

Pupil Premium Strategy Statement 2023-2024

Westfields Junior School



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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	358
Proportion (%) of pupil premium eligible pupils	15.4% (+1.8% from 2022/23) 55 children
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021/2022 to 2023/2024
Date this statement was published	15 th December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Jo Redman (EHT)
Pupil premium lead	Jo Wilson (EDHT & PP Coordinator)
Governor / Trustee lead	Tim Hart

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,035
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£6,525
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£75,560

Part A: Pupil premium strategy plan

Statement of intent

The staff of Westfields Junior School and governors of the Westfields Federation School are committed to our core responsibility of providing an outstanding, inclusive education for all of our children.

Our school aims of Unite-Inspire-Excel capture our commitment to meeting all childrens' academic, social, emotional, personal, health and cultural needs. We are equally dedicated to ensuring that all of our children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

This strategy is of magnified importance due to the longer-term impact of school closures as a result of the pandemic on the attainment and well-being of many children in receipt of Pupil Premium Funding.

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

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

WJS works hard to promote a culture of inclusion and diversity in which the whole school community feel proud of their identity and are able to fully participate in all aspects of school life; we rigorously and reflectively seek opportunities for all children to receive and participate in enrichment and extended curriculum opportunities.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The key principles of our pupil premium strategy plan will ensure the following:

- disadvantaged pupils are challenged in the work that they're set
- staff act early to intervene at the point need is identified
- parent partnerships are positive and support progress of children
- WJS adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- WJS have a whole school culture of high expectations where all staff take responsibility for disadvantaged pupils' inclusion, engagement and outcomes (captured in our Vision and Aims as well as everyday life at WJS)

Challenges

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

Challenge number	Detail of challenge
1	Through review of pupil characteristics, the SEN register and knowledge of the pupils at our school, a number of our disadvantaged pupils (29%) also have complex special educational needs/medical needs and this impacts on their overall attainment and progress. They require specialist support and intervention to enable them to make progress.
2	Evident within our data analysis, with our pupils working below year group expectations across reading, writing and maths, there are a higher % of pupils in receipt of PPF compared to pupils who are not in receipt of PPF.
3	Evident within our data analysis, before the pandemic, the gap was diminishing between pupils in receipt of PPF and those who were not in terms of meeting end of year expectations across reading, writing and maths. However, this gap has widened again and has not diminished despite the catch-up funding and PPF.
4	Evident within our data analysis, when compared to pupils not in receipt of PPF, pupils in receipt of PPF do not currently reach the same % at GD across reading, writing and maths.
5	Through analysis of attendance data each half term, some pupils in receipt of PPF have had lower attendance than pupils not in receipt of PPF.
6	Following review of the engagement of pupils in home learning tasks during Pupil Progress Meetings as well as review of the engagement of parents in their child's education, there is some difference in the engagement levels between pupils/families in receipt of PPF and those who are not in receipt with fewer pupils and families engaging if they are in receipt of PPF.

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
The % of pupils in receipt of PPF working below year group expectations in reading, writing and maths decreases this academic year.	In reading, writing and maths, children targeted to move into year group expectations achieve or exceed their target,
The % of pupils in receipt of PPF meeting year group expectations in reading, writing and maths increases this academic year.	In reading, the % of pupils meeting year group expectations remains at 58% (no increase due to more pupils in receipt of PPF, different Year 3 cohort and a child who was GD left). In writing, the % of pupils meeting year group expectations increases from 35% to 49%. In maths, the % of pupils meeting year group expectations increases from 49% to 58%.

The % of pupils in receipt of PPF exceeding year group expectations in reading, writing and maths increases this academic year.	In reading, the % of pupils exceeding year group expectations increases from 10% to 11%. In writing, the % of pupils exceeding year group expectations increases from 4% to 5%. In maths, the % of pupils exceeding year group expectations increases from 6% to 7%.
Attendance rates of pupils in receipt of PPF are in line with pupils not in receipt of PPF.	The difference in attendance rates of pupils in receipt of PPF and those not in receipt is <1%. Pupils in receipt of PPF and their families are supported with communication, advice and strategies if attendance is identified as a concern during half termly monitoring.
The engagement of all pupils in receipt of PPF with home learning tasks increases across all year groups.	Home Learning engagement RAG scale during Pupil Progress Meetings demonstrates that pupils in receipt of PPF engage further with home learning tasks. Home Learning lunchtime provision registers show a decrease in the number of pupils in receipt of PPF in attendance.
The engagement of all families of pupils in receipt of PPF in attending key school events and supporting their children's academic progress increases across all year groups.	Parent Engagement monitoring identifies the attendance of family members to the two parents' evenings and two other school events during the academic year. Parents of pupils in receipt of PPF engage with their child's reading record on an at least monthly basis.

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: £26,673.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to develop staff understanding of how to support pupils in receipt of PPF educationally, socially and emotionally.</p> <ul style="list-style-type: none"> Key documents are read with information disseminated to staff. Termly focus session provided to CTs and LSAs takes place. 	<p>The Pupil Premium is one of the most important tools we have to address the stubborn link between family income and education outcomes. Used purposefully, it can help tackle some of the barriers that stand in the way of eligible pupils' progress.</p> <p>Guidance for teachers / Using Pupil Premium Funding / EEF</p> <p>Pupil Premium Strategy / DFE</p>	1, 2, 3, 4, 5, 6

<ul style="list-style-type: none"> • Blog of the Week with PPF focus sent out. • Provide support/CPD for LSAs and HLTAs in their role as 'Me Mentors'. 		
<p>Provide further opportunities to develop effective strategies to promote children's retention and retrieval of taught knowledge and skills.</p> <ul style="list-style-type: none"> • Provide training for staff to ensure all know and are able to utilise a range of strategies to promote knowledge and skills retention and retrieval. • Provide opportunities for subject coordinators to review children's retention and retrieval. • Include a range of strategies to support children's retention and retrieval. 	<p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress). Metacognition / Research / EEF</p> <p>An EEF evidence review - Cognitive Science Approaches in the Classroom - found that the impact of low-stakes quizzing on pupil progress is moderate and generally positive. Cognitive Science / Research / EEF</p>	1, 2, 3, 4, 6
<p>Provide further opportunities to ensure there is effective use of diagnostic assessments.</p> <ul style="list-style-type: none"> • Provide support/training for staff to ensure assessments are administered and interpreted correctly. • Provide time for QLA and include findings into Year Group Action Plans. 	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF</p>	1, 2, 3, 4, 6
<p>Continue to include dialogic activities across the school curriculum that support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <ul style="list-style-type: none"> • Provide staff with research, blogs and resource ideas. • Introduce additional dialogic activities within and across year groups. 	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Teaching and Learning Toolkit EEF</p>	1, 2, 3, 4, 6
<p>Further focus on Read Write Inc, our chosen DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for children requiring additional support.</p> <ul style="list-style-type: none"> • Create/source additional RWI resources as required. • Provide further training for new members of staff as well 	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics Teaching and Learning Toolkit EEF</p>	1, 2, 3, 4, 6

as a refresher to current staff members.		
<p>Further support and enhance the teaching of writing with a focus on children working below year group expectations.</p> <ul style="list-style-type: none"> • Provide writing CPD to all staff. • Provide time for year groups to effectively plan learning journeys. • Provide resources to ensure writing opportunities are adapted with effective and relevant scaffolds. 	<p>Supporting socially disadvantaged pupils to excel in literacy at this stage of life is critical to closing the attainment gap between this group of pupils and their peers.</p> <p>Literacy at KS2 / Guidance Report / EEF</p>	1, 2, 3, 4, 6
<p>Further support and enhance the teaching maths with a focus on retrieval, arithmetic and use of manipulatives.</p> <ul style="list-style-type: none"> • Provide maths CPD to all staff. • Introduce the concept of ‘S’ planning to ensure planning is progressive and builds on previous learning. • Provide time for year groups to effectively plan learning journeys. • Promote use of manipulatives within class. 	<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>Mathematics guidance: key stages 1 and 2</p> <p>To truly break this link between family income and educational attainment, we have to start early and make sure that all young people—regardless of background—have access to great maths teaching in primary and secondary school.</p> <p>Maths at KS2 / Guidance Reports / EEF</p>	1, 2, 3, 4, 6
<p>Purchase ‘Trick Box’ to support the quality of social and emotional learning and personal development.</p> <ul style="list-style-type: none"> • CPD will be provided to all staff to support ‘Trick Box’ being embedded into practice. • Assemblies to take place to introduce ‘Trick Box’ to children. 	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	1, 2, 3, 4, 5, 6

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

Budgeted cost: £32,764.92

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide additional support staff to support in class learning, maximising	Whilst there is mixed evidence in terms of the impact of additional adults in a class, we follow the EEF recommendations found here to	1, 2, 3, 4, 5, 6

<p>opportunities to support pupils in receipt of PPF.</p> <ul style="list-style-type: none"> • Maximise morning activity time (8.40-9.00am) with additional reading and spelling support and TTRS time. • Provide pre-teach opportunities based on assessment information. • Timetable and provide mop-up and intervention where required to support attainment and progress. • Deploy an additional teacher in Years 5 and 6 to support pupils in receipt of PPF. • Cover teachers to attend PP progress meetings. • Track the progress and attainment of pupils in receipt of PPF. 	<p>ensure that learning time is maximised with a range of staffing and resources.</p> <p>Making good use of Teaching Assistants / Research / EEF</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>One to one tuition / Research / EEF</p>	
<p>Provide 'MeMentors' to ensure effective feedback is given and progress is accelerated as a result.</p> <ul style="list-style-type: none"> • MeMentors to be allocated to each pupil in receipt of PPF. • MeMentors to assess learning engagement and behaviours. • MeMentors to monitor academic progress. • MeMentors to meet pupils in receipt of PPF on an at least fortnightly basis to review learning (praise strengths and identify next steps to work on). • MeMentors to liaise with class teachers. 	<p>On average, mentoring appears to have a small positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p> <p>Mentoring / Research / EEF</p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes.</p> <p>Feedback / Retrieval / EEF</p>	1, 2, 3, 4, 5, 6
<p>Utilise personalised programmes to improve language, phonics, reading and spelling skills.</p> <ul style="list-style-type: none"> • Provide Language Link intervention for pupils in receipt of PPF if required. • Provide Nessy licenses to pupils in receipt of PPF if required. • Provide Lexia licenses to pupils in receipt of PPF if required. 	<p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition / Research / EEF</p>	1, 2, 3, 4, 5, 6

<ul style="list-style-type: none"> • Provide RWI intervention for pupils in receipt of PPF if required. • Monitor progress of pupils in receipt of PPF in involvement of the above and tailor support accordingly. 		
<p>Utilise Apps to improve basic maths skills.</p> <ul style="list-style-type: none"> • Purchase Numbots and TTRS. • Monitor progress of pupils in receipt of PPF with recall of key number facts. • Provide maths interventions to support children in recall of key number facts. 	<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: Mathematics guidance: key stages 1 and 2</p> <p>To truly break this link between family income and educational attainment, we have to start early and make sure that all young people—regardless of background—have access to great maths teaching in primary and secondary school. Maths at KS2 / Guidance Reports / EEF</p>	1, 2, 3, 4, 5, 6
<p>Provide additional support and challenge opportunities for pupils in receipt of PPF who are highly attaining.</p> <ul style="list-style-type: none"> • Provide more able reading groups for children in receipt of PPF with the school librarian. • Timetable fortnightly teacher led support and challenge groups for pupils in receipt of PPF who are highly attaining. • Provide and monitor additional opportunities for pupils in receipt of PPF who are highly attaining. 	Based on our experiences and attainment data, we have identified a need to focus on further challenging higher attaining pupils in receipt of PPF.	4, 6
<p>Provide IT equipment for pupils in receipt of PPF.</p> <ul style="list-style-type: none"> • Write to all families offering support and follow up requests. • Allocate hardware available. • Liaise with Lions to make further provision. • Purchase iPads and Apps for Year 3 pupils in receipt of PPF not engaging with home learning. 	Based on our experiences, we have identified a need to provide IT equipment for some families in receipt of PPF in order to ensure equity and access to technology to complete key home learning tasks.	1, 2, 3, 4, 5, 6

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

Budgeted cost: £16,458

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide a positive, healthy start to the day (breakfast/ Breakfast Club) for pupils in receipt of PPF.</p> <ul style="list-style-type: none"> • Continue to inform and invite families to the club. • Provide club to take place every weekday morning. • Provide breakfast as well as emotional and learning support as required. 	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF</p>	<p>5, 6</p>
<p>Prioritise ELSA for pupils in receipt of PPF as required to support well-being and self-esteem.</p> <ul style="list-style-type: none"> • Evaluate the emotional needs of pupils in receipt of PPF (as required and at least half termly during review meetings). • Timetable ELSA 1:1/small group sessions as required. • Monitor ELSA provision and impact half termly. 	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF</p>	<p>5, 6</p>
<p>Support transition as pupils move into new year groups as well as move onto secondary school.</p> <ul style="list-style-type: none"> • Provide a weekly ELSA supported targeted group for pupils in receipt of PPF. • Timetable transition support group for pupils in receipt of PPF in all year groups. • Provide supervised transition visits for pupils in receipt of PPF in Year 6 to support move to secondary school. 	<p>Several studies have shown a dip in attainment coinciding with this time of change, with slippage in literacy and numeracy being especially well evidenced. Supporting pupils through transitions / Blog / EEF</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Provide 'MeMentors' for pupils in receipt of PPF to support well-being and self-esteem.</p> <ul style="list-style-type: none"> • Timetable 'Me Mentor' time to take place on an at least fortnightly basis. 	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF</p>	<p>1, 2, 3, 4, 5, 6</p>

<p>Promote extra-curricular engagement of pupils in receipt of PPF.</p> <ul style="list-style-type: none"> • Provide £30 voucher for redemption against clubs/day visits to all pupils in receipt of PPF on a termly basis. • Communicate additional community clubs and provision to families in receipt of PPF. 	<p>Based on our experiences, we have identified a need to set funding aside to support families with funding to ensure these opportunities are attended.</p>	<p>5, 6</p>
<p>Promote engagement in residential of pupils in receipt of PPF.</p> <ul style="list-style-type: none"> • Provide part funded (50%) residential for pupils in receipt of PPF in Year 4. • Provide part funded (50%) residential for pupils in receipt of PPF in Year 6. 	<p>Based on our experiences, we have identified a need to set funding aside to support families with funding to ensure these opportunities are attended.</p>	<p>5, 6</p>
<p>Improve the lunchtime enjoyment and social interaction for pupils in receipt of PPF.</p> <ul style="list-style-type: none"> • Provide SPARKS provision for pupils in receipt of PPF • Provide Sports for All provision for pupils in receipt of PPF. 	<p>Getting children outdoors as part of their school day can create improvements across all academic disciplines¹⁵, helping with on-task behaviour, problem-solving, enthusiasm for learning and contributing to improved test scores and grade averages¹⁶. It should not be an 'added extra' but an integral part of every school day. Playtime Matters / Report</p>	<p>5, 6</p>
<p>Improve attendance of pupils in receipt of PPF.</p> <ul style="list-style-type: none"> • Analyse attendance of pupils with PPF each half term. • Support parents via communication, FSW support and breakfast club attendance. 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5, 6</p>
<p>Support parents of pupils in receipt of PPF.</p> <ul style="list-style-type: none"> • Provide support through the FSW. • Communicate parent opportunities and send reminders. • Provide additional resources for parents to use at home. • Allocate any additional welfare funding or resources to families in receipt of PPF. 	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Parental Engagement / Research / EEF</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Track pupil and family engagement and support.</p> <ul style="list-style-type: none"> • Monitor engagement of pupils in receipt of PPF in 	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all</p>	<p>1, 2, 3, 4, 5, 6</p>

<p>class and with home learning.</p> <ul style="list-style-type: none"> • Monitor academic and pastoral support for pupils in receipt of PPF and their families, offering support as required. 	<p>parents to avoid widening attainment gaps.</p> <p>Parental Engagement / Research / EEF</p>	
<p>Ensure that individualised planning for pupils in receipt of PPF is making an impact on progress and attainment and supports children emotionally.</p> <ul style="list-style-type: none"> • Write, manage and evaluate EPAC. • Ensure that adoptive parents/ carers/ SW are involved in planning for support needs and are kept informed of outcomes. 	<p>Adoption UK's Adoption Barometer (2019) revealed the significant challenges facing adopted young people as they approached adulthood. 39% of those aged 16-25 had accessed mental health services during 2018, and this same group was twice as likely to be not in education, employment or training (NEET) as their peers, which is linked to negative long-term social and health outcomes (Ralston et al, 2013).</p> <p>Adoption UK / Better Futures / Report</p>	1, 2, 3, 4, 5, 6
<p>Provide an interpreter for parents of a PLAC as required to promote inclusion and celebration.</p> <ul style="list-style-type: none"> • Review of school calendar to identify all opportunities requested to attend school events. 	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>Parental Engagement / Research / EEF</p>	5, 6

Total budgeted cost: £75,896.42

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- Reading - In Year 6, at the end of the academic year, 2022-2023, 67% of our children in receipt of PPF achieved Meeting+ in reading which is 27% higher than in 2021-2022 where the attainment was 40%. When compared to children not in receipt of PPF in 2022-2023, there is a gap of 23% as 90% of children not in receipt of PPF achieved Meeting+. Last year's gap was 36% so there is a 13% improvement.
- Writing – In Year 6, at the end of the academic year, 2022-2023, 44% of our children in receipt of PPF achieved Meeting+ in writing which is 16% lower than in 2021-2022 where the attainment was 60%. When compared to children not in receipt of PPF in 2022-2023, there is a gap of 35% as 79% of children not in receipt of PPF achieved Meeting+. Last year's gap was 14% so there is a 21% decline.
- SPAG – In Year 6, at the end of the academic year, 2022-2023, 67% of our children in receipt of PPF achieved Meeting+ in SPAG which is 7% higher than in 2021-2022 where the attainment was 60%. When compared to children not in receipt of PPF in 2022-2023, there is a gap of 22% as 89% of children not in receipt of PPF achieved Meeting+. Last year's gap was 26% so there is a 4% improvement.
- Maths – In Year 6, at the end of the academic year, 2022-2023, 56% of our children in receipt of PPF achieved Meeting+ in maths which is 16% higher than in 2021-2022 where the attainment was 40%. When compared to children not in receipt of PPF in 2022-2023, there is a gap of 28% as 84% of children not in receipt of PPF achieved Meeting+. Last year's gap was 37% so there is a 9% improvement.
- The data above for children in receipt of PPF is based on 9 pupils. 2 of those 9 were on the SEND register. Taking those children out of the data, the following could be noted:
- Reading – 71% of children in receipt of PPF attained Meeting+ in reading compared to 90% of children not in receipt of PPF. One child targeted to meet unfortunately was 1 mark off from passing despite having passed previous practise papers.
- Writing – 57% of children in receipt of PPF attained Meeting+ in writing compared to 79% of children not in receipt of PPF.
- SPAG – 86% of children in receipt of PPF attained Meeting+ in SPAG compared to 89% of children not in receipt of PPF.
- Maths – 57% of children in receipt of PPF attained Meeting+ in maths compared to 84% of children not in receipt of PPF.
- In regards to children in receipt of PPF's targeted outcomes at the end of the academic year, the following was achieved – 81% across the school in reading, 66% across the school in writing and 81% in maths.
- More able pupils in receipt of pupil premium participated in extension opportunities eg. Yr 6 Maths Challenge Competition
- Quality work is evident in pupils in receipt of PP's books as evidenced in Learning Review documentation
- Pupils in receipt of PP take part in extra-curricular activities available.
- Provision of the 'myHappymind' programme and extended ELSA support has supported individuals.
- The school dog has regularly been used to target PP children in order to 'get children through the door' and increase attendance (Attendance 2022/23: Non PP: 96.6%, PP: 95.2%)

Evaluation of Intended Outcomes:

- ✓ English and Maths outcomes in line with pupils not in receipt of PP

As can be seen above, whilst the outcomes are not yet in line, there have been improvements in the areas of reading, SPAG and maths, with the

- ✓ Pupils in receipt of PPF's emotional needs are supported to improve their well-being, engagement and attainment

During Pupil Progress Meetings and fortnightly CCC, the emotional well-being of pupils in receipt of PPF were reviewed and monitored. ELSA was provided amongst other forms of support e.g. FSW involvement, class teacher support, MeMentors, personalised charts/books, transition groups.

- ✓ Attendance rates of pupils in receipt of PP rates are in line with pupils not in receipt of PP

Attendance 2022/23: Non PP: 96.6%, PP: 95.2%

- ✓ Pupils in receipt of PP will have the same in school life experiences as pupils not in receipt of PP

All pupils in receipt of PPF attended the two residentials and school trips in each year group. 40% of pupils in receipt of PPF attended clubs.

- ✓ Pupils in receipt of PP have access to technology and resources at home

All pupils in receipt of PPF had access to technology with children in Year 3 provided with iPads.

Externally provided programmes

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

Programme	Provider
LEXIA	LEXIA Training
Read Write Inc	DVD Ruth Miskin
'myHappymind'	Laura Earnshaw
Nessy	Online access
Numbots	Maths Circle Ltd
Lego therapy	Brickies