

## \*Pupil premium strategy statement

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   | The Croft Primary |
| Number of pupils in school  | 420               |
| Proportion (%) of pupil premium eligible pupils   | 9.30%             |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022-2025         |
| Date this statement was published   | September 2022    |
| Date on which it will be reviewed   | July 2023         |
| Statement authorised by   | Elaine Murphy     |
| Pupil premium lead  | Amy Knight        |
| Governor / Trustee lead   | Doug Copestake    |

### Funding overview

| Detail  | Amount  |
|---|---------|
| Pupil premium funding allocation this academic year   | £47,970 |
| Recovery premium funding allocation this academic year  | £5655   |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £53,625 |

# Part A: Pupil premium strategy plan

## Statement of intent

The Croft Primary School intent is to provide all children with the high quality teaching and learning that is knowledge and skills rich. At the Croft we aim to support our learners in closing the attainment gap between disadvantaged children and their peers. We follow a text led approach to learning which provides all children with exposure to high quality language and rich vocabulary which is taught by highly trained and passionate adults. Our progressive curriculum provides foundations for learning which is built on year on year. We aim to offer real life, hands-on experiences to our pupils

Following the pandemic, we are aware that the full extent of gaps in learning may take time to manifest itself within some children. Staff will use their skills and knowledge from recovery training which will support children's well being as well as providing catch up and keep up interventions where needed. At The Croft we strive to maintain strong partnerships with parents to triangulate approaches. A large chunk of this support has come from the learning mentor who offers ELSA and our FSW.

The key aims of our pupil premium funding is:

- to provide our children with outstanding quality first teaching which engages and develops key learning skills that will allow them to become lifelong learners.
- to give all children life experiences that their peers may already have experience of.
- to develop all children to become outstanding members of society and increase their social capital, especially those from disadvantaged background.

We aim to do this through

- Ensuring that teaching and learning opportunities meet the needs of all the pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups the school has legitimately identified as being socially disadvantaged.

- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

The range of provision the governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- 1-1 support.

Role of the Pupil Premium lead

- To monitor outcomes in books to close the gap
- To co-ordinate the school's approach to raising the achievement of disadvantaged students in receipt of pupil premium funding and others who are vulnerable.
- To ensure that the pupil premium funding reaches the groups of pupils for whom it is intended and that it makes a significant impact on their education.

Role of the Governors

- To challenge the Pupil Premium lead in the above
- To challenge payment for activities, educational visits and residential. Ensuring children have first hand experiences to use in their learning in the classroom.

Role of SLT

- Using their subject specific action plans are ensuring a focus on Pupil Premium children/bottom 20% where appropriate to close the attainment gap

Role of Teachers

- Providing good or outstanding quality first teaching.
- Provide additional support where appropriate for PP pupils to ensure they can access all learning.
- Have a deep knowledge of the PP child and a good understanding of their barriers to learning to overcome these.
- Provide interventions where suitable for 'catch up' to ensure Age Related Expectations are met/close the attainment gap.

Role of Parents/Carers

- The school to engage with parents to work together to understand their child's learning needs and how they can support at home.

- Attend any training or workshops provided by the school to support parental involvement.

## Challenges

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

| Challenge number | Detail of challenge  |             |           |             |       |         |           |         |           |           |         |           |           |
|------------------|--|-------------|-----------|-------------|-------|---------|-----------|---------|-----------|-----------|---------|-----------|-----------|
| 1                | <p><b>Social, Emotional Mental Health (SEMH)</b> – attachment and low self-esteem (22.5% of children entitled to PP grant are LAC)</p> <p>36% of PP pupils have been identified by teachers as needing additional support in SEMH. 24% of pupils are currently receiving support from the Family Support worker.</p>   |             |           |             |       |         |           |         |           |           |         |           |           |
| 2                | <p><b>Narrowing the attainment gap in Reading, Writing and Maths.</b></p> <p>Recent assessment data has shown that in Maths Disadvantaged children are working significantly below their peers, in particularly in mathematical reasoning, common misunderstandings and applying procedural fluency in new contexts.</p> <p>In Maths the QLA has indicated that reasoning is a particular weakness (34% on track for EXS)</p> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>34% EXS</td> <td>58.9% EXS</td> </tr> <tr> <td>Writing</td> <td>41.5% EXS</td> <td>51.3% EXS</td> </tr> <tr> <td>Reading</td> <td>41.5% EXS</td> <td>56% EXS</td> </tr> </tbody> </table> |             | PP        | Non PP      | Maths | 34% EXS | 58.9% EXS | Writing | 41.5% EXS | 51.3% EXS | Reading | 41.5% EXS | 56% EXS   |
|                  | PP   | Non PP      |           |             |       |         |           |         |           |           |         |           |           |
| Maths            | 34% EXS  | 58.9% EXS   |           |             |       |         |           |         |           |           |         |           |           |
| Writing          | 41.5% EXS  | 51.3% EXS   |           |             |       |         |           |         |           |           |         |           |           |
| Reading          | 41.5% EXS  | 56% EXS     |           |             |       |         |           |         |           |           |         |           |           |
| 3                | <p><b>Life experiences</b> – (e.g. Residential/trips)</p> <p>Current economic climate and communication from parents when organising trips and residential has indicted a need to support our PP families financially to ensure all children have equity for all. These trips support the learning and offer first hand experiences to support learning which has a significant impact on learning and being able to remember more.</p>  |             |           |             |       |         |           |         |           |           |         |           |           |
| 4                | <p><b>SEN</b> – 37% of the children entitled to PP grant are also on the SEND register. Through conversations with the SENDCo and feedback from teachers from SEN assessments have indicated the main barriers to learning are SEMH, working memory and low attainment.</p> <p>26.6% of PP children are on the SEN register for cognition and learning with Dyslexic tendencies as a primary need.</p> <table border="1"> <thead> <tr> <th></th> <th>PP No SEN</th> <th>PP With SEN</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>50% EXS</td> <td>6.7% EXS</td> </tr> <tr> <td>Writing</td> <td>65.4% EXS</td> <td>0% EXS</td> </tr> <tr> <td>Reading</td> <td>50% EXS</td> <td>26.7% EXS</td> </tr> </tbody> </table>                |             | PP No SEN | PP With SEN | Maths | 50% EXS | 6.7% EXS  | Writing | 65.4% EXS | 0% EXS    | Reading | 50% EXS   | 26.7% EXS |
|                  | PP No SEN  | PP With SEN |           |             |       |         |           |         |           |           |         |           |           |
| Maths            | 50% EXS  | 6.7% EXS    |           |             |       |         |           |         |           |           |         |           |           |
| Writing          | 65.4% EXS  | 0% EXS      |           |             |       |         |           |         |           |           |         |           |           |
| Reading          | 50% EXS  | 26.7% EXS   |           |             |       |         |           |         |           |           |         |           |           |

|   |   |
|---|---|
| 5 | <p><b>Attendance</b> – At the end of last academic year 2021-2022 attendance for PP was 91.13%. Termly tracking of attendance indicated that there are 11 persistent Lates all of whom are PP children. Working with the Attendance Lead and EWO (Educational Welfare Officer) to find supportive solutions to help families get children into school on time. Case studies are tracking attendance and support for families.</p> |
|---|---|

## 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  |
|--|---|
| Pupils to have increased self-esteem, a positive image of themselves and emotional and mental well-being through working with Learning mentor.                                       | <ul style="list-style-type: none"> <li>• Pupils will have a positive image of themselves and increase emotional well-being</li> <li>• Pupils will feel confident to face challenges and maintain social friendships with their peers</li> <li>• Pupils will feel confident in their abilities and are able to take risks in learning, cope with failure and challenges, show resilience, be engaged and feel motivated within lessons</li> <li>• Pupils will make progress in their own level of development and those identified as ARE will achieve this</li> <li>• Pupils will feel like they belong and will be able to develop their emotional maturity</li> <li>• Pupils will engage with ESLA sessions.</li> </ul> |
| Families to receive access to Family support to minimize the impact on the child to provide a more stable home life and as a result of positive changes the child is ready to learn. | <ul style="list-style-type: none"> <li>• Targeted support for individual families with Family Support Worker</li> <li>• Encouraging financially and physically to be there for their children. Children will have a more stable home life and without the worries. Therefore be more ready to learn.</li> </ul>   |
| Disadvantaged pupils will progress in their learning and as a result will narrow the gap in their attainment across reading, writing and maths (RWM).                                | <ul style="list-style-type: none"> <li>• Teachers will have focused CPD and recognise clear links between reading and writing which will be evident in the environment, teaching, books and overall writing outcomes. Teachers are scaffolding learning to help support the lowest 20%.</li> <li>• As a result of the reading project teachers' skills are developing to incorporate the teaching of reading alongside the teaching of writing.</li> <li>• Pupil progress meetings allow teachers to discuss children in more depth and professional advice given for interventions to support learning.</li> </ul>   |
| Disadvantaged pupils will have increased access to life experiences. This will enable  | <ul style="list-style-type: none"> <li>• All disadvantaged pupils will access extra curricular activities such as drama club.</li> </ul>  |

|  |   |
|--|---|
| pupils to have real life experiences to draw upon in their learning. Residential will provide opportunities for social interactions.   | <ul style="list-style-type: none"> <li>Pupils will gain a broader knowledge of the world around them.</li> </ul>  |
| SEN – 37% of children entitled to the Pupil Premium Grant are also SEN. All PP children will complete the Reading, Maths and spelling assessments that provide an age the children are working at. This will ensure that small steps of progress are measured. Access to external professionals to support learning in school. | <ul style="list-style-type: none"> <li>Pupils will make progress as evidenced their SEN assessments.</li> <li>Pupils will narrow the gap in RWM.</li> <li>Pupils will have access to interventions that ensure progress.</li> <li>Support provided by external professionals will enable teachers to support pupils further in meeting their own targets/close the gap.</li> </ul>  |
| Decreasing the number within intervention groups   | <ul style="list-style-type: none"> <li>Pupil Premium lead will analyse data from Question level analysis (QLA) for Reading and Maths to determine weaknesses to share with teachers to inform future practice.</li> <li>Recruitment of additional TA to support small groups</li> <li>Reducing intervention group size will allow for bottom 20% and disadvantaged pupils additional support in Reading, Writing and Maths in order to narrow the attainment gap</li> </ul> |

## 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: £ 16,320.01

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| SENDCo to support teachers in providing feedback to pupils with SEN to show progress even if small steps | <p>EEF (+6)</p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>Staff have received staff meeting training on supporting the lowest 20% and scaffolding the learning to enable pupils to keep up and catch up.</p> | 4                             |

|  |   |                    |
|--|---|--------------------|
| <p>(£934.56 – 4hrs per term)</p>   | <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p>EEF (+3)</p> <p>Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p>  |                    |
| <p>Pupil Premium Lead to give CPD and training and monitoring.</p> <p>PP CPD – 6 x 2 hr meetings (469.92)</p> <p>CPD for staff – (£529.21)</p> | <p>EEF (+6)</p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>Meetings with teachers increased staff awareness of disadvantaged children and gave them an opportunity to discuss barriers and best ways to support them.</p> <p>Giving CPD to staff enables them to be more informed in best practice and how to support disadvantaged pupils. Guidance from the EEF recommends that pupils’ writing can be improved by teaching them to successfully plan and monitor their writing: <a href="#">EEF Improving Literacy in Key Stage 1</a> Furthermore, it is recommended that to create effective writers pupils are taught through modelling and supported practice: <a href="#">EEF Improving Literacy in Key Stage 2</a></p> <p>PP lead to oversee data and progress of those on the PP register. Check on whether interventions have impact.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> | <p>1, 2, 3, 5,</p> |
| <p>PP meeting with attendance lead<br/>6x termly meeting</p>   | <p>EEF (+3)</p> <p>Supportive conversations with parents to help improve attendance and lateness of pupil premium pupils. Understanding the barriers families face, enables us to put measures into place to get pupils into school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>   | <p>5</p>           |
| <p>TA appointed to help in reducing ratios in group sessions for</p>   | <p>EEF (+4)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually</p>   | <p>2</p>           |

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|--|--|--|
| <p>more targeted support.</p> <p>(£14,234 total - £5655 from recovery premium, £8434 from Pupil Premium)</p> | <p>in separate classrooms or working area. Intensive tuition in small groups is often provided to support lower attaining learners of those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Having analysed our cohorts we have identified that the year 1 cohort needed significant support in Maths and in year 4 a significant support required for reading and writing.</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> |  |
|--|--|--|

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

Budgeted cost: £ 3594.06

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Precision Teaching – 1 to 1 support</p> <p>(£3494.06)</p>  | <p>EEF (+5)</p> <p>One to one tuition is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p>   | 2, 4                          |
| <p>Herts for Learning - a high quality structured intervention for KS1 reading</p> <p>(£100 for training of Reading lead in this programme)</p> <p>(£100)</p> | <p>EEF (+6)</p> <p>An 8 week intervention which has demonstrated improvements in stamina, accuracy, enjoyment, confidence and engagement.</p>  | 2, 4                          |
| <p>Maths – Mastering Number</p> <p>Intervention for securing maths foundation</p> <p>(£0 – Free to enrol)</p>   | <p>EEF (+5)</p> <p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</p> | 2, 4                          |



|  |   |  |
|--|---|--|
|  | In order for mastery approaches to be effective for pupils with gaps in understanding, it is crucial that additional support is provided. |  |
|--|---|--|

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

Budgeted cost: £ 26,228.20

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Learning Mentor and Nurture Breakfast</p> <p>(Learning Mentor - £13,508, Nurture Breakfast fund - £500, ELSA training - £210)</p> | <p>EEF (+4)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. They include specialist programmes such as ELSA which are targeted at students with particular social or emotional needs.</p> <p>Nurture breakfast club provides children with breakfast every morning and an opportunity for the Learning Mentor to do ‘check ins’. This supported those children who have SEMH needs.</p> <p><a href="https://educationendowmentfoundation.org.uk">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> | 1, 5                          |
| <p>Family support worker to support vulnerable families and develop parent partnerships.</p> <p>(£6567)</p>                          | <p>(EEF +4)</p> <p>We define parental engagement as the involvement of parents in supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> <li>- Approaches and programmes which aim to develop parental skills such as literacy or IT</li> <li>- General approaches which encourage parents to support their children in reading or homework</li> <li>- The involvement of parents in their children learning activities; and</li> <li>- More intensive programmes for families in crisis</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>   | 1, 3, 5                       |
| <p>Educational</p>   | <p>Educational psychologists support schools and the local authority to improve all children’s experiences of learning.</p>  | 2, 4,                         |

|  |  |              |
|--|--|--------------|
| <p>Psychologist</p> <p>(£4532.80 – 40% of total time)</p>  | <p>They use their training in psychology and knowledge of child development to assess difficulties children may be having with their learning. They provide advice and training on how schools might help children to learn and develop. They recommend methods, or develop strategies in partnership with schools, to help a child learn more effectively. Strategies may include teaching approaches, improvements to learning environments, advice on curriculum materials and behaviour support.</p>   |              |
| <p>Speech and Language Therapist</p> <p>(£410.40 – 40% of total time)</p>  | <p>EEF (+6)</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>Most of the studies focus on reading outcomes. The small amount of studies that do study maths and science show small positive effects. Language approaches in these subjects may be used to explicitly practice subject specific vocabulary.</p> <p>The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one-to-one also have larger impacts.</p> | <p>2, 4,</p> |
| <p>Hardship Fund – To support families who may need additional support with uniform or other essentials due to hardship.</p> <p>(£450)</p> <p>Subsidise trips and residences</p> <p>(6000)</p> | <p>EEF (+4)</p> <p>Supporting families to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>                                  | <p>3</p>     |

**Total budgeted cost: £ 46,142.27**

## 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 2021 to 2022 academic year.

Our monitoring scheduled ensured targeted support and robust monitoring in all subjects meant teaching and learning was of an excellent standard. Teachers spent time thinking about the learning process and CPD supported the development of our broader curriculum for children to know more and remember more. Teachers had staff meetings to delve into the barriers for their disadvantaged children and pupil progress meetings to discuss how to target interventions. Meetings with teachers increased staff awareness of PP children and gave them an opportunity to discuss barriers and best ways to support them. Pupil progress meetings highlighted the PP children and the progress they were making.

Following recent assessments after a full year post pandemic have indicated that our disadvantaged children are not working at ARE and are significantly working below their peers with the biggest gap in attainment being in maths. This is an area in which will be a priority for the next strategy.

#### **Breakdown of 2021-22 Pupil Premium Funding**

##### **High quality Teaching**

**Intended Outcome:** Pupils to have increased self-esteem, a positive image of themselves and emotional and mental well-being through working with Learning mentor.

**Chosen action/approach:**

Pupils will engage with ELSA sessions and have regular opportunities for SEMH time with the Nurture TA/Learning Mentor. Nurture TA/Learning Mentor to log their session on CPOMS to give chronology.

**Impact:** Nurture TA – Supported children with SEMH needs as identified through pupil progress meetings and referrals from teachers and/or parents. Nurture Breakfast – This provided 24% of our disadvantaged pupils with breakfast in the morning. It gave a space where they could openly share how their morning had been with support of our nurture and ELSA trained TA. It offered a space that was calm and organised where children could emotionally be ready to learn before heading into classrooms. Teachers completed SDQs to monitor progress.

**Intended Outcome:** Disadvantaged pupils will progress in their learning and as a result will narrow the gap in their attainment across reading, writing and maths (RWM).

**Chosen action/approach:**

Teachers will have focused CPD and recognise clear links between reading and writing which will be evident in the environment, teaching, books and overall writing outcomes. As a result of the reading project teachers' skills are developing to incorporate the teaching of reading alongside the teaching of writing.

**Impact:**

Interventions - 40 minutes per day were allocated to ensuring PP children were given targeted support. This involved, 1:1 reading time daily, editing time in small groups and pre teaching for some mathematical concepts. Evidenced through reading folders, Key Skills book scrutiny.

### Targeted Support

**Intended Outcome:** Families to receive access to Family support to minimize the impact on the child to provide a more stable home life and because of positive changes the child is ready to learn.

**Chosen action/approach:**

Targeted support for individual families with Family Support Worker. Encouraging financially and physically to be there for their children. Children will have a more stable home life and without the worries. Therefore be more ready to learn.

**Impact:**

Family Support Worker – Supported 7 families from the PP register. The FSW signposted parents to food banks and how they worked, supported families in applying for housing and signposting parents to other services on offer such as the Family Service.

**Intended Outcome:** SEN – 45% of children entitled to the Pupil Premium Grant are also SEN. All PP children will complete the Reading, Maths and spelling assessments that provide an age the children are working at. This will ensure that small steps of progress are measured. Access to external professionals to support learning in school

**Chosen action/approach:**

Pupils will make progress as evidenced their SEN assessments. Pupils will narrow the gap in RWM. Pupils will have access to interventions that ensure progress.

Support provided by external professionals will enable teachers to support pupils further in meeting their own targets/close the gap.

**Impact:** Pupils showing dyslexic tendencies were seen by DFS specialist who gave targeted intervention support for specific needs. SEN TA had updated dyslexia training and strategies. Increased awareness of dyslexia and benefitted all learners with literacy skills. Monitoring of SEN children through progression mapping and standardised testing for Reading and Spelling enabled us to see small steps in progress in months. 100% of pupils' progress was at least +2 months in RWM.

### Wider Strategies

**Intended Outcome:** Education Welfare Officer to support families who have persistent absences and share strategies for getting children into school. Attendance for PP children to be above 95%.

**Chosen action/approach:** Regular monitoring of attendance was completed via the office. Parents were informed if the attendance dropped below 95% through a staged approach.

**Impact:** Educational Welfare Officer – Attendance for PP children was just below national average 94.89%. Non PP attendance was 97.63%. Attendance lead has changed for this academic year and robust monitoring is in place to target persistent lateness.

**Intended Outcome:** Educational Psychologist to assess pupil premium children, 1 to support EHCP and 2 to support with cognition and learning barriers and potential diagnosis of dyscalculia.

**Chosen action/approach :** An element of our Pupil Premium funding funds an Educational Psychologist to support the SENDCo in assessment and to support teachers in targeting interventions and CPD for the teachers.

**Impact:** The Educational Psychologist saw 3 PP children. 1 report assisted in an EHCP referral, 1 child is having further assessments for dyscalculia and dyslexia and 1 child provided further strategies to scaffold their learning.

### 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 |
|-----------|----------|
|           |          |
|           |          |

### 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.*