

# Pupil premium strategy statement – Four Lanes Community 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	363
Proportion (%) of pupil premium eligible pupils	14% (51 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23, 23-24 & 24-25
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Jacqui Mallaby
Pupil premium lead	Natalie Jones
Governor / Trustee lead	Julie Brady

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,900 (financial year 22-23 based on Oct 21 census)
Recovery premium funding allocation this academic year	£7,649
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>	<b>£68,549</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intent at Four Lanes Community School is to provide a safe, inclusive environment where all children can grow to be confident and independent, enjoying learning and striving to achieve their personal best.

We recognise that disadvantaged children face greater challenges in achievement and through high quality teaching and support we can positively impact on their success both academically and personally.

We strongly believe that in order for a child to make academic progress, children must feel emotionally secure. The strong, trusting relationships forged within our community ensure children feel safe to take risks and to ask for support when required. These relationships empower children to recognise their strengths whilst building resilience in the areas they find challenging.

Through robust on-going assessment, we are able to understand the needs of each child which ensures the curriculum is adapted and personalised to facilitate success for all. We are dedicated to ensuring a differentiated curriculum which enables children to access their learning. An engaging curriculum galvanises a sense of curiosity about the local and wider global community thus preparing them for a life beyond our school.

## Challenges

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

Challenge number	Detail of challenge
1	Social, Emotional and Mental Health needs
2	Challenging Home Environments
3	Lower prior attainment in Reading, Writing and Maths
4	Continued recovery following the impact of school closures
5	Limited enrichment opportunities outside school (low cultural capital).
6	Reduced parental engagement
7	Persistent lateness and absence

## 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. To continue to develop a high quality curriculum which meets the needs of all.	<ul style="list-style-type: none"> <li>Yearly overviews are well thought-through and the progression of skills has been considered.</li> <li>The curriculum includes opportunities for enrichment and learning beyond the classroom.</li> <li>Schemes created by experts have been carefully selected to meet the CPD needs of staff.</li> <li>Teacher feedback has been clarified to ensure that pupils can easily understand what they need to do to improve through the use of pink and green pens.</li> <li>Invest in ways of assessing core subjects which will provide teachers with reliable data to track through the year and a clear gap analysis from which to plan subsequent teaching.</li> </ul>
2. To provide staff with opportunities for CPD in an evidence-based approach.	<ul style="list-style-type: none"> <li>All staff have received training in the Little Wandle Letters and Sounds Revised approach.</li> <li>Phonics interventions using the Little Wandle approach.</li> <li>Teachers receive regular professional development in Maths Mastery techniques through staff meetings led by the maths lead.</li> <li>All staff have received some training in using the Talk for Writing approach and have started to use this strategy in their writing planning.</li> <li>Subject leaders receive regular professional development through core groups and subject specific webinars.</li> </ul>
3. To provide effective mentoring for ECTs to ensure high quality teaching is achieved.	<ul style="list-style-type: none"> <li>All ECT mentors will have been given time to attend / watch ECT training materials.</li> <li>ECT time and mentor time is protected weekly or fortnightly to ensure there is adequate time for in-depth discussions.</li> <li>Steplab is used to guide ECTs through their targets and direct them to appropriate evidence-based research.</li> </ul>
4. To ensure better retention of teaching staff in order to develop and maintain great teachers.	<ul style="list-style-type: none"> <li>The staff survey indicates that teachers feel valued, supported and that workload reduced wherever possible.</li> <li>Our CPD summary for the year shows that high quality professional development has been a priority.</li> </ul>
5. Technology and other resources focussed on supporting high quality teaching and learning.	<ul style="list-style-type: none"> <li>Purchase and use of Arbor to track internal data more carefully and identify gaps and patterns for groups of children, including Pupil Premium.</li> </ul>
6. To organise interventions to support language development, literacy and numeracy.	<ul style="list-style-type: none"> <li>Each year group has a clear, achievable intervention log with SMART targets for the pupils.</li> <li>Interventions have entry and exit data to compare.</li> </ul>

	<ul style="list-style-type: none"> <li>Intervention logs are updated weekly with attendance and a brief summary of achievement.</li> </ul>
7. Organise activities and resources to meet the specific needs of disadvantaged pupils with SEND.	<ul style="list-style-type: none"> <li>SEN specific equipment to support learning has been purchased, such as colour coded keyboards, writing slopes, grips and talking tins.</li> <li>Carefully planned Individual learning plans written and shared with parents.</li> <li>Lessons are carefully designed to provide scaffolding in order for children to be successful.</li> </ul>
8. Learning Support Assistant deployment and interventions.	<ul style="list-style-type: none"> <li>Each year group has a well-organised timetable of LSA support, targeted to where the most need is.</li> <li>Each year group has morning meetings and Tuesday meetings 3:30 – 4pm to ensure that LSAs are well-briefed about the day / week ahead and understand their role in supporting the learning.</li> <li>Observations indicate that the LSA is used purposefully to accelerate progress.</li> <li>All interventions are organised and analysed by the class teacher.</li> <li>LSA training has happened with SENCo / other members of staff.</li> </ul>
9. One to one and small group tuition.	<ul style="list-style-type: none"> <li>Small group or individual tuition has been arranged for pupils before, after and during the school day.</li> <li>All tuition will be linked to the normal classroom learning with regular communication between the class teacher and the tutor.</li> <li>Entry and exit data will be collected to judge impact.</li> <li>Tutors will be given information about learning gaps based on prior assessments.</li> </ul>
10. Supporting pupils' social, emotional and behavioural needs.	<ul style="list-style-type: none"> <li>Whole class approaches to improving mental health have been carried about, such as the CARE programme in Year 5 and anti-bullying week.</li> <li>Children with regulation issues have individual support plans (ISPs) written and may have been referred either for ELSA / MHST support or other agencies such as Primary Behaviour Service (PBS) - shown through the referral process and subsequent registers.</li> <li>Pupils report a positive impact for ELSA groups.</li> <li>Targets shared with parents to ensure a joined up approach.</li> <li>Fewer incidents of dysregulated behaviour (shown through incidents tracked on CPOMs).</li> <li>Children report having strategies to support their own wellbeing and can regulate their own emotions.</li> <li>Pupil conferencing shows that pupils feel safe at school and can name trusted adults.</li> <li>Planned opportunities throughout the year relating to e-safety and safeguarding for children.</li> </ul>

11. Supporting attendance.	<ul style="list-style-type: none"> <li>Overall PP and vulnerable attendance improves to meet school attendance target of 97% and mirrors 'other' children in school.</li> </ul>
12. Extracurricular activities	<ul style="list-style-type: none"> <li>School-led / school financed clubs – priority given to PP children.</li> <li>Trips and visits are partly funded for PP children to ensure attendance.</li> </ul>
13. Extended school time	<ul style="list-style-type: none"> <li>After school or before school tuition and homework club provision with intervention focus.</li> </ul>
14. Breakfast clubs and meal provision	<ul style="list-style-type: none"> <li>Breakfast club offered to all PP children.</li> </ul>
15. Communicating with and supporting parents	<ul style="list-style-type: none"> <li>Parents who are less involved have been surveyed to find out what type of support they would find helpful.</li> <li>Further opportunities for parents to support children's learning eg, curriculum meetings, shared reading workshops.</li> <li>School library service holiday book loans in place for PP children.</li> <li>Personalised messages to celebrate pupils' success regularly sent home.</li> </ul>

## 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: **£28,357.76**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Ongoing high quality curriculum review and design</u></b></p> <p>Year Group Leaders / SLT lead teams in further enhancement of curriculum offer in each year group.</p>	EEF: High quality teaching is the most important lever schools have to improve pupil attainment, including disadvantaged pupils. A focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. This may involve the selection of high quality curriculum materials or investing in the use of standardised assessments.	3 and 4
<p><b><u>Professional development on evidence-based approaches</u></b></p>	Training of staff to ensure consistency of approach across the school eg, Little Wandle	3 and 4

<p>Little Wandle Letters &amp; Sounds Revised CPD for all staff with regular reminders in staff meetings. Monitoring ensures consistency of approach.</p> <p>Maths Mastery teacher coaches other staff in this approach – staff meeting time.</p>	<p>Letters &amp; Sounds Revised SSP; Maths Mastery.</p> <p>Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> <p>The EEF Guide to the Pupil Premium (updated April 2022 and DfE Pupil Premium Overview (October 2022) – key principles of Quality Teaching; Targeted Academic Support and Wider Strategies.</p> <p>Ofsted 2014 report on Pupil Premium Progress.</p> <p>EEF Impact of school closures in KS1 on Year 2 and Year 3 pupils in 2021-22</p>	
<p><b><u>Mentoring and coaching</u></b></p> <p>ECTs have teacher mentors and school tutor to support them.</p> <p>ECTs attend regular training opportunities.</p> <p>Staff meeting time focus on quality of teaching and learning for coaching opportunities.</p>	<p>ECT mentoring and coaching</p> <p>Coaching by ‘experts’ eg, Maths Leader, Reading / Phonics leader</p> <p>EEF: effective professional development and effective mechanisms of PD</p>	3 & 4
<p><b><u>Recruitment and retention of staff</u></b></p> <p>Professional development linked to SIP to improve quality of teaching and learning.</p>	<p>High quality professional development is a priority.</p> <p>EEF: effective professional development</p> <p>DfE: Reducing School Workload collection</p>	3 & 4
<p><b><u>Technology and other resources</u></b></p> <p>Investigation into expert schemes for some subjects eg, SCARF for PSHE / RHE, Get Set 4 PE scheme, Computing and French schemes.</p> <p>More up to date devices purchased to enhance teaching and learning opportunities.</p> <p>Further develop assessment processes for Foundation Subjects, investigating capabilities of Arbor and evaluating Insight Tracker.</p>	<p>Increased numbers of tablets to support learning.</p> <p>Some expert schemes in use: SCARF (PSHE/RHE), PE, French, Computing.</p> <p>Further improvements to tracking of attainment and progress in Foundation subjects.</p> <p>EEF: Using digital technology to improve learning.</p>	3 & 4

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

Budgeted cost: **£23,977.36**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Interventions support language development, literacy and numeracy</u></b></p> <p>Targeted interventions for reading, writing and maths across year groups.</p> <p>Little Wandle Letters &amp; Sounds Revised SSP – interventions used for phonics and reading.</p> <p>Introduction of Talk for Writing – if the children can't speak a sentence, they can't write it.</p>	<p>Interventions should be clearly linked to classroom teaching and matched to specific needs, while not inhibiting access to the curriculum.</p> <p>EEF: Selecting Interventions.</p>	3 & 4
<p><b><u>Activity and resources to meet the specific needs of PP pupils with SEND</u></b></p> <p>Purchase SEN specific equipment / resources such as colour coded keyboards, writing slopes, pencil grips and talking tins.</p> <p>ILPs with SMART targets regularly reviewed and shared with parents.</p> <p>Careful lesson design to differentiate &amp; provide scaffolding in order for children to be successful.</p>	<p>These pupils have the greatest need for excellent teaching.</p> <p>EEF: SEN in mainstream schools.</p>	3 & 4
<p><b><u>LSA deployment and interventions</u></b></p> <p>LSAs are timetabled to support the greatest need.</p> <p>LSAs are well-briefed and understand their role in supporting the learning.</p> <p>Observations show LSAs are used purposefully and have impact in accelerating progress.</p> <p>All interventions are organised and analysed by the class teacher.</p> <p>Regular LSA training opportunities during meeting &amp; INSET time.</p>	<p>To ensure that priority pupils are supported.</p> <p>EEF: making the best use of teaching assistants</p> <p>EEF: teaching assistant interventions</p>	3 & 4

<p><b><u>One to one and small group tuition</u></b></p> <p>Planned small group or individual tuition for pupils has been carried out before, after and during the school day. Progress will be monitored from entry data.</p> <p>Class teachers liaise with tutors to communicate about learning gaps and priority areas.</p>	<p>Most likely to be successful if provided outside of normal school lessons.</p> <p>EEF Toolkit: 'one to one tuition' and 'small group tuition'.</p>	3 & 4
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£21,564.58**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Supporting pupils' social, emotional and behavioural needs</u></b></p> <p>Introduction of SCARF PSHE / RHE programme.</p> <p>Anti-bullying week mid-November (anti bullying alliance). Followed up with bullying survey.</p> <p>ISPs reviewed or written.</p> <p>Referrals to ELSA or other agencies where needed eg, PBS, MHST</p> <p>Pupils surveyed about feeling safe / keeping safe and well</p> <p>Drop in meetings for parents on termly basis or more frequently if requested.</p> <p>Behavioural incidents tracked on CPOMS.</p>	<p>SEMH skills are linked to positive outcomes later in life.</p> <p>EEF: Improving SEMH in Primary Schools</p> <p>EEF: Improving Behaviour in Schools.</p> <p>EEF toolkit: social and emotional learning and behaviour interventions strands.</p>	1, 2, 3 & 4



<p><b><u>Supporting attendance</u></b></p> <p>Regular attendance monitoring by Admin Assistant and HT. Attendance Policy procedures followed. New Hampshire Attendance Team practices to be embedded in school procedures.</p>	<p>Parental engagement interventions and communications around attendance.</p> <p>EEF: working with parents to support children's learning</p>	3, 4, 6 & 7
<p><b><u>Extra-curricular activities</u></b></p> <p>School-led / school financed clubs – priority given to PP children. Monitor attendance.</p> <p>Trips and visits are partly or wholly funded for PP children to ensure attendance.</p>	<p>To increase engagement in learning.</p> <p>EEF Toolkit</p>	1, 2, 5, 6 & 7
<p><b><u>Extended school time</u></b></p> <p>Plan after school or before school tuition for focused children.</p> <p>Run a homework club for KS1 children with intervention focus.</p>	<p>Extend upon core teaching during the school day for targeted pupils focusing on core subjects.</p> <p>EEF Toolkit: extending school time</p>	2, 3, 4 & 7
<p><b><u>Breakfast club</u></b></p> <p>Investigate running a free breakfast club for PP children.</p>	<p>Breakfast club prepares children for learning as well as supporting school attendance and behaviour.</p> <p>EEF: Magic Breakfast Programme</p>	2, 3, 4, 6 & 7
<p><b><u>Communicating with and supporting parents</u></b></p> <p>Survey focused parents to find out what approaches would help.</p> <p>Investigate opportunities for parents to support children's learning eg, curriculum meetings, shared reading workshops.</p> <p>School library service holiday book loans in place for PP children.</p> <p>Personalised messages to celebrate pupils' success regularly sent home.</p>	<p>Improved parental engagement is consistently associated with improved academic outcomes.</p> <p>EEF Toolkit: parental engagement</p> <p>EEF: working with parents to support children's learning.</p>	2, 3, 4, 6 & 7

Monitoring of attendance statistics and follow up quickly on absences.	Some children's attendance has been lower than expected. Where this is the case, other factors are often the cause – including some anxieties; parental choice etc.	1, 2, 3, 4 & 7
First day response provision.		
Enrichment clubs / activities	NfER briefing for school leaders identifies addressing attendance as a key step.	
Paying for enrichment trips and visits	Children will be prioritised for offers of places on after school clubs, funded by school. These are run by outside agencies, teachers and LSAs from the school.  Enables all children to participate fully in enrichment opportunities.	

**Total budgeted cost: £73,899.70**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.*

*Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year. For example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*We strongly discourage comparing your school's 2022 performance data with data from previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are.*

*You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

#### 1.1. ELSA outcomes, Boxall, 6 strands show positive impact of specific ELSA programmes on identified children

Pupil voice for those involved in ELSA is positive although we lack the quantitative data in order to be able to compare pupils' feeling before and after the interventions. Both ELSA staff report that ELSA time was not protected last year and consequently many interventions occurred inconsistently and this made it difficult to have the desired impact on pupil's thoughts, behaviours and actions. ELSA evaluations were not completed at the end of the intervention as staff were often not able to finish a set of sessions. Similarly, Boxall profiles were carried out for children with emotional needs and were used to support teachers and LSAs with appropriate strategies for supporting them, however these were not repeated at the end of the cycle and so this makes it difficult to compare these to analyse any improvements made.

#### 1.2. Pupils continue to make progress through having their emotional needs met.

The Year 6 SATS data indicated that the progress for reading and writing was significantly below expected levels, although we know that the impact of school closures during Covid make this data hard to analyse. The mean scaled score and overall attainment for single subjects was generally in line with county and national averages.

In terms of internal data, the tracking system being used was insufficient for analysing whole school data which prevented the Senior Leadership Team from being able to quickly identify patterns which we have hopefully remedied through the introduction of Arbor.

For the majority of subjects in the majority of year groups, pupils have not made the expected progress required to maintain the expected level they achieved at Key Stage 1. In Year 4 writing and maths, the percentage of pupils achieving Expected or above increased which indicates accelerated progress. In all other subjects and year groups the percentage dropped

which indicates that the expected progress is not being made by some pupils. Therefore, we cannot conclude that by having their emotional needs met, that this results in pupils making adequate progress in their learning.

### 1.3. Pupils report a positive impact of ELSA support.

Pupil voice for some children involved with ELSA last year was positive. They commented specifically on how the sessions supported them with a range of issues such as sleep, anxiety, caring responsibilities and interactions with peers. Some children identified how the strategies they had learned during ELSA / pastoral sessions were useful in other areas of school life and at home. From a school's perspective, we need to be better at keeping accurate registers of ELSA attendance and creating a clear way of analysing the success of the intervention through a simple rating system at the beginning and the end. We also need to ensure that the ELSA time is protective in order for the sessions to go ahead as planned.

### 2.1 Family support work shows a positive impact on work completed with families.

Our family support worker has signposted families to a number of workshops and courses to support them when they reported difficulties to school. The FSW's records indicate regular communication with families experiencing difficulties and shows that families were able to access levels of support to suit their needs. Some of these families are no longer accessing support because their needs were met and they are now able to use the strategies learned independently.

### 2.2 Pupil conferencing shows pupils feel safe at school.

Pupil voice of a small random sample indicates that this is not yet consistently true for all children. 58% always felt safe (14/24), 8/24 said 'most of the time' and 2/24 said 'some of the time'. Therefore, we will need to continue focusing as a school on ways to ensure that pupils feel safe in all ways at all times at school.

### 3.1. SEND assessments show double ratio gains in progress.

A ratio gain of 1.0 means that the child's skills are developing at a normal pace, **but they will not be catching up with their peers**. Brooks (2007) suggests that:

- Between 1.4 and 2.0 of 'beneficial impact',
- Between 2.0 and 3.0 of 'valuable impact',
- Between 3.0 and 4.0 of 'substantial impact' and
- Above 4.0 of 'remarkable impact' (Brooks. 2007, p. 289).

Summer Term	1-1.4		1.4-1.9		2 -3		3.1-4		4+	
	# of chdn	% of chdn	# of chdn	% of chdn	# of chdn	% of chdn	# of chdn	% of chdn	# of chdn	% of chdn
Salford (35)	14	40%	9	26%	2	6%	1	3%	1	3%
Sandwell (40)	19	48%	16	40%	6	15%	1	3%	0	

The internal data shows that between 18% and 23% of pupils (depending on the assessment) were able to achieve the double ratio gains desired. However, between

40 – 48% of pupils with SEND were only achieving at or slightly above average progress.

### 3.2 SEND trackers show progress in 70% of domains for R, W, M (excluding those with complex learning needs and disabilities).

	Reading (8 reading domains)  6 domains is 80%  <b>32 children with a reading tracker</b>	Writing (6 writing domains)  5 domains is 80%  <b>39 children with a writing tracker</b>	Maths (9 maths domains)  7 domains is 80%  <b>35 children with a maths tracker</b>
Progress in 9+ domains	10/32= 31%	7/39=18%	13/35=37%
Progress in 9 domains	12	10	18
Progress in 8+ domains	14 (26 as some are now ARE = 59%)44%	13	20
Progress in 7+ domains	18	13	21/35=60%
Progress in 6+ domains	20/32 = 62%	18 = 46%	23
Progress in 5+ domains	27	24/62%	25
Progress in 4+ domains	28	29	28
Progress in 3 domains	29/32=91%	31 = 79%	30/35=86%

### 3.3 SEND trackers show progress in 50% domains for writing (excluding those with complex learning needs and disabilities).

Internal school data shows that 31/39 (79%) children with a writing tracker made progress in at least 3 out of the 6 domains.

### 3.4 Data analysis shows PP gap is closing.

Internal data shows the PP gap is closing in seven of the core subjects across all year groups. The PP gap stayed the same in two of the core subjects and increased in 3 core subjects. The PP gap closed in all core subjects in Year 6 however the gap maintained or increased in Year 5 – this means as a school we will have to focus even more on those pupil premium children in

Year 6 in the academic year 2022-23 in order to accelerate their progress and close the enlarged gap.

### 3.5 Monitoring and observations show that pupil needs are met through interventions and differentiation.

The majority of the monitoring carried out in school showed that pupils were receiving differentiated work to meet their needs, however, the success of this was varied. Interventions were organised around the needs of the pupils which were established through a question level analysis of summative assessments. These interventions were planned to address misconceptions.

### 3.6 All PP children meet or exceed their KS1 baseline in R,W,M.

At the end of July 2022, there were 42 PP children whose data could be compared to a KS1 baseline. In reading across all year groups, 35 out of 42 children met or exceeded their KS1 baseline (83%). In writing across all year groups, 33 out of 42 children met or exceeded their baseline (79%). In maths across all year groups, 37 children met or exceeded their KS1 baseline (88%). The data reflects the picture in overall progress and attainment across the school with writing an area for development and maths continuing to be the strongest subject. See the table below for a more detailed breakdown of individual year groups.

	Reading			Writing			Maths		
	Above	Equal	Below	Above	Equal	Below	Above	Equal	Below
Y3 (14)	4	6	4	2	8	4	3	9	2
Y4 (11)	1	7	3	4	5	2	1	9	1
Y5 (10)	1	8	1	3	6	1	1	9	0
Y6 (7)	1	4	2	0	4	3	0	4	3

### 4.1 Monitoring indicates early detection of need for targeted interventions.

During monitoring cycles, it was clear that groups of children have been identified to participate in focus groups based on their need. The number of interventions running throughout the school indicates that targeted interventions were established and a clear focus was given for each group to work on.

#### 4.2 Planning and intervention logs show targeted teaching and support to address gaps caused by school closure.

Through the use of intervention records, it is clear that groups of children have been identified based on both formative and summative assessments. These groups of children change either termly or half-termly and demonstrate that teachers have identified needs on a rolling basis. Pre-assessments have been carried out to establish gaps before a unit is taught and subject leaders worked hard to ensure that long-term plans were adjusted to compensate for the missed learning (using the recovery curriculum).

#### 4.3 Markbooks, HAM trackers, SEN trackers show gaps have been closed.

Although the markbooks, HAM trackers and SEN trackers show the progress made for each pupils across different subjects and objectives, they do not show that the gaps from school closures or the gap between PP and non-PP children have closed.

##### 15.1 100% PP children attend school trips.

Last year, the two residential trips in Year 4 and 6 indicated that not all PP children attended. 89% of Year 6 PP children (8/9) attended the residential in Calshot. 84% of Year 4 PP children (2/12) attended the residential in Minstead. PP families were not always told in advance about funding options and were not offered funded places when they explained the children could not attend. This has resulted in the school reflecting on our practices for the academic year 2022-23.

##### 15.2 All PP children actively encouraged to attend clubs in and out of school.

PP children were informed about clubs and extra-curricular activities through the usual ParentMail communication system. However, there was not additional communication or encouragement from the school to target PP children and once a club list was generated, future correspondences were sent only to those already signed up.

#### 6.1 Records show 70% of children read at home.

Our survey at the end of July 2022 indicated that only 54% of pupils were reading at home across the school and so this remains an ongoing target for the school.

#### 6.2 Intervention logs show increased use of Bug Club at home / school.

Unfortunately, Bug Club was not used regularly at home. In the summer term, it was used as an intervention at the start of each day for those pupils who were behind in reading.

#### 6.3 PP children make progress in reading in-line with non-PP children.

From internal data we can see that PP children made the same amount of progress as Non-PP children in Year 3 as the gap persisted at 23%. In Year 4 and 6, the gap decreased which indicates that PP children were making accelerated progress compared to their non-PP peers

(Year 4 from 26% to 9%, Year 6 from 26% to 14%). In Year 5 however, the gap increased from 3% to 14%.

#### 7.1 Consistent monitoring will identify concerns early in order for support to be put in place.

Regular data inputs and question-level analysis of assessments allowed teachers to identify pupil needs. Although these were sometimes academic, sometimes monitoring indicates the need for pastoral or SEMH support. This support sometimes occurred in the classroom through using scaffolds such as Now, Next, Then boards or movement breaks. Sometimes this support happened outside the classroom through 1:1 pastoral sessions or ELSA groups (although this support was often a little inconsistent due to staffing issues).

#### 7.2 Family Support Worker and Inclusion Manager contact logs will evidence support given and offered.

Thorough records from our Family Support Worker indicate weekly check-ins with vulnerable families and offers of support range from school nurse referrals to the Children's Wellbeing Team. Parents have been directed to a range of workshops and courses to suit the needs of their family. Additional school-led sessions around attachment and anxiety were also run based on the issues families said they were facing.

#### 7.3 PP attendance will increase from 93% to 98% (in line with non-PP)

Records indicate that attendance for the whole school in 21-23 was 96% (lower due to ongoing disruption due to Covid-19 self-isolation and related illnesses). The attendance for pupil premium pupils was 93.3%. Although we did not succeed in increasing the percentage, the gap between PP and non-PP closed slightly.

## Externally provided programmes

Programme	Provider
Language Link & Speech Link	Speech Link Multi-Media Ltd
DEST recording sheets	Pearson Assessment Ltd

## Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Only 1 service premium child. Funding towards ELSA costs.
The impact of that spending on service pupil premium eligible pupils
Provision of targeted pastoral support as required.



