

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 2022-23 academic year) funding to help improve the attainment of our disadvantaged pupils. This is a 3 year strategy from 2021 and will be amended annually in line with any new focus areas for our school. 2021 data is in black, 2022 data is in green, 2023 data is in purple, 2024 data is in blue.

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 | Strathmore Infant and Nursery School |
| Number of pupils in school | 212 197 200 204 |
| Proportion (%) of pupil premium eligible pupils | 12% 7% 6.5% 7 PPG and 6 EYPP (13) Started with 13 but now 6 PPG and 4 EYPP. Total of 11. |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/2022 to 2024/2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Rachel Howes |
| Pupil premium lead | Rachel Howes |
| Governor / Trustee lead | Kirsty Turner |

Funding overview

| Detail | Amount |
|----------------------------------------------------------------------------------------|------------------------------------------|
| Pupil premium funding allocation this academic year | £41005 £23545 £18915 £21589 |
| Recovery premium funding allocation this academic year | £3153.75 £2012 for summer term |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 £4017 £0 £0 |
| Total budget for this academic year | £44,158.75 £27562 £18915 £21589 |

Part A: Pupil premium strategy plan

Statement of intent

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. Pupils will feel proud of their achievements and set high expectations of themselves. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal whilst continuing to develop their sense of positive well-being.

Promoting high self-esteem and teaching children how to understand emotional intelligence is at the heart of our vision. Pupils need to feel safe and happy in order to make progress.

Our next priority is to ensure high-quality teaching is paramount across the whole school. Teachers feel confident to support disadvantaged pupils with specific areas of development and plan engaging lessons that build on prior knowledge and focus on retrieval methods. Staff create an environment that scaffolds rich conversations and modelling of key vocabulary in order to remove barriers to prior and new learning. This will in turn provide children accessibility and a better understanding of knowledge and skills within the curriculum.

We pride ourselves on offering a range of cultural and diverse experiences that reflect our school community. Our aim is to provide disadvantaged pupils with the same offer that their peers may receive. We also hope disadvantaged pupils will make the same or greater progress than their non-disadvantaged peers in all areas of the curriculum.

Our strategy is integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils. This has been identified through daily assessment for learning and regular discussions with the senior leadership team.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- stretch and challenge our disadvantaged pupils in all areas of learning
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

| Challenge number | Detail of challenge |
|------------------|-------------------------------------------------------------------------------|
| 1 | Underdeveloped oral language skills and vocabulary gaps |
| 2 | Phonics and early reading |
| 3 | Lack of access to core texts rich in vocabulary Missing key writing skills |
| 4 | Retrieval barriers |
| 5 | Parental engagement Strategies to support at home |
| 6 | Limited experiences to improve cultural capital |
| 7 | Well-being |
| 8 | Attendance |

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 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Explicit teaching of vocabulary to enrich children's knowledge and understanding of words to close the vocabulary gap.</i> | Evidenced through regular pupil voice, book looks and ongoing assessment for learning. Attendance of parents in workshops, parent/teacher meetings and ongoing communication around vocabulary. |
| <i>To improve pupil's recall and retrieval.</i> | Pupil voice, monitoring of books and observations of lessons. Evidence of staff using strategies to improve recall and performance management targets. |
| <i>Ensure rigorous and sequential approach to the reading curriculum to develop children's confidence and fluency in reading. Reading is prioritised to allow pupils access to the full curriculum.</i> | Raised outcomes in Reading and Phonics. Disadvantaged pupils to make accelerated progress in Reading. Disadvantaged pupils achievement in phonics screening to be in line with national non-disadvantaged pupils. |
| <i>To increase parental confidence and engagement to support their children at home by scaffolding key learning through workshops and clear communication.</i> | Increased levels of attendance to workshops, in particular disadvantaged parents. Including parental feedback following these workshops. A balance of disadvantaged and non-disadvantaged parents to engage in other parental offers. |
| <i>To provide rich and diverse experiences for all pupils that are purposeful and support the delivery of wider knowledge but also curriculum intent.</i> | Diminish the difference with access to wider experiences following parent and pupil voice. Curriculum intent shows clear links to gaps identified. |

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|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>To ensure mental health and wellbeing of all pupils</i> | Pupils have regular opportunities to discuss their well-being and support is in place for those pupils who need additional support such as Safe Space. Pupils will say they feel happy and safe in school. |
| <i>To ensure disadvantaged pupils attendance is in line with non-disadvantaged pupils attendance.</i> | Clear attendance policy with half termly letters to parents highlighting attendance lower than 96%. Working alongside parents to improve attendance and involving the attendance officer if required. |

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: £7000 (£3750) (£6500) (£5000)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <i>Purchase of standardised diagnostic assessments for reading.</i> <i>Training for staff to ensure assessments are interpreted and administered correctly and teaching of reading comprehension is consistent and sequenced.</i> | <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: https://www.risingstars-uk.com/media/Rising-Stars/Series%20Images/Achieve/26947-RS-research-report-v6-HR-NO-CROPS.pdf</p> <p>Research proving the scheme has made an impact on pupils in their school. https://www.teachwire.net/products/the-impact-of-cracking-comprehension</p> <p>EEF: Reading Comprehension</p> | 2, 5 |
| <i>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</i> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics: EEF</p> | 2 |
| <i>Core texts and detailed English plans used to ensure a clear</i> | <p>Writing sequence clearly demonstrated through our English Learning Journeys. Highlighting clear and concise vocabulary linked to genre.</p> | 1, 3 |

| | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| <i>sequence of writing within the curriculum, alongside a tiered approach to vocabulary.</i> | <p>Training on teaching a tiered approach to vocabulary. https://bedrocklearning.org/blog/using-vocabulary-tiers-to-improve-literacy/</p> <p>EEF Guidance: Improving Literacy in KS1</p> | |
| <p><i>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</i></p> <p><i>We will purchase resources and fund ongoing teacher training and release time.</i></p> | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions: EEF</p> | 1, 2 |
| <i>Whole staff training on cognitive load theory and retrieval.</i> | <p>Current Ofsted feedback on long term memory and the need to plan retrieval exercises into the curriculum. Research: Developing the education inspection framework - cognitive load theory.pdf</p> <p>Professional training from retrieval experts and the use of published research based books and videos. Research: EEF Cognitive Science Approaches in the Classroom.pdf</p> | 4 |
| <i>Whole staff training on vocabulary.</i> | <p>Extensive research into vocabulary making a significant impact on pupil's understanding of knowledge within the curriculum has led to this being a whole school focus. Research has included: EEF Various books (see Further information section) Assessments in writing, reading and phonics. Research\EEF improving vocabulary.docx</p> | 1 |
| <i>Teacher training on scaffolding</i> | <p>High Quality Teaching a focus for scaffolding writing and mathematics. Training from SENDCo and SLT. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> | 3, 4 |

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

Budgeted cost: £ 18500 (£14000) (£7386.50) (£10000)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <i>Interventions to develop language and understanding. This will be completed through WellComm assessments and structured sessions.</i> | Use of WellComm assessment and intervention to develop language understanding. Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions: EEF | 1, 5 |
| <i>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</i> | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics - Toolkit Strand: EEF | 2, 4 |
| <i>Engaging with the Tutor Led Training programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</i> | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition: EEF And in small groups: Small group tuition: EEF We aim to target reading and writing with our tuition. | 2, 3, 4 |
| <i>Providing pre-teaching and pre-learning to those pupils who benefit from additional schemas in order to aid their retrieval practice in a whole class session and for their upcoming learning.</i> | This could be through 1:1 or small group tuition. See above for research. Research from SAGE Publications: Preteaching strategies Parental workshops and engagement will further develop this. Working with parents to support children's learning: EEF | 1, 3, 4, 5 |
| <i>In addition to regular opportunities in school to discuss emotional literacy, we offer Play</i> | Safe Space employed to work in the school. | 6, 7 |

| | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>Therapy sessions for pupils who need professional support.</p> <p>We also offer in school sessions delivered by staff through NESSie, My time.</p> | <p>Association for Play Therapy: Evidence based practice statement</p> <p>Improving Emotional Literacy: EEF</p> | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|--|

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

Budgeted cost: £ 18000 (£9950) (£5050) (£6589)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Promote vocabulary across the school and ensure vocabulary is rich in conversations. | <p>Evidence based reading from Marc Rowland and Alex Bedford.</p> <p>Internal monitoring of pupil voice and book look study to see impact on vocabulary within their writing and in conversations. Increased subject knowledge in curriculum areas (specifically in English).</p> | 1 |
| Clear progression within the curriculum to be evident, including planned retrieval opportunities. | <p>Overview of research in Education Inspection Framework</p> <p>Page 4 of EIF, including research within Quality of Education section on curriculum and memory learning.</p> | 3, 4 |
| Ensure every child can read before they leave our school in Year 2. | <p>Purchase of new phonics scheme and reading books.</p> <p>Research shows this has strong evidence and an increase in +5 months.</p> <p>EEF: Phonics</p> <p>Internal monitoring and HIP feedback.</p> | 2 |
| Increase parental engagement through workshops and structured conversations. | <p>Structured conversations with parents for disadvantaged pupils falling behind particularly in phonics and reading.</p> <p>Research\Parental Engagement - Evidence from Research and Practice.pdf</p> | 1, 2, 5, 7 |
| To monitor cultural capital opportunities and ensure we review the needs of our pupils regularly. | <p>Feedback from parents and children regarding cultural capital opportunities (in school monitoring and questionnaires).</p> | 6, 7 |
| Ensure strategies for emotional literacy are embedded into daily routines and discussions. | <p>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):</p> <p>Improving Emotional Literacy: EEF</p> | 7 |

| | | |
|-----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| <i>Contingency fund for acute issues.</i> | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |
| <i>Improve attendance for disadvantaged pupils.</i> | A revised attendance strategy is in place and close monitoring of disadvantaged pupils attendance will occur by our Pupil and Premises Officer and SLT. Using the government guidance on Working together to improve school attendance we aim for sustained and improved attendance for our disadvantaged pupils. | 8 |

Total budgeted cost: £ 43500 £27562 £18915 £21589

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.

Our biggest focus was on attendance which increased to 95% this year from 91% in the previous year. There was also an increase from 53% to 57% of disadvantaged pupils in line with non-disadvantaged. We continue to build a good relationship with our parents and carers, noting the impact of persistent absences and encouraging and supporting attendance, particularly of disadvantaged pupils where possible. This includes access to a free club once a term, support with breakfast provision if required or transport.

We decided that the impact from investing in Maths on the Move for consolidation and retrieval was not significant enough to continue moving into the next academic year.

Following on from pupil voice, the library has been used regularly and each class has a weekly slot from Nursery to Year 2. They use this time to read as a whole class, choose books which are diverse and promote all of our community and take books home. A love of reading is still present across the school and we have also invested in books such as Abilities in Me which include celebrating disabilities as well as SEND.

We have, however, noticed a decline in our phonics results this year. We believe this is down to the scheme we have chosen and we have a separate action plan related to this. As a school we are closely monitoring the impact and intend to make drastic changes to ensure this does not continue to have a negative impact on our pupils. 1 of 2 of our Year 1 disadvantaged pupils did not pass. All our Year 2 pupils passed the previous year.

In KS1 83% of our disadvantaged pupils were working at expected or above in reading, with 100% making good or accelerated progress. In writing, 67% of our disadvantaged pupils were working at expected or above with 66% making good or accelerated progress. This is something we need to focus on next year and we are looking to amend our writing scheme alongside our phonics scheme. Our SENCo completed training for interventions in the Summer term and we plan to embed these further in the next academic year, including fine motor skill interventions to further improve writing.

In Early Years, we continue to use the intervention WellComm. This has shown positive impact on Communication and Language data. 100% of pupils in Early Years (Reception and Nursery) made good progress in C&L with 100% achieving age related expectations.

Our Personal Development for pupils is a key focus as a school. We continue to use Safe Space for counselling and we also use the Mental Health Service Team for our pupils and parents who wish to learn more about supporting their children's wellbeing at home. This was new for this academic year. We also trained two members of staff in drawing and Talking and further developed regulation across the school for all pupils.

Our displays across the school are purposeful, including new learning opportunities with a history timeline and maps. The classroom displays aim to reduce cognitive load and retrieval opportunities for pupils within the classrooms. They also encourage pupils to reflect on their prior knowledge and their current learning. Feedback from pupils has been that this is very useful and helps them to remember what they have been learning about.

Across the year we have encouraged parents and carers to attend our workshops linked to reading, phonics, writing, maths, behaviour and mental health.

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 |
|---------------------------------------------------------------|---------------|
| Active learn – no longer used as using Monster Phonics scheme | Rising Stars |
| Cracking Comprehension – for Year 2 pupils | Rising Stars |
| Maths on move | U-Play Sports |
| Play Therapy | Safe Space |

Further information (optional)

Our intended outcomes have been established following extensive reading* into research around the vocabulary gap, EEF Attainment Gap, EEF Pupil Premium Guidance and a recent brokerage visit from the DSEA on Pupil Premium. In addition to this, training has been given by Robin Launder on Making Learning Sticky, future training is planned by Chris Quigley on Infusing Rich Vocabulary across the Primary Curriculum and ongoing sessions on Developing a 'learning led' pupil premium strategy run by Herts for Learning.

*Closing the Vocabulary Gap by Alex Quigley

Addressing Educational Disadvantage in schools and colleges by Marc Rowland

Pupil Book Study: An Evidence-Informed Guide to Help Quality Assure the Curriculum by Alex Bedford.

We had a Pupil Premium Brokerage visit in June 2021 and we have actioned the findings in this strategy.

- Our SDP and Pupil Premium Strategy are closely linked to ensure a shared understanding and clear vision across the school
- Interventions are being created with clear start and end points. They will be monitored regularly by SLT and HLTA
- Previous strategies were monitored and those that provided the most impact have continued in this strategy
- Ensure a clear monitoring plan for staff and governors to effectively monitor and evaluate the pupil premium spend

Any resources that are purchased are primarily for disadvantaged pupils but we do use other catch up funding for anyone else who has missed out due to restrictions in place.

Review of Pupil Premium Spend 2020-2021

Our internal assessments during 2020/21 suggested that pupils well-being throughout the lockdowns and when returning to school remained high. Pupils had access interventions on a 1:1 basis remotely with their known class TA. After Easter, we prioritised our Pupil Premium children for in-school counselling spaces and feedback from both parents and children noted there has been a considerable impact on their child's self-esteem and well-being. Staff and parents also commented on how resilient our pupils have been throughout the changes caused by the pandemic and how positive children have been.

Regular contact between pupils and teachers were maintained via Google Classroom, phone calls or emails. We took our emotional well-being displays a step further and moved away from colour recognition within zones of regulation and the Colour

monster. Pupils now feel they can relate to the monster without associating a colour with their feelings. Some parents have explicitly expressed their support with this. Our pupils use these displays to highlight their well-being regularly throughout the day from Nursery to Year 2.

Attendance was high in the summer term following the lockdown at 97.7% and our pupil premium attendance was in line with this.

As part of our Catch Up Premium, we invested in our reading schemes. Due to the limited opportunity to change books, we purchased the Active Learn scheme so parents had the opportunity to read with their children at home. The uptake for this was 69% of pupils. Following parental feedback, this was very useful during lockdowns but they felt moving forward, hard copies of books were better received by their children. However, for those children who enjoy using technology, we did have more reading take place at home than previously.

Alongside Active Learn, we purchase Cracking Comprehension. This was due to previous internal research and evidence that inference skills were lacking across the school. A considerable difference was noted in pupil's understanding of texts following teachers building this into their reading sessions, using this for interventions and it allows parental access at home. The programme helps teachers and parents identify the gaps in pupil's comprehension and has successfully shown an improvement in our Pupil Premium and SEND pupils. Many interventions completed remotely showed those children continued to make reading progress at home despite the lockdown.

Maths was a key focus of our previous plan and SDP. Fluency has improved across the school and having access to White Rose video tutorials for parents meant that teaching of maths was one of our strongest subjects with our blended learning. We also introduced Maths on the Move which is a physical intervention for teaching maths. Again, our pupil premium children were a priority for attending these sessions which are ongoing.

Our pupil premium progress at the end of the academic year was broadly in line with our non-pupil premium pupils. The biggest gap was in reading.

Despite the lockdown, we have carefully considered which workshops and events would benefit our pupil premium pupils. All disadvantaged pupils had the opportunity to experience a number of our visits and trips: an Architecture workshop, Castles Day, trips to the local area, a trip to learn how to plant seeds and trees, and more. Pupil Premium children have a discounted rate to attend or it can be paid for in full for those who require it.

We prioritised in-school attendance for our pupil premium and vulnerable pupils during the lockdown, but for those who were remaining at home, we ensured interventions continued to take place or differentiated work was set. Another part of our Catch Up

Premium was to ensure we updated our IT infrastructure. Staff could teach remotely, had access to software and parents were offered additional equipment if needed.

Review of Pupil Premium Spend 2021-2022

During 2021-22, most of our disadvantaged pupils made good progress in reading, writing and maths. In KS1, 6 pupils made accelerated progress in reading, 4 in writing and 7 in maths. Only 2 children did not make good progress in writing. In Year 1, all our disadvantaged pupils passed the phonics screening check (one was away at the time so did not do the test officially). In Year 2, 5 out of 9 pupils met the screening check with one of these pupils being disqualified. The other 3 pupils who did not pass had SEND needs. There was a huge improvement in reading progress since we started the Monster Phonics scheme with structured guided reading times and all our staff fully trained. We believe this will continue to impact positively on progress and attainment in 2022-23.

Many of our Year 2 pupils and some of our Year 1 pupils accessed the tutoring programme. This had a good impact on basic skills and confidence in learning post lockdown. There was some accelerated progress following our tutoring input and from clear, structured interventions completed by the support staff and teachers. Our Year 1 pupils have achieved very well this year and we feel that the Year 2 pupils, although they have high SEND needs alongside their disadvantaged status, have made good progress not only in their academic achievements but in their confidence in learning, giving things a try and improving their self-esteem. 78% of our disadvantaged Year 2 pupils accessed Safe Space this year which is our counselling service. This has played a key part in building up pupils confidence, resilience and emotional well-being. In particular for those Year 2 pupils who have behavioural needs or mental health concerns.

From our internal assessments including book looks and pupil voice, our disadvantaged pupils have really benefitted from a focus on vocabulary. Our HIP visit in March 22 highlighted that the children were using the language in their speech and writing. We had positive feedback from parents following our writing and vocabulary workshop and governors could see vocabulary in action when they completed learning walks or book looks with the senior leadership team.

Writing continues to be our lowest subject area with regards to attainment and just under in all children in the school making good progress (98%). Teaching and Learning Advisors from Hertfordshire will be working with the school in 2022-2023 to work on improving writing across the school and further developing our teaching of writing.

Attendance has been noted as an area to work on as a whole school moving into the next academic year. Hertfordshire guidelines is 96% attendance and as a school we

had 93.4% in 2021-22. We have a new attendance strategy for September 2022 which we hope will improve our whole school attendance. Our disadvantaged pupils attendance was 91% compared to our non-disadvantaged pupils attendance at 94%. Our goal for next year is to bring attendance for disadvantaged pupils to be in line with non-disadvantaged pupils.

In line with our attendance strategy, we aim to improve parental engagement this year with reading at home and attending workshops, etc. We closely monitored attendance at such events across the year and noted that not all disadvantaged pupils parents were at our writing workshop, well-being workshop or phonics workshop. Some did attend but as we cannot guarantee they will then access the PowerPoint slides following the events, we aim to contact them directly this next academic year to ensure they understand how we teach reading, maths and writing so they can support their child at home and further increase their academic progress and attainment.

As a school we have continued to offer opportunities to improve cultural capital such as event days, visits to Wimpole to plant seeds, our allotments, clubs, etc. Many of our pupils this year had free access to breakfast club as an incentive to get them into school on time or to support parents with home/school routines. This was a lot more than we had allocated within our budget and have taken this into account for next year as a priority within our wider strategies. We have a shoe bank in the main office where parents can collect good quality shoes for their child and have accessed the local food voucher scheme.

Review of Strategy 2022-2023

Pupil premium attendance remained consistent at 91% however there was a significant improvement in attendance for individual pupils. They were closely monitored, new attendance systems were put in place and parents and carers are aware of the educational impact of not attending school. We had a particularly low attending pupil premium pupil who had access to taxi service and attended another setting for a half term which also affected our data. We have built a secure relationship with the Attendance Improvement Officer for our area and the whole school attendance has improved to 95% which is higher than national and local attendance data.

We have embedded our new phonics scheme and all of our Year 1 PPG pupils passed their screening check in June 2023. The remaining two Year 2 pupils who needed to repeat the check passed in June 2023 as well. Our phonics pass mark was 80% which was above national and local data. 100% of PPG pupils in KS1 made good progress in reading with 42% making accelerated progress. In addition, we asked pupils about places they have visited and it was apparent many children do not access the library very often. We decided to revamp our school library to allow for pupils to choose a book, relax in the school library and continue to embed our vision of all our pupils reading for pleasure. Pupils highlighted during the Ofsted inspection how they love

reading and enjoy spending time in the new library. The report noted, 'A typical view from pupils is that reading takes me away from the busyness of the day'.

In Early Years we have invested in the intervention WellComm. This has shown positive impact on Communication and Language data. 100% of pupils in Early Years (Reception and Nursery) made good progress in C&L with 57% making accelerated progress.

We have seen a slight improvement in writing after starting our new feedback and marking policy in the Spring term. 92% of pupils in KS1 made good progress in writing with 33% making accelerated progress. We plan to embed this further in 2023-2024 and our new SENCo will be completing training for staff on supporting pupils to continue to ensure our pupils have access to quality first teaching.

Our pupils feel safe at Strathmore and can express their feelings well. This was highlighted in our Ofsted report in June 2023 and by our HIP in April 2023. We continue to use Safe Space for counselling and we plan to introduce the Mental Health Service Team in September for our pupils and parents who wish to learn more about supporting their children's wellbeing at home. We are still seeing the impact of covid on wellbeing of pupils and staff and will continue to invest in developing this across the school community. The Ofsted report highlights 'pupils' well-being is central to the work of the school.'

This academic year we have focussed on continuing to develop our broad and balanced curriculum. Subject leaders have created subject PowerPoints which clearly demonstrates the intent, impact and implementation of the subject. There is a clear focus on developing progression within vocabulary in the subjects. As the Ofsted report stated: *Leaders have developed an ambitious curriculum which sets out clearly what pupils will learn. Leaders have identified key knowledge, skills and vocabulary that they want pupils to know, and when, from early year to the end of key stage 1.*

We have also focussed on reducing cognitive load and retrieval opportunities for pupils within the classrooms. Displays are purposeful and encourage pupils to reflect on their prior knowledge and their current learning.

Across the year we have encouraged parents and carers to attend our workshops linked to reading, phonics, writing and mental health. We plan to continue to embed this further and introduce maths and behaviour workshops in 2023 -2024.

This year we also developed our Governor strategy which includes many aspects of our Pupil Premium Strategy such as developing our curriculum, encouraging community engagement to further develop pupil progress, specifically SEND and PPG.