



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.

The Hawthorns Primary School Overview (2022-23)

| Detail | Data |
|---|--|
| Number of pupils in school | 436 |
| Proportion (%) of pupil premium eligible pupils | 5.5% |
| Academic year/years that our current pupil premium strategy plan covers | 2021-2022 to 2023-2024 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Raha Razeghi - Headteacher Judith Shepherd - Chair of Governors |
| Pupil premium lead | Nicola Prebble - Pupil Premium Champion |
| Governor | Phillipa Dunn |

Funding Overview

| Detail | Amount |
|---|----------------|
| Pupil premium funding allocation this academic year | £30,415 |
| Recovery premium funding allocation this academic year | £2,755 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year | £33,170 |

Part A: Pupil Premium Strategy Plan

Statement of Intent

At The Hawthorns Primary School our intention is that all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our small number of pupil premium children are highly prioritised. We aim to close any gaps in attainment and progress between pupil premium children and other children by providing high-quality teaching and targeted interventions, with a focus on eliminating barriers to accessing the curriculum that our disadvantaged pupils may face.

We have a dedicated Pupil Premium Teacher (PP Champion) to monitor, evaluate and support the progress of all our disadvantaged pupils. Our plan is evolved through careful and focused monitoring of data and up to date research to help formulate outcomes.

Our key principles are based around:

- Developing happy, confident children who value education and want to come into school every day.
- Nurturing and supporting children with their social and emotional well-being so they can access learning and be motivated to achieve.
- Encouraging children to develop a Growth Mindset, not be afraid to make mistakes and become confident and resilient learners.
- Effectively communicating with parents, building positive relationships and working in partnership with them so they are able to confidently support their children's learning.
- Enabling access to wider support and enrichment so that all children can meet their potential.

We aim to do this through:

- Our vision to Belong, Believe, Achieve and Grow.
- Promoting our Aspirational Qualities of: Kindness, Independence, Resilience, Creativity, Curiosity and Collaboration through all areas of our curriculum.
- Developing a Therapeutic Thinking Approach to behaviour management.
- Building enjoyment and confidence through outdoor learning, sports and music.
- Nurturing approach to social and emotional wellbeing.
- Allocating a key person to each PP child to develop close relationships with regular check ins.
- Ensuring quality first teaching to close gaps.
- Providing individualised interventions and support delivered by our PP Champion in addition to those provided by class teachers and teaching assistants.

- Developing cultural capital to enable all children to access all areas of the curriculum.
- Improving and sustaining parental engagement.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant gaps in knowledge leading to our pupils falling below age-related expectations , particularly in maths and writing. Accelerated progress is required through quality first teaching. |
| 2 | Our assessments and observations indicate that disadvantaged pupils generally have greater difficulties with early reading and phonics . They have low attainment on entry to EYFS compared to their peers. This negatively impacts their development as readers. |
| 3 | Currently at The Hawthorns Primary school, 40% of our disadvantaged children are double disadvantaged with many also registered as SEN and some are EAL. Research shows that children who are SEND and eligible for Pupil Premium funding 'face multiple disadvantages and increased vulnerability from the very start of their lives.' (Joseph Rowntree Foundation 2016.) Progress towards meeting age related expectations in the 3 core subjects have been impacted by this. |
| 4 | Currently 50% of our disadvantaged pupils have been identified as requiring extra social and emotional well-being support in school for a variety of different and individual reasons. There are a small number of children who require support with their behaviour. |
| 5 | Support for children's learning outside of school To support parents who are experiencing challenges at home, ensuring children can access learning at home, children engage in their homework and parents attend important meetings and parents' evenings. 95% of our Pupil Premium parents attended parents evening in Autumn 2022 compared to only 47% of our Pupil Premium in the Autumn term 2021. |
| 6 | Provision of wider enrichment opportunities has been restricted due to the pandemic. We need to give our disadvantaged children greater exposure to improve their cultural capital by being given opportunities to take part in clubs, sporting activities, music lessons etc and ensure they can access all school trips and workshops that enhance their learning of our curriculum. |

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.

| Challenge number | Intended outcome | Success criteria |
|--|---|---|
| 1 Working below age-related expectations in writing | To improve the quality of teaching and learning in writing – attainment in writing to be in line with non-PP. | Effective learning journeys are planned with a clear audience and purpose for writing. High quality teaching with an emphasis on modelled writing, overlearning of basic writing skills and daily implicit /explicit teaching of grammar, punctuation and spellings evident in all year groups. Scaffolded support in place for PP/SEN children to make at least the expected progress Teachers provide children with immediate, specific and relevant feedback and responsive next steps. PP children make accelerated progress of 6+ steps per academic year. |
| 1 Working below age-related expectations in maths. | To develop confidence in maths by identifying barriers to learning and closing gaps in knowledge and understanding. | Increased confidence and development of a growth mindset within our disadvantaged children. Implement the use of diagnostic assessment to identify the gaps in learning so starting points for teaching are adjusted. Maths interventions in place for identified children aimed to close identified gaps. PP children make accelerated progress of 6+ steps per academic year. |
| 2 Early reading and phonics | To raise standards of teaching and learning in phonics by implementing a systematic synthetic phonics programme. All PP children meet the expected standard in phonics by the end of Year 1. | All children have access to high quality teaching of phonics as soon as they enter the school. High standards of phonics taught consistently by all teachers and teaching assistants with pace and rigour in every lesson. Keep up and 1:1 tuition in place for identified children from regular assessments. |
| 2 Working below age-related expectations in reading | To ensure that every child acquires the reading skills needed to access the whole curriculum and be able to read for purpose. All PP children reach age related expectations in reading. | To identify, track, monitor and support the PP in reaching at least the expected standard for their year group. Pre-teaching of key vocabulary to EAL children. Knowledge organisers and other resources and opportunities available within the curriculum in order to build cultural capital. |
| 3 Double disadvantaged | To identify and meet the special educational needs of PP children. | Communication and liaison with the SENDCO to ensure these children are identified and SEN plans are in place to support them. 1:1 support provision in place for the double disadvantaged children where required |
| 4 Social and emotional well-being | To promote the social and emotional well-being of PP children. Children are happy and want to come into school every day. | Nurture group support in place for identified children. 1:1 bubble time (talk time) and check ins with key people and PP Champion. |

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| | | Building relationships with PP children through 20:20:20 lunchtime club and after school homework club. |
| 4 Social/ emotional well-being and behaviour | To maintain high standards of behaviour for PP children in line with the rest of the school. | Develop a Therapeutic Thinking Approach to behaviour management which considers the background experiences of children. Play and lunchtime plans in place to support identified children including PP and SEN, e.g. the implementation of a new lunchtime club 20:20:20 Club at least three times a week to help structure lunchtimes. |
| 5 Support for Children's learning outside of school | Greater communication with and support for PP families | Prioritise PP families before parent consultation meeting times go live to ensure a convenient time slot for the parents has been arranged. Chromebooks allocated to KS2 PP children who do not have access to a device at home. Implementation of KS1 and KS2 Homework Clubs with disadvantaged children being prioritised. Support for parents through regular school communication or parenting courses to develop positive home learning approaches. |
| 6 Wider enrichment opportunities | To provide wider enrichment opportunities for pupils to build confidence and also help to build cultural capital. | All PP children to have the opportunity to attend: Outdoor learning, Forest Schools , music lessons, music clubs, lunchtime clubs, including 20:20:20 club, sporting activities and competitions Funding used to allow all PP children to take part in school events, workshops and trips. |

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: £10,000 (including staff meetings, SLT meetings, team teaching, external training) including £2000 for the ongoing support of the RWI programme training and resources.

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Strive to improve Quality First Teaching to achieve the best outcomes for all pupils, particularly the most disadvantaged amongst them. | High quality teaching should be a top priority for schools. The EEF guide to the Pupil Premium -Autumn 2021 says, "Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a | 1, 2, 3 |

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|---|---|----------|
| <ul style="list-style-type: none"> • Teacher demonstration followed by guided practice and independent practice • Teachers to model their own thinking to help pupils develop their metacognitive and cognitive skills • Diagnostic assessment • Flexible grouping • Increased awareness for all staff of PP pupil barriers and gaps in prior learning • Feedback and marking at the point of learning • Tracking meetings will include a focus on all PP children • Task checklists as a visual scaffold to support pupils to independently complete a task. | <p>successful school and should rightly be a top priority for pupil premium spending.” (p3)</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> | |
| <p>Ongoing training and development for RWI systematic synthetic phonics programme to secure stronger phonics teaching for all pupils.</p> | <p>According to the key findings in EEF Toolkit:</p> <p>1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> | <p>2</p> |
| <p>Purchase of SEMH resources to improve the quality of provision for social and emotional wellbeing of all pupils, especially the most vulnerable.</p> <p>Funding of training and leadership time for development of a Senior Mental Health practitioner.</p> | <p>“Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.”</p> <p>According to the EEF Toolkit, there are 3 main categories for social and emotional learning and a combination of all 3 are generally used in schools:</p> <ul style="list-style-type: none"> • School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning; • Universal programmes which generally take place in the classroom with the whole class; and • More specialised programmes which use elements of SEL and are | <p>4</p> |

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| | <p>targeted at students with particular social or emotional needs</p> <p>“The EEF Toolkit evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>The EEF says this approach could have + 4 months impact on a child’s learning.</p> | |
|--|---|--|

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

Budgeted cost: £13,170

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| The continuation of RWI 1:1 phonics tuition from January 2020, to close gaps for children who are working below expectations. | <p>Our RWI training highlights that identifying needs early helps to narrow the gap in phonics and reading further up the school.</p> <p>The EEF Toolkit cites:</p> <p>“1. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>2. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.”</p> <p>The EEF indicates this approach could have + 4 months impact on a child’s learning.</p> | 2 |
| <p>Targeted individual and group interventions for reading and writing include:</p> <p>Frequent/daily readers, differentiated guided reading groups, differentiated RWI phonics groups, opportunities for guided writing groups in class, spelling intervention groups in KS2, pre/over learning writing interventions and handwriting practice.</p> | <p>The EEF Guide to Pupil Premium - Autumn 2021 says that targeted academic support can be very positive but for this to happen, it must make impact back in the classroom, “linking structured small group interventions to classroom teaching and the curriculum is likely to be an essential ingredient of an effective pupil premium strategy.”</p> <p>“...well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils.”</p> | 1, 2, 3 |

| | | |
|---|--|---------|
| <p>Specific groups/ interventions for maths include:</p> <p>Plus One/Power of Two maths interventions, pre/over learning of mathematical concepts, small group maths support.</p> | <p><i>However, we must make sure that interventions are not a substitute for high quality teaching in the classroom and that our disadvantaged children still have access to the teacher and high quality teaching.</i></p> <p>The EEF indicates this approach could have + 4 months impact on a child's learning.</p> | 1, 2, 3 |
| <p>Keep-up intervention groups conducted by class teachers for targeted children to reach age related expectations.</p> <p>6 week catch-up programme in place for every year group using recovery premium funding.</p> | | 1, 2, 3 |

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

Budgeted cost: £10,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Implementation of 20:20:20 Club to bring structure to lunchtimes for vulnerable and disadvantaged children. | <p>The EEF Toolkit suggests that specific behaviour interventions can have a moderate impact on learning. "Overall, effective approaches can promote better engagement with teaching and learning by reducing challenging behaviour and improving pupil engagement."</p> <p>We have started this lunchtime club to help structure playtimes which can be difficult for some children for a variety of reasons. What we hope is that the children attending return to class with less challenging behaviour and more focus for the afternoon lessons whilst still having opportunities to build positive relationships with their peers.</p> | 4 |
| SEMH groups/1:1 support, such as: bubble time, social stories, social skills, daily check ins with key person in class. | <p>The EEF toolkit cites, "Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in</p> | 4 |

| | | |
|---|---|---|
| | <p>education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.”</p> <p>We believe that children having meaningful conversations and social interventions with significant adults will improve their self-esteem and their well-being will be enhanced which will lead to more progress being made academically. The EEF says this approach could have + 4 months impact on a child’s learning.</p> | |
| <p>Additional family support to fund e.g.</p> <ul style="list-style-type: none"> • funding for trips and visitors. • Paying for one club per term for any child who shows an interest. • Paying for breakfast club and after school club sessions. • Support with payment for uniform. • Additional books/revision books, learning resources. | <p>According to the evidence on the briefing paper: ‘The value for after-school clubs for disadvantaged children’ 2016, clubs are of great value to children for improved self-esteem and confidence, greater benefits for health and fitness, social development and direct links to the curriculum.</p> <p>These activities also support children’s personal, social and emotional well-being by developing a sense of belonging and participation in school life as well as an increase in their cultural capital.</p> | 6 |
| <p>Support for Children’s learning outside of school</p> <ul style="list-style-type: none"> • Homework clubs • Loan of ICT equipment • Priority booking for parent consultation evenings • Active engagement of PP families through regular communication. • Signposting families to locally available parent workshops. • Signposting families for locally available financial assistance and mental health support. | <p>The EEF Toolkit says, “Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.”</p> <p>We will ensure that our PP children in Key Stage 2 have access to a device which will help them to access the online homework activities more easily. We also aim to set up a weekly homework club where disadvantaged pupils will get priority to attend. The EEF says that homework support could have +5 months impact on a child’s learning.</p> <p>One of the EEF Toolkit’s key findings about parental engagement was, “Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions.”</p> <p>We will prioritise our PP families before parent consultation meeting times go live to ensure a convenient time slot for the parents has been arranged.</p> | 5 |

| | | |
|--|--|--|
| | <p>We will sign post our PP families to any Parent information meetings that would support their children's learning. E.g. the RWI parent information meeting.</p> <p>The EEF say that building positive relationships with parents could have +4 months impact on a child's learning.</p> | |
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Total budgeted cost: £33,170

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.

Assessments during 2021-22 indicated that the performance of disadvantaged pupils was lower than that of other children and below age-related expectations for a number of children. The impact of COVID-19 related absences disrupted learning for these pupils including missed one to one support by teachers/TAs and targeted interventions within school.

Pupil Premium children's attendance in 2021-22 was 92.13% compared to 96.2% in 2020-21.

| Objectives set at the start of 2021-22 academic year | End of 2021-22 Evaluation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|------|--|--------|--|----|----------------------------|--|--|----|-----|-----|----|------|------|---------------------|--|--|----|-----|-----|----|------|------|----|------|------|----|------|------|
| Strive to improve Quality First Teaching to achieve the best outcomes for all pupils, particularly the most disadvantaged amongst them. | School self-evaluation of the Quality of Education judged to be good. Successful Ofsted inspection with a Good judgement – June 2022. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Purchase of RWI systematic synthetic phonics programme to secure stronger phonics teaching for all pupils. | Year 1 phonics screening check result: 90% of all pupils passed. 75% PP pupils passed. Year 2 phonics re-screening check results: 100% of pupils passed. 100% of PP pupils passed. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Targeted individual and group interventions for reading. For PP children to show parity with non-PP children in terms of progress in reading. | <div>Summer 2022:</div> <table><tr><th colspan="2">Non PP</th><th>PP</th></tr><tr><th colspan="2">Y1 Autumn –end KS1 reading</th><td></td></tr><tr><td>Y1</td><td>6.1</td><td>5.5</td></tr><tr><td>Y2</td><td>12.2</td><td>12.5</td></tr><tr><th colspan="2">Y3 Autumn - onwards</th><td></td></tr><tr><td>Y3</td><td>6.2</td><td>5.3</td></tr><tr><td>Y4</td><td>12.7</td><td>12.0</td></tr><tr><td>Y5</td><td>18.4</td><td>18.0</td></tr><tr><td>Y6</td><td>24.6</td><td>23.5</td></tr></table> | | | Non PP | | PP | Y1 Autumn –end KS1 reading | | | Y1 | 6.1 | 5.5 | Y2 | 12.2 | 12.5 | Y3 Autumn - onwards | | | Y3 | 6.2 | 5.3 | Y4 | 12.7 | 12.0 | Y5 | 18.4 | 18.0 | Y6 | 24.6 | 23.5 |
| Non PP | | PP | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y1 Autumn –end KS1 reading | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y1 | 6.1 | 5.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y2 | 12.2 | 12.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y3 Autumn - onwards | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y3 | 6.2 | 5.3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y4 | 12.7 | 12.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y5 | 18.4 | 18.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y6 | 24.6 | 23.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| For PP pupils to show parity with non-PPG children in terms of progress in writing and maths. | <table><tr><th colspan="2">Non PP</th><th>PP</th></tr><tr><th colspan="2">Y1 Autumn –end KS1 Writing</th><td></td></tr><tr><td>Y1</td><td>5.9</td><td>5.0</td></tr><tr><td>Y2</td><td>11.3</td><td>9.5</td></tr><tr><th colspan="2">Y3 Autumn - onwards</th><td></td></tr><tr><td>Y3</td><td>6.4</td><td>6.0</td></tr><tr><td>Y4</td><td>12.7</td><td>11.0</td></tr></table> | | | Non PP | | PP | Y1 Autumn –end KS1 Writing | | | Y1 | 5.9 | 5.0 | Y2 | 11.3 | 9.5 | Y3 Autumn - onwards | | | Y3 | 6.4 | 6.0 | Y4 | 12.7 | 11.0 | | | | | | |
| Non PP | | PP | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y1 Autumn –end KS1 Writing | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y1 | 5.9 | 5.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y2 | 11.3 | 9.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y3 Autumn - onwards | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y3 | 6.4 | 6.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y4 | 12.7 | 11.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | <table><tr><td>Y5</td><td>17.9</td><td>16.4</td></tr><tr><td>Y6</td><td>23.4</td><td>22.0</td></tr></table> <table><tr><td colspan="2">Non PP</td><td>PP</td></tr><tr><td colspan="2">Y1 Autumn –end KS1 Maths</td><td></td></tr><tr><td>Y1</td><td>6.4</td><td>7.0</td></tr><tr><td>Y2</td><td>12.5</td><td>11.5</td></tr><tr><td colspan="2">Y3 Autumn - onwards</td><td></td></tr><tr><td>Y3</td><td>6.0</td><td>6.7</td></tr><tr><td>Y4</td><td>12.2</td><td>10.0</td></tr><tr><td>Y5</td><td>18.6</td><td>18.8</td></tr><tr><td>Y6</td><td>24.4</td><td>23.5</td></tr></table> | Y5 | 17.9 | 16.4 | Y6 | 23.4 | 22.0 | Non PP | | PP | Y1 Autumn –end KS1 Maths | | | Y1 | 6.4 | 7.0 | Y2 | 12.5 | 11.5 | Y3 Autumn - onwards | | | Y3 | 6.0 | 6.7 | Y4 | 12.2 | 10.0 | Y5 | 18.6 | 18.8 | Y6 | 24.4 | 23.5 |
| Y5 | 17.9 | 16.4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y6 | 23.4 | 22.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Non PP | | PP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y1 Autumn –end KS1 Maths | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y1 | 6.4 | 7.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y2 | 12.5 | 11.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y3 Autumn - onwards | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y3 | 6.0 | 6.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y4 | 12.2 | 10.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y5 | 18.6 | 18.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Y6 | 24.4 | 23.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| For the percentage of PP children to reach ARE in reading to increase. | <table><tr><td colspan="2">Non PP</td><td>PP</td></tr><tr><td colspan="2">Summer 2 20-21</td><td>Summer 2 20-21</td></tr><tr><td colspan="3">ARE or higher</td></tr><tr><td colspan="2">85.6%</td><td>71.4%</td></tr></table> | Non PP | | PP | Summer 2 20-21 | | Summer 2 20-21 | ARE or higher | | | 85.6% | | 71.4% | | | | | | | | | | | | | | | | | | | | | |
| Non PP | | PP | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Summer 2 20-21 | | Summer 2 20-21 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ARE or higher | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 85.6% | | 71.4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Implementation of 20:20:20 Club to bring structure to lunchtimes for vulnerable and disadvantaged children. | This intervention has had a significantly positive impact on the lunchtime provision for both vulnerable and disadvantaged pupils with a reduction in the number of behaviour incidents. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SEMH groups/1:1 support, such as: bubble time, social stories, social skills, daily check ins with key person in class. | Bubble time has had a positive impact on the mental health and wellbeing of focus pupils. PP pupils are well supported and have good relationships with their key person. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Additional family support to fund extra-curricular activities. | <p>Pupils have been able to participate in school trips and residential as well as extra-curricular activities outside of the school day.</p> <p>Pupils have been supported through the purchase of uniform and revision materials to support learning.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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 |
|-----------|----------|
| | |
| | |

Further Information (optional)

School-led tutoring programme (2022-23)

We provide an additional 30 minutes weekly 1:1 tuition by a qualified teacher for our PP children.

Service Pupil Premium Funding (optional)

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

We do not currently have any service children in the school (2021-22).

| 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? | |