



Pupil Premium Strategy Statement

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	Middleton Primary
Number of pupils in school	630
Proportion (%) of pupil premium eligible pupils	8% (49 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 3 of 3 years, 2021-24
Date this statement was published	July 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Rachel Roberts Head teacher
Pupil premium lead	Ellis Higgs Deputy Head teacher
Governor / Trustee lead	Sam Summers Lead for Disadvantaged pupils

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,020
Recovery premium funding allocation this academic year	£7341
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	£71,361

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. Staff, and pupils themselves, 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 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. An absolute priority for the school is for all children to crack the phonic code.
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 disadvantaged children also have Special Education Needs (SEND), or are a Looked After Child (LAC) or are a Child in Need (CIN)/ Child Protection (CP) case.
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 are receiving targeted support to make sure their learning behaviours are exemplary.
5	Enrichment opportunities: Opportunities for children to enhance their learning and cultural experiences have been very limited due to the pandemic, 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% will meet the requirements for Y1 and Year 2 phonics check.
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>There will be a systematic approach to the case studying of individual children who:</p> <ul style="list-style-type: none"> - have a SEN/D - are LAC - are subject to CIN/CP plan - have social services involvement or subject to early help <p>All disadvantaged children will be identified and supported through:</p> <ul style="list-style-type: none"> • 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 • Data shows clear progress • Personalised learning plans • Focus of disadvantaged children during Pupil Progress Meetings (PPM's)

<p>Exemplary 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"> • Child engagement in the Commando Joe's programme is high • Parental involvement is strengthened even further • 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. • Tracking of children from a baseline assessment
<p>Increase enrichment opportunities for the whole school even further, 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"> • Increased percentage of disadvantaged children to take part in co-curricular activities at school • Disadvantaged children to attend a trip to a popular destination to enhance the children's cultural experiences • Teachers to support disadvantaged children to take part in leadership roles including school council, pupil voice, Learning Behaviour Ambassadors, Buddies (Y6), Junior Librarians
<p>For all disadvantaged pupils to attend school regularly and on time, to ensure attendance in line with all pupils</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"> • Attendance and punctuality of targeted pupils will improve to be in line with all pupils. • Persistent absence will reduced so it is between 90-100% attendance

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:

- TA support- £23,545
- Commando Joe's instructor led programme- £11,500
- Commando Joe's teacher led programme- £2,000
- Little Wandle Phonics scheme- £1,125
- Accelerated Reader Programme- £2,658
- Times table sticks-£1,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics: Little Wandle (LW) 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 F-Y2, to plan appropriate remedial actions, monitor impact.	<ul style="list-style-type: none"> • The Rose report. • Department for Education (DFE) reading framework. • Reading from key topical professionals such as Christopher Such • Phonics toolkit Education Endowment Foundation (EEF) DFE accredited phonics programmes. • Phonics strategies, EEF Teaching and Learning (T&L) toolkit 	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"> • Action research through impact cycles, drawing on research from: Comprehension , EEF T & L toolkit Primary reading ed EEF whole class reading, oral language interventions and feedback 	1,2,3
Maths: Fluency in number using mastering number (F-Y2) and table sticks maths programme (Y3-6).	EEF T & L toolkit, teacher subject knowledge <ul style="list-style-type: none"> • EEF T & L toolkit, mastery teaching • EEF T & L toolkit- Interventions 	2,3

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

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

Budgeted cost:

- Teacher time-£90,110
- SLT interventions-£28,957
- TT Rockstars subscription-£262

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupils who need to catch-up</p> <ul style="list-style-type: none"> • Vulnerable Children (VC) meetings – Deputy Headteacher & Team Leaders will be accountable for input from HLTAs – impact measures will drive provision. • Team leaders will be accountable for outcomes and provision, through agreed timetables of support for disadvantaged pupils • 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 ▪ Disadvantaged pupils identified on lesson planning document and level of support indicated. 	<ul style="list-style-type: none"> • Teacher efficacy. Hattie Visible learning • Feedback EEF T&L toolkit • SEN feedback and support through PPM's • Data of Pupil Premium children • Lesson plans 	2
<p>Disadvantaged and cognitive SEN</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"> - Individual Pupil Provision shared with all staff responsible for pupil learning, to ensure a collective understanding of needs, responsibility and every learning opportunity maximised - Communication passports shared with TA's and class teacher - Disadvantaged/SEND pupils identified on lesson plans and level of support evident 	<ul style="list-style-type: none"> • EEF Blog: Five evidence based strategies to support high-quality teaching for pupils with SEND 	3
<p>Disadvantaged pupils to have access to at least the same resources as their peers</p> <ul style="list-style-type: none"> • Every disadvantaged children to given opportunity to have access to their own IPad 	<ul style="list-style-type: none"> • EEF toolkit and research linked to early interventions 	2,3

<ul style="list-style-type: none"> Access to TT Rockstars. Accelerated Reader scheme 		
<p>Disadvantaged children to be given focused support through Commando Joe's breakfast club and after school club once a week and additional mentoring once a week</p> <ul style="list-style-type: none"> Focus on learning behaviours and positive attitude to learning CJ's learning mentor available for children to access Learning behaviour Ambassadors in Year 6 trained to support children and undertake peer mentoring 	<ul style="list-style-type: none"> EEF toolkit linked to metacognition and self-regulation. 	4
<p>NELI (Foundation and continuation into Year 1)</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"> Nuffield foundation, closing the language gap Early years interventions EEF T&L toolkit 	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"> Research from EEF, T&L toolkit Closing the gap, Andrews, Robinson and Hutchinson 	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
- Residentials-£5,000
- Uniform-£1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social interactions, all disadvantaged pupils	<ul style="list-style-type: none"> Newcastle university(Nuffield Foundation) after school clubs and academic performance 	4,3,5

<ul style="list-style-type: none"> • Each disadvantaged pupil will have a pastoral mentor with their year group (member of staff) <p>Each PP child will be entitled to one extra-curricular club or EMS lesson per term</p> <ul style="list-style-type: none"> • Each PP child will be have access to after school clubs including sport and music • Teachers to monitor and evaluate impact of opportunities • Cultural capital visits- 1 per year group. • Residential school trips fully funded for Years 3,4,5, & 6 • Focus on Well-being through pastoral care team and Commando Joe's • Co-curricular clubs and access to Breakfast Club/After School Club and holiday care as well as puzzle club at lunchtimes 	<ul style="list-style-type: none"> • Music in school – sound partnerships • The importance of music -DfE • Arts Education research, music and academic performance • Social and Emotional Learning – EEF 	
<p>Disadvantaged children subject to a CP/CIN plan (5), children receiving social service support (5), Children receiving 'Early Help' (2) and Looked after Children (LAC) – 13.</p> <p>Individual needs will be met; children will makes progress 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"> - Access to mentoring and specialist external support as required. - ensure links forged between school and family - Staff training on Adverse Childhood Experiences (ACE's) and impact - Intervention focused on strengthening social and economic skills. 	<ul style="list-style-type: none"> • Public Health England, link between well-being and attainment • Nature UK EEF T&L toolkit (social and emotional learning) 	3,4
<p>To improve attendance so that it is in line with all pupils.</p>	<ul style="list-style-type: none"> • Improving attendance, the key for school leadership 	6

<p>Specific target on those Disadvantaged children that have attendance figures below 90%</p> <ul style="list-style-type: none"> • Teachers to review attendance / punctuality (at least weekly) of vulnerable pupils and flag concerns to Deputy head teacher (DHT)/Assistant head teacher (AHT) • Teachers to proactively engage with parents / carers re attendance / punctuality both formally and informally • Teachers to devise strategies to overcome related issues • Attendance administrator to be tenacious is 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. <p>Raise the profile of this group through communication with teachers, leaders and governors.</p>	<p>summary of research and case studies</p> <ul style="list-style-type: none"> • EEF T&L toolkit, parent engagement • DFE case studies 	
<p>Increase enrichment opportunities for the whole school but especially for our disadvantaged children</p> <ul style="list-style-type: none"> • Increased opportunities and support for PP children to take up leadership roles within school • Pastoral care team and class teachers to offer support with applying for leadership roles within the school • Commando Joe's instructor to mentor children to help improve learning behaviours 	<ul style="list-style-type: none"> • SEL – EEF • Sutton Trust, promoting access to schools and • EEF- Metacognition and regulation strategies. 	5

Total budgeted cost: £ 173,907

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.	Flexible Personal Development/coaching programme focused on development of subject knowledge. Enhance subject expertise and knowledge through personalised training, faculty meeting and staff meeting/training with T&L focus. Each teacher to be part of a faculty team lead by a member of SLT 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	Engage families that may be typically hard to reach Children that have multiple barriers find it difficult to self-regulate meaning valuable learning time is lost. Children lacking self-esteem and show a lack of learning behaviours	Engage families through personalised approach. Music teacher, sports teachers, class teachers and extra-curricular staff to encourage any talent show by PP children. AHT and Commando Joe's instructor to champion disadvantaged children through mentoring programme. Enhancing positive rewards linked to school values to

		<p>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 2022 to 2023 academic year.

At the time of assessment there were 48 disadvantaged children, 8 disadvantaged children also had a special educational need and/or disability.

For reference:

Year group:	Disadvantaged children
Foundation	5
Year 1	5
Year 2	8
Year 3	5
Year 4	5
Year 5	9
Year 6	11

Aim
Outcome 1: Improved language and reading skills and increased knowledge of phonics among disadvantaged children.
Success Criteria: Data from assessments, lesson observations, deep dives in reading/phonics, and 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
Evidence and impact, headlines
Phonics: 5 of the 6 children that took part in the phonics screening in Years 1 and 2 passed. The one child that did not achieve the pass mark in Year 2, missed out narrowly. This child will continue to have rapid catch up interventions in Year 3.

Reading:**Disadvantaged Reading data****Year 1- 5 children**

80% of children made the expected progress in reading

80% of children achieved the expected standard

Year 2- 8 children

88% of children made the expected progress in reading

88% of 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- 100% of children met age related expectations for phonics screening
- Year 2- 1 disadvantaged child did not meet age related expectations in phonics screening
- Year 2- 88% of children achieved the expected outcomes and progress.
- Year 1- 80% of children made the expected level of attainment

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

100% (5/5) of children achieved age related expectations

100% (5/5) of children made the expected progress

Year 4

80% (4/5) of children achieved the expected level of attainment

100% (5/5) of children made the expected progress

Year 5

89% (8/9) made the expected progress

78% (7/9) achieved the expected attainment

Year 6

100% (11/11) of children made the expected progress

82% (9/11) of children made the expected progress

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:**

	Maths	Reading	Writing	No of chn	Phonics
1	80%	80%	80%	5	100%
2	88%	88%	88%	8	
3	80%	100%	80%	5	
4	80%	100%	40%	5	
5	55%	78%	55%	9	
6	82%	82%	82%	11	

The children that have been identified as not at the expected standard for each year group have been discussed at pupil progress meeting and will continue to be carefully tracked by class teachers and the Assistant Head. A number of these children have had multiple barriers to learning over the course of the year including: low self-esteem, low confidence and low levels of resilience which has led to below expected levels for learning behaviours. Therefore the following support is in place:

- Personalised 1:1 interventions carried out by a TA/CT targeted to their specific needs
- Additional learning behaviour support through the Commando Joe's Programme by a dedicated mentor.
- Regular pastoral support through our pastoral care team.
- Regular meeting between Assistant Head and class teachers to ensure children are on track to reach their expected attainment target
- Frequent feedback to parents to ensure support is continued at home

Disadvantaged progress data for Reading, writing and maths:

	Maths	Reading	Writing	No of Chn
1	80%	80%	80%	5
2	100%	88%	88%	8
3	80%	100%	80%	5
4	80%	100%	100%	5
5	78%	89%	89%	9
6	100%	100%	100%	11

Multiplication check: (5 PP children)

Children scoring 25(Full marks)- 3/5- 60%

Children scoring between 20-24- 1/5- 20%

Children scoring below 20- 1 child- 20%

80% of children scored 24 or above

The average score is 22.4

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:

- 84% of children reached age related expectations in Reading
- 90% of 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:

- 85% of children made the expected progress in maths
- 97% children made the expected progress in reading
- 92% children made the expected progress in writing
- 80% children scored between 20-25 in the multiplication check

Outcome 3: Exemplary learning behaviours and children's attitude to their learning at Middleton, particularly in our disadvantaged children.

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 Pupil of the Week (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 that attend breakfast club and after school club have access to instructor led activities and mentoring once a week.

Learning behaviour Ambassadors in Year 6 have completed their training and have taken on peer mentoring roles with disadvantaged children as required.

Outcome 4: Increase enrichment opportunities even further 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:

88% of PP children attended at least one extracurricular club.

84% whole school participation in at least one extracurricular club

PE and sporting opportunities:

80% of PP children represented the school on at least 1 occasion in Key Stage 2.

Music:

Out of all of the PP children offered music lessons, 6 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- 98% of PP children attended

Year 4- Caldecotte- 100% of PP children attended

Year 5- Ingleton- 99% of PP children attended

Year 6- French Trip - 97% of children attended

Pupil Voice:

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

Outcome 5: For all disadvantaged pupils to attend school regularly and on time, to ensure attendance in line with all pupils

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
Disadvantaged children	53	92.91%	3.02%
Non-Disadvantaged children	605	95.47%	1.21%

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 2.56%. Disadvantaged children continue to be higher than their peers for late arrivals to school.

The Assistant Head teacher 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.