

Pupil premium strategy statement – The Hill Primary

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 Hill Primary
Number of pupils in school	369
Proportion (%) of pupil premium eligible pupils	48% 176 (pupils) 49% 181 (FSM)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	E.Cadman
Pupil premium lead	E.Cadman
Local Governance Committee member / Trustee lead	T.Baker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 265,460
Recovery premium funding allocation this academic year	£ 15,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <small>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</small>	£ 280,460

Part A: Pupil premium strategy plan

Statement of intent

Our principles at The Hill:

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure 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
- In 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 of pupils 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.

Demography & School Context

The Hill is a community school located in the Dearne, South Yorkshire. The majority of The Hill pupils live in areas which contain significant pockets of deprivation characterised by high unemployment, low average incomes, low adult education and skills and poor housing and health and job opportunities (due to the remote location). This is exemplified by The Hill's free school meals data:

The proportion of pupils eligible for free school meals (FSM) is high at 49%. This number is a slight increase of 2% on last year. The FSM data for The Hill is almost 3 times greater than national. Even though, nationally the FSM rate continues to rise, The Hill's rate remains considerably stable. Mobility is low. The systems in place do not identify this group of pupils who Professor Stephen Gorard describes as "super-deprived."

School has very robust systems and practices that have positively impacted on whole school attendance. Leaders have identified that families from Pupil Premium families that impact most negatively on school attendance and there is a strong correlation between these families and an identified sub group.

On entry: The majority of pupils (90+%) entering FS2 are below the typical level of development for their age in all seven areas of learning.

Our curriculum offer

The school operates a knowledge based, vocabulary and language rich curriculum. We place great value in providing our children with rich, real-life experiences as part of a broad curriculum. Learning opportunities inside and outside the classroom. The schools aims to develop learners with the key value traits permeating through:

- Scholarship – providing our children with a knowledge rich, vocabulary focused curriculum that encourages them to become independent scholars in their own right.
- Curiosity – empowering our children to ask questions and become critical thinkers.
- Tenacity – ensuring that our children will have opportunities and experiences that they can pursue with tenacity, resilience and drive.
- Empathy-ensuring that children celebrate the differences between each other & have a mutual respect for one another, ensuring that this brings the community together
- Pride-We want children to feel proud of their achievements through enabling them to feel success. Which supports their happiness and self-worth.

The curriculum aims to:

- Build a community within the school with family values.
- Champion a culture of empathy and mutual respect.
- Provide a safe, secure, and caring environment in which to work and learn.
- Deliver inspirational and accountable leadership at all levels.
- Strive for consistently high academic standards for every individual.
- Always deliver high-quality, inspirational and innovative teaching and learning.
- Deliver a curriculum that is relevant, knowledge-rich and empowering to our children.
- Promote a love of learning that lasts a lifetime by creating, innovative, exciting and memorable experiences inside and outside the classroom.
- Foster mindfulness and well-being of all.

The current pupil premium strategy focuses on addressing the key challenges (below) that our pupils, especially those who are receipt of pupil premium funding, face in relation to meeting our curriculum aims. It also supports the provision of an extended curriculum which is delivered in a positive educational environment that cultivates high self-esteem and ensures that all members of the school community can take advantage of learning, high emphasis on reading, writing and maths and leisure opportunities to make good progress and prepare them for the next stage of life.

Main objectives of the Pupil Premium Plan

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For disadvantaged pupils in school to demonstrate expected progress rates in order to reach Age Related Expectation at the end of Year 6 and be ready for the KS3 education.

Achieving these objectives

The range of provision making for this group include and would not be limited to:

-Delivering a range of high quality CPD for staff to ensure that teaching and learning is of the highest standard.

Retaining and growing staff through investment through training such as NPQ's and apprentice schemes.

- Support for children that need it the most, either academically, emotionally or behaviourally
- Investment in HLTAS/support staff across the school for teaching and learning opportunities
- Attendance admin employed part time to support with the forensic monitoring of attendance data
- All our work through the pupil premium will be aimed at accelerating academic progress, moving children to age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- We aim to offer additional support at key transition points, in particular on entry to the EY and from our Year 6 to secondary
- Additional learning support
- Subsidise all activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Ensure all after school clubs are paid for
- To ensure a whole year group learns a musical instrument, each academic year
- Ensure additional sporting instructors are used to ensure that every child has a wide experience of sport beyond the school
- Ensure that an additional term of swimming is paid for to ensure that children are more likely to pass expectations in swimming
- Ensure children have the best start to the day with a fully funded breakfast club
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote and thus enhance learning.
- Ensure children have a school uniform

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of communication & language when they enter school
2	Historically poor attainment in early reading/phonics of the disadvantaged cohort
3	Poor diets have a detrimental impact on children's ability to learn
4	Pupils have experienced gaps in learning due to COVID-19. This has a particular impact on prior learning.
5	Below national outcomes in Reading, Writing and Maths at key stage one and key stage 2
6	Situations at home can impact on the social, emotional and mental health of pupils. Pupils can lack access to enrichment activities that promote independence.
7	The majority of pupils do not have opportunities beyond their experiences at home and at school.
8	Attendance and persistent absence is an ongoing challenge for the school to overcome.

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
1. Ensure that there is early intervention and targeted support in place to meet the individual needs with regard to language and communication.	<p><i>For pupils in receipt of the pupil premium:</i></p> <ul style="list-style-type: none"> Improved Teaching and Learning (through language development) across the school, leading to improved academic outcomes and active engagement: Specific CPD based on pedagogy around language development, supporting staff to implement strategies that support the language develop such as 'say it better'. Pupils are able to independently communicate their needs in order for them to effectively participate in their learning Impact of achievement of SALT targets Progression through WELCOMM/Launch Pad Improved and personalised learning opportunities, leading to improved engagement in learning and outcomes (for disadvantaged pupils).
2. Increase the number of pupils who pass the phonics screening check in year 1 so that they are at least in line with national.	<ul style="list-style-type: none"> 100% of the teaching of phonics is effective Phonics outcomes are significantly improved from 2019-20 School continues to meet aspirational targets set by the trust Achieve at least national average expected standard in PSC

3. Supporting children to make healthy choices in order to ensure they benefit from the effects of a healthy lifestyle	<ul style="list-style-type: none"> • <i>Empowered with understanding of what healthy choices look like through a new bank of PSHE resources</i> • <i>Visits from the school nursing team</i> • <i>Technology resources spent to buy food products for healthy eating cooking lessons</i> • <i>They are able to concentrate for longer periods throughout the day</i> • <i>Sustained energy levels</i> • <i>Their absence due to ill health is reduced</i>
4. Supporting children robustly when they enter school. Rigorous assessments in place after 6 weeks of immersion Targeted support for Phonics	<ul style="list-style-type: none"> • <i>Improved language acquisition in order to access classroom learning</i> • <i>Development of confidence</i> • <i>Children being able to read phonetically</i> • <i>School meet set target</i>
5. Addressing gaps in learning Improve the quality of teaching and learning through high quality CPD and coaching	<ul style="list-style-type: none"> • 100% of teaching is effective across the whole school • Pupils achieve above national average progress scores in KS2 Reading (0) • Pupils achieve above national average progress scores in KS2 Writing (0) • Pupils achieve above national average progress scores in KS2 Mathematics (0)
6. Development of social and emotional needs through THRIVE order to decipher need -Key staff (at least 1 member) trained in trauma informed practice -Investment in key staff to provide targeted support to key children -THRIVE training provided to the pastoral team	<ul style="list-style-type: none"> • Clearly identified pupils that need support and ultimately the support impacts on progress • Trauma informed approaches enable all children to be able to access learning • THRIVE provides the children with emotional security and relationship development
7. Children across the whole school will be provided with at least 3 school trips/ experiences per year. -Year 6 are provided with a residential experience -All children will have the opportunities to learn instruments -Theatre experiences are provided to most year groups -Author visits provide inspiration to all on the love of reading	<ul style="list-style-type: none"> • Children are enriched by their real-life experiences • Children are made more aware of the world around them which in turn they can bring into their learning • Development of musicality. • Children have the opportunity to be successful in wider areas • Develop their love of story • Develop children's love of reading
8. Continuous drive to improve attendance to enable pupils to access more learning. Reduce persistent absence (35.3%)	<ul style="list-style-type: none"> • Improved attendance from 2019-20 (week 24 pre-COVID) for disadvantaged pupils.

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: £28,232

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Developing high quality teaching, assessment, and a curriculum that responds to the needs of pupils by:</i></p> <p>Ensuring that all relevant staff receive training on QFT approaches for reading, writing and maths to improve their teaching and subject knowledge</p> <p>Ensuring subject leadership support for all subject coordinators so that there is proven impact on pupils learning and subject leaders have a clear understanding of what is working well and the actions that they need to take to improve the curriculum</p> <p>Release time for increased number of pupil progress meetings in school to ensure that keep up and catch up strategies are applied effectively and that the right children are targeted for support</p>	<p>Teaching & learning toolkit Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>- Ensure all relevant staff receive training on QFT approaches to reading to improve their skill set and subject knowledge. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/#closeSignup</p>	1/2/4/5

<p>Ensuring release time for the assessment lead and subject leads to track the progression and attainment of pupils and pupil groups across school to then implement follow up conversations with staff as necessary to ensure that quality first teaching and interventions are in place to ensure impact on pupil outcomes</p> <p>Regular cycle of monitoring to determine the needs of each staff member which feeds into performance management, CPD organisation and coaching programme.</p> <p>Bespoke programme of support, tailored to the needs of each individual member of staff to ensure that the quality of teaching in each subject is effective.</p>		
<p><i>Professional development on evidence-based approaches, for example Rosenhine, TLAC, feedback, metacognition, phonics and mastery learning</i></p> <p>Ensure that the relevant staff have received tailored RWI training to deliver the phonics scheme effectively</p> <p>Ensure that the relevant phonics lead receives additional support from RWI to effectively monitor attainment and progress in phonics across the school and intervene quickly when needed</p> <p>Work with maths mastery to embed teaching mastery across all year groups. CPD for all relevant staff.</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. All staff to lead effectively are released once a term to enable them to provide quality CPD.</p> <p>There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective - https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/mastery-learning/</p> <p>The EEF report, Improving Mathematics in KS2 and 3 report states that manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas https://educationendowmentfoundation.org.uk/tools/guidance-reports/maths-ks-two-three/</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/ evidenced that focus on phonics make a positive impact on academic outcomes</p>	<p>1/2/4/5</p>

Ensure that support staff attend 3 additional meetings per year that focus on the same high quality CPD of staff		
<p><i>Technology and the use of other resources focussed on supporting high quality teaching and learning</i></p> <p>The use of IRIS to support the coaching of staff to ensure that teaching is at least good in all subjects</p> <p>Early Years resourcing to meet the need of the new EY Curriculum</p> <p>EY / KS1 Reading Books to ensure the books link to RWI and accelerate reading</p>	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/ evidenced that focus on phonics make a positive impact on academic outcomes</p> <p>We undertook a review of EY's with Astrea Academy Trust to invest in new resources in June 2021 to ensure the needs of the new curriculum could be met. Phonics, Guided Reading and home reading books were overhauled as a result of an internal review of Phonics. An investment of new books was undertaken to support the EEF research into effective early reading.</p> <p>Over recent years, over half of children in the reception cohort have achieved a Good Level of Development by the end of the Foundation Stage, and this is again the case in 2022, with 55% achieving GLD. Foundation stage attainment is therefore consistently well below national. These figures reflect the fact that many children join The Hill with very low levels of development</p>	1/2/4/5
<p><i>Mentoring and coaching</i></p> <p>Regular cycle of monitoring to determine the needs of each staff member</p> <p>Bespoke programme of support, tailored to the needs of each individual member of staff to ensure that the quality of teaching in each subject is effective</p> <p>Instructional coaching training for teaching and learning lead</p> <p>IML level 5 coaching for leaders in school to develop the quality of coaching in school</p>	<p>Teaching & learning toolkit Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>- Ensure all relevant staff receive training on QFT approaches to reading to improve their skill set and subject knowledge.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/#closeSignup</p>	1/2/4/5

<p>Investment in and retention of staff</p> <p>Providing cover time to enable members of staff enrolled to complete NPQBL and NPQLTD this academic year to support the development and retention of school leaders/experienced staff.</p> <p>IML level 5 coaching for leaders in school to implement coaching in school to better support staff development</p>	<p>The Government produced a report which details research completed into factors affecting teacher retention. As seen here: https://assets.publishing.service.gov.uk/media/601c032ed3bf7f70b83bfbfd/Understanding_Teacher_Retention_Report_by_RAND-February_2021.pdf</p> <p><i>Respondents valued greater investment in their professional development. Our results found that respondents preferred more CPD days, and that they were willing to trade a 0.43% pay increase for a one-day increase in CPD days per year. We observed variation in preferences by teachers' characteristics, for instance headteachers and leading practitioners placed higher values on increased CPD days. Respondents showed a higher preference towards CPD training at school with all staff, compared to CPD training of their own choice outside of school.</i></p>	<p>1/2/4/5</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 171,266

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted academic support – interventions to support language development</p> <p>Implement WELLCOMM and Launch Pad Interventions used by trained adults</p> <p>FTT/RWI interventions</p> <p>Implement SALT interventions throughout school by trained adults</p>	<p>Oral language intervention – very high impact for very low cost Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Early literacy approaches</p> <p>Early literacy approaches aim to improve young children's skills, knowledge or understanding related to reading or writing. Common approaches include:</p> <ul style="list-style-type: none"> activities that aim to develop letter knowledge, knowledge of sounds and early phonics; and introductions to different kinds of writing. 	<p>1/2/4/5</p>

<p>Ensure effective implementation and tracking of RWI FTT, Fresh start, precision teaching, colourful semantics & 1:1 reading for the lowest 20%</p>	<p>Early literacy strategies may have components in common with Communication and language approaches and may also involve Parental engagement.</p> <p>There is evidence that a combination of early literacy approaches is likely to be more effective than any single approach. For example, some studies suggest that it is possible to develop certain aspects of literacy, such as knowledge of the alphabet</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs. In the EEF Attainment Gap report, it also states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/ evidenced that focus on phonics make a positive impact on academic outcomes</p>	
<p><i>Teaching assistant and deployment of interventions</i></p> <p>Higher number of HLTA's and support staf employed by the school to deliver high quality interventions for pupils to allow for maximum progress against set targets</p> <p>Additional staffing / capacity to support the robust delivery of reading/ Maths/writing interventions supported by the Recovery Premium part funded</p>	<p>In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</p> <p>Teaching & learning toolkit Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>- Ensure all relevant staff receive training on QFT approaches to reading to improve their skill set and subject knowledge. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/#closeSignup</p>	1/2/4/5
<p><i>One to one and small group tuition for pupils</i></p> <p>Additional staffing / capacity to support the robust delivery of reading/ Maths/writing interventions supported by the Recovery Premium part funded</p>	<p>In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</p>	1/2/4/5

	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/ evidenced that focus on phonics make a positive impact on academic outcomes	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £80, 962k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Supporting pupil's social, emotional and behavioural needs</i></p> <p>Targeted support for individuals to secure low levels of behavioural incidents and support for class teachers</p> <p>Additional training to support the effective use of Thrive to support needs of children to access learning</p> <p>Additional mental health training for pastoral team</p> <p>Resources to set up an effective Thrive space</p> <p>Behaviour support assistants employed to support running of effective Thrive interventions in school</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective, especially for older pupils. In the EEF Attainment Gap report, it also states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.</p> <p>Ensure pupils identified as those with SEMH needs are supported through developing of social, emotional literacy and strategies to support with their learning.</p> <p>This approach is in line with research that demonstrates that Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself, which produces +4 months of progress. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. The Thrive approach has been researched and evidenced to make a positive impact. For more information see; https://www.thriveapproach.com/</p> <p>This approach is in line with research that demonstrates that Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself</p>	<p>6 (wider impact on 1/2/4/5)</p>

<p>De-escalation training for identified staff to help support and regulate children so that they can better access their learning after dysregulation</p> <p>CPD and support for teaching staff on the use of Thrive strategies in the classroom and development of whole class Thrive</p> <p>Emotion coaching training for all staff</p> <p>Implementation of Zones of regulation across the whole school to support with the identification of emotions and development of a toolkit to support with dealing with these</p>	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p>	
<p>Supporting attendance</p> <p>Release time for leaders to routinely moiro attendance data and report to SLT the impact of measures in place</p> <p>Attendance admin in post to support with the daily, rigorous monitoring of attendance in school and processing of fixed penalties in line with policy</p> <p>One day mental health course for the pastoral team</p>	<p>To support disadvantaged pupils and their families with transport provision where possible and needed to enable pupils (and their parents / carers) to access a range of educational experiences. Good attendance is also listed in the top approaches for disadvantaged pupils in the report Pupil Premium – How schools are spending the funding</p> <p>Embedding further support for families to ensure attendance is a key importance.</p> <p>Good attendance is also listed in the top 10 approaches for disadvantaged pupils in https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>Attendance is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils</p>	<p>8</p>

<p>Emotionally based school avoidance strategies training from Educational psychologist</p> <p>Counselling for identified children</p> <p>EWO support in attendance panel meetings</p> <p>Additional home visits to all PA children on first day of absence</p> <p>Attendance prizes</p>		
<p><i>Breakfast clubs and meal provision</i></p> <p>Breakfast club – identified PP children to be invited into breakfast</p> <p>Review of DT curriculum to ensure that food technology is taught well and make adjustments and amendments to curriculum as appropriate</p> <p>After school healthy eating club</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>Sport boosts confidence - the benefit of Sport on wider learning is outlined at; https://www.sportengland.org/research/benefits-of-sport/</p>	<p>3/6 (supporting 4/5)</p>
<p><i>Extra-curricular activities, including sports, outdoor activities, arts, culture and trips</i></p> <p>All children entitled to educational visits</p>	<p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	<p>7</p>

All Year 4 children having the opportunity to play a musical instrument		
Visitors and experiences brought into school		

Total budgeted cost: £ 280,460

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 2023-2024 academic year – allocated funds (not including LAC)

We have analysed the performance of our schools disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrates that:

KS2 assessments

68% of the Y6 cohort were in receipt of PP.

PP children at the Hill out performed non PP children in Reading and Maths

Reading: 58% of PP children achieved the EXS standard

Writing: 50% PP achieved the EXS standard in writing

Maths: 62% of the PP cohort achieved the expected standard in maths

Phonics

82% of PP children passed the PSC in Y1

We have also drawn on data and observations to assess wider issues impacting disadvantaged pupils performance, including attendance, behaviour and well-being.

The data demonstrates that:

In 21/22 58% of suspensions were of PP children

In 22/23 64% of suspensions were of PP children

Our evaluation of the approaches delivered last academic year indicates that the school have been particularly effective in ensuring a good level of development in phonics for PP children.

Tuition and booster support for Year 6 children has been effective for PP children in maths in particular. More focussed support should be in place for the reading and writing for PP children. The school will ensure an increase in teacher CPD on the teaching of reading in KS2 and offer additional interventions for children to increase pace and stamina in reading.

Thrive alone has not been enough to prevent suspensions and support children. Zones of regulation and emotion coaching CPD to be implemented across school as well as the employment of additional support staff to support children to access their learning.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The further information section below provides more details about our planning, implementation and evaluation processes.

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?	N/a
What was the impact of that spending on service pupil premium eligible pupils?	N/a

Further Information

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities. We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

