



Pupil premium strategy statement – St Hilary School 2023-4

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils for the year 2023-4.

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	230
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-4
Date this statement was published	11 December 2023
Date on which it will be reviewed	31 November 2024
Statement authorised by	Rob Hamshar
Pupil premium lead	Michelle Brant
Governor / Trustee lead	Erika Hewett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 61,102
Recovery premium funding allocation this academic year	£ 5365
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</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.	£ 0
Total budget for this academic year <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>	£ 66,467

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate aims for all pupils, irrespective of their background is that they achieve their potential and achieve expected progress and attainment in all areas. We are aspirational for all, which extends to all PP children including those that are higher achieving - and through group provision maps and termly pupil progress meetings we monitor if they are being challenged and stretched enough and if all PP children are making expected (or above) progress. We want all pupils to have access to a wide range of experiences and increase their cultural capital. Therefore we ensure all PP children can access all class clubs and trips, including the residentials (Y4 camp, Y5 trip to London and Y6 camp). We also encourage and support pupils to access instrumental music lessons and the wide range of clubs that are free to all in school. (So far this year the PP uptake of clubs has been 55%, only slightly lower than the overall uptake of 60% across the school. Staff encourage all children to attend clubs, but specifically have had conversations with PP children and parents to try and encourage them to join where they are able to.)

This ambition for all is reflected in our School Improvement Plan (SIP), which has the most vulnerable pupils as a 'golden thread' running through it.

High quality first teaching is at the heart of our school; we have high expectations for all and ensure children have access to a broad enriching curriculum through our project based curriculum. The intent is that outcomes for all pupils increase this year, with the aim of narrowing the gap for the PP children. Across the school the majority of classes have a full time TA, who is aware of the all the PP children and can target them as needed and directed by the class teacher.

This year we are using our catch-up funding to employ an experienced teacher to target groups of children that needed extra tuition to achieve their potential and particularly children that are on the cusp of achieving expected, as we found this had quantifiable impact last year in boosting children's achievement. Within these groups 33 children are accessing support and 7 of these are PP (21%), which means they are well represented within this intervention.

As a Trauma Informed School (TIS), supporting children's emotional well-being across the school is vital. Our nurturing approach is seen at the class level and this year the focus has been on training all staff in TIS theory and approaches, so that staff can target both individuals and groups from within their classes.

This pupil premium strategy aligns with and should be read alongside our School improvement plan (SIP), which sets out our school priorities for this academic year, as well as the Maths, English & Vulnerable pupils' action plans. Also this year our MAT-

Leading Edge Academies Partnership have appointed an Improvement Lead who will be working alongside our Head and teaching team to improve progress and attainment rates of children, including those of the most vulnerable and PP children. This is key to these children achieving their full potential in the long term.

Challenges

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

Challenge number	Detail of challenge
1	<p>As stated in SIP PRIORITY 1: Ensure consistency in delivery of Early Reading, embedding Unlocking Letters and Sounds at the heart of our early reading approach.</p> <p>Evidence base / in response to:</p> <ul style="list-style-type: none"> - Monitoring and professional dialogue with teaching staff with main responsibilities for leadership and delivery of Phonics and Early Reading - Lesson observations – the scheme invested in was lacking the pace and the resources to inspire and did not marry with our overall ethos for inspiring a love of reading (internal lessons review and Leading Edge Instructional Rounds feedback) - Required fidelity to a validated Systematic synthetic phonics teaching scheme - Close work with a school implementing the ULS scheme – lesson observations, subject leadership dialogue and trouble-shooting - Support from the Kernow Early Reading Hub – including funding for the scheme, training and further implementation support. <p>2022-23 Phonics results: Year 1 – 76% <i>(2023 - FFT Sample schools data - National estimate – 81% / 2022 – National – 75%)</i> Year 2 – 42%</p>
2	<p>As stated in SIP PRIORITY 4 & Maths action plan: Raising levels of attainment and progress in mathematics across the school: in line or above national average 2023 (across the school)</p> <p><u>Priority 1:</u> To improve the attainment and progress rates of identified key groups in maths with a particular emphasis on SEN children.</p> <p><u>Priority 2:</u> To develop consistency of teaching pedagogy and embed current practices.</p> <p><u>Priority 3:</u> To develop pupils' mathematical fluency and improve the automaticity of key knowledge and skills leading to improved outcomes.</p> <p>Evidence base / in response to:</p> <p><u>Whole School data end of 2022/23</u></p> <p>63% expected across the school (Year groups based on previous data so Year 6 data was actually achieved in Year 5 so it's easier to target for the current year)</p> <p>Overall: Year 6 – 47% Year 5 – 53%</p>

	<p>Boys: Year 6 – 48% Year 5 – 56% Year 4 – 57%</p> <p>Girls: Year 6 – 46% Year 2 – 60% Year 3 – 64%</p> <p>GDS – 23%</p> <p>PP – 50% - 16% lower than non-PP peers</p> <p>FSM – 44% - 22% lower than non-FSM peers</p> <p>SEND – 6% EXS (Down from 15% last year)</p> <p>Headlines:</p> <p>Y6 SATs EXS+: 69% GDS: 29%</p> <p>Y2 SATs EXS+: 68% GDS: 21%</p> <p>Y4 MTC: 35.48% (11/31) achieved 25/25</p> <p>National: 31%*</p>
3	<p>As stated in SIP PRIORITY 5 & English action plan: Raising levels of attainment and progress in writing across the school.</p> <p>Evidence base / in response to:</p> <p>KS 2 – 2023: School - 66 % / National – 71% GDS: School – 6% / National -13%</p> <p>KS1 – 2023 School - 65% / National – 60% GDS: School – 15% / National – 8%</p> <p>The widening between PP and Non PP writing attainment and progress seen last year: Writing attainment across the school: - PP 35% at or above secure compared to 69% non-PP</p> <p>Writing Progress - PP 59% at or above expected progress compared to 82% whole school.</p>
4	<p>As stated in SIP PRIORITY 2: Refining our curriculum design to ensure our approach to challenge for all, learning sequence, metacognition and subject concepts drives improved outcomes for all.</p> <p>Evidence base / in response to:</p> <p>- Learning Sequencing and concept development:</p> <ul style="list-style-type: none"> - Gaps in children’s ability to identify prior learning (subject specific) - Gaps in children’s ability to link learning (within and across subjects) - Promotion of lesson and learning sequence (clarity for all in what the learning is and why we are learning it – promoting sticky learning) - Threading Key Concepts within the curriculum and learning <p>- Step labs – research-based model</p> <p>- Concepts research on primary school children’s learning</p>
5	<p>As outlined in SEN and Vulnerable pupils action plan: Priority 8: Develop Trauma Informed Schools SEMH Approach and Education Mental Health Practitioner</p> <p>In response to:</p> <p>-Decrease in number of TIS practitioners within school, (due to retirement and training no longer available or being funded through Headstart)</p>

	-Continued high level of SEMH needs throughout school for wide variety of reasons.
6	The attendance of PP children last year was 92.43 (from 90.11% in previous year) compared to whole school attendance of 94.59% (from 93.18% in previous year). Therefore it can be seen that the overall figure increased as well as the gap narrowed, due to the continued close monitoring with the EWO and personalised approach which was taken with the attendance action plan. It will be an area we will continue to monitor both in school and with support from our Education Welfare Officer as the impact this has on children missing education is significant and contributes to the gap in attainment for PP children.

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
<p>As stated in the SIP Priority 1: Ensure consistency in delivery of Early Reading, embedding <i>Unlocking Letters and Sounds</i> at the heart of our early reading approach.</p> <p>All teachers have suitable provision to scaffold, support and accelerate the progress of their lowest 20% of readers</p> <p>Provide parents and families with increased clarity in how to support with reading at home.</p>	<ul style="list-style-type: none"> - All teaching staff fully trained in use and implementation of Unlocking Letters and sounds (20.10.2023). - Kernow English Hub training and support utilised fully: <ul style="list-style-type: none"> o Timetable for support and what this looks like established - ASAP - All classes and learning spaces appropriately resourced to support and scaffold ULS implementation (Oct half term) - Children working well within the routines of the ULS programme and are planned for appropriately. - All teachers demonstrate understanding, precision and clarity in terms of why something is being taught at a particular point and what the intended learning is: <ul style="list-style-type: none"> o staff can articulate why children are at a particular phase. - All teachers and leaders articulate the school's approach to systematic phonics teaching, with precision and clarity. <p>Raise Y1 Phonics Screening results inline or above national expectation. (JULY 2024)</p> <ul style="list-style-type: none"> - English Leader with the staff team, establish clear expectations for how classes are to support the lowest 20% of readers (Oct half term / revisited after ULS training) <ul style="list-style-type: none"> o Shared with Govs / Leading Edge partner schools / families (Christmas) - effective phonics tracking in place <ul style="list-style-type: none"> o associated interventions in place. - Teachers utilising the tracking and data from AR to support independent reading in school and at home. - Newsletter articles on reading at home - termly <ul style="list-style-type: none"> o Sharing information about the reading scheme – phonics aligned and AR - ULS – parent information on website ULS – parent information evening (general introduction) followed by year group specific sessions

<p>As stated in the SIP Priority 4 & Maths action plan: Raising levels of attainment and progress in mathematics across the school: in line or above national average 2023 (across the school)</p> <p><u>Priority 1:</u> To improve the attainment and progress rates of identified key groups in maths with a particular emphasis on SEN children.</p> <p>Priority 2: To develop consistency of teaching pedagogy and embed current practices</p> <p>Action: Carry out whole school INSET session (priorities, WR updates, pathways, expectations)</p> <p>Teacher CPD to promote the use of consistent lesson structure and whole school feedback. Strategies for supporting pupils with SEN and medical needs (adaptation) to be disseminated and understood.</p> <p>Action: Monitor teaching and learning</p>	<p>All staff are aware of current priorities and the reasons underpinning them</p> <p>All maths books have WR Pathways stuck in the front and Dive Deeper sheets stuck on the back page effectively in use and children are using them independently</p> <p>Vocabulary section is clear on maths WW and used as a guide to support learning in all classrooms</p> <p>Sentence stems are featured on WW and are referred to during lessons</p> <p>TA's knowledge has improved and knowledge is used to support children during lessons/interventions</p> <p>Teaching is consistent across the school and is of high quality (development areas are being effectively targeted)</p> <p>Maths books show clear progress for all learners and include:</p> <ul style="list-style-type: none"> - Teacher Assessment against L.I -Child assessment against L.I (linked to feedback policy) <p>Bottom 20% has support in class (monitored jointly with SENDCo) and linked to SIP Priority 3</p>
<p>As stated in the SIP Priority 4 & Maths action plan: Raising levels of attainment and progress in mathematics across the school: in line or above national average 2023 (across the school)</p> <p><u>Priority 3:</u> To develop pupils' mathematical fluency and improve the automaticity of key knowledge and skills leading to improved outcomes</p> <p>Action: Implement a Times Table Fact of the Week for KS1/KS2 and improve children's/staff's knowledge of using statistical data shown on individual and whole class profiles</p> <p>Action: White Rose Flash Back 4's are used by all teachers from Y1-Y6 in every lesson (apart from when Y6 do Ninja Maths)</p> <p>Action: Further embed vocabulary sections (linked to traffic lights) on classroom maths WW</p> <p>Action: Teacher CPD to develop pedagogy</p> <p>-Modelling/ Paired & Group work</p>	<p>All staff are aware of how to use data to find out children's strengths and areas to improve - useful for IPMs</p> <p>All children know how to find their heat maps and use it to practise x tables which is personal to them</p> <p>Data (on TT Rock Stars) proves that children have increase their speed of recall</p> <p>Children are exposed to FB4 in all math lessons --> Children are faster in responding to the tasks due to expectations and routines</p> <p>Children's core knowledge has improved. Arithmetic data has increased since last year.</p> <p>All children to have access to subject specific vocabulary on WW and/or in books and use it in their reasoning answers</p> <p>Teachers refer to maths vocabulary during lessons and children are able to understand their importance by</p>

	<p>showing it in their learning through discussion and in books</p> <p>Teachers use paired/group work as a strategy to increase the amounts of discussion time between pupils - children use maths language to further embed their understanding of math concepts</p> <p>Pupils' books show maths vocabulary being used when answering reasoning questions.</p>
<p>As stated in SIP PRIORITY 5 & English action plan: Raising levels of attainment and progress in writing across the school.</p> <p>Action: Review the English curriculum to ensure that opportunities for writing are maximised and the curriculum fits together coherently (Reading, Writing, VGP, Phonics and Oracy)</p> <ul style="list-style-type: none"> - Staff training on planning a streamlined, succinct and coherent unit of work in English - Planning a unit – modelled and then joint planning to reinforce expectations: <ul style="list-style-type: none"> o writing expectations at every stage clarified <p>Action:</p> <ul style="list-style-type: none"> - Writing expectations reinforced and further embedded and consistent across the school – quantity, feedback, methods - Ensure accurate assessment drives progress and planning - Build greater child confidence and accountability – <i>Every-piece Every Time</i> prompts / building in more time for the drafting process – consider where they are and what the next steps are. 	<p>Planned lessons evidence greater opportunities for writing across the whole curriculum</p> <p>Greater coherence in the English curriculum – teachers' planning is more succinct, focused and progressive</p> <p>Space in timetable released / not as pressurised</p> <ul style="list-style-type: none"> • Writing assessments with the correct level of specificity (no working below Year group) • teachers actively using the Leading Edge Expected Year group writing samples to moderate their own writing • children have an accurate understanding of writing expectations for their year groups teachers actively using the Leading Edge Expected Year group • teachers using writing assessments to actively inform planning / personalised where appropriate / intervention targets • teachers using writing assessments to ensuring that the misconceptions and gaps are being filled • further develop teacher confidence in writing assessment through termly cross trust moderation sessions –teachers' confidence increases after discussions with year group colleagues and analysing writing.
<p>As stated in SIP PRIORITY 2: Refining our curriculum design to ensure our approach to challenge for all, learning sequence, metacognition and subject concepts drives improved outcomes for all.</p> <p>Action:</p> <p>Ensure challenge and support drives progress for all – Focus 4 children / lowest 20% / SEN / LPA / HPA</p> <p>Action: Incorporate a consistent approach to metacognition and self-regulation.</p>	<ul style="list-style-type: none"> • IDL – embedded as a tool for reading and spelling intervention • IPM and GPM - increased precision in target setting / monitoring • increased expertise in delivering interventions. • establish clear oversight of the impact of interventions (key SENDCo role). <ul style="list-style-type: none"> o PPMs o IPM reviews by SENDCo o Target writing support SENDCo • Feedback targets • CPD - teachers with understanding and skills to develop their pupils' metacognitive knowledge • CPD – teachers plan and teach metacognitive strategies – children understanding these and applying them

<p>EEF 7 step metacognition and Self-regulated Learning – use this to develop a plan staff professional development.</p>	<ul style="list-style-type: none"> • CPD -teachers modelling their own thinking – developing pupils metacognitive and cognitive skills • CPD – teachers setting an appropriate level of challenge to develop pupils self-regulation and metacognition • CPD- teachers promote metacognitive talk in the classroom • CPD – teachers explicitly teach pupils how to organise, and effectively manage, their learning. • CPD – Support teachers to develop their knowledge of these approaches and expect them to be applied appropriately
<p>As outlined in SEN and Vulnerable pupils action plan: Priority 8:Develop Trauma Informed Schools SEMH Approach and Education Mental Health Practitioner</p> <p>Actions:</p> <p>-Develop TIS as a whole school approach, not something done in isolation outside of the classroom. Plan whole school training. Use of CIC/ PLAC funding to help facilitate. Train teachers and staff so they feel confident to deliver and support emotional needs of children in each class.</p> <p>-Ensure targeted children included on GPM and impact tracked.</p> <p>-Identification of children who would benefit from EMHP support. Ensure the impact of this is tracked and monitored through IPM's/ GPM's</p>	<p>Pupils most in need targeted for specific interventions, support accessed through whole school approach for other monitored pupils.</p> <p>Support in place and progress made is outlined on Group Provision Map's (GPM's).</p> <p>The right children are referred for support to either the Mental Health support worker and this has impact on their MH and wellbeing.</p>
<p>Attendance -for PP attendance to be in line with peers. Close tracking and analysis by Head with regular EWO input ensures any children that have persistent absence and/ or a high level of broken weeks are targeted with a clear sequence of letters from the Head/ governors. If these do not have desired impact then attendance clinics are held with Head/ PP lead/ SENDCO and EWO (as appropriate)</p>	<p>For PP attendance to be in line with peers.</p> <p>For targeted children and families to have improved attendance and support available as appropriate.</p> <p>Evidence shows that when children have been targeted attendance has been improved.</p>

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: £47,058

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Early reading- From SIP priority 1 & English action plan:</p>	<p>EEF states: Teaching phonics is more effective on average than other approaches</p>	<p>1, 3</p>

<p>Unlocking Letters & Sounds training and resourcing</p> <ul style="list-style-type: none"> - All teaching staff fully trained in use and implementation of Unlocking Letters and sounds (20.10.2023). - Kernow English Hub training and support utilised fully. - Children working well within the routines of the ULS programme and are planned for appropriately. - All teachers demonstrate understanding, precision and clarity in terms of why something is being taught at a particular point and what the intended learning is: <ul style="list-style-type: none"> o staff can articulate why children are at a particular phase. 	<p>to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Importance of phonics approach is the rationale on why Ofsted focus on early stages of reading:</p> <p>https://www.hfeducation.org/blog/getting-forensic-phonics-ofsteds-focus-early-stages-reading</p>	
<p>Maths- from SIP Priority 4 & Maths action plan</p> <p>Action: Carry out whole school INSET session (priorities, WR updates, pathways, expectations)</p> <p>Teacher CPD to promote the use of consistent lesson structure and whole school feedback. Strategies for supporting pupils with SEN and medical needs (adaptation) to be disseminated and understood.</p> <p>Rationale: All staff to be aware of current priorities for the year and for a consistent approach to teaching and learning expectations. Further CPD is necessary for all teachers and TAs</p> <p>Action: Carry out CPD for all staff.</p> <p>-INSET - Introduce sequence of learning</p> <p>-PDM - improving mastery</p> <p>TA training (1 every HT) - focus on areas identified in survey</p> <p>Rationale: A need to ensure the whole school is consistent in their approach to teaching and learning and resources are being used with accuracy. Small steps within each unit have been re-aligned to ensure NC coverage and progression of skills is being covered. In order for children to have a strong foundation in number/place value, mastering number will be implemented.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>EEF research/ evidence based on Maths talk: EEF blog: Promoting high-quality talk in Maths EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence based approach of White Rose- NCETM- National centre for excellence in teaching of Mathematics</p> <ul style="list-style-type: none"> - Recommendations: <ul style="list-style-type: none"> o Flashback 4 o True or false <p>KS1 Mastering Number implementation</p>	2
<p>Writing- from SIP Priority 5 & English action plan</p> <p>Action:</p> <p>Review the English curriculum to ensure that opportunities for writing are maximised and the</p>	<p>EEF research indicated that effective writing has to be built upon developing language capabilities, their reading fluency and comprehension and then effective writing strategies.</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)</p>	3

<p>curriculum fits together coherently (Reading, Writing, VGP, Phonics and Oracy)</p> <ul style="list-style-type: none"> - Staff training on planning a streamlined, succinct and coherent unit of work in English - Planning a unit – modelled and then joint planning to reinforce expectations: <ul style="list-style-type: none"> o writing expectations at every stage clarified <p>Action:</p> <ul style="list-style-type: none"> - Writing expectations reinforced and further embedded and consistent across the school – quantity, feedback, methods - Ensure accurate assessment drives progress and planning 	<p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	
<p>Curriculum design from SIP Priority 2</p> <ul style="list-style-type: none"> • Incorporate a consistent approach to metacognition and self-regulation. <p>EEF 7 step metacognition and Self-regulated Learning – use this to develop a plan staff professional development.</p> <ul style="list-style-type: none"> • CPD - teachers with understanding and skills to develop their pupils’ metacognitive knowledge • CPD – teachers plan and teach metacognitive strategies – children understanding these and applying them • CPD -teachers modelling their own thinking – developing pupils metacognitive and cognitive skills • CPD – teachers setting an appropriate level of challenge to develop pupils self-regulation and metacognition • CPD- teachers promote metacognitive talk in the classroom • CPD – teachers explicitly teach pupils how to organise, and effectively manage, their learning. • CPD – Support teachers to develop their knowledge of these approaches and expect them to be applied appropriately 	<p>EEF Toolkit: Metacognition and self-regulation - High impact very low cost</p> <p>https://vnetcic.com/sticky-learning-knowing-more-and-remembering-more/</p>	<p>1,2,3,4</p>

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

Budgeted cost: £9096

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Qualified experienced teacher to tutor targeted groups in Y5 & Y6 across the year.</p> <p>Targeted groups will be reviewed in line with data analysis and pupil progress meetings to ensure that tutoring maximises impact,</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, in small groups:</p>	<p>1,2,3,4</p>

particularly for those children who are on the cusp of being at expected level.	Small group tuition Toolkit Strand Education Endowment Foundation EEF	
Targeted interventions focusing on the gaps in children's knowledge of the alphabetic code – always as extra practice outside of English lessons. Interventions either run by class TA or Class teacher, while TA covering. Use of ULS specific interventions as specified within training.	EEF states: Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. Phonics EEF (educationendowmentfoundation.org.uk)	1,3
Implementation of IDL app across the school for those children that have low literacy skills and/ or are at risk of dyslexia or dyslexic type difficulties. Curriculum design from SIP Priority 2 Action: Ensure challenge and support drives progress for all – Focus 4 children / lowest 20% / SEN / LPA / HPA <ul style="list-style-type: none"> • IDL – embedded as a tool for reading and spelling intervention • IPM and GPM - increased precision in target setting / monitoring • increased expertise in delivering interventions. • establish clear oversight of the impact of interventions (key SENDCo role). <ul style="list-style-type: none"> ○ PPMs ○ IPM reviews by SENDCo 	Impact of IDL- shown to increase in reading & spelling ages: Behind the Scenes: The Story of IDL (idlsgroup.com) Consider evidence from EEF on selecting the interventions that have most impact: Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	1,3,4

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

Budgeted cost: £10,313

Activity	Evidence that supports this approach	Challenge number(s) addressed
School to monitor and track data carefully and then act on it accordingly. They will work closely with the EWO to target families as needed, to ensure children are able to be in school as much as possible to be educated.	Embedding principles of good practice set out in the DfE's Working together to improve school attendance - GOV.UK (www.gov.uk) advice.	1-5
As outlined in SEN and Vulnerable pupils action plan: Priority 8: Develop Trauma Informed Schools SEMH Approach and Education Mental Health Practitioner Actions:	https://www.traumainformedschools.co.uk/ There is evidence that appropriately-trained and supported staff such as teachers, school nurses, counsellors, and teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to	5

<ul style="list-style-type: none"> - Develop TIS as a whole school approach, not something done in isolation outside of the classroom. Plan whole school training. Use of CIC/ PLAC funding to help facilitate. Train teachers and staff so they feel confident to deliver and support emotional needs of children in each class. - Ensure targeted children included on GPM and impact tracked. - Identification of children who would benefit from EMHP support. Ensure the impact of this is tracked and monitored through IPM's/ GPM's 	<p>moderate mental health problems (such as anxiety, conduct disorder, substance use disorders and post-traumatic stress disorder)</p> <p>Barnado's research on the effective impact that Mental Health Support workers can have on children:</p> <p>It's hard to talk: Expanding Mental Health Support Teams in education Barnardo's (barnardos.org.uk)</p>	
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Total budgeted cost: £ 66,467

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

In terms of end of year 2022-23 data:

Reading attainment

Across the school:

- PP 63% at or above secure compared to 78% non-PP

Reading Progress

- PP 75% at or above expected progress compared to 78% non -PP.

Writing attainment

Across the school:

- PP 35% at or above secure compared to 69% non-PP

Writing Progress

- PP 59% at or above expected progress compared to 82% whole school.

SPAG attainment

Across the school:

- PP 51% at or above secure compared to 73% non-PP

SPAG Progress

- PP 74% at or above expected progress compared to 88% whole school.

Maths attainment

Across the school:

- PP 48% at or above secure compared to 67% non-PP

Maths Progress

- PP 80% at or above expected progress compared to 85% whole school.

It is evident the gap between PP and non PP is present in all subject areas and actions need to be in place this year to target effective narrowing of the gap. This is particularly true in the writing in which the gap widened last year, hence why it is on the SIP as priority 5. Last year maths progress of PP pupils was a concern, which was reflected on the maths action plan. The impact of this can be seen in a narrowing of the gap in terms of maths progress, although we would still like to narrow the attainment gap.

Attendance: The attendance of PP children last year was 92.43 (from 90.11% in previous year) compared to whole school attendance of 94.59% (from 93.18% in previous year). Therefore it can be seen that the overall figure increased as well as the gap narrowed, due to the continued close monitoring with the EWO and personalised approach which was taken with the attendance action plan. It will be an area we will continue to monitor both in school and with support from our Education Welfare Officer.

Impact of TIS on individual children: There were 20 children who received ongoing either 1:1 or small group sessions by a TIS practitioner last year. 45 % of these were PP. The majority of these children made improvements and developments in the SEMH and wellbeing, which is demonstrated by improvements in their Boxall assessment profiles, as well as their approach to school life. There were only 2 children who did not make improvements, both of which have more complex SEN needs, one of whom is supported by CAMHS and the other child who is at Stage 2 of an EHCP assessment.

Externally provided programmes n/a

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

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
We helped to fund our TIS , so that pastoral and emotional support was available to service children when they needed it.
The impact of that spending on service pupil premium eligible pupils
They and their parents knew that opportunities were available to get support and talk through any worries and concerns they had. This support has continued this year for those children.