

# HEXTHORPE PRIMARY ACADEMY

## Pupil Premium Strategy

### 2024-2025



This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

## School overview

| Detail  | Data                              |
|---|-----------------------------------|
| School name   | Hexthorpe Primary Academy         |
| Number of pupils in school  | 436                               |
| Proportion (%) of pupil premium eligible pupils   | 52.29% (228)                      |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> ) | 2024-2027                         |
| Date this statement was published   | December 2024                     |
| Date on which it will be reviewed   | Annual review until December 2027 |
| Statement authorised by   | Ryan Purdy                        |
| Pupil premium lead  | Jeni Harrison                     |
| Governor / Trustee lead   | Alexander Elmy                    |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £323,010 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £ 0      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £323,010 |

## Part A: Pupil premium strategy plan

### Statement of intent

At Hexthorpe Academy our intention is that all our children, regardless of background or the challenges they face, are able to make progress in their academic attainment across the whole curriculum. High quality teaching is at the heart of our approach.

In our school, we have a high proportion of disadvantaged children, as well as a high proportion of first generation EAL. Due to the number of children who are New Arrivals to the country, a large number of pupils are from disadvantaged backgrounds but are not able to access financial support. These children also need the extra support and fast language acquisition that we offer at school. As such, the activities that are outlined below are intended to support all children, regardless of their backgrounds. We aim to support all children through Quality First Teaching, driven by current research and delivered to all staff in a comprehensive programme of Professional Development. We ensure that staff are deployed strategically throughout school to support the needs that have been identified in each year group. Additional Adults in each class deliver a range of interventions to aid language acquisition, as well as to support children who have recently missed parts of their education through mobility or being New Arrivals to the country.

We intend to support children in building aspirations for the future. As a high proportion of our families find it difficult to provide children with a wide range of experiences, we ensure that our Curriculum in all year groups is enhanced by educational visits, visitors, after-school clubs, etc. We also work hard to promote community cohesion, through our PD curriculum; tailored whole school curriculum; family and parent support and work within the community. This raises the profile of the school and the purpose of education within the community. The determination to raise attendance and investment in the Pastoral support ensures that the drive and focus on teaching and learning and academic outcomes is paramount.

As a school, we strive to provide the best possible early education and chances in life, to all our pupils regardless of background, so that they can achieve their full potential.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <p>Attendance and Persistence Absenteeism</p> <p>During academic year 2023/24, attendance of disadvantaged pupils was 93.88% (compared to non-disadvantaged at 95.84%). PA was almost three times higher for disadvantages pupils than non-disadvantaged pupils. Pupils have experienced gaps in learning due to attendance. This has a particular impact on prior learning.</p>   |
| 2                | <p>Language and Communication and Language Acquisition</p> <p>Large proportion of EAL (with over 30 languages spoken across the school); new to the UK and new to schooling joining each cohort weekly. 65% of admissions in 2023/24 – 83% of these were pupils with no English or very low acquisition.</p> <p>Speech and Language needs are significant across all pupils with this being the joint highest level of need (alongside SEMH) for pupils with SEND (69% of pupils with SEN are also disadvantaged).</p> |
| 3                | <p>Academic Opportunities in Reading Writing, Spoken Lang, Maths</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>   |
| 4                | <p>Cultural Capital, Life skills Opportunities/ Curriculum Enrichment</p> <p>Families find it difficult to provide the children with a wide range of experiences. The reasons may be financial, lack of support to facilitate trips, family circumstances, a perceived lack of importance within different communities.</p>  |
| 5                | <p>Behaviour and Social and Emotional Needs</p> <p>Social behaviours for our children need modelling and supporting in school, as many receive poor models outside of school.</p> <p>Although suspension rates are reducing over time, 83% of pupils who received a suspension in 2023/24 was disadvantaged.</p>   |

## 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  | Funding  |
|--|---|--|
| 1. Attendance and Persistence<br>Absenteeism | <p>School attendance lead:</p> <ul style="list-style-type: none"> <li>Working closely with Families is unpicking barriers and planning/ actions to overcome these jointly</li> <li>Attending weekly community meetings to work with key stakeholders to identify and address and community issues/ support needed for families in terms of housing etc that will support pupils to be in school every day.</li> <li>Attending weekly BASIE meetings to share and strategically plan forward for impact on whole-school attendance.</li> <li>Planning and liaison time with SENCO, Pastoral Support Officers and LA Early Help Coordinator to construct EHA/support.</li> <li>Daily home visits and welfare calls to parents.</li> <li>Conducting admission meetings for new pupils to ensure importance of attendance and punctuality and potential impact on learning.</li> <li>Attend training (LA and Trust) and release time to implement new training. All staff upskilled in new changes.</li> <li>Continue to apply/monitor/refine new systems rigorously.</li> </ul> <p>Pastoral Support Officer:</p> <ul style="list-style-type: none"> <li>Working closely with Families is unpicking barriers and planning/ actions to overcome these jointly.</li> <li>Attending weekly BASIE meetings to share and strategically plan forward for impact on whole-school attendance.</li> <li>Daily home visits and welfare calls to parents.</li> <li>Attend training (LA and Trust) and release time to implement new training. All staff upskilled in new changes.</li> <li>Leading on PA incentive schemes with disadvantaged pupils who are PA or at risk of becoming PA.</li> <li>1:1 or small group work with disadvantaged pupils who are PA or at risk of PA to collate pupil voice to support meetings with parents and support pupils by addressing and barriers that impact on attendance.</li> </ul> <p><b><u>As a result:</u></b></p> <ul style="list-style-type: none"> <li>The gap between disadvantaged and non-disadvantaged pupils' attendance will significantly reduce.</li> <li>PA pupils attending school to be in line with National Average.</li> </ul> | <p>Pastoral Support Officer: 25,817</p> <p>Time allocated for Pupil and Family Liaison Officer: 28,970</p> |

|  |   |  |
|--|---|--|
|  | <ul style="list-style-type: none"> <li>PA families engaged in school and supported to attend.</li> <li>Attendance Rewards are in place.</li> <li>Action planning with key families will be able to demonstrate improvements in pupils' attendance.</li> </ul>   | <b>Total:</b><br><b>54,787</b>   |
| 2. Language and Communication and Language Acquisition           | <p>Time dedicated for disadvantaged from EAL Teaching Assistant:</p> <ul style="list-style-type: none"> <li>Assessing children's language acquisition on arrival and 6 weeks following arrival and planning in support.</li> <li>Equipping teaching and children with resources to support curriculum access.</li> <li>Training time for attending/viewing BELLS webinars and other CPD.</li> <li>1:1 or small group work with disadvantaged pupils with low acquisition of English to support develop social language and early stages of English.</li> <li>2 x TAs completing ELKAN training to support disadvantaged pupils with speech and language needs.</li> <li>Designated TA time to deliver speech and language targets and meet with SALT specialists (LINGO) and EP to review targets and develop provision.</li> <li>Specific EYFS practitioner time to deliver Sp&amp;L against targets provided by LINGO for disadvantaged pupils who are not able to attend Speech and Language outside of school.</li> <li>Specific EYFS time to review communication and language focused areas of provision and planned activities.</li> </ul> <p><b><u>As a result:</u></b></p> <ul style="list-style-type: none"> <li>Disadvantages children who are new to English or with low acquisition will make progress against their starting points through access to high quality teaching and learning and appropriate resources.</li> <li>Disadvantages pupils in need of additional Speech and Language will have access to high quality support even if parents are unable to access the local offer outside of school.</li> <li>Staff delivering Speech and Language have access to high quality training and regular support from SALT specialists.</li> </ul> | <p>TA time allocation and release/cover: 13,129</p> <p>Resources: 2,000</p> <p>9,119</p> <p>17,272</p> <p>19,205</p> <p>11,992</p> <p><b>Total: 72,717</b></p> |
| 3. Academic Opportunities in Reading Writing, Spoken Lang, Maths | <p>Quality First Teaching:</p> <ul style="list-style-type: none"> <li>Coaching provided by Teaching and Learning Lead across school to support novice teachers and ensure all pupils, but especially disadvantaged pupils, have access to high quality teaching across all curriculum areas. (Release time for coach and coachee).</li> <li>CPD for staff (including release cover where needed)</li> </ul> <p>Reading and Phonics:</p>   | <p>Coaching release: 10,208</p> <p>2,500</p>   |

|   |  |  |
|---|--|--|
|   | <ul style="list-style-type: none"> <li>Phonics lead release time for coaching of tutors to ensure high quality teaching and learning of phonics for disadvantaged pupils</li> <li>Phonics tutor working in Year 1 for specific tutoring to ensure no attainment gap between disadvantaged and non-disadvantaged pupils</li> <li>Reading Lead to upskill and support teachers to develop reading fluency and stamina across school.</li> <li>Interventions for RW Inc, targeted at pupils' specific gaps in knowledge.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>Writing Lead carry out gap analysis across school and implement whole school training and assessment to ensure gaps in learning for targeted pupils are secured.</li> <li>Literacy Consultant and Writing Lead development time.</li> </ul> <p>Maths:</p> <ul style="list-style-type: none"> <li>Maths Lead to support Year 3 and 4 teachers analysing gap analysis of MTC readiness and planned support.</li> <li>TA time to 1:1 work with disadvantaged pupils preparing for MTC</li> </ul> <p><b><u>As a result:</u></b></p> <ul style="list-style-type: none"> <li>Outcomes for disadvantaged pupils will be inline with non-disadvantaged pupils across all year groups.</li> </ul> | <p>Reading Lead release: 10,140</p> <p>Tutoring: 13,129</p> <p>Writing Lead release: 9,031</p> <p>3,000</p> <p>Maths Lead release: 4,600</p> <p><b>Total: 52,608</b></p> |
| 4. Cultural Capital, Life skills Opportunities/ Curriculum Enrichment | <ul style="list-style-type: none"> <li>Allocated budgets to contribute towards trips.</li> <li>Musicianship is developed through specialist music staff.</li> <li>Continue to develop links with Doncaster Council, Secondary school, Colleges, and workplaces to raise aspirations.</li> <li>Clubs subsidized for disadvantaged pupils</li> <li>Funding resources for clubs that can be run after school.</li> <li>Additional swimming session for pupils not at National Curriculum expectation as many families are not able to take their children to swimming lessons outside of school.</li> <li>FairShare (and milk) to support families</li> <li>Uniform and resources for removing barriers from attending school (including water bottles, jumpers and book bags)</li> <li>To offer Breakfast Club provision for free (food funded through National Breakfast, school funding milk, other resources and staffing.)</li> </ul> <p><b><u>As a result:</u></b></p> <ul style="list-style-type: none"> <li>All disadvantaged pupils will attend school visits and engage with wider experiences within school.</li> </ul>  | <p>Trips: 10,000</p> <p>Music: 3,465</p> <p>Clubs: 14,091</p> <p>Swimming: 9,450</p> <p>FairShare 13,253</p> <p>Uniform: 8,908</p> <p>Breakfast: 14,547 + 1,170</p>      |

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|---|--|---|
|   | <ul style="list-style-type: none"> <li>All disadvantaged pupils will have multiple opportunities to learn different musical instruments and participate in the school choir.</li> <li>More disadvantaged pupils will access after and before school provision.</li> </ul>  | <b>Total: 74,884</b>  |
| 5. Behaviour and Social and Emotional Needs | <ul style="list-style-type: none"> <li>Pastoral Support Officer providing additional support; Thrive intervention and interventions in response to behaviour plans, behaviours and Thrive/Boxall assessment information.</li> <li>Thrive training for Pastoral Lead &amp; Thrive Licence</li> <li>Team Teach licence</li> <li>Pastoral Support Officer time to work alongside parents of pupils, BOSS and other professionals to plan support.</li> <li>Behaviour Lead is creating, delivering and monitoring CPD that enables – improve pupils understanding of their emotions/regulation.</li> <li>External school councillor/EP working with Identified pupils each term.</li> <li>Target pupils accessing Thrive sessions.</li> <li>SENCO time to look at high level of SEMH need assessing need and priority against data, pupil and parent voice and outcomes.</li> <li>AP time to work with Playground Leaders to provide training and support.</li> <li>Resources for playground development.</li> </ul> <p><b><u>As a result:</u></b></p> <ul style="list-style-type: none"> <li>Suspension rates for disadvantaged pupils will reduce over time inline with those of non-disadvantaged pupils.</li> <li>Behaviour and Thrive data will demonstrate gap between disadvantaged and non-disadvantaged pupils closing.</li> <li>Pupil Voice demonstrates pupils feel safe and enjoy active playtimes.</li> </ul> | <p>PSO: 12,909</p> <p>Thrive: 650 + 1221</p> <p>TT: 150</p> <p>PSO: 12,909</p> <p>SENCO release: 8,892</p> <p>AP release: 4,600</p> <p>Resourcing: 6000</p> <p><b>Total: 46,331</b></p> |



## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils   | Quality First Teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils<br><br><a href="https://www.gov.uk/government/publications/thepupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/thepupil-premium-how-schools-are-spending-the-funding-successfully</a> In line with the research, improving the quality of teaching and learning of disadvantaged pupils improves outcomes.  | 2, 3                          |
| To release leaders for monitoring to enhance quality of provision eg:<br><ul style="list-style-type: none"> <li>• Learning walks</li> <li>• Work scrutiny</li> <li>• Data analysis of in-class / withdrawn support</li> <li>• Astrea briefings</li> </ul> | Quality First Teaching is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils<br><br><a href="https://www.gov.uk/government/publications/thepupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/thepupil-premium-how-schools-are-spending-the-funding-successfully</a> In line with the research, improving the quality of teaching and learning of disadvantaged pupils improves outcomes.  | 2, 3                          |
| Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning<br><br>Continued professional development for teachers including writing and Read, Write, Inc              | Research supports this approach:<br><a href="https://educationendowmentfoundation.org.uk/news/what-makes-effective-literacy-teaching/">https://educationendowmentfoundation.org.uk/news/what-makes-effective-literacy-teaching/</a> The EEF report, Improving Literacy in KS1 report states that a focus on developing oral language skills is especially important for the development of a range of reading and writing skills in this age group.<br><br><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS1_Literacy_Guidance.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS1_Literacy_Guidance.pdf</a><br><br>The EEF report, Reading Comprehension Strategies, states that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts.<br><br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/readingcomprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/readingcomprehension-strategies</a> | 2, 3                          |

|   |   |         |
|---|---|---------|
| <p><b>Mentoring and coaching</b></p> <p>Allocation of staff to support New Arrivals, PP and disadvantaged pupils within the whole class to support progress in core subjects, including supporting the class teacher with planning and adaptive teaching</p> <p>Whole school staff development on sequencing concepts and modelling, in line with Rosenshine Principles</p> | <p>In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/">https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/</a></p> <p><a href="https://www.gov.uk/government/speeches/nickgibb-the-importance-of-an-evidence-informed-profession">https://www.gov.uk/government/speeches/nickgibb-the-importance-of-an-evidence-informed-profession</a></p> <p>“The most effective teachers, according to Rosenshine’s evaluation of the evidence, do not overwhelm their pupils by presenting too much new material at once. Instead, they intersperse explanations with directed questioning and multiple examples.”</p> | 1, 2, 3 |
|---|---|---------|

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

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p><b>Interventions to support language development, literacy, and numeracy</b></p> <p>Daily focus on language skills and development in each lesson.</p> | <p>Research supports this approach:</p> <p><a href="https://educationendowmentfoundation.org.uk/news/what-makes-effective-literacy-teaching/">https://educationendowmentfoundation.org.uk/news/what-makes-effective-literacy-teaching/</a> The EEF report, Improving Literacy in KS1 report states that a focus on developing oral language skills is especially important for the development of a range of reading and writing skills in this age group.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS1_Literacy_Guidance.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/KS1_Literacy_Guidance.pdf</a></p> | 2, 3                          |
| <p>Teaching assistant deployment and interventions</p>  | <p>Research supports this approach:</p> <p><a href="https://educationendowmentfoundation.org.uk/news/what-makes-effective-literacy-teaching/">https://educationendowmentfoundation.org.uk/news/what-makes-effective-literacy-teaching/</a></p>  | 2, 3, 5                       |

|  |   |      |
|--|---|------|
| Support from TAs to deliver Language Acquisition including SALT interventions and EAL language acquisition.<br><br>CPD for teachers, HLTAs and TAs in teaching Reading Fluency. Target children and run interventions.                                   | The EEF report, Improving Literacy states that a focus on developing oral language skills is especially important for the development of a range of reading and writing skills in this age group.<br><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/K_S1_Literacy_Guidance.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/K_S1_Literacy_Guidance.pdf</a>        | 2, 3 |
| Resources to support acquisition of language for pupils with EAL and poor language models  | The EEF report, Improving Literacy report states that a focus on developing oral language skills is especially important for the development of a range of reading and writing skills in this age group.<br><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/K_S1_Literacy_Guidance.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Literacy/K_S1_Literacy_Guidance.pdf</a> | 2    |
| <b>Activity and resources to meet the specific needs of disadvantaged pupils with SEND</b><br><br>Holistic reading, Speech & Language Intervention and support<br><br>Targeted SEND interventions as identified through Support Plans - Learning Support | The positive impact of oral interventions and early intervention has been researched as follows -<br><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/oral-language-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learningtoolkit/oral-language-interventions/</a>  | 2    |

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------|--------------------------------------|-------------------------------|
|----------|--------------------------------------|-------------------------------|

|   |  |         |
|---|--|---------|
| <p><b>Supporting pupils' social, emotional and behavioural needs</b></p> <p>Pastoral Support running small group interventions (e.g. Thrive, Lego Therapy)</p> <p>Weekly behaviour meeting to monitor and plan strategy</p>                   | <p>Children learning to develop listening, speaking and thinking skills. Children to learn their rights and understand how these rights are protected for their benefit, growth and their need to do well. The positive impact of this approach can be found at - <a href="https://www.unicef.org.uk/rightsrespectingschools/the-rrsa/impact-of-rrsa/">https://www.unicef.org.uk/rightsrespectingschools/the-rrsa/impact-of-rrsa/</a></p>  | 5       |
| <p><b>Extracurricular activities, including sports, outdoor activities, arts, culture and trips</b></p> <p>After school clubs – alternating between targeted academic groups and clubs for wider experiences (e.g. sports, cooking, arts)</p> | <p>The impact of physical activities on learning is seen to have a moderate impact (based on a limited research base) <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/physical-development-approaches/">https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/physical-development-approaches/</a></p>  | 4, 5    |
| <p>Sheffield Music Hub teachers to deliver 45-minute instrument teaching to both Y3 classes for half a year.</p>  | <p><a href="https://www.gov.uk/government/publications/thepower-of-music-to-change-lives-a-national-plan-formusic-education">https://www.gov.uk/government/publications/thepower-of-music-to-change-lives-a-national-plan-formusic-education</a></p> <p>“Excellent music education opens opportunities, ...it gives children and young people an opportunity to express themselves, to explore their creativity, to work hard at something, persevere and shine. These experiences and achievements stay with them and shape their lives.... we recognise the vital importance of every child having access to the instruments and equipment they need to make progress with music,”</p> | 4       |
| <p><b>Breakfast clubs and meal provision</b></p> <p>Breakfast Club to increase readiness for learning and attendance</p>  | <p>Strategies that support good attendance is listed in the top 10 approaches for disadvantaged pupils in <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p>  | 1, 4, 5 |
| <p>To enhance learning: Educational visits/visitors; Costs for PP children subsidised</p>   | <p><a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a> - In line with the research, providing pupils with access to a full range of educational experiences can decrease outcome gaps.</p>   | 4       |

|   |  |   |
|---|--|---|
| <p><b>Supporting attendance</b></p> <p>Designated responsibility for tracking attendance, contacting parents, administering policies, working with Doncaster LA, etc.</p> <p>Parent and community meetings</p> <p>Collecting children (Mileage costs)</p> | <p><a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p> <p>In line with the research, improving the attendance of disadvantaged pupils improves outcomes.</p> | 1 |
|---|--|---|

**Total budgeted cost: £302,327**

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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023/24 academic year.

KS2 outcomes increased for disadvantaged pupils from previous year:

|                             | Reading | Writing | Maths | RWM |
|-----------------------------|---------|---------|-------|-----|
| Disadvantaged pupils 2023/4 | 34%     | 39%     | 34%   | 26% |
| Disadvantaged pupils 2022/3 | 29%     | 32%     | 24%   | 21% |

Number of disadvantaged pupils achieving phonic threshold increased from previous year.

Number of children accessing SALT intervention in school increased by 24% - training and support accessed from LINGO to provide this support and meet need.

Training and support from LA including EP and ASCETTS accessed to support increased level of need with disadvantaged pupils.

Observations of teaching (internal and external) evidence improved quality of teaching and learning. 100% of teachers have a deeper understanding of the pedagogical approaches used in the teaching sequences and this has resulted in stronger teaching. Where teaching is less strong or novice teachers are leading learning, coaching is in place to support through the Teaching and Learning lead being released. Teaching and Learning lead has also been released to attend robust CPD package on teaching pedagogies and this has been disseminated to staff in CPD.

All children in Year 3 were taught a musical instrument with access to lessons in various instruments being offered to all KS2 pupils. The uptake of this was high with 70% of peripatetic lessons being accessed by disadvantaged pupils subsidised through the PP strategy.

An increase in attendance in breakfast club has supported attendance. The gap between PP and non-PP has reduced although further measures are still needed.

2023/24 – Attendance PP: 93.12% (non-PP 95.53%)

2022/23 - Attendance PP: 90.86% (non-PP 94.77%)

Club attendance of disadvantaged pupils has increased over all. 41% of PP children attend breakfast club on a regular basis. Sports and Hexi Clubs attendance has increased, but only an average of 20% of attendees are Pupil Premium.

## Externally provided programmes

| Programme                 | Provider                |
|---------------------------|-------------------------|
| Fresh Start/ RWI Training | RWI - Ruth Miskin       |
| Thrive                    | Thrive                  |
| Consultancy support       | Connections in Learning |

## Service pupil premium funding (optional)

| Measure  | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year?    | N/A     |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A     |

**Further information (optional)**