

# Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

## School overview

Detail	Data
School name	Middleton Primary
Number of pupils in school	630
Proportion (%) of pupil premium eligible pupils	7% (46 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Year 2 of 3 years, 2021-24
Date this statement was published	July 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Rachel Roberts Head teacher
Pupil premium lead	Ellis Higgs Assistant Head teacher
Governor / Trustee lead	Sam Summers Lead for Disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,264
Recovery premium funding allocation this academic year	£5,601
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	£59,865

# Part A: Pupil premium strategy plan

## Statement of intent

The focus of our pupil premium strategy at Middleton, is to ensure our disadvantaged pupils and all of our pupils from a disadvantaged background leave Middleton as confident individuals who are secondary school ready. All of the support and actions outlined in this statement have been carefully planned in order to consider the challenges faced by these children. They will gain wider knowledge of the world around them through a carefully constructed curriculum and real life experiences and will have aspirations similar to or above those of their peers. The opportunities they are given will truly enable 'learning for life' to be embedded

The support identified is an addition to high quality first teaching, which is proven to have the greatest impact on closing the disadvantaged attainment gap and is essential in trying to achieve the goals set out in the statement.

Our plan will be focused on individual needs as well as using detailed analysis of school data to address common trends to enable specific support for disadvantaged children.

To ensure this is effective, the school will:

- Encourage disadvantaged children to become confident citizens and are supported to access the same opportunities at Middleton as their peers
- Ensure disadvantaged children are tracked and monitored closely using data points to identify areas of need
- Use data and teacher assessment to intervene early and support our disadvantaged children as soon as gaps are identified through Pupil Progress Meetings and regular monitoring of data
- Constant review of disadvantaged pupils work to enable a whole school approach to raising outcomes and ensure they are challenged in the work they are given.
- Monitor and target specific disadvantaged children to take part in the Commando Joe's Programme that will support and develop disadvantaged children's learning behaviours and attitudes to learning.

## Challenges

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

Challenge number	Detail of challenge
1	Phonics and reading: A high proportion of disadvantaged children are being outperformed by their peers in reading and/or phonics. Therefore, there is a need to provide a rapid catch-up programme for these pupils across the whole school.
2	Catch up: The levels of engagement to remote learning and on school education varied during the pandemic. As a result there are some children that need to catch up so they are working at age related expectations and making expected progress in specific areas of the curriculum Access to resources- iPads
3	Multiple Barriers to learning: some disadvantage children also have SEND, or LAC or CIN/CP.
4	Learning behaviours: Levels of resilience and positive attitudes to learning has been notably impacted due to the pandemic, Therefore many children in the school and a proportion of disadvantaged children need to work on improving their learning behaviours.
5	Lack of enrichment opportunities: Opportunities for children to enhance their learning and cultural experiences have been very limited, therefore the school needs to create a variety of co-curricular clubs and cultural capital experiences across the school.
6	Attendance and punctuality continue to be a challenge for some of our disadvantaged children. The schools seeks to improve attendance figures and ensure they are in line with all pupils.

## 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 language and reading skills and increased knowledge of phonics among disadvantaged children.	100% of children who do not have a cognitive SEND need will meet the requirements for Y1 and Year 2 phonics check. Those that have SEND need to make more than expected progress from their individual starting points.

<p>To ensure that all disadvantaged children with additional barriers to their learning catch up and make at least expected progress in line with their peers in reading, writing and maths and meet the requirements of the Y1 phonics check and Y4 multiplications check.</p>	<p>There will be a systematic approach to the case studying of individual children who:</p> <ul style="list-style-type: none"> <li>- have a SEN/D</li> <li>- are P/LAC</li> <li>- are subject to CIN/CP plan</li> <li>- have social services involvement or subject to early help</li> </ul> <p>All disadvantaged children will be identified and supported through:</p> <ul style="list-style-type: none"> <li>• quality first teaching</li> <li>• Specific interventions targeting the children's needs</li> <li>• Access to resources to enable them to access remote learning at home and in school</li> <li>• Data shows clear progress</li> <li>• Personalised learning plans</li> <li>• Focus of disadvantaged children during PPM's</li> </ul>
<p>Improved learning behaviours and children's attitude to their learning at Middleton, particularly in our disadvantaged children.</p>	<p>Through observations and discussions with staff and pupils, the attitude to learning and application of learning behaviours of our children, particularly disadvantaged with improved confidence and attitude to learning.</p> <ul style="list-style-type: none"> <li>• Child engagement in the Commando Joe's programme is high</li> <li>• Parental involvement is strengthened</li> <li>• Staff training to enhance the confidence of our teachers in delivering the teacher led programme successfully.</li> <li>• Disadvantaged children to receive mentoring opportunities and regular feedback.</li> <li>• Tracking of children from a baseline assessment</li> </ul>
<p>Increase enrichment opportunities for the whole school but especially for our disadvantaged children</p>	<p>Outcomes for disadvantaged children will continue to rise through opportunities for pupils to be recognised as confident members of their class and the school community.</p> <ul style="list-style-type: none"> <li>• Increased percentage of disadvantaged children to take part in co-curricular activities at school</li> <li>• Disadvantaged children to attend a trip to a popular destination to</li> </ul>

	<p>enhance the children's cultural experiences</p> <ul style="list-style-type: none"> <li>• Teachers to support disadvantaged children to take part in leadership roles including school council, pupil voice, Learning Behaviour Ambassadors, Buddies (Y6), Junior Librarians</li> </ul>
<p>For all disadvantaged pupils to attend school regularly and on time, to bring attendance in line with all pupils and ensure the children's attendance figures are above 90%</p>	<p>There will be a consistently sharp focus by teachers on the attendance and punctuality of disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>• Attendance and punctuality of targeted pupils will improve to be in line with all pupils.</li> <li>• persistent absence will reduced so it is between 90-100% attendance</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 (for example, CPD, recruitment and retention)

Budgeted cost:

- HLTA and TA support- £24,100
- Commando Joe's instructor led programme- £11,000
- Commando Joe's teacher led programme- £1,500
- Little Wandle Phonics scheme- £1,125
- Accelerated Reader Programme- £5,553
- Times table sticks-£1,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics: Little Wandle Phonics Scheme LW phonics training for those staff new to school/new to phase Phonics leader to evaluate effectiveness of phonics teaching in each class N-Y2, to plan appropriate remedial actions, monitor impact.	<ul style="list-style-type: none"> <li>• The Rose report.</li> <li>• DFE reading framework.</li> <li>• Reading from key topical professionals such as Christopher Such</li> <li>• Phonics toolkit EEF DfE accredited phonics programmes.</li> <li>• Phonics strategies, EEF T&amp;L toolkit</li> </ul>	1, 2
Reading: Accelerated Reader Programme see regular monitoring from reading lead Cracking Comprehension- Reading lead to ensure training is fully embedded and regular monitoring of children's progress and monitor impact.	<ul style="list-style-type: none"> <li>• Action research through impact cycles, drawing on research from: Comprehension , EEF T&amp; L toolkit Primary reading ed EEF whole class reading, oral language interventions and feedback</li> </ul>	1,2,3
Maths:	<ul style="list-style-type: none"> <li>• EEF T&amp; L toolkit, teacher subject knowledge</li> </ul>	2,3

<p>Fluency in number using table sticks maths programme.</p> <p>Training for all teachers and delivery in the classroom/interventions</p>	<ul style="list-style-type: none"> <li>• EEF T &amp; L toolkit, mastery teaching</li> <li>• EEF T &amp; L toolkit- Interventions</li> </ul>	
<p>Writing:</p> <p>Develop teacher pedagogy through action research, focused in raising attainment in writing</p>	<ul style="list-style-type: none"> <li>• EEF T &amp; L toolkit, teacher subject knowledge</li> <li>• Chris Quigley- Writing through the curriculum</li> <li>• Closing the gap. Alex Quigley</li> </ul>	2,3
<p>Whole school focus on Tier 2 and 3 vocabulary development and further intervention for those who need to catch.</p>	<ul style="list-style-type: none"> <li>• Research from EEF, T &amp; L toolkit</li> <li>• Closing the gap, Andrews, Robinson and Hutchinson</li> </ul>	2,3
<p>Commando Joe's Instructor and teacher led programme</p>	<ul style="list-style-type: none"> <li>• Action research through impact cycles, drawing on research from:</li> <li>• Research from EEF on collaborative learning approaches, Metacognition and self-regulation approaches</li> <li>• Social and emotional learning, EEF +4 months</li> </ul>	4
<p>Communication and language support for the youngest children ( Foundation and Year 1)</p> <p>Teachers and TA's to lead on NELI programme to enhance communication skills.</p> <p>(Staff training and allocation time are key to success)</p>	<ul style="list-style-type: none"> <li>• EEF +4 months</li> <li>• EEF communication and language programmes +6 months</li> <li>• Overall, research shows communication and language approaches consistently show positive benefits for young children's learning.</li> </ul>	3

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

Budgeted cost:

- Teacher/HLTA/TA time; budgeted into direct time-£11,553
- TT Rockstars subscription-£168
- Spellzone subscription-£349

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Pupils who need to catch-up</b></p> <ul style="list-style-type: none"> <li>• Vulnerable Children (VC) meetings – ASHT &amp; TL’s will be accountable for input from HLTAs – impact measures will drive provision.</li> <li>• TL’s will be accountable for outcomes and provision, through agreed timetables of support for disadvantaged pupils</li> <li>• Individual Provision maps for all pupils who need to catch-up, focus on gaps in writing, reading and maths, individual feedback and targeted small group interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher efficacy. Hattie Visible learning</li> <li>• Feedback EEF T&amp;L toolkit</li> <li>• SEN feedback and support through PPM’s</li> <li>• Data of Pupil Premium children</li> </ul>	2
<p><b>Disadvantaged and cognitive SEN</b></p> <p>Disadvantaged/SEND pupils will make more than expected progress as a result of targeted provision (individual provision maps)</p> <ul style="list-style-type: none"> <li>- Individual Pupil Provision shared with all staff responsible for pupil learning, to ensure a collective understanding of needs, responsibility and every learning opportunity maximised</li> <li>- Communication passports shared with TA’s and class teacher</li> </ul>	<ul style="list-style-type: none"> <li>• EEF Blog: Five evidence based strategies to support high-quality teaching for pupils with SEND</li> </ul>	3

<p><b>Disadvantaged pupils to have access to same resources as their peers</b></p> <ul style="list-style-type: none"> <li>• Every disadvantaged children to given opportunity to have access to their own Ipad</li> <li>• Access to TT Rockstars. AR scheme and spellzone</li> </ul>	<ul style="list-style-type: none"> <li>• EEF toolkit and research linked to early interventions</li> </ul>	2,3
<p><b>Disadvantaged children to be given focused support through Commando Joe's breakfast club and after school club once a week and additional mentoring</b></p> <ul style="list-style-type: none"> <li>• Focus on learning behaviours and positive attitude to learning</li> <li>• CJ's learning mentor available for children to access</li> </ul>	<ul style="list-style-type: none"> <li>• EEF toolkit linked to metacognition and self regulation.</li> </ul>	4
<p><b>NELI (Foundation and continuation into Year 1)</b></p> <p>-Children identified through screening in Foundation Those children identified previously that are now in Year 1, continue with intervention.</p>	<ul style="list-style-type: none"> <li>• Nuffield foundation, closing the language gap</li> <li>• Early years interventions EEF T&amp;L toolkit</li> </ul>	2,3
<p>Whole school focus on Tier 2 and 3 vocabulary development and further intervention for those who need catch-up.</p>	<ul style="list-style-type: none"> <li>• Research from EEF, T&amp;L toolkit</li> <li>• Closing the gap, Andrews, Robinson and Hutchinson</li> </ul>	2,3

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

Budgeted cost:

- Breakfast and afterschool club- £1,000
- Puzzle Club- £3,000
- Pupil Premium Co-curricular experience support-£2,000
- Residential-£5,274
- Uniform-£1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Social interactions, all disadvantaged pupils</b></p> <ul style="list-style-type: none"> <li>• Each disadvantaged pupil will have a pastoral mentor with their year group (member of staff)</li> </ul> <p>Each PP child will be entitled to one extra-curricular club or EMS lesson per term</p> <ul style="list-style-type: none"> <li>• Each PP pupil will be have access to after school clubs including sport and music</li> <li>• Teachers to monitor and evaluate impact of opportunities</li> <li>• Cultural capital visits- 1 per year group.</li> <li>• Residential school trips fully funded for Years 3,4,5, &amp; 6               <ul style="list-style-type: none"> <li>• Focus on Well-being through pastoral care team and Commando Joe's</li> </ul> </li> <li>• Co-curricular clubs and access to BC/ASC and holiday care as well as puzzle club at lunchtimes</li> </ul>	<ul style="list-style-type: none"> <li>• Newcastle university( Nuffied foundation) after school clubs and academic performance</li> <li>• Music in school – sound partnerships</li> <li>• The importance of music -DfE</li> <li>• ArtsEd research, music and academic performance</li> <li>• SEL – EEF</li> </ul>	4,3,5
<p><b>Disadvantaged children subject to a CP/CIN plan (1) and children receiving social service support (3)</b></p> <p>Individual needs will be met ; children will makes progress</p>	<ul style="list-style-type: none"> <li>• PHE, link between well-being and attainment</li> <li>• Nature UK EEF T&amp;L toolkit (social and emotional learning)</li> </ul>	3,4

<p>similar or better than other children so they reach age expected expectations.</p> <p>Demonstrate increase in children's confidence, resilience and well-being.</p> <ul style="list-style-type: none"> <li>- Access to mentoring and specialist external support as required.</li> <li>- ensure links forged between school and family</li> <li>- Staff training on ACE's and impact</li> <li>- Intervention focused on strengthening social and economic skills.</li> </ul>		
<p><b>To improve attendance so that it is in line with all pupils. Specific target on those Disadvantaged children that have attendance figures below 90%</b></p> <ul style="list-style-type: none"> <li>• Teachers to review attendance / punctuality (at least weekly) of vulnerable pupils and flag concerns to DHT/AHT</li> <li>• Teachers to proactively engage with parents / carers re attendance / punctuality both formally and informally</li> <li>• Teachers to devise strategies to overcome related issues <ul style="list-style-type: none"> <li>• Attendance administrator to be tenacious in the tracking and following up of non-attendance. Follow up with attendance team, meeting with parents for all PP pupils who drop below 90%. Half-termly tracking of all PP (SEND and CP/CIN) pupils.</li> </ul> </li> </ul> <p>Raise the profile of this group through communication with</p>	<ul style="list-style-type: none"> <li>• Improving attendance, the key for school leadership summary of research and case studies</li> <li>• EEF T&amp;L toolkit, parent engagement</li> <li>• DFE case studies</li> </ul>	6

teachers, leaders and governors.		
<p><b>Increase enrichment opportunities for the whole school but especially for our disadvantaged children</b></p> <ul style="list-style-type: none"> <li>• Increased opportunities and support for PP children to take up leadership roles within school</li> <li>• Pastoral care team and class teachers to offer support with applying for leadership roles within the school</li> <li>• Commando Joe's instructor to mentor children to help improve learning behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• SEL – EEF</li> <li>• Sutton Trust, promoting access to schools and</li> <li>• EEF- Metacognition and regulation strategies.</li> </ul>	5

**Total budgeted cost: £ 69,372**

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Staff subject knowledge. Ensuring staff time is prioritised to focus on impact, driven by professional research and in house expertise and work-life balanced is achieved and not causing additional workload.	<p>Flexible PD/coaching programme focused on development of subject knowledge.</p> <p>Enhance subject expertise and knowledge through personalised training, faculty meeting and staff meeting/training with T&amp;L focus.</p> <p>Each teacher to be part of a faculty team lead by a member of SLT</p>

		Build capacity and expertise of teachers and teaching assistants through coaching
Targeted support	Ensuring the children who need additional targeted support receive it in a timely and consistent manner	Focus on individual children in PPM's to ensure all PP children receiving specific targeted support. Discussions to include SENCo, SLT, TL, CT and TA's.
Wider strategies	<p>Engage families that may be typically hard to reach</p> <p>Children that have multiple barriers find it difficult to self-regulate meaning valuable learning time is lost.</p> <p>Children lacking self-esteem and show a lack of learning behaviours</p>	<p>Engage families through personalised approach.</p> <p>Music teacher, sports teachers, class teachers and extra-curricular staff to encourage any talent show by PP children.</p> <p>AHT and Commando Joe's instructor to champion disadvantaged children through mentoring programme.</p> <p>Enhancing positive rewards linked to school values to boost self-esteem and learning behaviours.</p> <p>Whole school achievement and celebration scheme to enhance self-esteem and sense of belonging.</p>

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

At the time of assessment there were 52 disadvantaged children, 1 disadvantaged child also had a special educational need and/or disability.

For reference:

<b>Year group:</b>	<b>Disadvantaged children</b>
Foundation	4
Year 1	8
Year 2	4
Year 3	3
Year 4	8
Year 5	10
Year 6	15

<b>Aim</b>
<b>Outcome 1: Improved language and reading skills and increased knowledge of phonics among disadvantaged children.</b>
Success Criteria:  Data from assessments, lesson observations, deep dives in reading/phonics, discussions with staff and children etc. show improved language skills and knowledge of phonics among disadvantaged children. Children meet the requirements for Y1 phonics check and additional assessments in Y2 and KS2 for phonics and Accelerated Reader
<b>Evidence and impact, headlines</b>

**Phonics:**

11 of the 12 children that took part in the phonics screening in Years 1 and 2 passed. The one child that did not achieve the pass mark missed out by one mark.

**Reading:****Disadvantaged Reading data****Year 1**

7/8 children made the expected progress in reading

6/8 children achieved the expected standard

**Year 2**

4/4 children made the expected progress in reading

4/4 children achieved the expected standard

**Breakdown of impact, targeted support**

KS1 focused individual communication and language sessions (including reading and phonics)

- Year 1 catch up reading and phonics sessions x3 weekly
- Daily phonics and catch up interventions for Year 2 children
- Focused reading session daily for some children, x2 weekly for others.

**Impact:**

- Year 1- 7/8 children met age related expectations for phonics screening
- Year 2- all disadvantaged children met age related expectations in phonics screening
- Year 2- 4/4 children achieved the expected outcomes and progress.
- Year 1- 7/8 children made the expected level of attainment

**Year 3,4,5 and 6 phonics and impact:****Reading data****Year 3:**

2/3 children achieved age related expectations

3/3 children made the expected progress

**Year 4**

7/8 children achieved the expected level of attainment

5/8 children made the expected progress

**Year 5**

10/11 made the expected progress

4/11 achieved the expected attainment

**Year 6**

9/12 children made the expected progress and attainment

**Outcome 2:** To ensure that all disadvantaged children with additional barriers to their learning catch up and make at least expected progress in line with their peers in reading, writing and maths and meet the requirements of the Y1 phonics check and Y4 multiplications check.

**Success Criteria:** All disadvantaged children will be identified and supported through:

- Quality first teaching
- Specific interventions targeting the children's needs
- Access to resources to enable them to access remote learning at home and in school
- Increased frequency of data in areas where children were not making expected progress
- Personalised learning plans

Disadvantaged children to be a focus during PPM's

**Evidence and Impact:****Disadvantaged attainment data for Reading, writing and maths:**

	<b>Maths</b>	<b>Reading</b>	<b>Writing</b>	<b>Phonics</b>
<b>Foundation</b>				
<b>1</b>	7/8	6/8	6/8	99%
<b>2</b>	4/4	4/4	4/4	100%
<b>3</b>	2/3	2/3	2/3	
<b>4</b>	7/8	5/8	6/8	
<b>5</b>	5/11	4/11	4/11	
<b>6</b>	8/12	9/12	7/12	

**Disadvantaged progress data for Reading, writing and maths:**

	<b>Maths</b>	<b>Reading</b>	<b>Writing</b>
<b>1</b>	8/8	7/8	7/8
<b>2</b>	4/4	4/4	4/4
<b>3</b>	3/3	3/3	3/3
<b>4</b>	8/8	8/8	7/8
<b>5</b>	9/11	10/11	10/11
<b>6</b>	10/12	9/12	7/12

**Multiplication check:**

Children scoring 25( Full marks)- 51%  
Children scoring between 20-24- 32 %  
Children scoring below 20- 17%

83% of children scored 20 or above

The average score is 22.8

**Breakdown of targeted support:****Key Stage 1: Interventions etc.**

- Daily phonics keep up sessions
- Small group reading
- Bottom 20% of children small group and daily 1:1 reading for fluency
- Daily keep up sessions in maths
- Immediate interventions in maths and phonics
- AR in Year 2
- TT Rockstars
- Targeted fluency in reading interventions- Daily/ 3x weekly

**Impact:**

- 10/12 children reached age related expectations in Reading
- 11/12 children made expected progress Reading

**Breakdown of targeted support- Years 3,4,5 and 6**

- Daily phonics keep up sessions for those children that required it
- Small group reading
- Bottom 20% of children small group and daily 1:1 reading for fluency
- Daily keep up sessions in maths
- Immediate interventions in all subjects
- AR intervention
- TT Rockstars
- Targeted fluency in reading interventions- Daily/ 3x weekly

**Impact:**

- 30/34 children made the expected progress in maths
- 31/34 children made the expected progress in reading
- 27/34 children made the expected progress in writing
- 7/8 children scored between 20-25 in the multiplication check

**Outcome 3:** Improved learning behaviours and attitudes to their learning.

**Success criteria:** Through observations and discussions with staff and pupils, the attitude to learning and application of learning behaviours will lead to improved confidence and attitude to learning.

- Child engagement in the Commando Joe's programme is high
- Parental involvement is strengthened
- Staff training to enhance the confidence of our teachers in delivering the teacher led programme successfully.
- Disadvantaged children to receive mentoring opportunities and regular feedback.

**Evidence and Impact:**

Children's engagement in Commando Joe's programme is extremely high. Through discussions with the schools pupil voice group and discussions with children during lessons, it is evident that they enjoy the missions and understand the reason it is a focus at Middleton.

Parental involvement has increased as learning behaviours is commented on during parents evening and within the end of year reports. Learning behaviours are a common feature during POW assemblies which are attended by parents as well as other assemblies.

Regular staff training through inset days, staff meeting and twilight workshops have ensured staff feel much more confident delivering the teacher led programme.

Teachers and TA's are given dedicated time to observe the commando Joe's instructor to enhance their understanding of the programme which lead to high quality delivery of additional sessions. The also ensures that children are mentored throughout the year by the pastoral team as the teacher has the opportunity to observe individuals and

follow-up with mentoring. This is also discussed with the Commando Joe's instructor to ensure he is aware of any children that need additional mentoring or support.

All pupil premium children in years 3-6 were invited to either an after school or breakfast club Commando Joe's session with an instructor although not all of the children were able to attend.

**Outcome 4:** Increase enrichment opportunities for our disadvantaged children

**Success criteria:** Outcomes for disadvantaged children will continue to rise through opportunities for pupils to be recognised as confident members of their class and the school community.

- Increased percentage of disadvantaged children to take part in co-curricular activities at school
- Teachers to support disadvantaged children to take part in leadership roles including school council, pupil voice, Learning Behaviour Ambassadors, Buddies (Y6), Junior Librarians

**Wider opportunities:**

**Extra-Curricular Participation:**

38/45 children attended at least one extracurricular club.

**PE and sporting opportunities:**

30/45 children represented the school on at least 1 occasion

**Music:**

Out of all of the PP children offered music lessons, only 3 children took us up on the offer. We will continue to promote this next year.

**Participation in residential/ overnight trips:**

Year 3- Night Under Canvas- 3/3 children attended

Year 4- Caldecotte- 9/9 children attended

Year 5- Ingleton- 9/10 children attended

Year 6- Ingleton- 15/15 children attended

Year 6- isle of Wight- 14/15 children attended

**Pupil Voice:**

15 children have had the opportunity to join the pupil voice group throughout this year.

**Outcome 5:** To achieve and sustain improved attendance for our disadvantaged children and ensure the disadvantaged children's attendance figures are above 90%

**Success criteria:** There will be a focus by the Pupil Premium Lead on the attendance and punctuality of disadvantaged children. Attendance will be carefully tracked and monitored by the Pupil Premium Lead

- The Pupil Premium Lead will support parents to offer guidance and provide opportunities to improve attendance through breakfast clubs and co-curricular clubs

**Evidence and Impact:**

	Children in group	Attendance	Late
<b>Disadvantaged children</b>	50	94.05%	3.19%
<b>Non-Disadvantaged children</b>	590	96.13%	1.13%

Attendance of disadvantaged children has significantly improved and is well above 90% as a group. The gap between the attendance of disadvantaged children and non-disadvantaged has closed with a difference of less than 2%. Disadvantaged children continue to be higher than their peers for late arrivals to school.

The AHT in charge of attendance works closely with families and carefully tracks attendance each term. Early help is offered through phone calls or face to face meeting for those families where the attendance percentage dips below 90%.

Attendance continues to be a target for the forthcoming academic year with a focus on closing the gap for children arriving at school late.

## Further information (optional)

### **Additional activity**

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

- Embedding more effective collaborative learning approaches through 'Magenta Principles'. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Continue to embed the effective use of feedback through training of teachers, HLTA's and TA's across the school and research projects linked to feedback. . [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Offering a wide range of high-quality extracurricular and co-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.