

New Hall Primary Pupil Premium Strategy Statement 2023

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
Number of pupils in school	320
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers	2023-2024, 2024-2025 and 2025-2026
Date this statement was published	1.12.2023
Date on which it will be reviewed	1.12.2024
Statement authorised by	Mrs Becci Breedon Headteacher
Pupil premium lead	Mrs Kirstie McElroy-Stringer, Assistant Headteacher
Governor / Trustee lead	Sally Nissen, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£192,060.00
Recovery premium funding allocation this academic year	£20,700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£23,334.53
Expected additional income due July 23	£12,985.00
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	£249,079.53

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

New Hall Primary will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose. We also recognise that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged pupils.
- Use research evidence to inform spending, including the [guide published by the Education Endowment Foundation \(EEF\)](#) to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- Consult with our pupils, staff, governors and parents and carers to ensure we understand the wide range of needs of our pupils and the barriers they face to provide the best learning opportunities for our children.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and OFSTED are fully aware of how this additional resource has been used to make a difference.
- Learn from what works in our school to inform our decisions on pupil premium spending whilst being committed to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at our school.
- Encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.

Challenges

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

Challenge number	Detail of challenge
1	<p>Poor communication and underdeveloped oral language skills on entry to Reception - based on in school assessments, observations and transition data from nursery providers.</p> <p>Children starting in reception with communication and language who are not on track has been 44% in 2022 and 65% in 2023.</p>
2	<p>Below average attainment on entry to Reception, especially in Literacy and Mathematics - based on in school assessments, observations and transition data from nursery providers. Autumn 23 - 70% not on track in maths and over 90% not on track for literacy.</p>
3	<p>Reduced opportunities for sharing a range of reading materials at home and weak comprehension skills.</p> <p>Assessments, observations, and discussions with pupils and their families suggest that disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p>
4	<p>Poor language acquisition which can negatively impact on ideas and vocabulary when writing.</p> <p>Our assessments, observations and discussions with pupils and families indicate that the education of many of our disadvantages pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than other pupils. These findings are supported by national studies. This has resulted in the significant knowledge gaps leading to pupils falling further behind age-related expectations. This especially affects Early Years children who have missed social opportunities when they were developing their language skills due to the pandemic. The current cohort of reception were 1 to 2 years old in 2020 and therefore at a critical stage of language development which disrupted significantly by the pandemic and lockdown periods.</p>
5	<p>Gaps in mathematical knowledge of key concepts and application due to reduced engagement during Home Learning throughout the pandemic.</p> <p>Our assessments, observations and discussions with pupils and families indicate that the education of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than other pupils. These findings are supported by national studies. This has resulted in the significant knowledge gaps leading to pupils falling further behind age-related expectations. KS2 results are lower than KS1 where children were impacted by partial school closures more.</p>
6	<p>Reduced regular attendance (parental anxiety and confusion regarding Government guidance, increased low-level illness) and punctuality issues since returning to full reopening. Whole school attendance for 22/23 academic year was 94.2% for disadvantaged pupils which was 2.9% above national figures (91.3%) and 1.6% below our other pupils.</p> <p>11.5% persistent absentees were non-disadvantaged pupils and 16% of disadvantaged pupils have been persistently absent during the past year.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupil's progress.</p>
7	<p>Increased pupil and family mental health concerns and chaotic family/home situations requiring increased Early Help Assessments and signposting and working with professional from other agencies to support needs.</p>

	Following discussions with families and pupils difficult home situations negatively impact upon readiness for school, attendance and pupils falling behind their peers.
8	Progression of PP pupils to be on track for Greater Depth achievement. Our assessments, observations and data suggest that disadvantaged students do not achieve the same greater depth levels in Maths and English compared to their non-disadvantaged peers at the end of KS1 and 2 assessments. They achieve significantly less than their non-disadvantaged peers. The percentage of disadvantaged pupils achieving GD at the end of KS2 in Maths was 27.6% lower than non-disadvantaged pupils and disadvantaged pupils were 13.8% lower in Reading and 17.3% lower in Writing than non-disadvantaged 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
Improve reading skills and outcomes (including phonic knowledge) across the school by developing the love of reading and providing quality CPD for staff and different opportunities, environments and engaging and appropriately matched reading materials to meet the needs of all learners.	Achieve national average outcomes in Reading at the end of KS2 in 2025/2026 Achieve national average outcomes in the Phonics Check at the end of Years 1 and 2 in 2025/2026.
Sound knowledge of basic skills and concepts which can be applied to all areas of mathematics	Achieve national average outcome in Mathematics at the end of KS2 in 2025/2026.
Improve writing skills and outcomes by providing more writing opportunities across the curriculum and providing quality CPD for staff.	Achieve national average outcome in Writing at the end of KS2 in 2025/2026.
Attentive listeners and confident speakers who can articulate their learning to others	Increased involvement in lessons and improved outcomes in Maths, English and Foundation subjects (in line with SIP targets) in 2025/2026.
Provide opportunities to support pupil wellbeing to ensure regular attendance and pupils arriving on time every day ready to learn.	Attendance for pupils will be in line with national average in 2025/2026.
Successful relationships between all stakeholders	Pupils will attend school regularly and outcomes will be in line with national average outcomes by the end of KS2 in 2025/2026.

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: £81,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional teacher time to provide focus Maths and English small group support to close gaps in basic skills and concepts and provide more opportunities for GD skills and knowledge to be embedded.</p>	<p>In 2023, the percentage of disadvantaged pupils achieving expected standard in Reading compared to non-disadvantaged pupils at the end of KS2 was 6.2% lower and 13.9% lower in Writing. In Maths disadvantaged pupils were 15% lower than their non-disadvantaged pupils.</p> <p>Nationally at the end of KS2, the gap was 18.1% lower for disadvantaged pupils in expected standard for Reading, 19.3% lower in writing and 20.3% lower in Maths than their non-disadvantaged peers.</p> <p>The percentage of disadvantaged pupils achieving GD at the end of KS2 in Maths was 27.6% lower and in Reading was 13.8% lower and 17.3% lower in Writing. This was significantly below their non-disadvantaged peers.</p> <p>Nationally at the end of KS2, disadvantaged children achieving Greater Depth was 16.6% lower in Reading, 9.6% lower in Writing and 15.8% lower in Maths.</p> <p>At the end of KS1 in 2023 non-disadvantaged pupils achieved 6.2% lower in the expected standards and 15.8% lower in greater depth than non-disadvantaged in Reading.</p> <p>Nationally at the end of KS1, the gap was 19.5% lower in Reading at expected standard and 12.9% lower at greater depth.</p> <p>In 2023, the percentage of disadvantaged pupils achieving expected standards in Writing was 13.9% lower and at the greater depth standard was 5.3% below their non-disadvantaged peers.</p> <p>In 2023, at the end of KS1, disadvantaged pupils achieving expected standards in Maths was 16.8% lower and 6.7% lower in the Greater Depth standard compared non-disadvantaged pupils.</p> <p>Nationally at the end of KS1, disadvantaged pupils achieving expected standards in Maths was 19.9% lower and 11.5% lower at the Greater Depth standard.</p> <p>(Evidence – whole school data, EEF small group tuition)</p>	<p>5, 8 (£12,910)</p>
<p>TA to support Focused Guided Reading sessions in KS2</p>	<p>Percentage of disadvantaged pupils achieving at least expected standard at the end of KS2 in Reading in 2023 was 6.9% lower than non-disadvantaged pupils and this was 13.8% lower for those achieving Greater Depth.</p>	<p>3, 4, (£15,363)</p>

	<p>Smaller class sizes enable great discussion, using texts which are appropriately matched to the needs of the pupils.</p> <p>Opportunity for a variety of comprehension strategies to be used (VIPERS/in the moment reading strategies)</p> <p>Poor decoding skills supported by TAs with specific, whole-school based phonic training.</p> <p>(Evidence whole school data, EEF - Reducing class sizes/ reading comprehension strategies and phonics support)</p>	
Additional TAs to support focused Guided Reading sessions in KS1	<p>Phonics data in KS1 has declined since 2018, however it is still in line with national. In 2023 80% in Year 1 (1% above national) Disadvantaged children achieved 16.2% lower than their non-disadvantaged peers.</p> <p>Nationally, disadvantaged pupils were 16.1% lower than non-disadvantaged peers.</p> <p>Smaller teacher led guided reading groups enable great discussion using appropriately matched texts.</p> <p>Opportunity for a variety of comprehension strategies to be used (VIPERS/in the moment reading strategies)</p> <p>(Evidence – whole school data, EEF - Reading comprehension strategies, small group tuition)</p>	<p>3, 4, 8</p> <p>(£5,000)</p>
TA daily 9 O'clock Clubs to support basic skills in Reading, Writing and Maths	<p>Pupils identified through summative and formative assessments throughout the year. Focus specific objectives taught to close gaps in learning and keep up as identified and give immediate feedback on daily teaching. Focus of group changes according to needs of pupils.</p> <p>(Evidence – whole school data, EEF Feedback, Teaching Assistant Interventions)</p>	<p>1, 2, 3, 4, 5</p> <p>(£11,905)</p>
TA support across EYFS, KS1 and 2 to provide a daily intervention team within each age phase	<p>Gaps in learning identified in summative and formative assessments through EY profile and MARK analysis. TAs to work daily in classroom to close gaps due to pandemic and lost learning through 1:1 and small group support and regular feedback of previous teaching. Pre-tutoring to take place as identified by class teacher.</p> <p>(Evidence – whole school data, EEF – Feedback, individualised instruction, teaching assistant interventions)</p>	<p>1</p> <p>(£21,402)</p>
Quality CPD within school to strengthen learning opportunities for pupils (Subject leaders receiving support and CPD and disseminate to staff)	<p>Continual monitoring by Subject Leaders through timetabled release time during 2023-2024 identified specific focus for CPD for this academic year. Transforming Teaching programme delivered for the whole academic year for all teaching staff, which included training 4 Teacher Educators (Coaches) who will continue to coach staff in following years to support their professional development and teaching expertise.</p> <p>(Evidence – Subject Leader monitoring feedback, EEF – Mastery learning, Teacher Professional Development Review)</p>	<p>2, 3, 4, 5, 8</p> <p>(£5000)</p>
Development of EYFS outdoor learning area to support language, social skills and accessing the curriculum through developing a wide range of skills including numeracy and literacy.	<p>EYFS are impacted by the pandemic.</p> <p>Children are struggling with social, emotional and communication skills.</p> <p>Outdoor learning provides further engagement across the curriculum and improvement of language and</p>	<p>1,2</p> <p>(£10,000)</p>

	<p>understanding as well as building fine and gross motor skills.</p> <p>(Evidence – EEF High Quality teaching and supporting pupils social, emotional and behavioural needs)</p>	
--	---	--

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

Budgeted cost: £69,920

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Music tuition offered to all PP pupils in Year 4 and a group of talented Year 5 and Year 6 pupils</p>	<p>PP figures consistently between 38-50% across the school classes so providing opportunities for pupils to access activities that would not normally be available to them either due to cost or other barriers remains a priority for school. Research link between music appreciation and playing a musical instrument and development of mathematical knowledge and understanding.</p> <p>(Evidence – Exploration of the Relationship between Mathematics and Music, Salone Shah, 2010, The University of Manchester, EEF – Arts Participation)</p>	<p>6, 7, 8</p> <p>(£6,200)</p>
<p>Trained TA to deliver Speech and language intervention in Reception class and KS1</p>	<p>In the EYFS 2023 Autumn Baseline poor Communication and Language (C&L) skills were identified. High percentage of children (62% listening, attention and understanding and 65% for speaking) are working below age related expectation for C&L.</p> <p>18 children in EYFS (49%) who are PP.</p> <p>8 children (22%) referred to S & L professional working with school, currently having or awaiting assessments in reception and a further 7 from Year 1. 5 children are EAL with one of those new to country.</p> <p>(Evidence - EYFS data, Nursery transition documents and transition forms, EEF – Oral language interventions)</p>	<p>1, 2</p> <p>(£8,581)</p>
<p>TA to support specific EAL pupils with language acquisition, understanding and integration</p>	<p>14 pupils new to country since September 2022 with varied knowledge of English language and understanding of English culture. Regular, small group intervention will address language and cultural similarities, differences and barriers to learning and provide positive interactions for home language and English. In total the school has 90 children with English as an additional language which is 28%. A number of these children also have difficulties in English and although some have attended a different British school before New Hall they have still only entered the country recently.</p> <p>(Evidence EEF – Mentoring, oral language interventions, social and emotional learning, Teacher Assistant interventions)</p>	<p>4</p> <p>(£7,974)</p>

<p>Beanstalk readers (Years 1-6)</p> <p>Story Starter (EYFS)</p>	<p>Reading record book scrutiny identified that some pupils were not getting the opportunity to read regularly at home which was impacting negatively on comprehension and vocabulary acquisition as well as failing to develop the 'love of reading' Providing the opportunity for pupils to read with a familiar, trained adult regularly supports these skills and aims to develop life-long readers.</p> <p>(Evidence – Reading Record Monitoring, EEF - Feedback, 1:1 tuition, Reading Comprehension Strategies)</p>	<p>2, 3, 4</p> <p>(£1,980)</p>
<p>Whole school SEND support for SEN/PP 1:1/small focus groups, objective specific</p>	<p>Pupils with SEND have targets to close gaps in learning. Observations by SENCO identify that focus 1:1 interventions and small group opportunities enable pupils to close gaps in specific objectives and make progress.</p> <p>46.8% of children with SEND at New Hall are also disadvantaged and 12.8% of children with SEND needs are EAL.</p> <p>(Evidence – TPT analysis, SENCO observations, EEF -1:1 intervention and TA interventions)</p>	<p>1, 2, 3</p> <p>(£16,365)</p>
<p>EYFS phonic and Numicon play bags sessions for PP pupils and their parents – replenish resources</p>	<p>Providing opportunities for parents to support learning at home for focus phonic and number skills through appropriate resources and teacher led video demonstrations, builds confidence and knowledge for children and parents. Parental engagement ultimately leads to improved outcomes for children.</p> <p>(Evidence – Parent evening and informal conversations with parents/carers, EY monitoring, EEF – Parental engagement)</p>	<p>1,2,3,4,5,</p> <p>(£500)</p>
<p>AHT and DH to provide additional English and Maths support in Year 6 and EYFS</p>	<p>Support EYFS children to develop daily phonics and maths skills.</p> <p>Year 6 supported in 3 small classed 2 hours per day for English and maths.</p> <p>(Evidence – whole school data, EEF small group tuition)</p>	<p>3,4,5,</p> <p>(£9,000)</p>
<p>Speech and Language Therapist to assess and provide training and support for staff to deliver SALT targets for identified children</p>	<p>Pupils identified as needing assessment by Class Teacher screened by TAs and referred to SALT Therapist as needed to assess and review children 1 to 1 and in groups. Supports TAs and CTs to deliver support and liaise with parents to improve children's communication and language skills. Deliver CPD to staff. NHS SALT additionally provide in school assessment, training and parental support on a regular basis each term.</p> <p>(Evidence – whole school data, EEF small group tuition, SEND, TPT analysis, SENCO observations, EEF -1:1 intervention and TA interventions)</p>	<p>1, 2, 4</p> <p>(£3,360 - 33% of total cost)</p>
<p>Lowest 20% readers across the school identified and supported to develop fluency and comprehension skills</p>	<p>Pupils identified as the lowest 20% readers in each year group have regular reading with a teacher in addition to guided reading and whole class reading.</p> <p>(Evidence – whole school data, EEF small group, 1 to 1, tuition, SEND, Reading Record Monitoring, SENCO observations, TPT analysis) (Evidence – whole school data, EEF small group tuition, SEND,</p>	<p>3,4</p> <p>(£6,960)</p>

	1:1 intervention, TPT analysis, SENCO observations)	
Sensory Room to support children with additional needs to develop regulation techniques and improve well being	Sensory Room and Immersive Experience installed to support children with additional needs and develop more creative curriculum links	(£9,000 match funded to 15K received from Sutton Trust Grant)

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

Budgeted cost: £80,316

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing groups to support behaviour and social skills delivered by LC	Pupils identified during well-being survey as struggling with following routines, attending school and social interactions and friendships. (Evidence – Pupil well-being survey 2023, EEF – Behaviour interventions, mentoring, social and emotional learning)	7 (£10,960)
Pastoral Manager – to support pupils and families	Increased needs continue following the pandemic - Pastoral Manager to provide additional opportunities for pupils and families to liaise more closely with school to support needs – daily interactions before and after school, attendance of professional meetings, liaison and point of contact with professionals, sign posting to support and referrals as needed (Evidence – Pupil well-being survey 2022, EEF – Behaviour interventions, mentoring, social and emotional learning)	7 (£37,469)
Forest School for Year 1 to create experiences and raise aspirations	Baseline assessment for EY pupils identified limited knowledge and understanding and high percentage of pupils working below the expected standard for the 'The World'. Poor communication and language skills (as identified previously) to be developed using 'real' environments and experiences outside the classroom. Support transition to KS1. (Evidence – EYFS baseline assessment, EEF – Outdoor adventure learning)	1, 2, 4, 6, 7 (£3,000)
Mentor support 1:1 – Our Place	Continued issues for some pupils with difficulties following routines and interacting socially. Increased need for referrals to Early Help and BCT following. Evidence – Pupil well-being survey, CAR meeting discussions)	7 (£4,260)
Entrench Philosophy for children (EET research) throughout the school, including training new staff	Providing pupils with the opportunity to share their thoughts and ideas with others whilst understanding that they may have a differing point of view to you is especially important following previous national lockdowns where many families were isolated. P4C provides the children with this platform. It also promotes caring, collaborative, creative and critical thinking amongst the pupils whilst in the classroom to support	1, 2, 3, 4, 5, 6, 7 (£600)

	<p>learning, especially when articulating what they know and understand and when on the playground and dealing with indifference or conflict and supports behaviour and resilience at dealing with fallouts with peers. Creating a dedicated P4C work space for classes in a KS2 hut to continue to raise the profile of P4C and retain the school's Gold Accreditation.</p> <p>(Evidence – whole school pupil and staff well-being surveys, reduced behaviour logs in classrooms and on CPOMs, EEF- metacognition and self-regulation)</p>	
<p>Support the needs of parents to enable pupils to access fully all areas of the curriculum (e.g. uniform/trips/home resources)</p>	<p>Enabling pupils to access all areas of education, by removing barriers due to cost or access including trying first-hand experiences and visiting different places, which may not otherwise be available to them, ensures pupils are engaged, enthusiastic and motivated to do their best which in turn drives better outcomes.</p> <p>(Evidence – pupil well-being survey 2022, EEF – Arts participation, Parental engagement.)</p>	<p>1, 2,4,6,7, (£5,000)</p>
<p>Regular attendance monitoring (KH & AS), data shared with staff and children, daily phone calls for absence, letters, Fast-Track, CSAWS Golden Balls and activities/resources for rewards</p>	<p>Regular monitoring of attendance and punctuality identify individuals who struggle to attend school regularly and on time. Letters and formal and informal meetings positively impact on attendance. Through these actions attendance mostly remains in line with national standards for ALL pupils and PP and any pupils who fall below (including PA) are quickly identified and action taken. Regular attendance positively impacts on learning outcomes.</p> <p>(Evidence – whole school attendance monitoring and tracking, EEF – Parental engagement)</p>	<p>6, 8 (£14,167)</p>
<p>Support for children and families around behaviour including delivering CPD through Beacon School Support</p>	<p>A linked professional to deliver CPD in school for staff, observe and assess children, providing advice and guidance for staff and families to support the graduated approach for children with additional needs and/or times of difficulty to support their wellbeing.</p> <p>(Evidence – pupil well-being survey 2022, reduced behaviour logs in classrooms and on CPOMs, EEF – SEND, Behaviour interventions, mentoring, social and emotional learning)</p>	<p>6, 7, 1 £960</p>
<p>Stay Active Lunchtime sessions with a qualified Sports Coach</p>	<p>Children across the school access organised sports sessions during lunchtimes to support their fitness, wellbeing, skills and teamwork.</p> <p>(Evidence – whole school pupil and staff well-being surveys, reduced behaviour logs in classrooms and on CPOMs, EEF- self-regulation, social and emotional learning)</p>	<p>6, 7, 1 £3,900</p>

Total budgeted cost: £231,816

Part B: Review of the previous academic year Outcomes for disadvantaged pupils

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.

DfE has shared our school's 2023 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

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). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below our expectations. Our analysis suggests that the reason for this is two-fold the ongoing impact of COVID-19 and the children's learning attitudes, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less of an impact for non-disadvantaged pupils.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils. In particular the number of disadvantaged pupils achieving greater depth in Reading Writing and Maths at the end of KS2 has increased. KS1 phonics data has increased since last year but there still remains a gap between our disadvantaged and non-disadvantaged pupils. This remains a key focus to improve linked to following the FFT Phonics scheme and continued Reading focus across school. Our Phonics data was in line with national and has increased from last year.

Absence among disadvantaged pupils was 1.6% higher than their peers in 2022/23 and persistent absence was 16%. Although their absence was above national figures, compared to non-disadvantaged pupils, their persistent absence had decreased by 3% than the previous year. We recognise the gap between non-disadvantaged pupils and disadvantaged pupils is still increasing, which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour remained constant last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. More children are displaying additional needs and parents are seeking further assessments for these children. Greater collaboration with and more access to external agencies this academic year are being sought to increase provision and staff CPD.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2025/26, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

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
1 to 1 mentoring and skills groups	Our Place
Behaviour Support	Beacon School Support
Attendance Support	CSAWS
Speech and Language Therapy	West Midlands Speech and Language Service and NHS SALT
Reading 1 to 1	Beanstalk
Sports Lunchtime Sessions	Premier Education Group
Philosophy for Children	Entrench Philosophy for Schools
Music Tuition	Services for Education
Speech and Language Programme	NELI and Talk Boost
Reading Support Programme	Lightning Squad
Reading Support Programme	Reciprocal Reading
Transforming Teaching	Ambition Institute