



Aston Hall  
Junior & Infant School

# PUPIL PREMIUM STRATEGY STATEMENT

2023/24

**ASTON HALL  
JUNIOR & INFANT SCHOOL**

Church Lane, Aston, Sheffield, S26 2AX

☎ 01142 879811 ✉ [office@astonhallschool.org](mailto:office@astonhallschool.org) 🌐 [astonhallschool.co.uk](http://astonhallschool.co.uk)

**HEADTEACHER:** Mr S Holmes



WICKERSLEY  
PARTNERSHIP  
TRUST

# Pupil premium strategy statement – Aston Hall Junior & Infant School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	309
Proportion (%) of pupil premium eligible pupils	7.7% (24 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 year plan
Date this statement was published	1 <sup>st</sup> December 2022
Date on which it was reviewed	1 <sup>st</sup> December 2023
Date on which it will be reviewed next	1 <sup>st</sup> December 2024
Statement authorised by	Mr Scott Holmes
Pupil premium lead	Mr Scott Holmes
Governor / Trustee lead	Mrs Deborah Cooke

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36375
Recovery premium funding allocation this academic year	£3770
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£40145

# Part A: Pupil premium strategy plan

## Statement of intent

Aston Hall Junior & Infant School is committed to enabling all pupils to achieve to the best of their abilities. We have designed a curriculum that has four clear intentions.

These intentions are also our key principles which form the basis of our Pupil Premium Strategy and will be developed during and beyond the school day to ensure our objectives for disadvantaged pupils are met.

4 key intentions / objectives for our disadvantaged pupils:

1. To remove barriers to learning – four common barriers (literacy and language acquisition, numeracy, oracy and vocabulary), if left unchallenged, will limit the progress, engagement and development of our disadvantaged students. We therefore remove barriers to learning and support these students' ability to access the curriculum.
2. Develop knowledge and skills for learning in a range of subjects – progressive development of subject knowledge and skills through 5 key skills for success: recall, interpretation, creativity, analysis and evaluation.
3. Develop personal attributes – promoting the attributes our disadvantaged children need in order to develop their independence, responsibility and resilience (The Aston Hall Way).
4. Enrich students' experiences and broaden horizons – the development of rounded citizens and to maintain healthy relationships; to enrich their and broaden their horizons within their cultural capital and future aspirations.

As part of Wickersley Partnership Trust, as a group of schools we recognise that not all children who receive free school meals will be socially disadvantaged and we also recognise that not all children that are disadvantaged have free school meals. The available evidence suggests that the amount of parental investment in the early years is the important resource and this is not always closely linked to family income or parental education. Impoverishment is not so much about the lack of money as it is about the lack of cognitive and non-cognitive stimulation given to young children.

We therefore reserve the right to allocate Pupil Premium funding to support any child the school has identified as being socially disadvantaged and at risk. Our allocation of funding is based on a large body of research in social science, psychology and neuroscience including the Educational Endowment Foundation (EEF). We intend to invest in the developmental growth of at-risk children through main programs of development.

Aston Hall J&I are dedicated to ensuring that our pupil premium strategy meets the needs of our learners and offers a bespoke and targeted approach to accommodate the levels of these children in each year group. We will look to take a diverse and inclusive approach, considering children's own backgrounds and interests when developing strategies to break down the barriers in their lives.

Our ultimate objective is for our disadvantaged pupils to achieve at least in-line with all pupils, both academically and within their holistic development, ready, able and qualified to play their part in the world in which they live. At Aston Hall, we believe that

our ambitious curriculum, enrichment and entitlement promise and wider intervention and support for our disadvantaged pupils, including a clear focus on targeting absence / persistent absence and school engagement, allows us to have a clear vision of knowing what we are doing to challenge pupils' disadvantage.

Ensuring our current strategy is shared with all staff within school and that the vision and strategic plan for disadvantaged pupils is at the forefront of decisions made, enables the objectives set are achievable. As a school / trust serving a range of communities, we collaborate to ensure best practice is shared, resources are utilised to their maximum impact, CPD and training is impactful, focused and sustainable with regard to support disadvantaged pupils and data is analysed and evaluated to compare outcomes and progress of disadvantaged pupils.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance and punctuality of disadvantaged pupils (Absence and persistent absence) - Many disadvantaged pupils have taken unauthorised holiday absence during term time due to costs incurred for families during the school holidays. Disadvantaged pupils also have higher rates of authorised absence due to illness compared to non-disadvantaged pupils. This absence impacts significantly on their academic progress.
2	Social Emotional Mental Health (SEMH) - There has been a significant increase in the number of disadvantaged pupils with SEMH needs in school who require additional support beyond quality first teaching and academic intervention.
3	Cultural Capital – Ensuring disadvantaged pupils receive the most / significant benefit from the school' ambitious curriculum and enrichment and entitlement promise to ensure any social disadvantage is challenged and supported.
4	Removing barriers to the curriculum: Oracy & Literacy and language acquisition - A higher % of disadvantaged pupils in KS2 now require specific catch-up support due to the demands of the national curriculum vs their current attainment e.g phonics catch-up, core curriculum skills, speech and language (particularly speech and language on entry to EYFS).

5	<p>Parental engagement and support –</p> <p>The impact of the COVID-19 pandemic and lockdowns on disadvantaged pupils in school – particularly in their early reading and phonics skills / progress due to limited parental engagement and support. This limited support is due to a range of factors, and was a concern prior to the pandemic, with the lack of cognitive and non-cognitive stimulation given to disadvantaged children at a young age.</p>
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## 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
Disadvantaged pupils' attendance and punctuality will improve to in-line with all pupils both in school and in comparison to national figures.	<p>*Monitoring and evaluation of absence data shows that attendance for disadvantaged pupils has increased to in-line with all pupils / school target of 97%</p> <p>*Evaluation of the impact of the Attendance pathway and use of links with our attendance lead within the LA and early help link worker shows an improvement in the % of persistent absence figures to below national figures and in-line with all pupils.</p> <p>*Application of the school's attendance policy alongside the attendance pathway results in positive engagement with wider agencies where required for families of disadvantaged pupils.</p>
Disadvantaged pupils will have strategies to deal with mental health issues, such as anxiety and emotion, and will be able to transfer these skills back into the classroom.	<p>*Continuation of the Rainbows nurture group (EYFS &amp; KS1)</p> <p>*Continuation of focused SEMH support sessions (KS2)</p> <p>*Use of PSHE PIVATS to baseline children used consistently and to record progress.</p> <p>* Support staff with wider responsibility linked to SEMH pupils produce case studies as evidence for entry / exit points and evaluation of support.</p> <p>* Pupil voice shows progress in pupils' mental health and wellbeing with data showing an increase in the % of children exiting SEMH support.</p>

	<p>*Completion of entry and exit questionnaires to show improvements in children's thoughts, feelings and self-esteem.</p>
<p>Disadvantaged pupils' engagement in wider opportunities beyond the curriculum, through the school's entitlement and enrichment promise results in accelerate progress in the development of these pupils' cultural capital.</p>	<p>*Monitoring and evaluation shows that 100% of disadvantaged children have engaged with an extra curricular activity or event.</p> <p>*Data analysis shows positive gains in the % of disadvantaged children achieving age-related expectations in wider non-core subjects.</p> <p>*Pupil voice indicates higher expectations from disadvantaged pupils through focus on the key intention of broadening horizons. Children's understanding of 'Dream Big' from The Aston Hall Way is more focused and aspirational.</p> <p>*The % of disadvantaged pupils achieving silver and gold pledges is in-line with all pupils.</p>
<p>Disadvantaged pupils' speech and language will be improved and be in-line with age-related expectations. This will positively impact other curriculum areas.</p>	<p>*School continues to receive targeted support for SALT from the LA traded services offer.</p> <p>*Consistent delivery of SALT programmes by trained teaching and support staff to pupils who require it.</p> <p>*Consistent delivery of the Herts for learning reading fluency project across KS1 &amp; KS2.</p> <p>*On entry data across groups to show a progressive increase in higher starting points over the next 3 years (closing the gap from the start)</p> <p>*Exit data from fluency project groups shows an average increase in reading age of 18-30 months to evidence accelerated progress.</p> <p>*Entry and exit data in SALT programmes shows clear progress against personalised targets, with at least 80% of targets set at each assessment point achieved.</p> <p>*Monitoring and evaluation shows how pupil engagement and attainment in wider curriculum subject has improved following the removal of oracy / literacy as a barrier to learning.</p>
<p>Children will have made up lost ground following the pandemic and be at least back on track in-line with their previous key stage data. This will have been supported through increased parental engagement, interaction and support.</p>	<p>*Each phase will have an identified TA who will have an awareness of PP children and their needs alongside the class teacher.</p> <p>*All disadvantaged pupils will make good or better progress towards targets that</p>

	<p>are set and reviewed throughout the year depending on progress.</p> <p>*Monitoring and evaluation shows that disadvantaged pupils' progress rates across the year / key stage are at least in-line with all pupils.</p> <p>*Termly pupil progress meetings focus on the progress of disadvantaged pupils first as a priority.</p> <p>*Lesson drop-ins show best practice with use of adults including challenge of more able PP children.</p> <p>*Data from specific interventions e.g. Fluency project will show improvements from entry and exit data and gains of at least 18-30 months progress during the 8 week programme.</p> <p>*Interactions with parents at meet the teacher appointments and during pupil progress meetings shows improves in parental engagement through targeted communication and challenge.</p> <p>*School to initiate and support Early Help involvement where required to support vulnerable families and promote positive engagement.</p>
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## 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: **£20145**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Curriculum – Teaching – Trust and School CPD:</b></p> <p>QFT weekly CPD that is both scheduled / structured and reactive to the educational needs of pupils.</p>	<p>Continual professional development of staff, reacting to school needs and national trends / initiatives allows the school to fully support all pupils with the best quality teaching &amp; learning, including disadvantaged pupils.</p> <p>Subject specific CPD focuses on how attainment gaps can be closed and</p>	3, 4, 5

<p>Subject specific CPD to enhance QFT e.g Gareth Metcalfe training, Herts for learning reading fluency, Learner's first writing project.</p> <p>Subject leader curriculum planning and development CPD</p>	<p>resources utilised to remove any barriers to learning, particularly for disadvantaged pupils.</p>	
<p><b>Diagnostic assessment tools to support QFT and targeted interventions – e.g YARC, PIRA/PUMA tests, SNAP</b></p>	<p>Use of YARC assessments for entry / exit points within the reading fluency groups.</p> <p>PIRA/PUMA tests used as diagnostic tools to conduct gap analysis for targeted support in Mathematics and Reading. Termly use allows for accurate tracking and analysis of disadvantaged pupils' progress.</p> <p>SNAP due to the links between disadvantaged and SEND pupils in school, using as a support tool to identify resources, activities and next steps in targeted support for disadvantaged children.</p>	<p>3, 4, 5</p>
<p><b>Implementation of revised whole school phonics programme to ensure ALL pupils, including disadvantaged make accelerated progress.</b></p>	<p>Use of consistent SSP for phonics, from EYFS to Y6 to ensure effective pace and progress in the teaching &amp; learning of phonics.</p> <p>SSP Phonics catchup programme used in KS2 to identify and address misconceptions and gaps in phonics learning.</p> <p>Fully differentiated sessions across KS1 to ensure appropriate pitch and pace within delivery of SSP.</p>	<p>3, 4, 5</p>
<p><b>Staff CPD and implementation of Herts for learning Reading Fluency project.</b></p>	<p>Staff accessing in person and online CPD to deliver the Herts for Learning Reading fluency project.</p> <p>Teachers and support staff with more experience of the programme delivering further CPD and training to targeted staff to allow for whole school delivery of fluency project, targeting all disadvantaged pupils in 22-23.</p>	<p>3,4,5</p>

<b>Purchase of resource to support reading for pleasure</b>	<p>Increased spend on reading materials to promote reading for pleasure.</p> <p>This covers fiction, non-fiction, SSP linked books covering a range of topics including a focus on equality and diversity.</p> <p>The introduction of Recommended reads by the Headteacher, phonics and literacy lead to promote engagement in reading for pleasure.</p> <p>School wide 'Wild about Reading' reward scheme supported / encouraged by enhancing the quality and quantity of reading resources in school.</p> <p>Effective tracking and data analysis of disadvantaged pupil engagement in this termly.</p>	<p>1,2,3,4,5</p>
<b>Staff CPD relating to SEMH – 'The Apple Tree Centre'</b>  Support staff accessing 4 days of intense CPD focusing on PDA, Therapeutic play skills, emotional regulation and trauma and attachment	<p>Specific support staff who have responsibility for supporting SEND, SEMH and disadvantaged pupils in school accessing appropriate and high quality CPD.</p> <p>The 4 areas detailed are key areas that staff need knowledge and support in to best support disadvantaged pupils in school.</p>	<p>2</p>
<b>Phonics catch-up intervention:</b>  <ul style="list-style-type: none"> <li>- Work with support staff and class teachers to identify children</li> <li>- Gather entry data using Reading Rescue tools</li> <li>- Support from LSS regarding assessments and selection of children</li> <li>- Timetable sessions</li> </ul>	<ul style="list-style-type: none"> <li>- Due to lockdown, some children are even further behind with key skills in reading and writing. Our phonics catch-up interventions are designed to accelerate progress in these areas in a structured way.</li> <li>- Exit data will show progress when compared to entry data</li> <li>- Class teachers will see improvement in lessons with application of learning in 1:1 sessions</li> <li>- Books will demonstrate progress in work scrutiny</li> </ul> <p>SH will ensure that timetable allows trained TA to deliver a minimum of 3 sessions a week for identified children.</p> <ul style="list-style-type: none"> <li>- Drop in observations</li> <li>- Regular review meetings with TA to discuss progress and data.</li> </ul>	<p>3, 4, 5</p>

<p><b>Use of adult support:</b> Allocation of a TA for each phase to support and challenge children of all ability groups and individuals identified.</p>	<ul style="list-style-type: none"> <li>- Different needs in each class. Due to missed learning, the gap between ability groups has widened. An adult in each phase will support effective AfL. Additional adult support will support learners of all abilities to ensure that children progress.</li> </ul> <p>Timetables implemented in key stages/phases.</p> <ul style="list-style-type: none"> <li>- Key stage leaders to monitor effectiveness of the distribution of TA support.</li> <li>- Regular discussions with SLT.</li> <li>- Book scrutinies (SLT) to monitor use of TA support (indicated in books).</li> </ul>	<p>1, 2, 3, 4</p>
<p><b>UKS2 Revision and Booster groups</b></p> <ul style="list-style-type: none"> <li>- Use books and test results to identify gaps for individuals and groups with Y6 teacher</li> <li>- Identify prior attainment groups of Y6 children to identify progress expectations</li> <li>- Set additional provision and plan for booster groups based on the above</li> <li>- Hold discussions around particular pupil premium children within this cohort</li> </ul>	<ul style="list-style-type: none"> <li>- PP children in Y6 identified as being able to make accelerated progress to at least EXS or GDS</li> <li>- Scaled scores will improve term on term and will be accelerated.</li> <li>- Children will make accelerated progress and the gap will narrow between their current attainment and target based on KS1 data.</li> </ul> <p>Test results and book scrutinies will be collected regularly to monitor progress.</p> <ul style="list-style-type: none"> <li>- Thorough gap analysis will be carried out to identify gaps for groups and individuals.</li> <li>- Revision sessions and boosters will be carefully planned to address these specific gaps.</li> <li>- Information shared with parents to promote home learning and support.</li> </ul>	<p>1, 3, 4, 5</p>
<p><b>SEMH support:</b></p> <p>Focus Group (Mental Health) will be accessed by focus children (system in place for spaces)</p> <ul style="list-style-type: none"> <li>- Additional TA support in class to help with children's day-to-day worries</li> <li>- ZB to support UKS2 with particular needs</li> </ul>	<p>Increased numbers of children with anxiety and mental health issues. Additional support is needed.</p> <ul style="list-style-type: none"> <li>- System in place for teachers to apply for places on the focused provision.</li> <li>- All children need some support after an unusual period of time in school.</li> </ul> <p>SH monitor ZB and LL groups. Entry and exit data (PIVATS) book looks, regular meetings.</p>	<p>2</p>

<ul style="list-style-type: none"> <li>- PSHE scheme (JIGSAW) bought to provide all children with a quality curriculum where children have the opportunity to share thoughts, feelings and reflect on values, beliefs, coping strategies, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure children's need is prioritised by using new in-house referral procedure</li> <li>- Pupil questionnaires.</li> <li>- LB to monitor PSHE throughout school.</li> <li>- Class teachers responsible for passing on any concerns.</li> <li>- Safeguarding lead (SH)</li> <li>- Case studies created by ZB for pupil exits.</li> </ul>	
<p><b>SALT support:</b></p> <p>Targeted support from S&amp;L Traded Service</p> <ul style="list-style-type: none"> <li>- TAs delivery of SALT programmes to pupils who require it.</li> </ul>	<p>Assessment and screening show that some children have gaps in their speech and language skills.</p> <ul style="list-style-type: none"> <li>- Consolidating speech, language and communication skills will support children in accessing other areas of the curriculum and show progress e.g. in reading and writing.</li> <li>- SENDCo and SALT to identify children who would benefit from additional support</li> <li>- Screen the identified children from FS2 and Y1</li> <li>- Following screening, implement programmes set by SALT</li> <li>- Monitor these programmes regularly and SALT to review children periodically</li> <li>- Update records with children to be discharged/have new targets set based on the above</li> </ul>	4

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

Budgeted cost: **£15000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>1:1 SEMH Support for disadvantaged children:</b>	<p>Covid and lockdown has meant that more children are suffering with mental-health and anxiety issues.</p> <ul style="list-style-type: none"> <li>- Children will need support to get back on track and remove barriers</li> </ul>	2, 3

<ul style="list-style-type: none"> <li>- Rainbows Nurture Group and ZB Focus Group (Mental Health)</li> <li>- ZB focus group: work with KS2 children to address self-esteem, feelings and emotions issues.</li> <li>- LL focus group: work with FS2 and KS1 children on self-esteem and feelings and bereavement.</li> </ul>	<ul style="list-style-type: none"> <li>-Disadvantaged pupils targeted as priority for direct support for this.</li> <li>- SH to meet half termly to plan and regroup children based on needs of disadvantaged pupils.</li> <li>- Ensure robust planning, assessment and monitoring system (monitoring against PSD PIVATs to ensure progress for disadvantaged pupils).</li> </ul>	
<p><b>SALT support for disadvantaged children:</b></p> <p>Targeted support from S&amp;L Traded Service</p> <ul style="list-style-type: none"> <li>- TAs delivery of SALT programmes for disadvantaged pupils.</li> </ul>	<p>Assessment and screening show that some disadvantaged children have gaps in their speech and language skills.</p> <ul style="list-style-type: none"> <li>- Consolidating speech, language and communication skills will support children in accessing other areas of the curriculum and show progress e.g. in reading and writing.</li> <li>- SENDCo and SALT to identify children who would benefit from additional support</li> <li>- Screen the identified children from FS2 and Y1</li> <li>- Following screening, implement programmes set by SALT</li> <li>- Monitor these programmes regularly and SALT to review children periodically</li> <li>- Update records with children to be discharged/have new targets set based on the above</li> <li>-1:1 targeted sessions provided for disadvantaged children who require the support.</li> </ul>	3, 4
<p><b>Phonics catch-up intervention (before school sessions) for disadvantaged children:</b></p> <ul style="list-style-type: none"> <li>- Work with support staff and class teachers to identify children</li> </ul>	<ul style="list-style-type: none"> <li>- Due to lockdown, some disadvantaged children are even further behind with key skills in reading and writing. Our phonics catch-up intervention is designed to accelerate progress in these areas in a structured way.</li> <li>- Exit data will show progress when compared to entry data</li> </ul>	4, 5

<ul style="list-style-type: none"> <li>- Gather entry data using SSP assessment tools</li> <li>- Support from LSS regarding assessments and selection of children where appropriate</li> <li>- Timetabled sessions</li> </ul>	<ul style="list-style-type: none"> <li>- Class teachers will see improvement in lessons with application of learning in 1:1 sessions</li> <li>- Books will demonstrate progress in work scrutiny</li> <li>SH will ensure that timetable allows trained TA to deliver a minimum of 3 sessions a week for identified children before school. Targeted support for disadvantaged pupils.</li> <li>- Drop in observations</li> <li>- Regular review meetings with TA to discuss progress and data.</li> </ul>	
<p><b>With me in mind – parent consultation and workshops</b></p> <p>School leading and supporting parents on workshops established through referrals to with me in mind.</p>	<ul style="list-style-type: none"> <li>-Disadvantaged pupils / families identified for wider SEMH support via with me in mind referral process.</li> <li>-School broker parent workshops and facilitate these alongside WMIM practitioner and school lead (ZB).</li> <li>- Parents attend in school, promoting attendance and punctuality.</li> <li>- Entry / exit point assess impact of parent workshops.</li> <li>-School lead (ZB) to create case studies identifying impact on various barriers, e.g SEMG, attendance, home learning, learning engagement.</li> </ul>	1, 2, 5
<p><b>Extra curricular targeted provision for disadvantaged pupils</b></p> <p>Engagement in wider and extra-curricular opportunities for disadvantaged pupils such as sporting events, visits, inter-trust collaboration.</p>	<ul style="list-style-type: none"> <li>-Disadvantaged pupils targeted and identified for participation in wider and extra curricular provision.</li> <li>-After school clubs available free of charge to disadvantaged pupils.</li> <li>-Disadvantaged pupils chosen / prioritised for sporting events due to a wide range of School Games opportunities linked to ‘inspire and engage’ and ‘develop and play’ as well as competitive festivals.</li> <li>-Developing links to include visits and visitors to local business’ to raise aspirations and broaden horizons.e.g Aston Hall hotel careers visit, with disadvantaged pupils invited.</li> </ul>	1, 3, 4
<p><b>Tutoring &amp; booster programme to target disadvantaged pupils with less than expected progress in core subjects.</b></p>	<ul style="list-style-type: none"> <li>-Use of additional support staff hours beyond the school day (3:20-4:10pm) for targeted academic support for disadvantaged pupils.</li> </ul>	

Additional TA hours beyond the school day to support targeted sessions for disadvantaged pupils.	-All disadvantaged pupils in KS2 invited and targeted for direct core subject support after school on at least 1 day per week.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£5000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Attendance &amp; punctuality:</b>  Ongoing tracking and monitoring of absence / attendance of disadvantaged pupils. - Invite those whose attendance is a concern to increase punctuality and attendance via assessment pathway. - Invite PP children to after-school clubs to provide them with additional learning opportunities (and incentive to attend).	Attendance and punctuality are vital for a successful education. Lots of our PP children had issues with attendance last year. Lots of 'lost-learning' during lockdown, so it is vital that children are attending school.  Ongoing daily monitoring of absence. Disadvantaged pupils tracked separately within attendance bands.  Pupils at risk of PA and those in PA monitored daily and targeted by assessment lead and admin team.  Monitoring by SH & LB – assessment pathway followed including the issuing of appropriate comms to parents/carers regarding expectations for attendance.	5
<b>Wider outcomes – Provide music lessons for families unable to fund this themselves</b>  - Continue drumming teacher and Rock Steady sessions - Hold discussions with class teachers around	This has worked well in the past. - It gives an incentive for children to come to school. - Also, it's used as a tool to improve self-esteem/anxiety (a current issue). - Allows those who don't necessarily excel academically to show success in other areas  Get feedback from class teachers, drumming teacher and children.	1, 2, 5

<p>children that this would benefit – opportunity, confidence, behaviour incentive etc.</p> <p>Children will be given the opportunity to access drumming or Rock Steady lessons for a short session once per week in either a small group or 1:1</p>		
<p><b>Student support</b></p> <p>Support families of disadvantaged pupils with access to a range of school services and opportunities. E.g uniform, breakfast club, after school clubs, school trips, residential visits, any additional expenditure.</p>	<p>The school, through strong collaboration with the trust, has an excellent enrichment and entitlement promise, which extends the curriculum beyond the national curriculum.</p> <p>Disadvantaged pupils are prioritised for entitlement opportunities and for enrichment opportunities.</p> <p>Where there is a cost to any enrichment activity, disadvantaged pupils are supported with this.</p>	1, 2, 3, 5
<p><b>Curriculum entitlement / enrichment:</b></p> <p>Tekk challenge, 1<sup>st</sup> aid, money matters, school pledges,</p>	<p>-Disadvantaged pupils take part in a range of activities and project that go beyond the national curriculum through our enrichment and entitlement promise.</p> <p>-These include access to the TEKK challenge as part of our Careers programme (Working alongside HSBC)</p> <p>- 1<sup>st</sup> aid – all children receive annual 1<sup>st</sup> aid training, from EYFS to Y6.</p> <p>-Money matters – pupils accessing additional projects to develop their financial literacy and ability to manage risks and problem solve.</p> <p>-WPT pledges – Working towards the WPT pledges, where silver and gold pledges that require out of school experience can be funded and supported by school for disadvantaged pupils.</p>	3

**Total budgeted cost: £40145**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Low numbers of PP children mean that we are able to track them on an individual basis and identify key areas of support needed linked to the challenges detailed in our plan. Good links and relationships between all staff mean that PP children are routinely discussed on an informal level, and other systems and procedures also mean that all staff maintain an overview of the changing needs of all of our PP children. Our monitoring and evaluation schedule plans for the regular monitoring of PP children in the classroom through specific PP monitoring, but also through the monitoring of core and wider subjects.

SH meets regularly with the PP governor and other staff member who leads on PP in school to discuss PP children and how we can target support to improve academic data, well-being, attendance and extra-curricular opportunities. We are looking at how PP children are represented across school and if this is proportionate to our numbers of PP children, such as school council, science ambassadors, representation on sporting events etc.

#### **Intended outcomes impact in 22/23:**

**Disadvantaged pupils' attendance and punctuality will improve to in-line with all pupils both in school and in comparison to national figures.**

*\*Monitoring and evaluation of absence data shows that attendance for disadvantaged pupils has increased but remains lower than the school's target and that of non pupil-premium pupils (92.8% in 22/23 compared to 95.3% non-PP). Gender gap identified and targeted in 23/24 with PP boys (91.3% lower than PP girls 94.1% for 22/23).*

*\*Evaluation of the impact of the Attendance pathway and use of links with our attendance lead within the LA and early help link worker shows an improvement in the % of persistent absence figures to below national figures but not yet in-line with non-PP pupils (PP PA in 22/23 was 14.8% compared to 17.8 nationally). Non PP PA was 8.2% in 22/23. PA for PP boys has been identified as further target area in 23/24 with 23% of PP boys in PA, 7.7% of PP girls in PA.*

*\*This is compared to 6.8% non-PP boys PA in 22/23.*

*\*Application of the school's attendance policy alongside the attendance pathway results in positive engagement with wider agencies where required for families of disadvantaged pupils. (An increase in the number of PP families accessing early help support and increases in attendance through case studies).*

*\*Pupil premium children are tracked as a targeted group. Pupil premium children Attendance and vulnerable groups are discussed regularly in school and at each pupil progress meeting.*

*\*There are home visits to families by the head & DDSLs. Regular face to*

*face contact with parents on the gate at the start / end of the school day, phone calls home made to increase attendance / punctuality as well as written communications with clear expectations shared by school and supported by governors.*

*\*Targeted tracking and support in 23/24 of PP boys, particularly around unauthorised holiday leave and challenges to this.*

*These activities will continue next year.*

**Disadvantaged pupils will have strategies to deal with mental health issues, such as anxiety and emotion, and will be able to transfer these skills back into the classroom.**

*\*Continuation of the Rainbows nurture group (EYFS & KS1) has had a positive impact on meeting the SEMH needs of pupils in school and targeted support of PP pupils.*

*\*Continuation of focused SEMH support sessions (KS2) has had significant impact in parental engagement and attendance of specific PP children. Where some pupils remain in PA, clear evidence in attendance trackers of pupils who have increased attendance throughout the year and were closing the gap of being out of PA.*

*\*Use of PSHE PIVATS to baseline children now being used more regularly and effectively by staff, allowing for more targeted support.*

*\* Support staff with wider responsibility linked to SEMH pupils produce case studies as evidence for entry / exit points and evaluation of support – ongoing.*

*These activities will continue next year.*

**Disadvantaged pupils' engagement in wider opportunities beyond the curriculum, through the school's entitlement and enrichment promise results in accelerate progress in the development of these pupils' cultural capital.**

*\*Monitoring and evaluation shows that 75% of disadvantaged children have engaged with an extra curricular activity or event, with 50% engaging in a regular after school club / extra curricular activity. 25% of which have attended more than one regular after school activity within the school year.*

*\*Data analysis shows positive gains in the % of disadvantaged children achieving age-related expectations in wider non-core subjects.*

*\*The % of disadvantaged pupils achieving silver and gold pledges is in-line with all pupils has increased.*

*These activities will continue next year.*

**Disadvantaged pupils' speech and language will be improved and be in-line with age-related expectations. This will positively impact other curriculum areas.**

*\*School continues to receive targeted support for SALT from the LA traded services offer.*

*\*Consistent delivery of the Herts for learning reading fluency project across KS1 & KS2 with PP children targeted for access to this.*

*\*Exit data from fluency project groups shows an average increase in reading age of 18-30 months to evidence accelerated progress.*

*\*Entry and exit data in SALT programmes shows clear progress against personalised targets, with at least 80% of targets set at each assessment point achieved.*

*\*Monitoring and evaluation shows how pupil engagement and attainment in wider curriculum subject has improved following the removal of oracy / literacy as a barrier to learning.*

*\*Monitoring of the quality of teaching across the school and tracking of pupil progress has evidenced that gaps between school and national closed and pupils continue to achieve and know more.*

*\*Accelerated progress in their interventions. Effective teaching of phonics and early reading in KS1 has resulted good progress from baselines where the children could not articulate phoneme due to significant speech and language issues. Where language and speech has been targeted these children also show improve literacy, language and phonics skills in the last year. TAs and teachers monitor progress in lessons and evidence in books and learning walks shows that they intervene to ensure any misconceptions are dealt with swiftly.*

*These activities will continue next year.*

**Children will have made up lost ground following the pandemic and be at least back on track in-line with their previous key stage data. This will have been supported through increased parental engagement, interaction and support.**

*We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.*

*To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above).*

*Progress for pupil premium pupils was reviewed at termly pupil progress meetings. Throughout the year, adaptive teaching strategies were embedded to target pupil premium pupils, such as 'quick wins' to support via marking and providing feedback first during live marking and additional marking to pupil premium children's work.*

*Lesson drop-ins show best practice with use of adults including challenge of more able PP children and targeted support during teaching sequence.*

*Data from specific interventions e.g. Hertz for learning Fluency project shows improvements from entry and exit data and gains of at least 9-24 months progress during the 8 week programme.*

*Interactions with parents at meet the teacher appointments and during pupil progress meetings shows improves in parental engagement through targeted communication and challenge. Parents of all PP children attended meet the teacher events throughout the year.*

### KS2 outcomes:

	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
Number of pupils at the end of key stage 2	6	2235	468533
Progress score in reading (confidence interval)	0.7 (-4.3 to 5.8)	-0.7	0.4
Progress score in writing (confidence interval)	-3.6 (-8.4 to 1.2)	-0.2	0.4
Progress score in maths (confidence interval)	-0.4 (-5.2 to 4.3)	-0.3	0.5
Percentage of pupils meeting the expected standard in reading, writing and maths	50%	63%	66%
Percentage of pupils achieving at a higher standard in reading, writing and maths	0%	6%	10%
Average score in reading	103	105	106
Average score in maths	101	105	105

*The 6 PP children in Y6 in 22/23 made average progress in Reading and Maths, but below expected progress in Writing. Two of these children were non home-grown and joined the cohort later in UKS2. 50% of PP pupils made the expected standard across Reading, Writing and Maths compared to 68% of all pupils within the cohort.*

*At KS2, 67% of PP children made EXS in Reading, 50% in Writing and 50% in Maths. Progress and attainment outcomes of PP children across KS2 show similar patterns of approximately 50% of PP pupils meeting EXS in core subjects. The number of PP pupils in each year group varies and in 22/23, was 2 in EYFS, 1 in Y1, 4 in Y2, 3 in Y3, 8 in Y4 and 3 in Y5.*

*At KS1, 100% of pupil premium children made expected standard in Reading and Maths, with 50% achieving EXS in writing. In Y1 Phonics, the 1 PP pupil did not pass their phonics screen but is targeted to pass at the Y2 re-take best on current progress and support. In EYFS, both PP pupils gained GLD.*

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
N/A	N/A