

## 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   | Hazel Leys Academy                         |
| Number of pupils in school  | 224  |
| Proportion (%) of pupil premium eligible pupils   | 25% (56 pupils)                            |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2022<br>2022-2023<br><b>2023-2024</b> |
| Date this statement was published   | September 2021                             |
| Date this statement was reviewed and revised  | September 2023                             |
| Date on which it will next be reviewed  | September 2024                             |
| Statement authorised by   | Beverley Trotman Principal                 |
| Pupil premium lead  | Beverley Trotman Principal                 |
| Governor / Trustee lead   | Charlotte Krzanicki                        |

### Funding overview

| Detail  | Amount         |
|---|----------------|
| Pupil premium funding allocation this academic year   | <b>£94,575</b> |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0             |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | <b>£94,575</b> |

## Part A: Pupil premium strategy plan

### Statement of intent

At Hazel Leys Academy, the intent remains one where all individuals are regarded with high esteem. The school encourages and promotes a learning environment in which Pupil Premium pupils are happy to attend, where they work diligently to reach ambitious progress targets and to attain proficient grades and where parents and staff recognise and celebrate those achievements. The school wants and will work diligently to develop well rounded, independent and confident learners.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who are LAC and young carers. We will remove barriers to learning created by poverty, family circumstances and backgrounds and ensure wide access to enrichment and extracurricular activities which we believe have a profound impact on the lives and well-being of our pupils.

Our purposeful curriculum is therefore designed to give children the entitlement to:

- **Knowledge** - develop a rich and deep subject knowledge.
- **Skills** - secure basic skills in reading, writing and maths.
- **Enrichment** - develop new skills and independence through a variety of contexts and enrichment experiences.
- **Culture** - provide a cultural, arts and sporting programme.
- **Aspiration** - be curious learners - experiencing the engagement in, challenge and enjoyment of learning.
- **Diversity** - gain an understanding of fundamental British Values to inform their own moral code.

#### Intent:

Our school curriculum is knowledge-rich, ambitious and provides all pupils, including those from disadvantaged backgrounds and those on the SEND register, the knowledge and cultural capital they need to succeed in life.

Our curriculum aligns with the national curriculum. It has been coherently planned and is well-sequenced, laying the foundations of knowledge in EYFS and building on this throughout the primary years. The broad curriculum is followed consistently by all pupils; ensuring the progressive development of knowledge and skills; and for the children to develop a love for learning for the rest of their lives. We offer emotional well-being and foster a support network within the home. We want children to be able to access enrichment opportunities as part of their curriculum, thus embedding enrichment activities throughout our curriculum.

#### Implementation:

At Hazel Leys Academy teaching and learning is planned using assessment for learning. This personalised approach expects all children to reach or exceed national expectations, to achieve in all areas of development and to be able to generalise their learning to new situations. High expectations of progress apply equally to children working above, at, or below

age-related expectations, including those who have been identified as having special educational needs. All children are entitled to participate, fulfil targets and succeed; and teaching and learning is characterised by ambitious objectives, challenging personal targets, rapid intervention to keep pupils on trajectory and rigorous assessment to check and maintain pupil progress. There are clear plans to support those who are struggling to maintain trajectory. The teacher's priority is to support children so that they can keep up with the pace of learning and make good rates of progress.

By supporting equality of opportunity and inclusion we endeavour to close or narrow the attainment and progress gaps evident between groups of pupils within school and nationally.

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.

### Impact:

Impact will be measured, not only in academic outcomes, but also in all aspects of development. This will include all skills, behaviour, attitude and in children showing that they can care for themselves, others and the world in which they live. For children to know that they are the instigators of change and that they are able to contribute positively to society.

The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally:

- EYFS % of pupils achieving a 'Good level of development' (GLD)
- Phonics Screening Test at the end of Year 1
- End of KS1 % of children working towards or at the expected standard and at Greater depth in reading, writing and maths
- End of KS2 % of children working towards or at the expected standard and at Greater depth in reading, writing and maths

The impact of those other key skills for life will be measured in self-fulfilment and in recognition by others through awards and rewards.

**Children are placed at the centre of all that we do and the academy's success will be measured by how well the academy is able to fulfil that goal.**

## Challenges

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

| Challenge number         | Detail of challenge   |
|--------------------------|---|
| 1<br>Parental Engagement | Limited parental engagement and/ or support- ensure that our most disadvantaged families are signposted and supported. Family support |

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|  | worker to work closely with the LA and other Academy schools on cross-school outreach programmes.  |
| 2<br>Oracy Skills,<br>Writing                  | Oracy skills - Gaps in learning in the core subjects of reading, writing and maths are significantly reduced for disadvantaged learners.   |
| 3<br>Interventions to<br>close the gaps        | Targeted and same-day intervention is needed to close gaps- Timetable challenges.  |
| 4<br>CPD for staff                             | Staffing- ensure there is enough time given to staff for professional development. Use of INSET and staff meetings to ensure a range of CPD opportunities- CPD schedule in place.  |
| 5<br>Attendance                                | Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better attendance and punctuality.   |
| 6<br>Equality of<br>success and<br>opportunity | Limited cultural experiences and access to wider opportunities. Participating in additional enrichment opportunities add to the development of the whole child. For example Sports, Music, School Trips including residentials and other enrichment activities |
| 7<br>Phonics                                   | Phonics - There are increasing numbers of pupils who start junior school without a secure understanding of phonics. We therefore need to re-assess children on entry and develop programmes to address this need.  |
| 8<br>Vocabulary<br>Development                 | This is an issue that has been noted nationally. Consequently, we are developing several to provide creative opportunities to improve language skills; developing CPD opportunities for staff; and producing bespoke vocabulary programmes for our pupils.     |

### 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)

Budgeted cost: £ 94,575

### 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  |
|---|---|
| Communication between parents and school continue to thrive and | Parents feel they can discuss with school, their family needs and wants. Parents are signposted accurately by school. |

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| parents feel supported in their needs.  | <a href="https://pearl.plymouth.ac.uk/bitstream/handle/10026.1/13381/EEF_Parental_Engagement_Guidance_Report.pdf?sequence=1">https://pearl.plymouth.ac.uk/bitstream/handle/10026.1/13381/EEF_Parental_Engagement_Guidance_Report.pdf?sequence=1</a><br><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf?v=1635355222">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf?v=1635355222</a> |
| Pupils make accelerated progress in Writing   | Children are assessed as working at ARE, across all subjects, at the end of the summer term in year 3-6. Evidence is shown in books, formal assessments and moderation. Succinct vocabulary choices in writing.<br><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf</a>   |
| To improve vocabulary of our PP children in EYFS/ KS1 and KS2.  | A rich and varied vocabulary used by our children, both at home and at school.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>  |
| Targeted and same-day intervention  | In-year and across year gap is closed for R, W, M.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>  |
| All staff to have participated in phonic training to support all pupils, including those who are disadvantaged. | Increase in phonic screening results in Year 1.<br>Increase in Year 2, pupils passing phonic screening.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>   |
| To achieve in line with the National Average in Phonics.  | Increase in the number of pupils achieving national average in phonics, as well as KS1 and KS2 Reading results.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>   |
| To improve attainment and progress of our PP children.  | Children are assessed as working at ARE, across all subjects, at the end of the summer term in year 3-6. Evidence is shown in books, formal assessments and moderation.  |
| Additional needs of Pupil Premium children are clearly identified and addressed                                 | Identification of and support for SEND/EAL or additional needs to ensure Pupil Premium pupils make expected progress or exceed their targets set for R, W and M.   |
| Improve attendance to 97%   | Close links with home and school, including follow up calls/ letters. Family Support Worker in place to track, monitor and intervene.<br><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>   |
| Equality of success and opportunity.  | Disadvantaged pupils have equality of opportunity to access events, trips, visits and clubs.   |

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| To broaden pupil's life experiences. | Children are provided with a rich and varied curriculum, full of enriching learning opportunities. |
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### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £40,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Phonics training  | A phonics programme will be chosen specifically for our pupils, incorporating and triangulating the resources and learning opportunities that we provide. Identified children will access this programme regularly and consequently improve their phonics knowledge and apply this when reading and writing.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> | 1,7                           |
| Quality First Teaching supported by evidence informed CPD for teachers and support staff.                       | EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>  | 4                             |
| Knowledge rich curriculum.  | EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.   | 2,3,4,8                       |
| A broad and engaging curriculum that focusses on language acquisition.  | EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.   | 2,3,4                         |
| Recruitment of Intervention teacher 4 x afternoon session to support with phonics and early reading across KS1. | EEF:<br>High quality small group interventions  | 2,3,4,7                       |
| Sports/ creative programme of study   | EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.<br><a href="https://www.llse.org.uk/uploads/datahub/4567ceb%5E03in-03/2021-01-25-Sutton%20Trust%20-%20Life-Lessons-Report_FINAL%20(1).pdf">https://www.llse.org.uk/uploads/datahub/4567ceb%5E03in-03/2021-01-25-Sutton%20Trust%20-%20Life-Lessons-Report_FINAL%20(1).pdf</a>  | 6                             |

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| PP children receive class text for each half term. | EEF: Identify pastoral needs for individual families.<br><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>   | 1,2,3,4 |
| Vocabulary   | A whole school strategy for teaching and learning vocabulary will be embedded across the curriculum. Children's receptive language will improve which will, in turn, improve reading ages and writing skills.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a> | 8       |

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

Budgeted cost: £28,332

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Quality First Teaching support for all teachers and teaching assistants.          | EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.<br><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf</a>         | 4                             |
| Small group interventions/ support in KS1 for phonic specific and early reading.  | EEF:<br>High quality small group interventions<br><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf</a>  | 2,3,4,7,8                     |
| Same day- in class, intervention.   | EEF:<br>High quality small group interventions   | 2,3,4                         |
| Teacher-led, targeted group teaching  | EEF: Small group tuition is most likely to be effective if it is targeted at pupils specific needs.<br><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf</a> | 2,3,4                         |
| Specific intervention programmes, led by both the Teacher and Teaching Assistant. | EEF:<br>High quality small group interventions<br><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf</a>  | 2,3,4                         |
| Pupil Progress Meetings track   | EEF:<br>High quality small group interventions   | 2,3,4                         |



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| progress of PP pupils and appropriate, timely interventions are put in place.                  | <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf</a>  |     |
| 1:1 Boosters / group boosters in Year 6.   | EEF:<br>High quality small group interventions<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>  | 3,4 |
| Family support worker to provide support for families and children for transition into school. | EEF toolkit– Parental engagement<br>Decrease in numbers of families in CIN, CP due to increase in families accessing early intervention from Inclusion lead.<br>A dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family.<br><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF Parental Engagement Summary of recommendations.pdf?v=1635355222">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF Parental Engagement Summary of recommendations.pdf?v=1635355222</a><br>Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance. | 1,5 |
| Revision guides for Year 6   | EEF: Support with academic learning.<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>  | 1,5 |

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

Budgeted cost: £ 30,000

| Activity                                    | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Creating a sports/ creative arts programme. | Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.<br>EEF – sports participation increases educational engagement and attainment.<br><a href="https://www.llse.org.uk/uploads/datahub/4567ceb%5E03in-03/2021-01-25-Sutton%20Trust%20-%20Life-Lessons-Report_FINAL%20(1).pdf">https://www.llse.org.uk/uploads/datahub/4567ceb%5E03in-03/2021-01-25-Sutton%20Trust%20-%20Life-Lessons-Report_FINAL%20(1).pdf</a> | 1,5                           |



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| To implement enrichment opportunities, for example, food tasting.   | Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.   | 6     |
| Improve attendance. Communication with families made easier by strength of relationships already in place, meaning their families trust the school's approaches and support the strategies in place for learning as well as well-being. | <p>EEF toolkit– Parental engagement</p> <p>Decrease in numbers of families in CIN, CP due to increase in families accessing early intervention from Inclusion lead.</p> <p>A dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family.</p> <p>Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF Parental Engagement Summary of recommendations.pdf?v=1635355222">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF Parental Engagement Summary of recommendations.pdf?v=1635355222</a></p> | 1,5   |
| Daily phone calls- supports established relationships and routines.   | EEF: Identify specific pastoral needs for families.   | 1,5   |
| Improve well-being.   | EEF: Identify specific pastoral needs for families.   | 1,5   |
| Subsidise residential for our children.   | <p>Equality of success and opportunity.</p> <p>Pupil surveys reflect greater enjoyment and engagement in school.</p>  | 1,5,6 |
| Breakfast Club entitlement for PP children  | EEF: Identify specific pastoral needs for families.   | 1,5   |
| Book fair ticket  | EEF: Identify specific pastoral needs for families.   | 1,2,6 |

**Total budgeted cost: £ 94,575**

## 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.

#### Review of the year 2022-2023:

**Year 6 cohort 31 pupils of which 9 disadvantaged.**

**Year 2 cohort 28 pupils of which 6 disadvantaged.**

| Aim  | Outcome  |                           |  |     |                         |     |     |                         |     |     |                       |     |     |                          |     |     |                           |  |     |                         |     |     |                         |     |     |                       |     |     |                          |     |     |
|--|--|---------------------------|--|-----|-------------------------|-----|-----|-------------------------|-----|-----|-----------------------|-----|-----|--------------------------|-----|-----|---------------------------|--|-----|-------------------------|-----|-----|-------------------------|-----|-----|-----------------------|-----|-----|--------------------------|-----|-----|
| Communication between parents and school continue to thrive and parents feel supported in their needs. Parents feel they can discuss with school, their family needs and wants. Parents are signposted accurately by school.         | <p>2021- 2022 -Termly class newsletters which link with learning from the curriculum. Remote Learning provision updated on the school website.</p> <p>2022-2023 - Family Support Worker has developed effective pastoral care strategies along with the support of the school SENCO, DSLs and DDSLs.</p>   |                           |  |     |                         |     |     |                         |     |     |                       |     |     |                          |     |     |                           |  |     |                         |     |     |                         |     |     |                       |     |     |                          |     |     |
| Pupils make accelerated progress in Writing - The gap will close so that their attainment shifts closer to that of their peers Close the gap marking improves visible outcomes for all pupils Succinct vocabulary choices in writing | <p>2022-2023</p> <table><tr><th colspan="2">Year 6 2022-2023 Outcomes</th><th>All</th></tr><tr><td>Reading (disadvantaged)</td><td>40%</td><td>63%</td></tr><tr><td>Writing (disadvantaged)</td><td>50%</td><td>63%</td></tr><tr><td>Maths (disadvantaged)</td><td>50%</td><td>63%</td></tr><tr><td>Combined (disadvantaged)</td><td>40%</td><td>53%</td></tr><tr><th colspan="2">Year 2 2022-2023 Outcomes</th><th>All</th></tr><tr><td>Reading (disadvantaged)</td><td>33%</td><td>64%</td></tr><tr><td>Writing (disadvantaged)</td><td>33%</td><td>54%</td></tr><tr><td>Maths (disadvantaged)</td><td>33%</td><td>68%</td></tr><tr><td>Combined (disadvantaged)</td><td>17%</td><td>50%</td></tr></table> | Year 6 2022-2023 Outcomes |  | All | Reading (disadvantaged) | 40% | 63% | Writing (disadvantaged) | 50% | 63% | Maths (disadvantaged) | 50% | 63% | Combined (disadvantaged) | 40% | 53% | Year 2 2022-2023 Outcomes |  | All | Reading (disadvantaged) | 33% | 64% | Writing (disadvantaged) | 33% | 54% | Maths (disadvantaged) | 33% | 68% | Combined (disadvantaged) | 17% | 50% |
| Year 6 2022-2023 Outcomes  |  | All                       |  |     |                         |     |     |                         |     |     |                       |     |     |                          |     |     |                           |  |     |                         |     |     |                         |     |     |                       |     |     |                          |     |     |
| Reading (disadvantaged)  | 40%  | 63%                       |  |     |                         |     |     |                         |     |     |                       |     |     |                          |     |     |                           |  |     |                         |     |     |                         |     |     |                       |     |     |                          |     |     |
| Writing (disadvantaged)  | 50%  | 63%                       |  |     |                         |     |     |                         |     |     |                       |     |     |                          |     |     |                           |  |     |                         |     |     |                         |     |     |                       |     |     |                          |     |     |
| Maths (disadvantaged)  | 50%  | 63%                       |  |     |                         |     |     |                         |     |     |                       |     |     |                          |     |     |                           |  |     |                         |     |     |                         |     |     |                       |     |     |                          |     |     |
| Combined (disadvantaged)   | 40%  | 53%                       |  |     |                         |     |     |                         |     |     |                       |     |     |                          |     |     |                           |  |     |                         |     |     |                         |     |     |                       |     |     |                          |     |     |
| Year 2 2022-2023 Outcomes  |  | All                       |  |     |                         |     |     |                         |     |     |                       |     |     |                          |     |     |                           |  |     |                         |     |     |                         |     |     |                       |     |     |                          |     |     |
| Reading (disadvantaged)  | 33%  | 64%                       |  |     |                         |     |     |                         |     |     |                       |     |     |                          |     |     |                           |  |     |                         |     |     |                         |     |     |                       |     |     |                          |     |     |
| Writing (disadvantaged)  | 33%  | 54%                       |  |     |                         |     |     |                         |     |     |                       |     |     |                          |     |     |                           |  |     |                         |     |     |                         |     |     |                       |     |     |                          |     |     |
| Maths (disadvantaged)  | 33%  | 68%                       |  |     |                         |     |     |                         |     |     |                       |     |     |                          |     |     |                           |  |     |                         |     |     |                         |     |     |                       |     |     |                          |     |     |
| Combined (disadvantaged)   | 17%  | 50%                       |  |     |                         |     |     |                         |     |     |                       |     |     |                          |     |     |                           |  |     |                         |     |     |                         |     |     |                       |     |     |                          |     |     |
| To improve vocabulary of our PP children in EYFS/ KS1 and KS2. A rich and varied vocabulary used by our children, both at home and at school.  | 2022-2023 Each class has working walls which include subject vocabulary (tier 3) and therefore purposeful based on education research. Subject specific vocabulary explored in every class.  |                           |  |     |                         |     |     |                         |     |     |                       |     |     |                          |     |     |                           |  |     |                         |     |     |                         |     |     |                       |     |     |                          |     |     |
| Targeted and same-day intervention - In-year and across year gap is closed for R, W, M.  | 2022-2023 The school provided before and after interventions for Year 2 and Year 6 pupils. Employed an extra teaching assistant to provide interventions year 1 and year 2 R, W, M catch up.   |                           |  |     |                         |     |     |                         |     |     |                       |     |     |                          |     |     |                           |  |     |                         |     |     |                         |     |     |                       |     |     |                          |     |     |

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| <p>All staff to have participated in phonic training to support all pupils, including those who are disadvantaged.</p>  | <p>2022-2023 All staff participated including new, complete training for the teaching of our phonics system – Little Wandle.</p> <p>2022-2023 Phonics leader provided with regular phonics support for leadership, tracking, monitoring and evaluation.</p>   |
| <p>To achieve in line with the National Average in Phonics. Increase in the number of pupils achieving national average in phonics, as well as KS1 and KS2 Reading results.</p>   | <p>2021-2022 Y1 Phonics PP - 42.9% passed (3/7 pupils) Nat ave PP 2019 – 70%<br/>2021-2022 End of KS1 reading – 57.1% - expected + (4/7pupils) Nat ave PP 2019 – 60%</p> <p>2022-2023 Y1 Phonics PP – 58% passed (7/12 pupils) Nat ave PP not yet known<br/>2022-2023 - End of KS1 reading 58% – expected + (7/12 pupils) Nat ave PP 2023 – not yet known</p>   |
| <p>Additional needs of Pupil Premium children are clearly identified and addressed - Identification of and support for SEND/EAL or additional needs to ensure Pupil Premium pupils make expected progress or exceed their targets set for R, W and M.</p> | <p>The school provided before and after interventions for Year 2 and Year 6 pupils</p> <p>Employed an extra teaching assistant to provide interventions year 1 and year 2 R, W, M catch up.</p> <p>Family Support Worker has developed effective pastoral care strategies along with the support of the school SENCO, DSLs and DDSLs.</p>   |
| <p>Improve attendance to 97% Close links with home and school, including follow up calls/ letters.</p>  | <p>2021-2022 PP and non-PP attendance is broadly the same. The impact of Covid-19 has meant that the average attendance is below target. PP attendance (79 pupils) 89.71% against non-pp (184 pupils) 91.10% attendance.1.39% difference</p> <p>2022-2023 – The FSW has ensured that close links with home and school is robust and improved for our most vulnerable pupils with communications happening in a timely manner. This is making a difference to our PP attendance (79 pupils) 90.13% against non-pp (180 pupils) 91.63% attendance. 1.5% difference.</p> |

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| <p>Equality of success and opportunity. Disadvantaged pupils have equality of opportunity to access events, trips, visits and clubs each half term leading to improved confidence, attainment and better mental health.</p> | <p>Trips are carefully planned to support our wider curriculum and with consideration of the impact on families given the ongoing cost-of-living crisis. Finance plans and financial support is offered to support with the cost of all trips and visits.</p> <p>Trips and visits offered in 2022-23: Y6 Willersey Castle Residential; Y4&amp;5 KidZania, London. Y2 Rutland water; Y3 Flag Fen; Y4 Nene Outdoors; Y5 Warwick Castle; Trained Forest School Leader provides an afternoon every week for each year group; Big Sing event; Other local visits were organised, within walking distance to keep costs to a minimum. All children have been able to take part in trips where they have taken place.</p> |
| <p>To broaden pupil's life experiences. Children are provided with a rich and varied curriculum, full of enriching learning opportunities.</p>  | <p>2022-2023 – Further curriculum development</p> <ul style="list-style-type: none"> <li>- Our school curriculum is knowledge-rich, ambitious and provides all pupils, including those from disadvantaged backgrounds and those on the SEND register, the knowledge and cultural capital they need to succeed in life. Our curriculum aligns with the national curriculum. It has been coherently planned and is well-sequenced, laying the foundations of knowledge in EYFS and building on this throughout the primary years. The broad curriculum is followed consistently by all pupils.</li> </ul>  |

### Externally provided programmes

| Programme              | Provider                         |
|------------------------|----------------------------------|
| Little Wandle Phonics  | Little Wandle Letters and Sounds |
| Vocabulary             | Vocabulary Ninja                 |
| Spelling Shed          | EdShed                           |
| Times Table Rock Stars | Maths Circle                     |
| White Rose             | White Rose Maths                 |