



# **Moirra Primary School**

**Pupil Premium Strategy**

**2021-2024**

**Current year 2023-2024**

## Moira Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Moira Primary School
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/2022 to 2024/2025 Current year 2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	K.Ellis – Executive Headteacher
Pupil premium lead	V. Santy – Head of School
Governor / Trustee lead	Suzanne Uprichard – Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£107,605
Recovery premium funding allocation this academic year	£10,295
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£117,900

## Part A: Pupil premium strategy plan

### Moira Statement of intent

Our intent supports our whole school vision that , 'The **adventure** begins as all are welcomed through the doors of Moira Primary School. We celebrate and nurture **creativity, kindness, curiosity** and a **healthy** attitude to learning, across our whole school community.'

Moira Primary School is committed to enabling all our children, irrespective of their background or the challenges they face, to fulfil their academic potential to make good progress across all areas of the curriculum and to ensure their readiness to face future learning with confidence. As a school, our focus is to support and nurture our disadvantaged pupils, including those who are already high attainers, both academically and emotionally.

We recognise the challenges faced by vulnerable pupils and that they may have significant barriers to overcome in order to achieve and succeed, including those who have a social worker and young carers.

High-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefit the non-disadvantaged pupils in our school.

The key principles when setting and reviewing our strategy are:

- We ensure that teaching and learning opportunities meet the needs of all of pupils, both in terms of challenge and identifying need where appropriate.
- We work closely with our children and their families to ensure that we target the most important areas of need.
- We use research to provide evidence, such as the EEF Framework, to ensure that our intentions are effective in closing the gap.
- Academic and social targets are incorporated to develop the whole child.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We ensure their wider curriculum and experiences are effective in supporting them to strive for success in all areas, including the ones that they do not enjoy.
- Children are challenged to achieve their potential across the curriculum and intervention is identified at the earliest point.
- We have a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate higher levels of underperformance among many disadvantaged pupils compared to non-disadvantaged pupils.
2	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers, which negatively impacts their reading development.  An increase in parental engagement in reading is required to support pupils learning to read.
3	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably low self-esteem. These challenges particularly affect disadvantaged pupils, including their attainment.  Teacher referrals for support have markedly increased during the pandemic.
4	Observations and discussions with families and children indicate that children from the disadvantaged group have far fewer opportunities for cultural enrichment than their peers.
5	Attendance data over the last two years indicates that attendance among disadvantaged pupils has been lower for disadvantaged pupils than for non-pupil premium groups.

## 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
1. Improved progress in reading, writing and maths for pupil premium children	Children within the Pupil Premium group to make more than expected progress in reading, writing and maths, closing the gap between attainment in this group and their peers.
2. Improved progress in phonics and early reading for Pupil Premium children	Children within the pupil premium group to make more than expected progress in phonics and early reading.  Improved attitudes towards reading at home and an increase in uptake demonstrated through pupil and parent voice.
3. To improve pupil positivity towards school, including improved attendance (see point 5) to enable them to access learning	Improved attitudes towards learning demonstrated through pupil voice.  Improved outcomes for this group.  Behavioural incidents reduced.  More children accessing social and emotional support.

4. To improve the uptake of enrichment activities.	More disadvantaged pupils are accessing a wide range of enrichment and this is evidenced through pupil voice and registers.
5. To improve and sustain improved attendance for all pupils, with a strong focus on our pupil premium group	<p>The whole school absence rate is no more than the national average.</p> <p>The attendance rate of pupil premium children to increase and be equitable with non-pupil premium children.</p> <p>Persistently absent pupils have significantly reduced their percentage of absence.</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: £40,697.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching across school to improve engagement, standards and progress in reading</p> <p>Leadership in KS2 reading – 1x teacher – all teachers trained in this approach.</p> <p>Leadership of PP (VS)</p>	<p>EEF guide to pupil premium is the tiered approach – teaching is the top priority and includes CPD.</p> <p>Research tells us that quality first teaching can narrow the disadvantage gap. The mechanisms of this training builds on systems already in place, builds knowledge, develops teaching practice and embeds practice. It meets the needs of our school in terms of staff development and ensuring agreed processes in reading and writing are strengthened through the training.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	<p>1, 3, 4</p>
<p>High quality CPD in key areas:</p> <ul style="list-style-type: none"> <li>- Angela Kirk Deep Dive training – all staff</li> <li>- Deep dive into Early Years</li> <li>- Deep dive into SEND</li> <li>- White Rose training - virtual</li> </ul>	<p>EEF guide to pupil premium is the tiered approach – teaching is the top priority and includes CPD.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</a></p> <p>The DfE Non-statutory guidance draws on evidence-based approaches:</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</a></p> <p>SEND</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <p>EYFS</p>	<p>1, 3, 4</p>

	<a href="https://educationendowmentfoundation.org.uk/support-for-schools/evidence-for-the-early-years">https://educationendowmentfoundation.org.uk/support-for-schools/evidence-for-the-early-years</a>	
In house training to develop: <ul style="list-style-type: none"> <li>- Mastery maths</li> <li>- SEND/PP targets</li> <li>- Spelling</li> <li>- Wider curriculum subjects</li> <li>- Neli training update</li> </ul>	EEF Teaching and Learning Toolkit: <ul style="list-style-type: none"> <li>• Mastery learning: high impact for very low cost (+5 months).</li> <li>• SEND training based on evidence from EEF: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a> <ul style="list-style-type: none"> <li>• T4W includes early language skills: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></li> </ul> </li> </ul> EEF Teaching and Learning Toolkit: <ul style="list-style-type: none"> <li>• Communication and language approaches: Very high impact for very low cost (+6 months)</li> </ul>	1, 3, 4
Recruitment of 1 TA to build capacity in staffing for supporting disadvantaged pupils in two classes.	Additional staff who can be training in-house will help boost the frequency of support available across the school to PP pupils.	1, 2, 3

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

Budgeted cost: £21,267.58

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading group to enrich reading comprehension (reading gladiators) Years 2-6. Purchase of books to support. Guided reading sets across KS1 and KS2 Lunch time reading clubs (TA to run)	Reading comprehension strategies are high impact on average (+6 months). <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>  Reading comprehension approaches can deliver an additional six months' progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1, 4
Maths Intervention groups – pre-teaching and tailored small group work	If well planned and monitored, small group intervention can have a significant impact in terms of progress (4+ months).	1, 2, 4

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	
<p>Interventions (small group and one-to-one)</p> <p><b>Whole school:</b></p> <ul style="list-style-type: none"> <li>- Number stacks</li> <li>- Reading fluency and comprehension</li> </ul> <p><b>Year 5/6 interventions</b></p> <ul style="list-style-type: none"> <li>- Nessy</li> <li>- Stairway to spelling</li> </ul> <p><b>Year 3/4 interventions</b></p> <ul style="list-style-type: none"> <li>- Nessy</li> <li>- Phonic groups</li> <li>- Precision teaching</li> </ul> <p><b>Years R/1/2</b></p> <ul style="list-style-type: none"> <li>- Phonics</li> <li>- Speech &amp; Language</li> <li>- Neli</li> <li>- Handwriting and fine motor skills</li> <li>- Mastering number</li> </ul>	<p>EEF Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> <li>• One-to-one tuition: high impact for moderate cost (+5 months)</li> <li>• Small group tuition: moderate impact for low cost (+4 months)</li> <li>• Reading Comprehension strategies: very high impact for very low cost (+6 months)</li> <li>• Phonics: high impact for very low cost (+5 months)</li> <li>• Mastery learning: high impact for very low cost (+5 months)</li> <li>• Oral language interventions: very high impact for very low cost (+6 months)</li> <li>• Early number approaches: very high impact for very low cost (+6 months)</li> </ul>	1, 2
<p>Provide school-led tutoring for pupils whose education has been most impacted by the pandemic.</p>	<p>One to one tuition:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>Small group tuition:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1, 2, 4

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

Budgeted cost: £55,935.22

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family support work:</p> <ul style="list-style-type: none"> <li>- Pastoral support</li> <li>- Attendance/EWO</li> <li>- Parental support (reading sessions,</li> </ul>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p>	1, 2, 3, 4, 5



<p>stay and play) T/TA to plan and deliver sessions</p> <ul style="list-style-type: none"> <li>- ELSA support/A and D inclusions</li> <li>- LAC support</li> <li>- Behaviour support</li> <li>- Other agency referrals</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p> <p>Pupil attendance has a direct impact upon their ability to achieve outcomes.</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p> <p>Parents play a crucial role in supporting their children’s learning, and level of parental engagement are consistently associated with better academic outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>EEF Teaching and Learning Toolkit:</p> <ul style="list-style-type: none"> <li>• Behaviour interventions: moderate impact for low cost (+4 months).</li> <li>• Parental engagement: moderate impact for very low cost (+4 months).</li> <li>• Social and emotional learning: moderate impact for very low cost (+4 months).</li> </ul>	
<p>Support of key resources – uniform, milk, swimming lessons, breakfast club.</p> <p>Breakfast club to support disadvantaged pupils in attending school on time and being emotionally ready for school – being positively ready for school and able to access learning.</p>	<p>School level approaches to develop a positive school ethos, which also aim to support greater engagement in learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>Although the EEF agrees that there is no robust evidence to support school uniform as improving outcomes, the context of our school means that vulnerable families find this aspect a barrier.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a></p>	1, 2, 3, 4
<p>Pupil confidence increased through Forest School sessions.</p>	<p>Studies show a positive impact but there is no evidence in terms of months added.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	1, 2, 3, 4
<p>Pupils confidence and aspirations increased due to access to a wide range of enrichment (cultural capital) activities</p>	<p>An additional 3 months progress is the average impact of approaches that extend time spent in school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time?utm_source=/education-evidence/teaching-learning-toolkit/extending-school-">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-</a></p>	1, 2, 3, 4, 5

<ul style="list-style-type: none"> <li>- School trips and enrichment activities across the school</li> <li>- Residential visits – Years 3,5 and 6</li> <li>- Access to extra-curricular music lessons (individual or small group)</li> <li>- Access to other extra-curricular opportunities (clubs)</li> <li>- Commando Joe’s programme</li> <li>- Bee Keeper activities</li> </ul>	<p><a href="https://www.google.com/search?time&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=extending">time&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=extending</a></p> <p>Commando Joe’s research:</p> <p><a href="https://commandojoes.co.uk/">,https://commandojoes.co.uk/</a></p> <p><i>CJ’s support thousands of schools nationwide with our established, evidence-based, government-supported RESPECT programmes. We help to enable young people to develop life skills, character traits, attributes and behaviours which have a positive impact on their educational attainment and engagement.</i></p>	
<p>Boosting reading for pleasure</p> <ul style="list-style-type: none"> <li>- Targeted purchasing of books for KS2 library.</li> <li>- Book club (TA to run)</li> </ul>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</a></p> <p>Some main points from the research. Having access to resources and having books of their own has an impact on children’s attainment.</p> <p>* Children who have books of their own enjoy reading more and read more frequently (Clark and Poulton 2011).</p> <ul style="list-style-type: none"> <li>• An important factor in developing reading for pleasure is choice; choice and interest are highly related (Schraw et al, 1998; Clark and Phythian-Sence, 2008)</li> <li>• Parents and the home environment are essential to the early teaching of reading and fostering a love of reading; children are more likely to continue to be readers in homes where books and reading are valued (Clark and Rumbold, 2006).</li> <li>• Reading for pleasure is strongly influenced by relationships between teachers and children, and children and families (Cremin et al, 2009).</li> </ul>	1, 2, 4

**Total budgeted cost: £117,900**

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

### Pupil premium strategy outcomes

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

<i>Aim</i>	<i>Outcome</i>																		
1. Improved progress in reading for pupil premium children	<p><b>KS2 SATS</b> progress shows -4.99 for the whole class in reading.</p> <table border="1"> <thead> <tr> <th>Reading</th> <th>EXS+</th> <th>GDS</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>62%</td> <td>7%</td> </tr> <tr> <td>Disadvantaged</td> <td>58%</td> <td>0%</td> </tr> </tbody> </table> <p>Internal data shows the gap has stayed the same between disadvantaged and non-disadvantaged over the year.</p> <p><b>KS1:</b> There has been a decrease of 6% in the gap between disadvantaged and all over the year.</p> <table border="1"> <thead> <tr> <th>Reading</th> <th>EXS+</th> <th>GDS</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>62%</td> <td>17%</td> </tr> <tr> <td>Disadvantaged</td> <td>50%</td> <td>0%</td> </tr> </tbody> </table> <p>Internal data (standardised scores) shows the gap is narrowed between disadvantaged and non-disadvantaged over the year. At the beginning of the year there was 27% difference and at the end of the year there was a 16% difference.</p> <p>Internal data for other year groups: Disadvantage pupils are making progress from their starting point but are working behind their peers who are non-disadvantaged. In year 4, disadvantaged children are working at the same level as their peers. There has been little progress made in KS1 which will become a target for next year (years 1 and 2).</p> <p>All KS2 teachers have now attended the LA training on shared and guided reading and this is becoming more consistent throughout. Mrs Hayes is attending the training, along with Miss Patel for KS1 and EYFS respectively. All staff will then have been trained in the same approach.</p> <p>There has been an increase of reading opportunities with parents over the year and all children have had the opportunity to take books home to share.</p>	Reading	EXS+	GDS	All	62%	7%	Disadvantaged	58%	0%	Reading	EXS+	GDS	All	62%	17%	Disadvantaged	50%	0%
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1. Improved progress in writing for pupil premium children

**KS2 SATS:**

Writing	EXS+	GDS
All	48%	0%
Disadvantaged	42%	0%

Internal data shows progress:

Writing	Autumn	Summer	Progress
All	31%	48%	+17%
Disadvantaged	17%	42%	+25%

**KS1 SATS:**

Writing	EXS+	GDS
All	63%	0%
Disadvantaged	44%	0%

Internal data:

Writing	Autumn	Summer	Progress
All	53%	63%	+10%
Disadvantaged	44%	44%	+0%

Internal data for other year groups: Disadvantaged pupils are making progress from their starting point but are working behind their peers who are non-disadvantaged, apart from in Year 5. Years 4 and 2 have not made significant progress over the year.

Gaps have narrowed in Year 5, 3, and 6. This will continue to be a target in line with the SDP for all school years.

1. Improved progress in maths for pupil premium children

**KS2 SATS** progress in maths shows -6.22 for the whole class:

Maths	EXS+	GDS
All	52%	14%
Disadvantaged	50%	17%

Internal data (standardised scores) shows the gap is narrowed significantly between disadvantaged and non-disadvantaged over the year.

Maths	Autumn	Summer	Progress
All	41%	53%	+12
Disadvantaged	20%	50%	+30

**KS1 SATS:**

Maths	EXS+	GDS
All	65%	17%
Disadvantaged	50%	0%

Internal data (standardised scores) shows the gap has not narrowed between disadvantaged and non-disadvantaged over the year.

Maths	Autumn	Summer	Progress
All	71%	71%	+0

	<table border="1"> <tr> <td><b>Disadvantaged</b></td> <td>56%</td> <td>50%</td> <td>-6</td> </tr> </table> <p><b>Internal data for other year groups:</b> Disadvantaged pupils are making progress from their starting point but are working slightly behind their peers who are non-disadvantaged. KS1 is a focus for 2023-2024 to ensure greater progress is made from their starting points.</p> <p>Gaps have narrowed in Years 6, 5, 4 and 3.</p>	<b>Disadvantaged</b>	56%	50%	-6																								
<b>Disadvantaged</b>	56%	50%	-6																										
2. Improved progress in phonics and early reading for Pupil Premium children	<p><b>2022-2023 Phonics Check</b></p> <table border="1"> <thead> <tr> <th>2023</th> <th>Disadvantaged pupils 11</th> <th>Non-disadvantaged Pupils 17</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td><b>Year 1 (28)</b></td> <td>63.6% (including SEN pupils)</td> <td>82.4% (including SEN pupils)</td> <td>-18.8%</td> </tr> <tr> <td>Whole class 75%</td> <td>81.8% (not including SEN pupils)</td> <td>82.4% (not including SEN pupils)</td> <td>-0.6%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>2023</th> <th>Disadvantaged pupils 10</th> <th>Non-disadvantaged pupils</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td><b>Year 2 (30)</b></td> <td>80% (including SEN pupils)</td> <td>100% (including SEN pupils)</td> <td>-20%</td> </tr> <tr> <td>Whole class 93%</td> <td>100% (not including SEN pupils)</td> <td>100% (not including SEN pupils)</td> <td>--</td> </tr> <tr> <td colspan="4"><i>Four children retook the phonic check in year 2. Two children passed.</i></td> </tr> </tbody> </table> <p>The school shows validity with the Anima Phonic scheme. This has been supported by two contact days with the English Hub. There is a consistent approach to the delivery of phonics across EYFS and KS1 and there are high expectations in regards to children’s attainment and progress. All children have access to all learning and targeted interventions/application part of session are used to support catch up.</p> <p>Half termly teacher assessments support progress, along with fluency checks.</p> <p>The new books are aligned with the phonic scheme and are ensuring children made good progress through reading a variety of books at the correct level.</p> <p><b>Early reading data:</b>  Whole class: 63.3% reached GLD; 80% in comprehension and 67% in word reading.  Disadvantaged: 56% in comprehension in word reading.  Disadvantaged without SEND: 67% in comprehension and word reading.</p> <p>Children are ready to continue learning phase 5 in phonics as they move into Year One.</p>	2023	Disadvantaged pupils 11	Non-disadvantaged Pupils 17	Diff	<b>Year 1 (28)</b>	63.6% (including SEN pupils)	82.4% (including SEN pupils)	-18.8%	Whole class 75%	81.8% (not including SEN pupils)	82.4% (not including SEN pupils)	-0.6%	2023	Disadvantaged pupils 10	Non-disadvantaged pupils	Diff	<b>Year 2 (30)</b>	80% (including SEN pupils)	100% (including SEN pupils)	-20%	Whole class 93%	100% (not including SEN pupils)	100% (not including SEN pupils)	--	<i>Four children retook the phonic check in year 2. Two children passed.</i>			
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Whole class 93%	100% (not including SEN pupils)	100% (not including SEN pupils)	--																										
<i>Four children retook the phonic check in year 2. Two children passed.</i>																													
3. To improve pupil positivity towards school and enable them to access learning	<p>ELSA: Number of PP pupils receiving ELSA support or support with A and D Inclusion is 17. This is target support and can often link to behaviour logs or safeguarding concerns. It is used to support where necessary and this gains positive comments from outside agencies. This support works on an approximate 6 weeks’ worth of sessions. However, we will continue the support for individual children if we feel that they will benefit from this.</p>																												

	<p>Forest School (including training): TA is completing her training for the level 3 qualification, and delivers Forest School to EYFS and Key Stage 1 classes as well as smaller sessions for individual pupils. This is accessed by 7 disadvantaged pupils regularly.</p> <p>Breakfast club: This has been used to provide breakfast for disadvantaged pupils who required a calm start to the day. Attendance has improved and pupils are ready to learn.</p> <p>An increase in parental involvement has ensured that parents are more informed. This is continually being built up over time.</p> <p>Commando Joes has been a welcome addition to the school and the character-building curriculum that they deliver has supported pupils with their social and emotional needs. The leader is now reporting that at least 94% of each class are actively involved in the activities and are able to work cooperatively with each other.</p>								
<p>4. To improve the uptake of enrichment activities.</p>	<p>Swimming: 86% of Year 6 pupils left primary school able to swim 25 metres. Catch up lessons offered to Years 5 and 6 to non-swimmers.</p> <p>Residential and trips – all disadvantaged pupils who wanted to attend residential and trips were supported financially to do this. Only one disadvantaged child did not attend a residential this year and this was through personal choice.</p> <p>Music: All disadvantaged pupils have the opportunity of accessing music lessons. Currently, 8 disadvantage pupils have 1-1 music lessons.</p> <p>Clubs: Disadvantaged pupils are supported to access free clubs to support healthier lifestyles and experience new activities. There has been a good uptake of a range of clubs and this data is being used to ensure all disadvantaged pupils’ access at least one extracurricular activity.</p> <p>Disadvantaged pupils continue to be supported to access good nutrition (breakfast clubs and at break times), wider activities such as the bee keeper activities, extra reading opportunities and support with school uniform.</p>								
<p>5. To improve and sustain improved attendance for all pupils, with a strong focus on our pupil premium group</p>	<p>EWO: The EWO has supported several pupils and there are now only 2 disadvantaged pupils on her register. This is due to attendance increasing so that monitoring is no longer required.</p> <p>Actions taken:</p> <ul style="list-style-type: none"> <li>• Phone calls made to absent children before 9:30 if no message/call has been received.</li> <li>• House visits for all families who do not inform the school of absences.</li> <li>• Head of School monitors attendance weekly and speaks to parents as required.</li> <li>• Head of School speaks to parents of children who are not attending school regularly and set individual targets where this is necessary.</li> </ul> <p>Data:</p> <table border="1" data-bbox="491 1937 1396 2065"> <thead> <tr> <th></th> <th><b>2021-2022 (full year)</b></th> <th><b>2022-2023 (full year)</b></th> <th><b>August 2023 – September 2023</b></th> </tr> </thead> <tbody> <tr> <td><b>Whole School</b></td> <td>93.9</td> <td>94.1</td> <td>96.3</td> </tr> </tbody> </table>		<b>2021-2022 (full year)</b>	<b>2022-2023 (full year)</b>	<b>August 2023 – September 2023</b>	<b>Whole School</b>	93.9	94.1	96.3
	<b>2021-2022 (full year)</b>	<b>2022-2023 (full year)</b>	<b>August 2023 – September 2023</b>						
<b>Whole School</b>	93.9	94.1	96.3						

	<b>Disadvantaged</b>	92.89	93.1	96.0
	<b>SEN Support</b>	95.05	93.3	96.1
	<b>EHCP</b>	77.55	80.8	80.7
<p>Breakfast club has ensured that disadvantaged pupils who were often late, are now on time and settled ready to learn.</p> <p>Attendance is improving over time; unauthorised absences are decreasing.</p>				

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
N/A	N/A

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

N/A