

# Pupil premium strategy statement (2023/2024)

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Nightingale Primary School
Number of pupils in school	393
Proportion (%) of pupil premium eligible pupils	40.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>2023-2024</b> 2024-2025 2025-2026
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Hannah Beckett
Pupil premium lead	Claire Gosling
Governor / Trustee lead	Bob West

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£244,060
Recovery premium funding allocation this academic year	£22,001
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	Financial year: <b>2023-24 → £266,061</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Nightingale is a safe and nurturing school community where the whole child is at the heart of all that we do. As respectful and respected individuals, all those at Nightingale, will promote and set high expectations around the development of life-long learning skills such as resilience, self-belief and adaptability.

Throughout their Nightingale journey, each child, regardless of starting point, will be given the tools to succeed and the inspiration to meet every challenge head on. Our pupils will be valued, confident, recognise their own value and will be empowered to make a positive impact upon the world in which they reside.

Nightingale has 40.7% Pupil Premium of which 26.4% have a Special Educational Need. We aim for these pupils to have access to a wide range of interventions in addition to quality first teaching. At the end of last academic year, we saw a 1.6% difference in the attendance of our Pupil Premium children (93.7%) compared to their peers (95.3%). We will concentrate the efforts of our Inclusion team to address this gap enabling them to experience the full learning experience at Nightingale.

We will focus on raising the attainment of disadvantaged pupils with the aspiration that we improve their life choices and chances. This intervention will take place at the earliest possible stage in their school career. We will place emphasis not only on their academics but their Social and emotional mental health alongside enrichment opportunities.

Our ultimate objectives are:

***Priority 1: To address school culture and expectations of Pupil Premium children.***

***Priority 2: To reduce the gap between attainment in PP and non-PP children in writing in across the school.***

***Priority 3: To secure a clear understanding of metacognition and self-regulation strategies within the classroom with the aim of increasing independence.***

***Priority 4: To provide opportunities where school and families can work together to support children's learning***

## Challenges

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

Challenge number	Detail of challenge
1	Developing a cohesive Whole School Leadership approach surrounding narrowing the gap with the aim to raise awareness of all leaders and staff of Pupil Premium students and their individual needs to ensure that all children meet their full potential.
2	Low level literacy skills on entry, including limited vocabulary acquisition, impacts on their understanding, knowledge of the world and subsequently their reading and writing.
3	Outcomes and progress of the children in receipt of Pupil Premium funding is significantly affected by parental engagement in their child's education.
4	Social and emotional development and attachment needs impact on their social skills, the forming of positive relationships and their readiness to learn.
5	Over a quarter of our Pupil Premium children have a Special Educational Need placing them at a significant disadvantage.
6	The attendance of our Pupil Premium children as a group is lower than that of the whole school.
7	Limited knowledge of the world (general knowledge) and associated vocabulary
8	Gaps in early mathematical knowledge and fluency of number facts

## 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
Priority 1: To address school culture and expectations of Pupil Premium children.	<ul style="list-style-type: none"> <li>All staff foster high attainment expectations for Pupil Premium children and feel equipped with the skills to ensure that all children meet their full potential.</li> <li>Leaders and teachers use data to identify learning needs addressing any underperformance swiftly. Every decision around meeting learning needs is driven by robust analysis of core subject domain data.</li> </ul>

	<ul style="list-style-type: none"> <li>• The school is an outward looking school on a journey to self – improvement of CPD where leaders actively seek opportunities to champion best practice and engage in collaborative working.</li> <li>• The School Improvement Priorities and Performance Management targets are both intrinsically linked to aspirational outcomes for all.</li> <li>• Governors work strategically with school leaders to address the attainment gap. Leaders welcome outside challenge and support to ensure that the school does everything it can to address the disadvantage gap and ensure equity for all.</li> </ul>
<p>Priority 2: To reduce the gap between attainment in PP and non-PP children in writing in across the school.</p>	<ul style="list-style-type: none"> <li>• Pupil Premium children to achieve at least in line with Pupil Premium children nationally.</li> <li>• The gap between Pupil Premium and non-Pupil Premium in school is reducing compared to national</li> <li>• A tailored programme of support ensures that staff make effective use of routine opportunities of rehearsal of key skills and identified domain gaps.</li> <li>• Greater consistency will be seen in the application of key skills.</li> <li>• Teachers subject knowledge and pedagogy in reading is embedded through a targeted CPD programme of regular professional dialogue and reflection.</li> <li>• CPD will focus on embedding the create, refine and evaluate element to pupil's learning journeys in Writing – See SIP</li> </ul>
<p>Priority 3: To secure a clear understanding of metacognition and self-regulation strategies within the classroom with the aim of increasing independence.</p>	<ul style="list-style-type: none"> <li>• Staff's increasing understanding of metacognition will mean that children understand their own learning journeys.</li> <li>• Trained practitioners deliver therapeutic interventions to improve motivation and resilience for learning.</li> <li>• De-escalation techniques will be evident in classroom practice.</li> <li>• Children with the most complex needs have planned opportunities in and out of class which supports their metacognition and self-regulation. Regular assessments of these children, including THRIVE and the Six strands Curriculum set next steps in their emotional and social development. This is mirrored in the classroom and The Nest provision.</li> </ul>

	<ul style="list-style-type: none"> <li>• Training and communication ensures that everybody has an understanding of the reasonable adjustments that need to be made to ensure that children are successful in school.</li> <li>• Places in Breakfast club will be offered to children who require additional support with self-regulation strategies when transitioning from home to school.</li> </ul>
Priority 4: To provide opportunities where school and families can work together to support children's learning	<ul style="list-style-type: none"> <li>• The Inclusion Team support families, through systems and processes, to be better informed resulting in them being better equipped to support their children's learning.</li> <li>• There will be more opportunities for parents to engage with their children's learning with wider aspects of the curriculum other than maths and literacy.</li> <li>• Increased engagement of PP parents at school events.</li> <li>• Increased engagement of PP parents in parent's evening, including the continuation out of Year 6 Parent Consultations delivered by the children themselves.</li> <li>• Attendance of PP student to be in line with national average</li> </ul>

## Activity in this academic year

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

## Teaching

Budgeted cost: £21,089

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Leadership</u></b></p> <p>Build capacity within the leadership team to enable a focussed approach to developing a cohesive a whole school approach surrounding narrowing the gap with the aim to</p>	<p>Successful schools 'have clear, responsive leadership.' <i>DFE 'Supporting the Attainment of disadvantaged pupils: articulating success and good practice'</i></p>	<p>Challenge 1 Priority 1, 2</p>

<p>raise awareness of all leaders and staff</p> <p>Create the post of Pupil Premium Leader to oversee the PP strategy and to implement regular meetings of the PP Strategy Group.</p> <p>Our SIP and all subject leader action plans will have Pupil Premium considered throughout.</p> <p>New English and Maths leaders in place with co-leaders to ensure coverage of key stages.</p> <p>SIMs Discover Training for SLT to enable closer monitoring of vulnerable groups</p> <p>Monitoring schedule in place focusing on the PP children.</p> <p>Senior staff completing NPQs (NPQTLT, NPQSL, NPQH)</p> <p>Y6 teacher completing “Supporting Year 6 to improved outcomes at the EoKS2”</p>	<p>EEF Implementation Guide states that ‘school leaders play a central role in improving education practices through high-quality implementation’ by ‘defining both a vision for, and standards of, desirable implementation’.</p>	
<p><b><u>Recruitment/Retention</u></b></p> <p>Training and recruitment of Forest School teacher</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>“Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning</p>	<p>Challenge 3,4,7 Priority 3,4</p>

	<p>interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes”</p>	
<p><b>CPD</b> Jonathan Hannam whole staff training on metacognition and Rosenshine’s Principle of Instruction.</p> <p>Jonathan Hannam Leadership training of SLT and of Phase Leads in raising standards</p> <p>Pedagogical Lead to lead development of the 6 areas of pupil leadership with our Future Leaders</p> <p>SENDCo to deliver weekly training sessions to Learning Coaches based on MITA guidance with the ultimate aim of promoting independence in confident learners.</p> <p>Jo Castro to deliver metacognition training to Learning Coaches.</p> <p>Team Teach training to be delivered to assist in self regulation skills</p> <p>CPD, including HIAS support, is ongoing for all staff in Maths and English by leaders.</p> <p>CPD to improve phonics teaching and reading. This includes buying RWI resources and the subscription to the</p>	<p>“Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. Developing pupils’ metacognitive knowledge of how they learn – their knowledge of themselves as a learner, of strategies, and of tasks – is an effective way of improving pupil outcomes”. 7+ months <a href="https://www.educationendowmentfoundation.org.uk/metacognition-and-self-regulated-learning">Metacognition and Self-regulated Learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/phonics-toolkit-strand">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Sutton Trust – quality first teaching has direct impact on student outcomes. Training and supporting highly qualified teachers deliver targeted support.</p> <p>The EEF reports that ‘a fluent reading style supports comprehension because pupils’ limited cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.’ Understanding leads to fluency which leads to further understanding.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/new-eef-guidance-report-making-best-use-of-teaching-assistants">New EEF Guidance Report - Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>Challenge 4 Priority 2</p> <p>Challenge 1,2,3 Priority 2</p> <p>Challenge 2,3 Priority 2</p> <p>Challenge 2,3 Priority 2</p> <p>Challenge 2,3 Priority 2</p>

<p>RWI online training. Whole school RWI training and development day to improve standards.</p> <p>English lead to take part in 'Supporting the Lowest 20%' training and implement findings.</p> <p>Ensure all staff (including new staff) have received training to deliver the RWI. Out of class Pedagogical Lead for weekly phonics coaching.</p> <p>2 additional members of staff to undertake the ELSA training.</p>		<p>Challenge 3,5 Priority 1,2,3</p>
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## Targeted academic support

Budgeted cost: £132,218

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Tracking the data in order to intervene early</u></b></p> <p>Data team will ensure robust tracking systems are in place so that domain level analysis can be provided to year teams ahead of Pupil Progress meetings. Action plans then put together for the most vulnerable pupils.</p>	<p>The EEF's guide "Putting Evidence to Work, A Guide for Implementation" (Sharples, Albers, &amp; Fraser, 2018) – highlights the importance of building teams such as "data teams" to improve leadership capacity and deliver school improvement</p> <p>Wider educational literature e.g. Lemov (2010) &amp; Sherrington, (2019)</p>	<p>Challenge 1 Priority 1,2,</p>



<p>Tracking of combined score/GLD for PP children</p> <p>Year teams will carry out regular assessments to identify underperforming students and to signpost interventions.</p> <p>Teachers and subject leaders will be released to join SLT in conducting regular Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place. Pupil Progress meeting will include all teachers and Learning Coaches to support consistency of knowledge.</p>	<p>highlights importance of effective assessment improving student outcomes. This is further supported by the EEF Tool Kit (2021) which claims effective assessment has a significant improvement in learning i.e..+7 months impact</p> <p>Time for ongoing professional dialogues regarding further support for these children will help to keep this a priority. There is a collected responsibility for PP children's progress in order to make accelerated progress. Staff will know who they are, their barriers to learning and any strategies needed to meet their educational and emotional needs.</p>	
<p><b><u>Tutoring</u></b></p> <p>Implementation of IDL reading and maths intervention after school.</p> <p>Delivery of the Fresh Start Fast Track Tutoring resources to support with our lower attaining readers in years 5 &amp; 6.</p> <p>Maths tutoring after school for selected KS2 PP children.</p> <p>Two members of staff are to be trained using ELKLAN and then deliver speech and language interventions focusing on the development of vocabulary.</p>	<p>EEF Toolkit (Education Endowment Foundation, 2021) suggests that small group tuition has +4 months benefit and 1:1 tuition can have a benefit of +5 month</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>Challenge 2, 5 Priority 2</p>

<p><b><u>Quality First Teaching/Quality Interventions</u></b></p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>Implementation of IDL reading and maths intervention.</p> <p>DHT and Pedagogical Lead to join core lessons in Y6 to target specific children.</p> <p>Establish small group interventions for disadvantaged pupils falling behind age-related expectations in Reading, Writing and Maths. This will include Pre-teaching same day/ specific skill based interventions as well as over learning.</p> <p>Annual purchase of dyslexia workbooks and overlays.</p> <p>Full time Speech and Language Assistant to support the development of language acquisition and our children in need of SALT intervention.</p> <p>Language Link subscription for assessment, intervention and parent support.</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:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>IDL Learning has undertaken independent research studies to determine the efficacy of its online reading and spelling programs.  <a href="#">Behind the Scenes: The Story of IDL (idlsgroup.com)</a></p> <p>EEF Toolkit – Oral language interventions- +6 months impact <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>Challenge 2, 5 Priority 2</p> <p>Challenge 2, 5 Priority 2</p> <p>Challenge 2, 5 Priority 2</p> <p>Challenge 2, 5 Priority 2</p>
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## Wider strategies

Budgeted cost: £151,717.51

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Parental engagement in learning</u></b></p> <p>Target parental engagement resulting in them being better equipped to support their children's learning.</p> <p>Inclusion team building solid relationships with families.</p> <p>Raise the profile of attending parents' evenings with our PP parents. Teachers and leaders will take a collected responsibility for encouraging participation. Early opening of bookings, emails, phone calls to book appointments and the offerings of face-to-face on phone consultations will all be offered.</p> <p>Delivery of Year 6 Parent Consultations delivered by the children themselves.</p> <p>Continued use of Class Dojo/ Tapestry platforms to provide positive feedback and to provide insights into the children's</p>	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. <a href="http://educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>Challenge 3,5 Priority 1,4</p>

<p>learning and achievements in school.</p> <p>Subject leads will run parent workshops targeted at parents of PP children that are not at ARE which will support parents in supporting at home within core subject areas.</p> <p>Reading café/ reading volunteers for parents to be able to read with their parent.</p> <p>Termly Inclusion Coffee Morning for parents of vulnerable children to meet with different professional and learn different strategies to be used at home.</p> <p>Family links Nurturing Parenting Programme delivered weekly for ten sessions to support parents to develop better family relationships.</p>		
<p><b><u>Attendance</u></b></p> <p>We will concentrate the efforts of our Inclusion team to address the current gap in PP attendance enabling them to experience the full learning experience at Nightingale.</p> <p>Welfare Leader works closely with attendance officer,</p>	<p>At the end of last academic year, we saw a 1.6% difference in the attendance of our Pupil Premium children (93.7%) compared to their peers (95.3%).</p> <p>Attendance of FSM students nationally (2022/2023) is 88.6%</p> <p>Pupils with the highest attendance make the most progress due to increased opportunities for overlearning and access to a personalised curriculum.</p>	<p>Challenge 6 Priority 4</p>

<p>pupils below 96% are identified and protocols followed.</p> <p>Welfare Leader will pick up child from home if required.</p> <p>Attendance is promoted and celebrated weekly with certificates and prizes given.</p> <p>If behaviour, mental health or parental concerns are identified as a barrier to attendance then referrals for PP children are prioritised.</p> <p>If punctuality or separation anxiety is a barrier then Breakfast club is offered free of charge.</p>	<p>A dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.</p>	
<p><b><u>Ready to Learn</u></b></p> <p>Skilling up staff to support our children who struggle to access their learning due to social and emotional barriers. Use of THRIVE and Mental Health Curriculum.</p> <p>Whole staff training on de-escalation by Primary Behaviour Services which will then be evident in classroom practice.</p> <p>Team Teach training to be delivered to assist in self</p>	<p>EEF – Behaviour interventions – approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning. +4 months Impact</p> <p>The EEF confirm that behaviour systems are unlikely to meet the needs of all students and that, for children with more challenging behaviour, the approach should be tailored to meet individual needs <a href="https://www.educationendowmentfoundation.org.uk">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>Challenge 4 Priority 3</p>

<p>regulation and de-escalation skills</p> <p>Training/subscription for THRIVE. Assessments and activities used to support vulnerable pupils.</p> <p>Mental Health Lead training undertaken by Welfare Lead.</p> <p>Delivery of The Zones of Regulation and delivery by the ELSA</p> <p>Sensory Circuits delivered twice a day for emotional and sensory regulation.</p>		
<p><b><u>Therapeutic Interventions</u></b></p> <p>Improve the quality of social and emotional (SEL) learning.</p> <p>ELSA sessions</p> <p>Drawing and Talking training and delivery of sessions</p> <p>Thrive</p> <p>Lego Therapy</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><a href="http://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>Challenge 4 Priority 4</p>
<p><b><u>Enrichment</u></b></p> <p>Lunchtime provision to be developed to ensure that we are maximising the learning opportunities</p>		<p>Challenge 2 Priority 4</p>

<p>on offer and to impact on the transition from free time back into the classroom ensuring the climate for learning is optimum.</p> <p>Life Skills Curriculum developed and implemented</p> <p>Reduction in cost of trips for PP</p> <p>Residential trip cost is greatly reduced for PP</p> <p>Sports events promoted to PP are encouraged to attend</p> <p>Children carefully considered when picking those for the Sports premium strands.</p> <p>Training and recruitment of Forest School teacher and sessions delivered</p> <p>After school clubs subsidised and we give funded places.</p>	<p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>EEF – sports participation increases educational engagement and attainment.</p> <p>EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.</p>	
<p><b><u>Basic needs</u></b></p> <p>Proactive approach in maintaining school uniform policy whilst supporting those parents who need it.</p>		

**Total budgeted cost: £305,024**

## 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 2022 to 2023 academic year.

#### Quality First Teaching outcomes:

Year	Reading	Writing	Maths	Combined
EYFS	EXS (GDS)			
1	64% (24%) PP gap: -46% Gender Gap: 8% B	48% PP gap: -50% Gender Gap: 3% B	61% PP gap: -10% Gender Gap: 16% B	45% PP gap: -46% Gender Gap: 12% B
2	58% PP gap: -29% Gender Gap: 28% B	58% PP gap: -37% Gender Gap: 13% B	62% PP gap: -39% Gender Gap: 21% B	53% PP gap: -31% Gender Gap: 29% B
3	62% PP gap: -1% Gender Gap: 16% B	49% PP gap: -6% Gender Gap: 6% G	62% PP gap: -16% Gender Gap: 1% B	47% PP gap: -10% Gender Gap: 2% G
4	69% PP gap: -13% Gender Gap: 7% G	53% PP gap: -26% Gender Gap: 19% G	66% PP gap: -14% Gender Gap: 6% G	47% PP gap: -21% Gender Gap: 16% G
5	70% PP gap: -13% Gender Gap: 21% G	60% PP gap: -23% Gender Gap: 38% G	68% PP gap: -35% Gender Gap: 17% G	52% PP gap: -34% Gender Gap: 30% G
6	67% PP gap: -8% Gender Gap: 11% G	70% PP gap: -12% Gender Gap: 11% G	67% PP gap: -10% Gender Gap: 4% B	48% PP gap: -17% Gender Gap: 11% G

- In Reading the gap between PP and Non PP has closed by 4.5% across the school with Year 3 closing the gap completely.
- In Writing Year 3 is the strongest year by closing the gap by 32%. The weakest year group is in Year 1. However, during the Year 1 phonics screening there was a 10% increase this year of pupils achieving the pass mark of 32. Additionally in Y1 Phonics the gap between NPS PP chn and National PP chn was -11% (it was -15% the year before) – a 4% closing of the gap.
- In Maths Year 3 and Year 4 have closed the gap between PP and Non PP the most.

KS1 Disadvantaged 2023			
	National	Hampshire	NPS
Reading	54%	53%	33%
Writing	44%	43%	28%
Maths	56%	53%	44%
Combined	40%	39%	24%

KS2 Disadvantaged 2023			
	National	Hampshire	NPS
Reading	60%	57%	72%
Writing	58%	54%	64%
Maths	59%	54%	64%
Combined	44%	40%	44%

- End of KS2 PP data we are above national and Hampshire average in Reading and Maths.



- End of KS1 PP data we are above national and Hampshire average in Reading, Writing and Maths.
- As a result, we have decided to merge Priority 2 and 3 from the strategy from the previous 2 years and have a whole school focus on narrowing the gap in Writing.

### Extra intervention outcomes:

Maths tutoring: 48 hours of maths tuition was delivered to 31 selected KS2 pupils via 2 HLTAs. The maths tutoring has helped to close the gap for maths at the end of KS2 in maths. In Year 5 12% of PP were on track in Maths. Following the tuition program 33% of PP children in Year 6 made the expected standard.

### Core skills interventions:

Progress measures from EduKey show:

- Progress score (0 being expected) for interventions between Sept 2022 and July 2023 are: Reading: +0.36 progress measure Writing: +0.46 progress measure Maths: +0.23 progress measure
- Year 1 phonic interventions: screening showed there was a 10% increase this year of pupils achieving the pass mark of 32

### Wider school outcomes:

#### **Parent engagement:**

PP parents attending parent meetings and workshops was 75% (85% of Non-PP parents attended) in July 2023 this was compared to 66% in July 2021. This was a 9% increase.

### **Attendance:**

Year Group	2022/2023				Difference	2021/2022)				Difference
	PP		Non-PP			PP		Non-PP		
Year R	19	92.4%	27	94%	-1.6%	No data	No data	55	92.5%	0
Year 1	23	91.9%	36	94.5%	-2.6%	19	94.5%	34	95.5%	-1%
Year 2	27	94.2%	30	94.7%	-0.5%	22	94%	36	95.5%	-1.5%
Year 3	29	94.3%	28	95.9%	-1.6%	25	92.5%	38	95.4%	-2.9%
Year 4	28	93.9%	37	96.1%	-2.2%	19	92.9%	45	95.5%	-2.6%
Year 5	19	92.9%	44	95.6%	-2.7%	20	92.2%	40	94%	-1.8%
Year 6	27	95.1%	35	95.6%	-0.5%	37	92.4%	51	95.1%	-2.7%
Whole School	172	93.7%	237	95.3%	-1.6%	142	93%	299	94.7%	-1.7%
Dif. to last year	<b>+0.7%</b>		<b>+0.6%</b>		<b>-0.1%</b>					
	FSM		Non-FSM		Difference	FSM		Non-FSM		Difference
Whole School	171	93.7%	238	95.3%	-1.6%	183	92.9%	258	95%	-2.1%
Dif. to last year	<b>+0.8%</b>		<b>+0.3%</b>		<b>-0.5%</b>					
Whole school attendance	<b>94.6%</b>				<b>+0.5%</b>	<b>94.1%</b>				
Red band attendance	<b>Less than 90% = 49 pupils</b>				<b>-19</b>	<b>Less than 90% = 68 pupils</b>				
	<b>Less than 85% = 18 pupils</b>				<b>-8</b>	<b>Less than 85% = 26 pupils</b>				
	<b>Less than 80% = 6 pupils</b>				<b>-1</b>	<b>Less than 80% = 7 pupils</b>				

- In 4 out of 7 year groups, the gap in PP and non PP attendance has decreased
- Overall, the gap has narrowed by 0.1% to an overall difference of -1.6%

- The overall school attendance increased in the same period by 0.5%, whilst the PP attendance increased by 0.7%
- Between 10.6.23 and the end of the term, there was a drop of 1% in the PP attendance in Year 1, as opposed to a drop of 0.1% for non-pupil premium, - this was due to an outbreak of chicken pox. This took the gap from -1.7% to -2.6% in a period of just 6 weeks

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding

*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