

Pupil premium strategy statement Dane Royd School

This statement details our school's use of pupil premium and recovery premium funding for the academic year 2023-24 to help improve the attainment of our disadvantaged pupils. It is part of a three year plan originally published in 2021-22.

The DfE recommends that schools develop a 3-year pupil premium strategy. Each year we have evaluated the success of our approaches and have amended our strategies according to the effectiveness of those approaches and pupil outcomes.

This is an update that reflects the schools position in the Autumn Term 2023.

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. When considering the balance of spending we have been mindful that the EEF recommends that high quality teaching should be a top priority for pupil premium spending.

The strategy focuses on the challenges that are having the most significant impact, and are within the schools control; we have set ambitious targets outcomes; we have allocated funding to activities that are most likely to deliver those outcomes, based on evidence of what works.

School overview

Detail	Data
School name	Dane Royd J&I School
Number of pupils in school	312 UFS to Y6
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Clare Kelly Headteacher
Pupil premium lead	Clare Kelly Headteacher
Governor lead	John Rhodes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,040
Recovery premium funding allocation this academic year	£5981
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£100,021

Part A: Pupil premium strategy plan

Statement of intent

The key principles of our Pupil Premium plan are to enable all children at Dane Royd School to thrive. We know that if staff attend well, children attend well, and staff are experts in the classroom, all our children will achieve expected standards and be ready for their next stage of education. CPD will continue to be prioritised through high quality training, using national and LA programmes. Every member of staff will be supported and guided so that they consistently deliver high quality teaching for every pupil within their care.

The whole school staff believe that being able to read is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success. Through these, our children develop communication skills for education and for working with others: in school and later in training and at work. Pupils who find it difficult to learn to read are likely to struggle across the curriculum, since English is both a subject in its own right and the medium for teaching. This is why all our school staff are committed to continuing to raise standards of literacy for all.

Pupils who fail to learn to read early on start to dislike reading. Our aim is to ensure that pupils keep up with their peers rather than be helped to catch up later, at a point when learning in the wider curriculum depends so much on literacy. Where pupils make insufficient progress, we will use extra efforts to provide children with extra practice and support from the beginning.

This is a three-year plan, updated annually; In 2021 we identified that as a result of Covid many of our children in EYFS and Year 1 had learning gaps and lacked school and socialisation experience and we therefore targeted these year groups with additional staff to support early reading and language development skills. We continued to target EYFS and Key Stage 1 pupils in 2022-23 in the same manner. Children in current Nursery were born during the pandemic and had limited social interactions at the very start of their lives. We therefore continue to take account of their experiences during Covid in our offer in school.

A major part of our pupil premium strategy is the use of our English and Phonic Leads in school to lead the strategy for reading underpinned by CPD completed through the Jerry Clay (Wakefield) English Hub on the Reading for Pleasure project and using the DfE Reading Framework guidance. This is a long-term project that will show impact over three years. In year 3 of this strategy, we have introduced a reading fluency project in Year 6 and are developing further oracy programmes that align with our intent.

In 2021-22 our EYFS Lead worked directly with an LA EYFS consultant to evaluate the effectiveness of our revised provision in line with the revised EYFS Framework. We evaluated the introduction of NELI and our Early Reading Strategy. EYFS staff will work with the SENCo to ensure early identification, early intervention and strong provision for children starting either in our Nursery or joining our school in UFS. In 2023-24 we will further evaluate our EYFS provision through working with an independent EYFS consultant, we will also carry out an evaluation of our SEND provision through a provision review with an independent consultant for SEND. The school engages a RWI phonics consultant annually to ensure stronger phonics teaching for all pupils.

Our focus on reading has been written into our 3 year school development plan. Teacher performance management objectives support our whole school determination for all children to thrive in our school.

Challenges

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

Challenge number	Detail of challenge
1	<p>In December 2021 44.8% of the children eligible for Pupil Premium had current or former support / involvement from Local Authority Early Help services or Social Care.</p> <p>In December 2022 58% of the children eligible for Pupil Premium had current or former support / involvement from Local Authority Early Help services or Social Care.</p> <p>In December 2023 45.5% of the children eligible for Pupil Premium had current or former support / involvement from Local Authority Early Help services or Social Care.</p>
2	26% of the children eligible for Pupil Premium have SEND .
3	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are particularly evident from entry in our Nursery and Reception children.</p> <p>School uses interventions and assessments to close the language gap by the end of KS2. (Bedrock, Bedrock Mapper, Wellcomm GL Assessment toolkit, SALT referrals)</p>
4	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.
5	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading.</p> <p>Early assessments show disadvantaged children entering Nursery have lower starting points in their early reading in comparison to previous years and their non-disadvantaged classmates.</p>
6	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to anxiety, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support have markedly increased during the pandemic and post pandemic. Internal data demonstrates a greater proportion of children requiring additional support are disadvantaged.</p> <p>Transition to Secondary school in Summer 2021 & 2022, identified more pupils than normal needing mental health support as part of their transition experience. The were proportionally more disadvantaged children requiring additional mental health support for transition.</p>

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 wider vocabulary usage among disadvantaged pupils.	Assessments 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.
Improved reading attainment among all pupils and in particular disadvantaged pupils.	KS2 reading outcomes in 2023/24 are equal to or better than national disadvantaged data.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils including Children in Care and Post-adoption children.	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • early identification of children with adverse childhood experiences and provision of support • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023/24 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being better than national data. The attendance gap between disadvantaged pupils and their non-disadvantaged peers being 0%. • the percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than 5% lower than their peers. • Outcomes to take account of Covid related absences and implementation of local and national restrictions

Activity in this academic year 2023-2024 (plan updated annually)

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: £20,620

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of 3 rd year of support programme for Read Write Inc which is a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	4,5
Purchase of additional RWI resources including additional sets of reading books to support the teaching of phonics.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	4,5
Purchase of Oxford Owl to support the teaching of our DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	4,5
Release time for Phonics Leader to provide weekly training to all staff delivering RWI and monitor pupil progress. Release time for Phonics Leader to work with Assessment Lead to implement the newly released electronic RWI assessment tool	Carefully monitoring progress ensures that phonics programmes are responsive and provide extra support where necessary. Phonics Toolkit Strand Education Endowment Foundation EEF	4,5
KS1 TAs weekly release time to plan for RWI Phonic teaching sessions UFS TAs daily release time to plan for RWI Phonic teaching sessions	Careful planning for progression ensures that phonics programmes are responsive and provide extra support where necessary. Phonics Toolkit Strand Education Endowment Foundation EEF	4,5

<p><i>English Leader to complete Reading for Pleasure CPD 1 year course through the Jerry Clay Reading Hub.</i></p> <p><i>Reading Leader to establish a reading working party to implement a revised approach to reading with a focus on the Reading Framework.</i></p> <p><i>Reading Working Party to develop the teaching and resourcing of reading for all pupils and provide CPD for all school staff.</i></p> <p><i>Reading Working Party to work with staff to identify resources required to create mini libraries in each class that will support the reading for pleasure initiative.</i></p> <p><i>Purchase of books to set up in class libraries, Key Stage libraries and outdoor reading sheds. Additional books purchased annually.</i></p>	<p>Reading skills are the fundamental building blocks of a rounded education; they open up a world of discovery. In young children, the increased use of vocabulary improves their ability to communicate and to understand the world. Learning to read accelerates this process of growth. In short, learning to read soon transforms into reading to learn. This is firmly recognised by Ofsted, which states within its School inspection handbook that: "During all inspections of infant, junior, primary and lower-middle schools, inspectors must focus on how well pupils are taught to read as a main inspection activity." The critical years are in Reception and Year 1, when children have their first experience of structured education, and it is for these year groups that additional support was launched in the form of English Hubs. The Department for Education (DfE) stresses the importance of these Hubs, which "promote a love of reading and help schools provide excellent teaching in phonics and early language".</p> <p>The Reading Framework states reading for pleasure is fundamental to a school's culture and curriculum in creating readers not just pupils who read.</p> <p>The National Literacy Trust reports that; While <u>re-search</u> conducted in May and June 2020 found that children's enjoyment of reading increased overall during the first lockdown (from 47.8% pre-lockdown to 55.9% post-lockdown), reading enjoyment levels in early 2020 were at the lowest we have recorded since we began surveying children and young people in 2005. In addition, during lockdown, some children reported that a lack of access to books , a lack of quiet space at home and a lack of school/peer support had negatively affected their ability to read and their motivation to read for enjoyment.</p> <p>Our Reading for Pleasure CPD will provide a clear context for helping to tackle disparities in reading enjoyment caused by the pandemic and help to drive an improved reading culture across our school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	4,5
<p>Supporting the retention of teaching staff, provide cover time to undertake professional development.</p> <p>4 Middle leaders completing NPQ qualifications.</p> <p>Subject leaders completing subject specific CPD through LA & National courses.</p>	<p>The NPQs have been designed around how to support all pupils to succeed. This includes those pupils identified within the four areas of need set out in the Special Educational Needs and Disability (SEND) Code of Practice, and children in need of help and protection as identified in the Children in Need Review. The EEF has independently reviewed the frameworks to ensure they draw on the best available evidence and that this evidence has been interpreted accurately.</p>	5

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

Budgeted cost: £61,911

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve vocabulary skills for disadvantaged pupils who have relatively low vocabulary skills language skills.	Building vocabulary and language interventions can have a positive impact on pupils' language skills. Approaches that focus on vocabulary and reading comprehension show positive impacts on attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies/ (educationendowmentfoundation.org.uk)	2,3
Use of Wellcomm speech and language toolkit that is designed to assess children's speech and language skills. Not how they talk but the language they use and the language and grammar they understand. Use in EYFS.	Building vocabulary and language interventions can have a positive impact on pupils' language skills. Approaches that focus on vocabulary and reading comprehension show positive impacts on attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies/ (educationendowmentfoundation.org.uk)	2,3
Implementation of revised Oracy strategy. Training of school staff. Purchased of Bedrock Mapping programme to support curriculum wide tier 3 vocabulary teaching.	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	3
Additional phonics sessions targeted at disadvantaged	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:	4,5

<p>pupils who require further phonics support. This will be delivered by full time specialist Reading TA in KS1</p>	<p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p><i>KS2 Phonic Teaching / RWI Fresh Start. Daily intervention in small group tuition in teaching of reading and teaching of maths.</i></p>	<p>Fresh Start shows considerable promise as an effective catch-up intervention for low-attaining readers at the transition phase from primary to secondary school</p> <p>https://tinyurl.com/ttpwhnj3</p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>3,4</p>
<p>Use TAs to deliver high quality one-to-one and small group support using structured interventions</p>	<p>Employment of Qualified Teacher as a TA in UFS full time, delivering structured interventions.</p> <p>Employment of additional TA in Nursery beyond the required ratio to support early identification of need and to provide early intervention.</p> <p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p> <p>https://tinyurl.com/axx6x8nd</p>	<p>3,4,5,6</p>
<p>Provide a programme of school-led tutoring for pupils whose education has been most impacted by the pandemic. A proportion of the pupils who receive tutoring will be disadvantaged, including those</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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2,3,4,5</p>

who are high attainers.		
KS2 Reading Fluency programme	<p>Evidence presented by Wakefield LA lead consultant; HfL have taken over 2000 pupils through the Reading Fluency Project and the average comprehension gains made by participating pupils <i>in just 8 weeks</i> is 2 years and 3 months (according to the YARC Assessments)</p> <p>Following successful implementation of the project, pupils in Year 6 will be on an improved trajectory towards the expected standard at the end of KS2; have a more positive relationship with books; be more enthusiastic, confident readers with an increased understanding and engagement with texts.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	4,5
Provision of Barrington Stokes reading books to support children with specific learning difficulties in reading. Teacher identified as a Dyslexia Champion. Provision of reading pens, coloured overlays and coloured exercise books to support identified needs.	<p>For some children, reading is a challenge. Whether they have specific needs that mean they struggle to access the text or they are reluctant to pick up a book, Barrington Stoke's range of titles is specifically designed to support <i>all</i> children to discover a love of reading. These books will support making our classroom libraries more accessible and a dyslexia-friendly space.</p>	

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

Budgeted cost: £17,490

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>The school has an AHT in post with responsibility for behaviour and attendance, they complete weekly tracking of attendance along with EWO monitoring and a</i>	A wide range of behaviour interventions, including a positive school ethos and universal programmes to minimise poor behaviour across the school (+3 months progress) EEF Evidence	5,6

<p><i>first day response from in school attendance officer.</i></p> <p>AHT responsible for programme of rewards for positive behaviour.</p> <p>AHT and DHT to be part of working party to review Feedback and Marking Policy</p>	<p>Improving the quality of all forms of feedback to inform student progress through staff CPD and the implementation of a new marking policy (+8 months progress) EEF Evidence</p>	
<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>DHT to complete L5 diploma in trauma and mental health.</p> <p><i>CIC Teacher lead identified. Liaison with family, child and CIC Social Worker.</i></p> <p><i>Direct support for CIC pupil from Learning Support Assistant on emotional well-being- 20 hours direct support</i></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>	1,6
<p>Homework is set regularly to provide stretch, challenge as well as embed key knowledge</p>	<p>The average impact of homework is positive across both primary and secondary school. (+3 months progress in primary)</p>	5
<p>Ensuring peripatetic music lessons and other activities are also available to PP children so that they can make the most of extracurricular activities</p>	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	1,6

Total budgeted cost: £ 100,021 – this is the estimated pupil premium amount for this academic year and the recovery premium funding.

This allocation is in addition to funds from the main school budget that support the school development plan priorities and the teaching of all pupils.

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 2022-23 academic year.

Intended outcome	Success criteria																																																																	
Improved oral language skills and wider vocabulary usage among disadvantaged pupils.	<p>Success criteria: Assessments 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.</p>																																																																	
<p>Actual outcomes</p>																																																																		
<p>The baseline for children in Reception 2022-23 showed that only 57% of our disadvantaged pupils were age related in communication and languages. Outcomes at the end of EYFS July 2023, however, showed that the children made significant progress.</p>																																																																		
<table border="1"> <thead> <tr> <th colspan="2"></th> <th colspan="2">2021-2022</th> <th colspan="2"></th> <th colspan="2">2022-2023</th> </tr> <tr> <th colspan="2"></th> <th>ELG 1</th> <th>ELG 2</th> <th colspan="2"></th> <th>ELG 1</th> <th>ELG 2</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Baseline</td> <td>PP (13)</td> <td>46%</td> <td>46%</td> <td rowspan="2">Baseline</td> <td>PP (7)</td> <td>57%</td> <td>43%</td> </tr> <tr> <td>Non-PP (32)</td> <td>84%</td> <td>84%</td> <td>Non-PP (38)</td> <td>84%</td> <td>76%</td> </tr> <tr> <td rowspan="2">End of Year</td> <td>PP (14)</td> <td>71%</td> <td>64%</td> <td rowspan="2">End of Year</td> <td>PP (10)</td> <td>70%</td> <td>70%</td> </tr> <tr> <td>Non-PP (31)</td> <td>90%</td> <td>90%</td> <td>Non-PP (35)</td> <td>91%</td> <td>86%</td> </tr> <tr> <td rowspan="2">Progress</td> <td>PP (14)</td> <td>25%</td> <td>18%</td> <td rowspan="2">Progress</td> <td>PP (10)</td> <td>13%</td> <td>27%</td> </tr> <tr> <td>Non-PP (31)</td> <td>6%</td> <td>6%</td> <td>Non-PP (35)</td> <td>7%</td> <td>9%</td> </tr> </tbody> </table>											2021-2022				2022-2023				ELG 1	ELG 2			ELG 1	ELG 2	Baseline	PP (13)	46%	46%	Baseline	PP (7)	57%	43%	Non-PP (32)	84%	84%	Non-PP (38)	84%	76%	End of Year	PP (14)	71%	64%	End of Year	PP (10)	70%	70%	Non-PP (31)	90%	90%	Non-PP (35)	91%	86%	Progress	PP (14)	25%	18%	Progress	PP (10)	13%	27%	Non-PP (31)	6%	6%	Non-PP (35)	7%	9%
		2021-2022				2022-2023																																																												
		ELG 1	ELG 2			ELG 1	ELG 2																																																											
Baseline	PP (13)	46%	46%	Baseline	PP (7)	57%	43%																																																											
	Non-PP (32)	84%	84%		Non-PP (38)	84%	76%																																																											
End of Year	PP (14)	71%	64%	End of Year	PP (10)	70%	70%																																																											
	Non-PP (31)	90%	90%		Non-PP (35)	91%	86%																																																											
Progress	PP (14)	25%	18%	Progress	PP (10)	13%	27%																																																											
	Non-PP (31)	6%	6%		Non-PP (35)	7%	9%																																																											

<p>Improved reading attainment among all pupils and in particular disadvantaged pupils.</p>	<p>Success criteria: KS2 reading outcomes in 2023-24 show that 80% of disadvantaged pupils met the expected standard. (Disadvantaged 2019 national data in reading – 68%)</p> <p>Actual outcomes KS2 reading outcomes in 2022-23 show that 70% of disadvantaged pupils met the expected standard</p> <table border="1" data-bbox="376 405 1051 770"> <thead> <tr> <th rowspan="2">Reading</th> <th colspan="2">2019</th> <th colspan="2">2022</th> <th colspan="2">2023</th> </tr> <tr> <th>PP</th> <th>Non PP</th> <th>PP</th> <th>Non PP</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td>43%</td> <td>87%</td> <td>67%</td> <td>75%</td> <td>50%</td> <td>74%</td> </tr> <tr> <td>KS2</td> <td>71%</td> <td>68%</td> <td>100%</td> <td>84%</td> <td>70%</td> <td>77%</td> </tr> </tbody> </table> <p>Phonics Check: 100% of disadvantaged (9/9) reached the phonics threshold in 2022. 97% of disadvantaged (12/13) reached the phonics threshold in 2023.</p> <p>At key stage 1, all 6 pupils within the pupil premium group, made good progress from starting points.</p>	Reading	2019		2022		2023		PP	Non PP	PP	Non PP	PP	Non PP	KS1	43%	87%	67%	75%	50%	74%	KS2	71%	68%	100%	84%	70%	77%
Reading	2019		2022		2023																							
	PP	Non PP	PP	Non PP	PP	Non PP																						
KS1	43%	87%	67%	75%	50%	74%																						
KS2	71%	68%	100%	84%	70%	77%																						
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils including Children in Care and Post-adoption children.</p>	<p>Success criteria Sustained high levels of wellbeing from 2023-24 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • early identification of children with adverse childhood experiences and provision of support • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils <p>Actual outcomes – actions and impact</p> <table border="1" data-bbox="376 1532 1155 1731"> <thead> <tr> <th>Wellbeing activity/concept</th> </tr> </thead> <tbody> <tr> <td>Mindfulness club - runs weekly during lunchtime to ensure maximum engagement; pupils more settled during afternoon lessons.</td> </tr> </tbody> </table>	Wellbeing activity/concept	Mindfulness club - runs weekly during lunchtime to ensure maximum engagement; pupils more settled during afternoon lessons.																									
Wellbeing activity/concept																												
Mindfulness club - runs weekly during lunchtime to ensure maximum engagement; pupils more settled during afternoon lessons.																												

	<p>Mental Health Ambassadors in each class from UFS - Year 6, meeting a minimum of monthly to help be responsible for:</p> <ul style="list-style-type: none"> ● spreading happiness, kindness and peace throughout the school. ● championing positive mental health and wellbeing across school. ● welcoming new children and staff to the school. ● being kind, caring and helpful towards others. ● always treating others as you would like to be treated yourself. ● promoting and putting into place the 'Five Ways to Wellbeing'. (Connect, Take Notice, Give, Keep Learning and Be Active) ● helping to run our 'Playground Pals' scheme. ● providing feedback on what's working well and highlight any gaps in whole-school approaches to wellbeing. ● planning and holding wellbeing assemblies. <hr/> <p>Daily/weekly check in time for identified pupils with early signs of mental ill-health with a mental health lead/mental health first aider.</p> <hr/> <p>Playground Pals scheme set up whereby identified pupils are responsible for ensuring happiness and activity during playtimes and lunchtimes.</p> <hr/> <p>Early identification of children showing signs of mental ill-health, with a subsequent referral to the Early Mental Health Practitioner and/or TAS for Future in Mind support.</p> <hr/> <p>Social skills interventions to improve wellbeing during social times e.g. Lego therapy, etc.</p> <hr/> <ul style="list-style-type: none"> ● Inclusion Lead has completed an advanced diploma in Early Childhood Trauma and Mental Health Informed Schools (Level 5). This work has led to a creation of a system of early identification of children with adverse childhood experiences and ensuring a liaison with staff members to provide or sign post to provision of support. ● The DHT is currently completing an advanced diploma in Early Childhood Trauma and Mental Health Informed Schools (Level 5). <p>Throughout the year, we offer a multi-sports club to each key stage. This changes every term to ensure children are able to experience this. Alongside that, we offer a football club to year 5 and 6 and girls' football to KS2.</p> <p><u>The impact of each strategy to date:</u></p> <ul style="list-style-type: none"> ● Behaviour in school is strong. ● Positive relationships are noted between pupils in school, with very few incidences of arguments and disagreements. ● Pupils play co-operatively at unstructured times. 	<ul style="list-style-type: none"> ●
--	--	---

- Surveys indicate that children enjoy school, feel safe and believe that staff take good care of them.
- Parents all feel that children are safe in school, evidenced through survey undertaken during December 23.

Sporting Extra-Curricular Clubs			
	All Children	PP	
EYFS	67%	5/9	56%
KS1	48%	6/22	27%
KS2	57%	24/37	65%
Whole School	N/A	51%	

In addition to the extra-curricular clubs, we also provided the opportunity for children to be competitive through inter-school competitions. We offer around 40 competitions throughout the year.

Proportionally, pupil premium children are well represented in sporting tournaments.

In addition to sporting opportunities the following are typical of clubs that run each term which children can choose to attend; Mindfulness, Book Club, Homework Club, Spanish Club, Choir, Puzzle Club, Coding Club and Ocarina.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Success criteria: Sustained high attendance from 2023/24 demonstrated by:

- the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being 0%.
- the percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

Outcomes to take account of Covid related absences and implementation of local and national restrictions

Actual outcomes

School have an emphasis on first day responses to absence. Where there are safeguarding concerns and persistent absence the school strongly advises the Children's First Hub and Social Work professionals to include attendance monitoring in plans. The school offers early support and signposting to relevant agencies when needed.

Academic Year 2022-23

Absence	Academic Year 2022-23		
	PP	Non	All

			PP	
Absence	5.2%	4%	4.2%	
Persistently absent	12.5%	5.5%	7.1%	

Disadvantaged absence was 5.7% lower than the national. Their PA was 12.5% which was 22.8% lower than the national.

For Disadvantaged absence we are ranked in the 7th percentile and for PA we are ranked in the 10th percentile compared to 13th and 11th for non-disadvantaged. Our rankings for disadvantaged pupils are better than our non-disadvantaged pupils.

For the school overall absence and persistent absence we are ranked in the 10th percentile nationally.

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
RWI	Ruth Miskin / Oxford University Press
Mastery for Maths	Maths Hub
Bedrock	Bedrock
WELLCOM	GL Assessment
KS2 Reading Fluency	HfL

Service pupil premium funding (optional)

We did not receive service premium funding