statement details our school’s use of pupil 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 outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 443 (inc. Nursery) |
| Proportion (%) of pupil premium eligible pupils | 16% (exc. Nursery) |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)** | 2024-2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Candida Hutchinson |
| Pupil premium lead | Louise Francis |
| Governor / Trustee lead | David Mildenhall |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £105,080.00 |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **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* | £105,080.00 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Gorse Hill Primary School, we believe in the unlimited potential of every child and that ‘every child can’ which is especially so for our disadvantaged children. In order for our disadvantaged children to close the attainment gap with their non-disadvantaged peers, it is our intent to provide quality first teaching for all our children.  Through our school’s CARE values (Courage, Appreciation, Respect, Responsibility and Excellence) as well as our 4 Golden Threads (Knowledge & Skills; Language Rich; Experience Rich and Values & Community) we aim to develop children with the self-belief to achieve high aspirations who are motivated and excited lifelong learners.  As a school, we aim to raise the attainment of our disadvantaged children through assuring that teaching and learning opportunities meet all children’s needs. Accurate assessments, robust data analysis and pupil progress meetings will ensure that children needing support are identified and provision put into place in order to close the attainment gap.  Our Pupil Premium Funding allows us to provide our children with:   * The quality first teaching that all children deserve * Relevant and up-to-date CPD opportunities for teachers and support staff * Academic interventions where required * Social, emotional (including ELSA) and behavioural support for children and families through our Inclusion Team * A variety of experiences and cultural capital for children who may not otherwise engage in such opportunities |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Poor communication skills: Wellcomm assessments show that language acquisition in EYs are below age-related expectations. Observations in KS1 and KS2 demonstrate lower than average speaking and listening skills with vocabulary gaps. Whole school Oracy procedures have been implemented to address this. |
| 2 | SEN and/or EAL barriers: PP children with SEN make up 5% of our PP register and PP children with EAL make up 6.5% of our register. Additionally, of these children, 6% have an SEND need and EAL. Data suggests that these children need to make accelerated progress from their starting points. |
| 3 | Social and emotional needs (children & families) - 78% of PP children accessed the Inclusion Team last academic year. |
| 4 | Reading fluency and comprehension: Data shows that children – particularly in KS2 – struggle with reading comprehension in particular. Statutory assessments show an improvement in reading, however PP children have been shown to have a vocabulary gap in internal assessments. |
| 5 | Writing stamina: school data has shown that children need more time to embed the skills taught in order for the children to apply them accurately and consistently. |
| 6 | Opportunities for enrichment activities: Many of our children do not access external activities due to financial constraints as a result of the continuing cost of living crisis |
| 7 | Less than 95% attendance and persistent absence: School attendance data shows that disadvantaged attendance currently sits at just below non-disadvantaged pupils while persistent absence of disadvantaged pupils is higher than non-disadvantaged pupils. Rigorous monitoring of attendance by the office and inclusion team has increased attendance and decreased persistent absence of disadvantaged pupil but this continues to be a focus. |

## 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.

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| Intended outcome | Success criteria |
| Quality First Teaching is available to all children.  Planning lesson sequences demonstrate clear learning journeys.  Where necessary, pupils will experience pre-teaching in preparation for recall and building on previous learning.  End of Unit quizzes and assessment records in non-core subjects are being developed to ensure that children retain and can build on what has been taught. | * Internal assessments, learning walks, observations and pupil books will show consistent progress from starting points * Pupils are able to articulate and demonstrate their previous and new learning with accuracy * Adaptations to the curriculum will demonstrate increased fluency in reading and maths * Teachers use end of unit quizzes appropriate to T&L which are monitored by Subject Leads * Assessment records showing attainment are completed and passed to the next teacher * Pupil voice demonstrates that children ‘know more, do more and remember more’. |
| Disadvantaged children (including SEND/EAL children) will make expected or better than expected progress according to their individual starting points. | * Pupil progress meetings and data drops will measure the attainment and progress of these children and further targeted support will be implemented as necessary * Where appropriate additional professionals will be included |
| Children will access the Inclusion team (including ELSA trained LMs) when required to support social and emotional needs enabling children to be in a better learning place | * Children will be able to articulate their feelings to adults and will be supported to implement strategies to enable them to manage their emotional needs and resilience with greater independence. |
| CPD in reading, Writing & Maths will continue to ensure consistency in teaching leading to improved outcomes. | * Pupil progress meetings and data drops will measure the attainment and progress of children and further targeted support will be implemented as necessary * The introduction of a Trust-wide ENRich curriculum in Reading, Writing and Maths will be monitored through learning walks, drop ins, observations & evidence of pupil work etc |
| Interventions for SEND and/or the lowest 20% of cohorts will lead to improved outcomes from children’s starting points. | * Planning for interventions will show small sequenced steps matched to children’s needs * Pupil progress meetings and data drops will measure the attainment and progress of children |
| Families will be more targeted when staff identify that they may be eligible for the PPG | * Teachers, the Inclusion Team and   office staff will have direct conversations with families signposting the PPG   * The poster we use to highlight the benefits of receiving the PPG have been translated into the 5 most widely spoken languages in school enabling the information to be read in families’ home languages |
| Attendance of pupils will be improved and Persistent Absence will be reduced | * Attendance will be rigorously monitored and families will be invited to Attendance Meetings if attendance falls below 95% * Support will be put into place to improve attendance * Professionals from the Trust and externally will be utilised to support attendance/persistent absence where necessary |

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £*86,000.00*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Expected and/or expected + progress for PP children from starting points (end of previous key stage and year on year)  **Actions/Approach**  QFT across the curriculum: Non-negotiables implemented for school approach for reading and writing and for the mastery approach in maths  Introduction of Trust-wide ENRich curriculum in Reading, Writing & Maths | “Quality Teaching helps every child”  EEF Guide to the Pupil Premium  <https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf?v=1650463957>  EEF T&L toolkit – Reading Comprehension strategies +6 months  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies>  Consistency in teaching will ensure that all pupil have the same opportunities to make at least expected progress and in some cases better than expected progress. | 1, 2, 4, 5 |
| Increased % in combined attainment of RWM at National Average for PP children  **Actions/Approach**  QFT across the curriculum:  Non-negotiables implemented for 3-phase approach for reading and writing and for the mastery approach in maths  Introduction of Trust-wide ENRich curriculum in Reading, Writing & Maths | “Quality Teaching helps every child”  EEF Guide to the Pupil Premium  <https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf?v=1650463957>  EEF T&L toolkit –Reading Comprehension strategies +6 months  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies>  Consistency in teaching will ensure that all pupil have the same opportunities to make at least expected progress and in some cases better than expected progress. | 1, 2, 4, 5 |
| Planned CPD opportunities for teaching staff leading to improved teaching and outcomes  **Actions/Approach**  Identified whole school priorities – including Trust-wide CPD - will be addressed through high quality CPD in order to embed expectations, develop practice and further establish consistency in teaching across the school | “High-quality CPD for teachers has a significant effect on pupils’ learning outcomes.” Evidence review: The effects of high-quality professional development on teachers and students – The Education Policy Institute.  <https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/> | 1, 2, 4, 5 |
| Use of standardised assessments (GL Assessments: Progress Tests; NGRT; Cat 4) to support teacher judgements  **Actions/Approach**  Training to administer and interpret tests including QLA data to identify children’s strengths and areas of development (especially for ECTs) | “Schools should aim for a culture of using data constructively for positive, supportive change…..with the ultimate aim of improving outcomes for pupils.”  from ‘Making the most of assessment data’ NFER Classroom  <https://www.nfer.ac.uk/media/3131/making_the_most_of_assessment_data.pdf> | 2, 4, 5 |
| PP/EAL children have access to high quality texts in order to develop reading for pleasure  **Actions/Approach**  Children are able to access the school library on a regular basis in order to access texts that they may not have experience of at home.  The ENRich curriculum uses high quality texts for reading and writing inspiration | EEF T&L Toolkit – Reading Comprehension Strategies + 6 months;  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies>  Parental engagement +3 months  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement>  High quality texts broaden the vocabulary of children leading to improved reading and writing.  Children who read for pleasure are more likely to attain ARE in reading and writing.  Children who share books with adults at home are more likely to develop a love of reading.  Parent groups/workshops will demonstrate the importance of reading and its impact on academic success | 4, 5, 6 |

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

Budgeted cost: £*3,900.00*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Improved communication skills in EYs leading to improved language and early literacy skills  **Actions/Approach**  Interventions will be carried out using quality resources to develop and increase oral skills and understanding | Wellcomm Assessments carried out by our SENDCo show reduced language skills  EEF EY Toolkit – Communication & Language Approaches +6 months;  <https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches>  EEF T&L toolkit –Oral language interventions +6 months  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions> | 1, 2 |
| Support for children to reach, maintain & be secure at ARE in English and Maths  **Actions/Approach**  Small group interventions carried out across the school for identified children | EEF T&L toolkit – Small group tuition +4 months;  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>  Reading Comprehension Strategies +6 months  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies> | 2, 4, 5 |
| Support for SEND/EAL children in KS2 to develop their understanding of phonics  **Actions/Approach**  Children falling behind in phonics are identified for catch-up sessions | “If an older reader is struggling with decoding, phonics approaches will still be appropriate.”  EEF T&L toolkit – Phonics +5 months  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics> | 3, 5 |

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

Budgeted cost: £*15,180.00*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Support for children and/or families who are vulnerable and/or anxious  **Actions/Approach**  Learning mentors to meet identified PP children in the playground as a first point of contact  Inclusion Team to work with identified PP children to support social, developmental and emotional needs as well as learning behaviours  Identified PP children to access external agencies (TAMHS, Ed Psych)  ELSA interventions to support emotional needs of identified children in order that they can better access learning. | EEF T&L toolkit – Social & Emotional learning +4 months; <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning>  metacognition & self-regulation +7 months;  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation>  behaviour interventions +4 months  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions>  Some PP children have been identified as anxious coming in to school. Learning Mentors are able to spend quality time reassuring and supporting children at the beginning of the school day in order that they are able to start their day in a better learning place.  Learning mentors work with identified PP children in the classroom to support learning behaviours and needs  Learning mentors work to develop social, emotional and self-esteem needs with PP children within the classroom, on an individual basis and in small groups  Inclusion Manager/Learning Mentors engage with parents/carers to provide support | 1, 3, 7 |
| Many of our parents have added financial constraints due to the cost of living crisis. In order to ease this, we ensure that PP children are engaged in all aspects of school life accessing the same opportunities as non-PP children  **Actions/Approach**  There is a fund available for PP families facing financial hardships to access for support such as:  School trips/residential visits subsidised.  Support available for school uniform | Disadvantaged children/families are not constrained by financial restraints and are able to access the same opportunities as their peers.  Gorse Hill and Pinehurst LSAO is amongst the 50% of most deprived neighbourhoods nationwide according to the IDACI | 3, 6 |
| Lateness/absenteeism/ Persistent Absenteeism is decreased in PP children  **Actions/Approach**  Attendance Officer to monitor lateness, contacting parents via phone in first instance, and mail for persistent lateness. Upscale to EWO if necessary.  Attendance Officer to send attendance letters to parents and issue PN in line with TWHF & SBC guidelines  Attendance Officer to monitor absenteeism levels of all PP children and take appropriate action. PP children with persistent lateness/absence will be subject to home visits.  Trust professionals and external professionals to be consulted and involved where necessary  Attendance Officer to analyse comparative attendance data per term/year for individual children where necessary | We have noticed that attendance of PP children is slightly lower than non-PP children and also slightly lower than the National Average. This is not true for all year groups though it is our intention to improve the attendance of all children. | 7 |
| Information shared with families about the PPG so that parents/carers apply and the number of children in receipt of the grant is better reflective of the community that we serve.  **Actions/Approach**  Flier sent to parents about qualifying for PPG.  Regular reminders via text and email to families about PPG should circumstances change.  Incentives will be provided for families where FSM are applied for and accepted; a book bag for Reception children and a school jumper for other pupils. | The IDACI Index shows that Gorse Hill is amongst the 50% most deprived neighbourhoods nationwide. Our uptake of the PPG is not reflective of this. | All |

**Total budgeted cost: £***105,080*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

## This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

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| **Teaching**  **Increased % in combined attainment of RWM at National Average for PP children**  **Impact:**   |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Attainment (% ARE and above) End of Year Data 2024 | | | | | | | | | | | | | | Yr Gp | All Pupils | | | | PP | | | | Not PP | | | | | YR | GLD | | | | GLD | | | | GLD | | | | | 70 | | | | 33 | | | | 72 | | | | |  | C | R | Wr | M | C | R | Wr | M | C | R | Wr | M | | Y1 | 52 | 63 | 55 | 68 | 43 | 86 | 57 | 100 | 53 | 60 | 55 | 64 | | Y2 | 48 | 59 | 56 | 49 | 46 | 64 | 55 | 55 | 48 | 58 | 56 | 48 | | Y3 | 52 | 60 | 53 | 63 | 22 | 33 | 22 | 44 | 57 | 65 | 59 | 67 | | Y4 | 43 | 53 | 49 | 63 | 31 | 50 | 44 | 31 | 49 | 54 | 51 | 77 | | Y5 | 42 | 53 | 48 | 55 | 31 | 31 | 31 | 46 | 45 | 60 | 53 | 57 | | Y6 | 61 | 69 | 79 | 80 | 44 | 56 | 67 | 56 | 64 | 71 | 81 | 85 |   **Lessons Learnt:**  Although 3 year groups are broadly in line with PP National Average for attainment, there were 3 year groups that attained significantly behind both the PP National Average and Non-Disadvantaged. These year groups will be closely monitored by Senior Leaders, Subject Leaders and Phase Leads throughout the next academic year; teacher assessments and data from summative assessments will be analysed with results scrutinised at regular Pupil Progress Meetings.  **Expected and/or expected + progress for PP children from starting points (end of previous key stage and year on year)**  **Impact:**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Progress Tests English | | Scaled Score distribution % | | | | | | Yr Gp | Description | Very low <74 | Below average 74-88 | Average  89-111 | Above average  112-126 | Very high >126 | | 3 | National Average | 4 | 19 | 54 | 19 | 4 | | All Students | 9 | 13 | 56 | 17 | 6 | | Not FSM | 9 | 13 | 56 | 17 | 6 | | FSM | 14 | 14 | 57 | 14 | 0 | | 4 | National Average | 4 | 19 | 54 | 19 | 4 | | All Students | 9 | 15 | 45 | 22 | 9 | | Not FSM | 9 | 12 | 51 | 18 | 9 | | FSM | 8 | 25 | 25 | 33 | 8 | | 5 | National Average | 4 | 19 | 54 | 16 | 4 | | All Students | 0 | 12 | 63 | 16 | 7 | | Not FSM | 0 | 8 | 31 | 21 | 9 | | FSM | 0 | 25 | 67 | 8 | 0 |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Progress Tests Maths | | Scaled Score Distribution % | | | | | | Yr Gp | Description | Very low <74 | Below average 74-88 | Average  89-111 | Above average  112-126 | Very high >126 | | 3 | National Average | 4 | 19 | 54 | 19 | 4 | | All Students | 2 | 18 | 61 | 14 | 5 | | Not FSM | 2 | 18 | 62 | 15 | 4 | | FSM | 0 | 22 | 55 | 11 | 11 | | 4 | National Average | 4 | 19 | 54 | 19 | 4 | | All Students | 4 | 9 | 70 | 15 | 2 | | Not FSM | 6 | 9 | 71 | 12 | 3 | | FSM | 0 | 8 | 68 | 23 | 0 | | 5 | National Average | 4 | 19 | 54 | 19 | 4 | | All Students | 0 | 31 | 58 | 8 | 4 | | Not FSM | 0 | 29 | 60 | 6 | 4 | | FSM | 0 | 42 | 50 | 8 | 0 |   Attainment in Reading & Maths 2023-2024 (Scaled scores from assessments)   |  |  |  |  |  | | --- | --- | --- | --- | --- | | Curriculum Area | Year Group | All Pupils  (%SS100+) | Pupil Premium  (%SS100+) | Non-Pupil Premium  (%SS100+) | | Reading  (GL Assessment) | 3 | 54 | 25 | 59 | | 4 | 55.5 | 58 | 54.5 | | 5 | 60 | 31 | 69 | | Maths  (GL Assessment) | 3 | 53.5 | 50 | 54 | | 4 | 45 | 46 | 44 | | 5 | 38.5 | 31 | 41 |   **Lessons Learnt:**  Progress tests in English show that disadvantaged children are attaining broadly in line with their peers in Years 3 & 4, though FSM children in Year 4 are scoring more highly than the National Average and Non-FSM in the Above Average scaled score bracket. In Y5 more children sit within the average and below average bracket in comparison with National Average and Non-FSM and fewer in the above average bracket. This is broadly similar for the Progress Tests in maths with disadvantaged children in Y3&4 scoring in line with National Average for above average+. In Year 5, there is a significant percentage of children scoring below average. This is roughly duplicated when looking at the attainment table. As children have moved into a new academic year group, interventions have been planned where necessary so that the attainment gap between PP and non-PP is narrowed particularly as children move into Year 6. We have also implemented a Trust wide Curriculum for Reading, Writing and Maths that is regularly reviewed and children are systematically assessed (both formatively and summatively); SLT monitor the results of these assessments and teachers are challenged through Pupil Progress Meetings.  Where data is available, 59% of PP children have made progress from the previous year in English and 52% of PP children have made this progress in maths.  **Attainment & Progress in Reading (Y1 Phonics)**  **Impact:**  83% of the Year 1 cohort achieved the Phonics Screening Check. 100% of PP children gained the pass mark or above.  **Lessons Learnt:**  Experienced KS1 staff have a thorough knowledge and understanding of how to teach phonics. Our Early Reading Lead is coaching staff and disseminating this good practice further up the school. |
| **Targeted academic support (for example, tutoring, one-to-one support structured interventions)**  **Support for children to reach, maintain & be secure at ARE in English and Maths**  **Impact:**  Interventions   |  |  |  | | --- | --- | --- | | Yr Gp | Total Number | % PP | | 2 | 6 | 17 | | 3 | 35 | 26 | | 4 | 36 | 28 | | 5 | 40 | 27.5 | | 6 | 5 | 40 |   **Lessons Learnt:**  Although these structured interventions have not shown a significant difference in summative test results for Pupil Premium, this small group focused time with adult support has impacted on the attendance, well-being and positive pupil voice on their school experience of PP children. |
| **Support for children and/or families who are vulnerable and/or anxious**  **Impact:**  Inclusion Team Access  The IT saw 220 children between them over the year.  24% of all children accessing the IT were Pupil Premium.  78% of all Pupil Premium children accessed the IT.  Clubs Access  211 children signed up for one or more clubs throughout the year.  19% of all children signed up were Pupil Premium children.  60% of all Pupil Premium children signed up  **Lessons Learnt:**  Learning mentors have continued to support anxious children coming into school, giving them a safe space to start their day and become ‘learning ready’. They have also supported children within the classroom during core curriculum times to focus on learning behaviours enabling children to be more confident in their approach to learning. These children were identified by class teachers and SLT during Pupil Progress Meetings. Additionally, Learning Mentors have worked with individual children to develop emotional awareness and self-regulation; both our Learning Mentors are ELSA trained. The Inclusion Lead has also worked with individual children.  **Impact:**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Attendance** | | | | | | **Whole School** | **Present R/C: Marks** | **Auth. Absent R/C: Marks** | **Unauth. Absent R/C: Marks** | **Persistent Absentees** | | All Students | 95.6% | 3.21% | 1.19% | 13.03% | | PP | 93.59% | 4.23% | 2.18% | 21.74% |   **Lessons Learnt:**  Attendance meetings are beginning to have an impact on attendance. After parents have attended, the attendance of their child(ren) is closely monitored in order that it does not fall below expectations again. Should it do so, there are rigorous procedures in place and external professionals may become involved. |