

## Pupil premium strategy statement 2023-24



**Giffards Primary School**



This statement details our school's use of pupil premium funding for the 2023-24 academic year 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 sept 2023**

Detail	Data
School name	Giffards Primary
Number of pupils in school	406 as of 6 <sup>th</sup> October 2022 (census data)
Proportion (%) of pupil premium eligible pupils	108 PPG = 26.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021- 2022 /2022-2023 / <b>2023-2024</b>
Date this statement was first published	14 <sup>th</sup> October 2021 ✓ Reviewed and revised sept 2022 ✓ Reviewed and revised July 2023
Date on which it will be reviewed	Ongoing monitoring and reviewed Annually September 2022 July 2024
Statement authorised by	Governing Body
Pupil premium lead	Mrs N Haslam-Davis (head)
Governor / Trustee lead	Mr D Stubbings

### **Funding overview**

Detail	Amount
Pupil premium funding allocation this academic year	£ 162,050
Recovery/tutoring premium funding allocation this academic year	<b>£ 6,615 (50% of what we must spend)</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year (PPM + recovery)</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£168,665

## Part A: Pupil premium strategy plan

### Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. We identified common barriers to learning for disadvantaged children such as less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. We are mindful that there may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We use the research conducted by EEF (teaching and learning toolkit) when deciding which strategies to use to address these difficulties to ensure maximum effectiveness and best value for money

#### **Our ultimate objectives are:**

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children’s health and wellbeing to enable them to access learning at an appropriate level

#### **We aim to do this through**

- Our school will ensure that the Pupil Premium funding reaches the groups of pupils for whom it was intended and that it makes a significant impact on their education and lives.
- The Pupil Premium will be used to provide additional educational support to improve the progress and raise the achievement for these pupils.
- The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals (FSM) will be socially disadvantaged.
- To 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. Any group will be made up of PPM children and non PPM children, where their needs are similar, or where meeting their needs helps to create a learning environment more conducive to success for all.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time.

### Achieving these objectives: Our key Principles

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- To allocate a Teaching Assistant to each Year class – to provide small group work focussed on overcoming gaps in learning and ensuring on hand well-being and emotional support and support with homework.
- For PPM children to read daily to an adult and have support with key learning skills such as spelling and key maths skills (KIRFs).
- To provide 1-1 support through specialist support staff
- Additional teaching and learning opportunities provided through small group and 1:1 intervention
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Additional learning support.
- Support payment for activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support
- Pastoral support to ensure pupils well-being needs are met
- To ensure support is in place to improve attendance

## Challenges

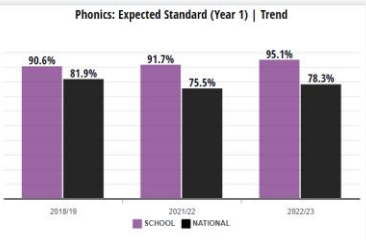
This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Poor on entry levels of vocabulary (low levels of receptive and expressive language skills) leading to slower progress in phonics and reading
2	Poor engagement with homework/ remote learning/lack of academic support and aspiration at home
3	Lower levels of attainment and therefore lower % of pupils at ARE (High % of PPG pupils lacked engagement during lockdown and educational gaps grew)
4	Lower levels of resilience/confidence/aspirations of PPG pupils
5	Higher levels of poor behaviour, mental health and well-being needs
6	Lower levels of attendance and higher % of persistent absence

## Intended outcomes 2021-2024

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
Progress in phonics	Accelerated progress in EYFS/ Yr 1 so we achieve above national outcomes in yr 1 phonics and PPM chn achieve in line with non PPM peers
Progress in reading	Close the gap in reading between PPM and non PPM pupils + Achieve at least national average progress scores in KS2 Reading
Progress in Writing	Close the gap in writing between PPM and non PPM pupils + Achieve at least national average progress scores in KS2 Writing
Progress in Mathematics	Close the gap in Maths between PPM and non PPM pupils + Achieve at least national average progress scores in KS2 Maths
Improved learning behaviour	PPM children can demonstrate the 5Rs and show good attitudes to learning
Improved behaviour	Reduction in behaviour incidents (InTouch)
Improved attendance	Ensure attendance of disadvantaged pupils is above 96% and % of persistent absence reduces

Intended outcome	Success criteria	Evidence/impact for end of 2022/23																																																																			
Progress in phonics	<p>Accelerated progress in EYFS/ Yr 1 so we achieve above national outcomes in yr 1 phonics and</p> <p>PPM children achieve in line with non PPM peers</p>	<p>✓ Improved phonics outcomes for end of year 1 at 91.7% in 2022 - 1.1% points rise since 2019 - 3.2% points rise since 2018. Giffards was 15.5% above Thurrock and 16.2% above national (data source – perspective lite)</p> <p>There is still a gap between PPM and non PPM pupils - area of ongoing need</p> <p>We improved again in 2023 – achieving 95.1% which is 16.8% above national for year 1 phonics. Our results for % passed by end of year 2 is 96.6% which is 18.2% above national – we are significantly better than national</p> <div><p>Phonics: Expected Standard (Year 1)   Trend</p><table><thead><tr><th>Year</th><th>SCHOOL (%)</th><th>NATIONAL (%)</th></tr></thead><tbody><tr><td>2018/19</td><td>90.6%</td><td>81.9%</td></tr><tr><td>2021/22</td><td>91.7%</td><td>75.5%</td></tr><tr><td>2022/23</td><td>95.1%</td><td>78.3%</td></tr></tbody></table><p>Your school's Year 1 expected standard percentage has <b>increased by 3.4%</b> from 91.7% in 2021/22 to 95.1% in 2022/23.</p><p>This is equivalent to approximately <b>2 more</b> pupils achieving the expected standard in 2022/23 compared to 2021/22.</p><p>Your school's average Year 1 expected standard percentage for the last 3 academic year(s) is <b>92.5%</b>.</p></div> <p>Y1 Phonics Screening Check</p> <p>Y1 - All Pupils (61 pupils)</p> <table><thead><tr><th>Year 1 (61 pupils)</th><th>No. of Pupils (%)</th><th>Average Score</th><th>Working Towards</th><th>Working At</th></tr></thead><tbody><tr><td>All Pupils</td><td>61 (100%)</td><td>36.7</td><td>2 (3.3%)</td><td>58 (95.1%)</td></tr><tr><td>Males</td><td>24 (39.3%)</td><td>35.8</td><td>2 (8.3%)</td><td>21 (87.5%)</td></tr><tr><td>Females</td><td>37 (60.7%)</td><td>37.2</td><td>0 (0.0%)</td><td>37 (100.0%)</td></tr><tr><td>FSM</td><td>10 (16.4%)</td><td>36.7</td><td>0 (0.0%)</td><td>10 (100.0%)</td></tr><tr><td>Not FSM</td><td>51 (83.6%)</td><td>36.7</td><td>2 (3.9%)</td><td>48 (94.1%)</td></tr><tr><td>Pupil Premium</td><td>18 (29.5%)</td><td>37.1</td><td>0 (0.0%)</td><td>18 (100.0%)</td></tr><tr><td>Not Pupil Premium</td><td>43 (70.5%)</td><td>36.5</td><td>2 (4.7%)</td><td>40 (93.0%)</td></tr><tr><td>SEN Support</td><td>12 (19.7%)</td><td>34.2</td><td>2 (16.7%)</td><td>10 (83.3%)</td></tr><tr><td>Education, health and care plan</td><td>2 (3.3%)</td><td>36.0</td><td>0 (0.0%)</td><td>1 (50.0%)</td></tr><tr><td>Not SEN</td><td>47 (77.0%)</td><td>37.3</td><td>0 (0.0%)</td><td>47 (100.0%)</td></tr></tbody></table> <p>PPM children achieved slightly better than Non PPM</p> <ul style="list-style-type: none"><li>• This shows that speech and language interventions and children targeted for phonics interventions have a positive impact upon those children identified.</li></ul>	Year	SCHOOL (%)	NATIONAL (%)	2018/19	90.6%	81.9%	2021/22	91.7%	75.5%	2022/23	95.1%	78.3%	Year 1 (61 pupils)	No. of Pupils (%)	Average Score	Working Towards	Working At	All Pupils	61 (100%)	36.7	2 (3.3%)	58 (95.1%)	Males	24 (39.3%)	35.8	2 (8.3%)	21 (87.5%)	Females	37 (60.7%)	37.2	0 (0.0%)	37 (100.0%)	FSM	10 (16.4%)	36.7	0 (0.0%)	10 (100.0%)	Not FSM	51 (83.6%)	36.7	2 (3.9%)	48 (94.1%)	Pupil Premium	18 (29.5%)	37.1	0 (0.0%)	18 (100.0%)	Not Pupil Premium	43 (70.5%)	36.5	2 (4.7%)	40 (93.0%)	SEN Support	12 (19.7%)	34.2	2 (16.7%)	10 (83.3%)	Education, health and care plan	2 (3.3%)	36.0	0 (0.0%)	1 (50.0%)	Not SEN	47 (77.0%)	37.3	0 (0.0%)	47 (100.0%)
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Progress in Mathematics	Close the gap in Maths between PPM and non PPM pupils + Achieve at least national average	<ul style="list-style-type: none"><li>✓ School achieved above national progress score in KS2 sats of + 1.24</li></ul> <p>Your Maths progress score of <b>+1.24</b> is <b>1.20 higher than</b> the National cohort, who have a Maths progress score of <b>+0.04</b>.</p> <p>Your school has been above the National average <b>3 times</b> in the last 3 academic year(s) for Maths progress.</p>																																																																																				

	progress scores in KS2 Maths	<div>✓ The gap between PPM and non PPM has narrowed in all years apart from yr 5</div> <div>Diminishing Differences Report Y1, Y2, Y3, Y4, Y5, Y6 - All Pupils (345 pupils)</div> <div><table><tr><th colspan="2">345 pupils</th><th>Missing Assessment</th><th colspan="2">On Track or Higher</th><th rowspan="2">Progress</th></tr><tr><th>Mathematics</th><th>No. (%)</th><th>No. (%)</th><th>Sum2 21-22</th><th>Sum2 22-23</th></tr><tr><td>Pupil Premium</td><td>102 (29.6%)</td><td>24 (23.5%)</td><td>66.7%</td><td>65.4%</td><td>6.3</td></tr><tr><td>Not Pupil Premium</td><td>243 (70.4%)</td><td>49 (20.2%)</td><td>83.5%</td><td>80.9%</td><td>6.0</td></tr><tr><td colspan="3">Difference (change in difference):</td><td>16.8</td><td>15.5 (-1.3)</td><td></td></tr></table><div>Difference Key: <div>Widening</div> <div>Narrowing</div> <div>Unchanged</div></div></div>	345 pupils		Missing Assessment	On Track or Higher		Progress	Mathematics	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23	Pupil Premium	102 (29.6%)	24 (23.5%)	66.7%	65.4%	6.3	Not Pupil Premium	243 (70.4%)	49 (20.2%)	83.5%	80.9%	6.0	Difference (change in difference):			16.8	15.5 (-1.3)																																																											
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Improved learning behaviour	PPM children can demonstrate the 5Rs and show good attitudes to learning	<div>✓ All children are assessed using SDQs – identified children are supported through interventions/after school clubs with TH. PPM are supported in class by LSAs.</div> <div>Diminishing Differences Report Y1, Y2, Y3, Y4, Y5, Y6 - All Pupils (345 pupils)</div> <div><table><tr><th colspan="2">345 pupils</th><th>Missing Assessment</th><th colspan="2">On Track or Higher</th><th rowspan="2">Progress</th></tr><tr><th>Reading</th><th>No. (%)</th><th>No. (%)</th><th>Sum2 21-22</th><th>Sum2 22-23</th></tr><tr><td>Pupil Premium</td><td>102 (29.6%)</td><td>24 (23.5%)</td><td>67.9%</td><td>74.4%</td><td>6.7</td></tr><tr><td>Not Pupil Premium</td><td>243 (70.4%)</td><td>49 (20.2%)</td><td>78.9%</td><td>82.0%</td><td>6.1</td></tr><tr><td colspan="3">Difference (change in difference):</td><td>11.0</td><td>7.6 (-3.4)</td><td></td></tr></table><table><tr><th colspan="2">345 pupils</th><th>Missing Assessment</th><th colspan="2">On Track or Higher</th><th rowspan="2">Progress</th></tr><tr><th>Writing</th><th>No. (%)</th><th>No. (%)</th><th>Sum2 21-22</th><th>Sum2 22-23</th></tr><tr><td>Pupil Premium</td><td>102 (29.6%)</td><td>24 (23.5%)</td><td>43.6%</td><td>55.1%</td><td>7.0</td></tr><tr><td>Not Pupil Premium</td><td>243 (70.4%)</td><td>49 (20.2%)</td><td>59.8%</td><td>74.7%</td><td>6.3</td></tr><tr><td colspan="3">Difference (change in difference):</td><td>16.2</td><td>19.6 (3.4)</td><td></td></tr></table><table><tr><th colspan="2">345 pupils</th><th>Missing Assessment</th><th colspan="2">On Track or Higher</th><th rowspan="2">Progress</th></tr><tr><th>Mathematics</th><th>No. (%)</th><th>No. (%)</th><th>Sum2 21-22</th><th>Sum2 22-23</th></tr><tr><td>Pupil Premium</td><td>102 (29.6%)</td><td>24 (23.5%)</td><td>66.7%</td><td>65.4%</td><td>6.3</td></tr><tr><td>Not Pupil Premium</td><td>243 (70.4%)</td><td>49 (20.2%)</td><td>83.5%</td><td>80.9%</td><td>6.0</td></tr><tr><td colspan="3">Difference (change in difference):</td><td>16.8</td><td>15.5 (-1.3)</td><td></td></tr></table><div>Difference Key: <div>Widening</div> <div>Narrowing</div> <div>Unchanged</div></div></div>	345 pupils		Missing Assessment	On Track or Higher		Progress	Reading	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23	Pupil Premium	102 (29.6%)	24 (23.5%)	67.9%	74.4%	6.7	Not Pupil Premium	243 (70.4%)	49 (20.2%)	78.9%	82.0%	6.1	Difference (change in difference):			11.0	7.6 (-3.4)		345 pupils		Missing Assessment	On Track or Higher		Progress	Writing	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23	Pupil Premium	102 (29.6%)	24 (23.5%)	43.6%	55.1%	7.0	Not Pupil Premium	243 (70.4%)	49 (20.2%)	59.8%	74.7%	6.3	Difference (change in difference):			16.2	19.6 (3.4)		345 pupils		Missing Assessment	On Track or Higher		Progress	Mathematics	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23	Pupil Premium	102 (29.6%)	24 (23.5%)	66.7%	65.4%	6.3	Not Pupil Premium	243 (70.4%)	49 (20.2%)	83.5%	80.9%	6.0	Difference (change in difference):			16.8	15.5 (-1.3)	
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Improved behaviour	Reduction in behaviour incidents (InTouch)	<div>✓ The diminishing differences data shows PPM pupils make as much progress if not more in all subjects indicating that attitudes to learning are good.</div> <div>✓ Additional MDAs to support at lunch and lunch time ‘shifts’ has reduced the incidents at lunch times</div>																																																																																							
Improved attendance	Ensure attendance of disadvantaged pupils is above 96% and % of persistent absence reduces	School attendance is above National but PPM attendance is still below non PPM																																																																																							

## Activity in this academic year 2023-2024

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching

Budgeted cost: £ 17,020 + 13,230 ( tuition including schools 50% costs) = 30,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language through extra daily phonics practice with a well-trained adult in EYFS/yr 1 and interventions after school.	Phonics - EEF +5	1
Small group work in KS2 to facilitate more personalised feedback and address gaps in learning	Feedback EEF +6	2,3,4
One to one tuition for identified pupils from yr 1-6 through out the year £ 6,615 dfe funding to be matched by school	One to one tuition +5	1.2.3.4.5

### Targeted academic support for 2023/24 (one-to-one support, group support, structured interventions)

Budgeted cost: 122,699

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Oral language intervention</b> - Speech link screening – on entry into EYFS Speech link from LSA across both EYFS classes	<ul style="list-style-type: none"> <li>• <b>Oral language intervention EEF +6</b></li> <li>• From low baseline PPM pupils made more progress than non PPM children.</li> <li>• 100% of Pupils in yr 1 and 2 have passed phonics test</li> </ul>	1, 2, 3
Additional <b>phonics sessions</b> run by additional staff run as in school interventions daily	<ul style="list-style-type: none"> <li>• <b>Phonics - EEF +5</b></li> <li>• Pupils targeted make accelerated progress over time. 100% of targeted pupils passed yr 1 phonics text</li> </ul>	1,2,3
<b>Oral language intervention</b> – Targeted support from yr 1-6 for pupils identified as needing	<ul style="list-style-type: none"> <li>• <b>Oral language intervention EEF +6</b></li> <li>• Specialist interventions show good progress for pupils identified with greatest need</li> </ul>	1,2,3



continued speech and language support – (run by 0.6 LSA)		
<b>LSA led interventions</b> and in class pastoral support for PPG pupils and to improve pupil engagement, academic outcomes (through daily reading and comprehension strategies and homework support) well-being, attendance and behaviour (see below also) capacity	<b>Teaching assistant interventions - EEF +4 reading and comprehension strategies EEF + 6</b>  LSAs are crucial to having the capacity to ensure PPM pupil's academic and pastoral needs are met – homework completed/ they hear all PPM children read daily – as this is often not completed at home.	3,4,5,6

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

**Budgeted cost:** £24,941

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional social, emotional learning and behavioural support for individuals/groups	<b>Social and emotional learning - EEF+4</b> Work with learning mentor supports pupils and parents and keeps engagement and relationships high profile with school – small group/after school x 4 and in school support	4,5
Learning Mentor time to support families and children	<b>Parental engagement - EEF +4</b> Work with learning mentor supports pupils and parents with difficulties and supports attendance and positive engagement	2,6
Additional attendance officer time. Additional family liaison support from learning mentor – support for lowest 20% Home visits for children failing to attend	<b>Parental engagement - EEF +4</b> Tracking of attendance is crucial to ensuring we can target and support families at risk of falling below attendance targets	2, 6
Breakfast club	Improved attendance and academic engagement through attendance at breakfast club	

**Total budgeted cost: £ 164,660** +£ 6615 tuition and schools contribution of 6615 =  
£ **177890**

## Part B: Review of outcomes in the previous academic year 2022/23 Pupil premium strategy outcomes – see also impact against intended outcomes above

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

### Teaching focus

#### What we did...

- Speech and language through extra daily phonics practice with a well-trained adult in EYFS and interventions after school.
- Small group work in KS2 to facilitate more personalised feedback and address gaps in learning

#### Impact and outcomes of the above –

- ✓ Phonics data in years 1 and 2 shows pupils achieved above National and Thurrock. 100% of PPM pupils achieved a pass in their phonics screening in both years 1 and 2

### Y1 Phonics Screening Check

Y1 - All Pupils (61 pupils)

Year 1 (61 pupils)	No. of Pupils (%)	Average Score	Working Towards	Working At
All Pupils	61 (100%)	36.7	2 (3.3%)	58 (95.1%)
Males	24 (39.3%)	35.8	2 (8.3%)	21 (87.5%)
Females	37 (60.7%)	37.2	0 (0.0%)	37 (100.0%)
FSM	10 (16.4%)	36.7	0 (0.0%)	10 (100.0%)
Not FSM	51 (83.6%)	36.7	2 (3.9%)	48 (94.1%)
Pupil Premium	18 (29.5%)	37.1	0 (0.0%)	18 (100.0%)
Not Pupil Premium	43 (70.5%)	36.5	2 (4.7%)	40 (93.0%)
SEN Support	12 (19.7%)	34.2	2 (16.7%)	10 (83.3%)
Education, health and care plan	2 (3.3%)	36.0	0 (0.0%)	1 (50.0%)
Not SEN	47 (77.0%)	37.3	0 (0.0%)	47 (100.0%)

### Year 2 Phonics Screening Check

Y2 - All Pupils (60 pupils)

Year 2	No. of Pupils	Missing Score	Average Score	Working Towards	Working At *
All Pupils	60 (100%)	-	36.8	2 (3.3%)	58 (96.7%)
Males	33 (55.0%)	-	37.7	0 (0%)	33 (100%)
Females	27 (45.0%)	-	35.8	2 (7.4%)	25 (92.6%)
FSM	12 (20.0%)	-	36.0	0 (0%)	12 (100%)
Not FSM	48 (80.0%)	-	37.0	2 (4.2%)	46 (95.8%)
Pupil Premium	14 (23.3%)	-	36.4	0 (0%)	14 (100%)
Not Pupil Premium	46 (76.7%)	-	37.0	2 (4.3%)	44 (95.7%)
SEN Support	11 (18.3%)	-	32.2	2 (18.2%)	9 (81.8%)
Education, health and care plan	0 (0%)	-	-	-	-
Not SEN	49 (81.7%)	-	37.9	0 (0%)	49 (100%)

- ✓ KS2 sats showed pupils were above national in all subjects and PPM pupils scored above national in Reading and combined

	Giffards PPM	Giffards Not PPM	National
	Exp+%	Exp+ %	Exp+ %
Reading	78.6	78	73
GPS	71.4	85.4	72.2
Maths	64.3	87.8	73
Combined	64.3	73.2	59.4

.....  
Across the school gaps are closing for PPM children in reading and writing

### Diminishing Differences Report

Y2, Y3, Y4, Y5, Y6 - All Pupils (284 pupils)

284 pupils		Missing Assessment	On Track or Higher		Progress
Reading	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23	
Pupil Premium	84 (29.6%)	6 (7.1%)	67.9%	74.4%	6.7
Not Pupil Premium	200 (70.4%)	6 (3.0%)	78.9%	82.0%	6.1
Difference (change in difference):			11.0	7.6 (-3.4)	

284 pupils		Missing Assessment	On Track or Higher		Progress
Writing	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23	
Pupil Premium	84 (29.6%)	6 (7.1%)	43.6%	55.1%	7.0
Not Pupil Premium	200 (70.4%)	6 (3.0%)	59.8%	74.7%	6.3
Difference (change in difference):			16.2	19.6 (3.4)	

284 pupils		Missing Assessment	On Track or Higher		Progress
Mathematics	No. (%)	No. (%)	Sum2 21-22	Sum2 22-23	
Pupil Premium	84 (29.6%)	6 (7.1%)	66.7%	65.4%	6.3
Not Pupil Premium	200 (70.4%)	6 (3.0%)	83.5%	80.9%	6.0
Difference (change in difference):			16.8	15.5 (-1.3)	

**Difference Key:**    Widening    Narrowing    Unchanged

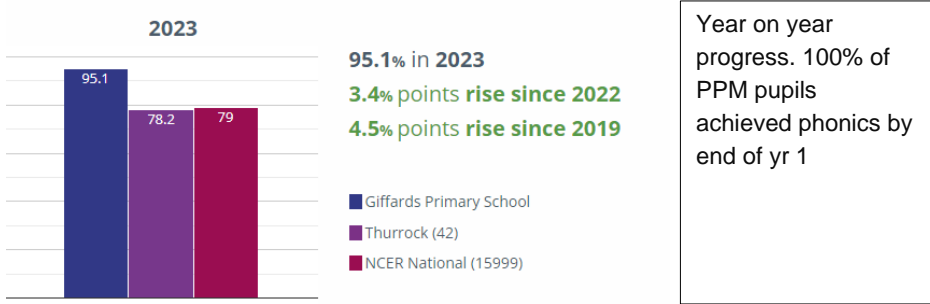
- ✓ Gaps have narrowed in Reading and Maths but less so in Writing. In all subjects progress for PPM pupils is higher than for non PPM pupils showing progress is being made towards closing the gaps
- .....

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

What we did...

- Oral language intervention - Speech link screening – on entry into EYFS
- Speech link LSA across both EYFS classes
- Additional phonics sessions run by teachers and 2 x additional staff for EYFS and yr 1

- Oral language intervention - Targeted support from yr 1-6 for pupils identified as needing continued speech and language support
  - LSA led interventions and in class pastoral support for PPM pupils and to improve pupil engagement, academic outcomes (through daily reading and comprehension strategies and homework support) well-being, attendance and behaviour (see below also) capacity
- Impact and outcomes of the above**

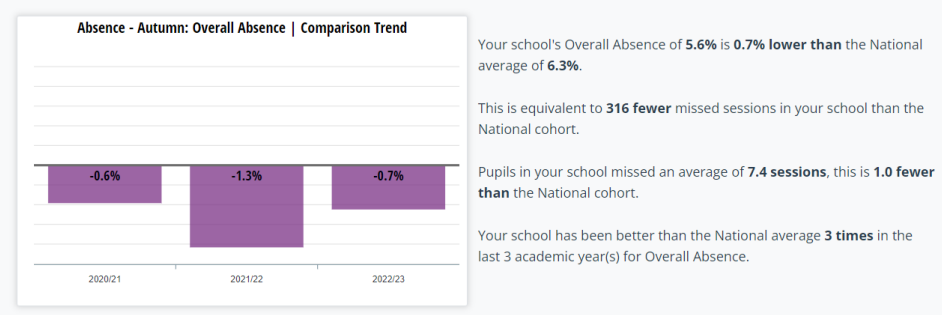


**Wider strategies (for example, related to attendance, behaviour, wellbeing)**  
**What we did...**

- Additional social, emotional learning and behavioural support for individuals/groups
- Learning Mentor time to support families and children
- Additional attendance officer time.
- Additional family liaison support from learning mentor – support for lowest 20%  
Home visits for children failing to attend

**Impact and outcomes of the above**

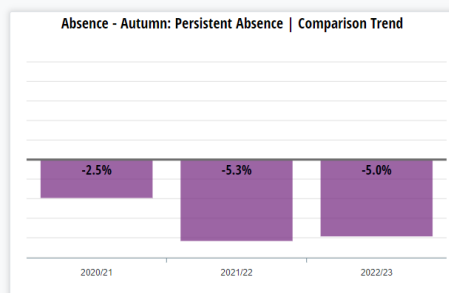
**COMPARISON | NATIONAL**



✓ Attendance was better than National autumn term only available (data source – perspective **lite**)

Commented [H1]:

## COMPARISON | NATIONAL



Your school's persistent absence of **15.9%** is **5.0% lower than** the National average of **20.9%**.

This is equivalent to **18 fewer** persistently absent pupils in your school than the National cohort.

Your school has been better than the National average **3 times** in the 3 academic year(s) being considered.

### Attendance of PPM children

- ✓ Attendance for PPM children is better than national but lower than Non PPM

**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
N/A	

**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 (optional)

School continues to fully fund breakfast club and after school clubs for PPM pupils as well as support with funding for music tuition – *funded separately*.  
Additional MDAs and a sports leader support with increasing activity at lunch times – *funded separately*