

Pupil premium strategy statement – Ulceby St Nicholas C of E Primary School



This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	114
Proportion (%) of pupil premium eligible pupils	35 % (40 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	Holly Atkinson, Head of School
Pupil premium lead	Holly Atkinson, Head of School
Governor / Trustee lead	Jennifer Wakefield, lead governor for disadvantaged pupils Vicky Matthews (EDA) Tamara Allen (DCEO)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,860
Recovery premium funding allocation this academic year	£5,800
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£55,660

Part A: Pupil premium strategy plan

Statement of intent

As part of the Lincoln Anglican Academy Trust, we believe that every child should be enabled to be all that God intended through excellence, exploration and encouragement. No matter what their background or circumstances, every child deserves to have the same opportunities to help them succeed in life, both academically and within society as a whole. The purpose of the pupil premium strategy is to support disadvantaged children in overcoming challenges in order to achieve this and to ensure there is equality for all.

Being a school that is part of the Trust, we believe that one way to ensure fairness for all is to provide an education that includes 'mirrors and windows', where children are given opportunities that allows them to see beyond their own lived experiences and get to feel and understand that they have a positive part to play in a rich and varied society (locally, nationally and globally).

Every disadvantaged and vulnerable child has the right to be privileged and it is our intention to address any social divide and inequality. This Pupil Premium Statement supports all children who are vulnerable, including those who are already high attaining. Strategies also include supporting children who have a social worker; looked after and previously looked after children; pupils in receipt of FSM and those not on FSM but may be on the poverty line; and service children. We ensure that appropriate support is given to those considered to have multiple vulnerabilities, such as disadvantaged and SEND. There is an expectation that all can achieve and aspirational ambition for every child.

We have a moral obligation to bring about positive change and a desire to deliver an enriching learning experience based on high expectations and high ambitions for all children, and particularly for those experiencing socio-economic disadvantage. We have received bespoke training from the Trust that has secured our understanding that if we get teaching and learning right for our most vulnerable pupils, then we are getting it right for all.

Research identifies quality-first teaching as being the most effective way to close the attainment gap between disadvantaged children and their peers, therefore this is a fundamental thread throughout the strategy statement, with a focus on high-quality CPD to upskill staff and to ensure disadvantaged pupils' attainment will be accelerated and sustained in line with their non-disadvantaged peers.

The impact of the pandemic, particularly on vulnerable children, cannot be ignored and the recovery premium funding and National Tutoring Programme is being used as targeted support through additional tutoring for children who have been affected the most, including non-disadvantaged children.

Our decision-making has taken into account a thorough diagnostic assessment of our children's challenges and individual need, rooted in diagnostic assessment, not assumptions about the impact of being disadvantaged. At Ulceby St Nicholas Cof E Primary school we ensure that we know all of our children and families well so that we can identify and overcome barriers together. The approaches we have adopted complement each other to help pupils to succeed. To ensure they are effective, we will:

- be uncompromising in our belief that all pupils and staff should be supported and challenged to be the best that they can be in line with the school's Christian vision.
- adopt a whole-school approach in which all staff take responsibility for monitoring and promoting the wellbeing of the whole school community (if this is at the heart of what we do, then this should have a positive impact on attainment)
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve: First and Best!
- ensure there are no 'capped ceilings' on learning
- address any further barriers (e.g., poor attendance) as soon as they arise to mitigate against any additional negative impact on progress.

This statement of intent is in line with our Trust ethos, along with the school vision and priorities to ensure sustained impact.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, book study, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. There is an increasing need for speech and language intervention in lower year groups.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers, as well as their accessibility in other curriculum areas.
3	Internal and external assessments indicate that reading attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. This gap remains steady to the end of KS2. In summer 2022, 67% of our disadvantaged pupils in Y1 did not pass the Y1 phonics screening and therefore did not meet expected standard in reading compared to 9% of other pupils.
4	Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. This gap remains steady to the end of KS2: disadvantaged children are not making rapid enough progress in writing.
5	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
6	Our assessments, book looks, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths.
7	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high. 20 pupils (14 of whom are disadvantaged) currently require additional support with social and emotional needs. There are increasing numbers of families, particularly disadvantaged families, who are accessing support through Early Help.
8	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 1 - 3% lower than for non-disadvantaged pupils.

	An average of 19.7% of disadvantaged pupils have been ‘persistently absent’ compared to 11.7% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.
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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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments, Pupil Book Study and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. There is an increase in children who receive speech and language therapy who complete their programme.
Improved reading attainment among disadvantaged pupils.	<p>Phonics outcomes in 2023/24 and 2024/25 show that 100% of disadvantaged pupils have met the expected standard.</p> <p>KS1 reading outcomes in 2022/23 show that more than 70% of disadvantaged pupils have met the expected standard.</p> <p>KS1 reading outcomes in 2023/24 show that more than 80% of disadvantaged pupils have met the expected standard.</p> <p>KS1 reading outcomes in 2024/25 show that more than 85% of disadvantaged pupils have met the expected standard.</p> <p>KS2 reading outcomes in 2022/23 show that more than 70% of disadvantaged pupils have met the expected standard.</p> <p>KS2 reading outcomes in 2023/24 show that more than 75% of disadvantaged pupils have met the expected standard.</p> <p>KS1 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils have met the expected standard.</p> <p>All data shows that the gap between disadvantaged pupils and their peers is narrowing.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>Phonics outcomes in 2023/24 and 2024/25 show that 100% of disadvantaged pupils have met the expected standard.</p> <p>KS1 maths outcomes in 2022/23 show that more than 70% of disadvantaged pupils have met the expected standard.</p> <p>KS1 maths outcomes in 2023/24 show that more than 80% of disadvantaged pupils have met the expected standard.</p> <p>KS1 maths outcomes in 2024/25 show that more than 85% of disadvantaged pupils have met the expected standard.</p>

	<p>KS2 maths outcomes in 2022/23 show that more than 70% of disadvantaged pupils have met the expected standard.</p> <p>KS2 maths outcomes in 2023/24 show that more than 75% of disadvantaged pupils have met the expected standard.</p> <p>KS1 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils have met the expected standard.</p> <p>All data shows that the gap between disadvantaged pupils and their peers is narrowing..</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil wellbeing surveys, parent surveys and teacher observations • a reduction in behaviour incidents • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being significantly reduced. • the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 2% higher than their peers.
<p>To engage hard to reach families.</p>	<p>Improved engagement of hard to reach families through:</p> <ul style="list-style-type: none"> • Attendance at attendance meetings and subsequent improved attendance for their child (above 90%). • Engaging with early help to improve outcomes and access support • Qualitative data from parents' surveys that indicates the school responds well to any concerns that families may have about their child. • Qualitative data from parents' surveys that indicates that the school is welcoming for families.

Activities 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: **£24,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training and moderation opportunities at regular intervals throughout the year within and across schools to ensure accurate teacher assessment.</p> <p>Training and release time to embed new feedback policies and practices and to carry out weekly conference feedback with disadvantaged children.</p>	<p>A system that places significant emphasis on achievement in national tests at various key stages contradicts the need for teachers to think deeply about assessment. Numerous past papers and their associated marking schemes have dominated schools' practices for years, leading many professionals to side-line the importance of getting to grips with core assessment principles.</p> <p>Assessment that does not rely on test outcomes is hard to get right and therefore requires dedicated ongoing professional development to ensure its accuracy. However, a balance between ongoing formative assessment, then teacher assessment that is confirmed by test outcomes is good practice. We know that, especially for younger children, that the results of a test don't always reflect pupils' progress and attainment seen within the classroom.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment</p> <p>https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better</p>	<p>1, 2, 3, 4</p>
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	<p>1, 2, 3, 4</p>

<p>administered correctly and considered as a means to support their accurate teacher assessments.</p>	<p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	
<p>Fund ongoing training and release time for EYFS staff to maximise learning through sustained shared thinking.</p> <p>Opportunities to observe good practice across the hub and to participate in joint moderation.</p> <p>Purchasing resources so that the provision includes all 7 areas of development that enriches adult-child interaction.</p>	<p>Sustained shared thinking improves both the skills involved in learning, as well as supporting children in knowing and remembering more in all 7 areas of development via adult-child interaction.</p> <p>https://www.ucl.ac.uk/ioe/case-studies/2021/feb/sustained-shared-thinking-early-years</p> <p>https://www.birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf</p>	<p>1, 3, 4, 5</p>
<p>Embedding explicit teaching of vocabulary and dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Bridging the gap in cultural literacy can ensure that no-one is left outside of current or future conversations.</p> <p>We will purchase resources (such as high-quality texts) and fund ongoing teacher training and release time. This also includes curriculum planning and support from subject leaders.</p>	<p>There is a strong evidence base that suggests explicit teaching of vocabulary and oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Ensure fidelity to a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Release time for phonics lead to coach, team teach, deliver training, create CPD pathways for individual practitioners to improve practice.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Enhancement of our reading and writing curriculum and teaching delivery in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access English Hub resources and CPD.</p> <p>Funding will also be used to buy high-quality texts for children to</p>	<p>The EEF reports offer seven practical evidence-based recommendations that are relevant to all pupils, but particularly to those struggling with their literacy. To develop the recommendations, the EEF reviewed the best available international research and consulted experts to arrive at key principles for effective literacy teaching.</p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.</p>	<p>2, 3</p>

<p>use and study from rather than having to rely on photocopies (if there are budget restraints, ensure disadvantaged children have access to the real texts first).</p>	<p>These can include inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>To ensure children in all classes have access to high quality concrete maths resources.</p> <p>NB: Alternatively, the above could be CPD as part of the LAAT development days for Maths Leads and/or additional CPD/support from Jenny Cook – maths consultant.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	3
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	5
<p>Training and coaching for staff to increase their understanding of the science of learning and the Rosenshein principles within their classroom practice.</p> <p>Effective metacognitive strategies get learners to think about their own learning more explicitly, usually by teaching them to set goals, and monitor and evaluate their own academic progress.</p>	<p><i>The Science of Learning</i> summarises existing cognitive-science research on how students learn and connects it to practical implications for teaching.</p> <p>https://www.stem.org.uk/science-of-learning</p> <p>https://sciencetltoolkit.wordpress.com/2019/02/18/12-research-papers-on-dual-coding/</p> <p>The EEF guidance is relevant to early years practitioners, teachers, and senior leaders in all educational settings.</p>	7

<p>Dual coding techniques and retrieval practice will be used to support pupils' retention of what has been taught and to think about how it aids new learning.</p> <p>Funding will also be used to provide release time for subject leaders so that they can ensure their subject's curriculum is well-sequenced to enable pupils to retain and build on prior knowledge and to master new ideas. They may also use this time to support colleagues in planning a sequence of work.</p>	<p>To develop the recommendations, the EEF reviewed the best available international research and consulted experts, teachers, and academics to arrive at key principles for effective teaching. Each recommendation is accompanied by specific examples. International evidence states that when properly embedded these approaches are powerful levers for boosting learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£22,480**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a program to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills- NELI (Nuffield Early Language Intervention)</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p>	<p>4</p>

education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Pre and post teaching interventions.	<p>Children can feel more positive about intervention prior to the lesson and, therefore, it can boost their confidence and self-concept (Polak, 2017; Trundley, 2017; Earle and Rickard, 2017; Munk et al, 2010; Lalley and Miller, 2006).</p> <p>Pre-teaching prevents/minimises experiences of 'failure' in the lesson, where as re-teaching occurs after the difficult experience in the classroom (Lalley and Miller, 2006).</p> <p>Pre-teaching is more effective than re-teaching as it can transform the way a child sees themselves (Minkel, 2015).</p>	3, 4
Purchasing of equipment, such as technology devices or other equipment, such as a dictionary, phonics guides, mathematical resources and stationery to support home learning.	The EEF research and DfE guidance supports the use of funding to support children to catch up on any lost learning. The lack of equipment should not be a barrier to children being able to access learning at home so that they do not fall further behind.	2, 3, 4, 6, 7

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

Budgeted cost: **£10,680**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Increase parental engagement through reading cafes and other workshops so	The EEF research states there is moderate impact for very low cost based	1, 2, 3, 4, 5, 6

<p>that they know how they can support their children's learning.</p> <p>Create a more welcoming physical environment in order to improve parental engagements.</p> <p>Develop strong relationships with parents and families through the pastoral lead in order to foster trust</p> <p>Use funding to release teachers to carry out structured conversations (AfA strategies) with parents to support academic achievement and highlight the opportunities available for their children.</p> <p>Deliver CPD on structured conversations.</p>	<p>on extensive research. The right approach is key to improved outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</p>	
<p>Enrichment activities.</p> <p>Use of funding to allow disadvantaged children access to unique experiences, such as a trip to a university or to visit a city or art gallery.</p> <p>Diverse clubs (e.g., archery, Taekwondo, cookert club, drama, drumsi etc)</p> <p>No financial barriers to participate in an outward bound residential that develops self-esteem and identifies talents.</p> <p>Use of funding to nurture talents and interests e.g., playing a musical instrument; sports at a higher level; participating in dance classes or Taekwondo.</p>	<p>Widening children's experiences will support cultural capital and enrich the learning experience of all learners so that vulnerable children can become as privileged as their non-disadvantaged peers.</p>	5
<p>Opportunity for disadvantaged children to be given additional transitional activities in preparation for secondary school.</p>	As above	5
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £55,660

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was, on the whole, below our expectations.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

A proportion of pupil premium funding in 2021-2022 was used to top up NTP and employ a part time teacher providing intervention for phonics in reception and Y1. As a result these were some areas of strength in pupil outcomes for example 100% of disadvantaged children in EYFS achieved EXS in the 12 core areas and in phonics. 1 out of 3 Y1 children passed their phonics screening with this support and another was extremely close and will pass in Y2. Coaching time for phonics has also meant increased fidelity to the scheme, and more rigour in our approach to 1-to-1 phonics tutoring. Therefore the pace of pupils' progress in phonics is increasing.

Absence among disadvantaged pupils was 1% higher than their peers in 2021/22 (6.3%) and persistent absence 8.5% higher. We recognise this gap in persistent absence too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan and the spending of the pupil premium funding in 2022-23 onwards has been changed to reflect this including strategies for engaging families and encouraging parents to attend supportive attendance meetings etc.

The ongoing post of pastoral manager has supported the ongoing challenges in relation to mental health and wellbeing of pupils and parents following the pandemic. The impact on disadvantaged pupils has been particularly acute. This has given us extra capacity to support pupils and families through early help and through specific pastoral work on a one to one/ small group basis. As a result we have seen improvements in attendance for individuals as well as in their behaviour and engagement in lessons. Qualitative data such as pupil and parent surveys for 2021-2022 show that the vast majority of our pupils feel happy and safe at school.

Programme	Provider
n/a	n/a
n/a	n/a

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year

Service children were given time with the school's pastoral manager to discuss any concerns or worries they may have. There is regular communication with their parents to inform us of changes and developments at home and discuss how this might impact pupils in school. Pastoral support for service children is flexible and may be more frequent at different times depending on their needs..

The impact of that spending on service pupil premium eligible pupils

Teachers observed improvements in confidence and wellbeing amongst service children. Parent and pupil surveys of this group of children, indicate that the children feel happy and safe at school and are well supported. Assessments demonstrated good progress across all curriculum areas.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

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 also participated in a pupil premium workshop led by the Trust's SEA with the opportunity to engage in collaborate professional dialogue and planning with schools from a similar context to get an external perspective on our strengths and areas for development. This has enabled us to broaden the pockets of good practice and revisit our whole school ethos in ensuring we meet the needs of disadvantaged and SEND children through quality first teaching, then we are getting it right for all our children.

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 will 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.