

Pupil Premium Strategy Statement



Written: August 2023

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	Launde Primary School
Number of pupils in school	633
Proportion (%) of pupil premium eligible pupils	7.5% (48 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	September 2022
Date on which it will be reviewed	September 2025
Statement authorised by	Sam Coy (CEO)
Pupil Premium Lead	Kathryn Priddey
Governor / Trustee Lead	Sumeya Vankalwala

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65475
Recovery premium funding allocation this academic year	£0
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	£65475

Part A: Pupil Premium strategy plan 2022 - 2025

Statement of intent

We believe that all pupils have the right to fulfil their full potential and want all our pupils to achieve high attainment and develop to the full during their time at our school. Our school motto is 'nurturing happy, resilient and unique individuals' and we want to ensure we support all our pupils to realise this. We regularly consider the barriers that our vulnerable pupils face and how we can reduce or remove these to enable the children to succeed.

We focus on high quality teaching to ensure all pupils, including our disadvantaged pupils, achieve well. We have found that the lessons which are most effective for our pupils that have gaps in their understanding use the following three main strategies: scaffolding, resources to help concrete understanding and the use of metacognition. This applies to all areas of the curriculum. We therefore ensure in our strategy that teachers have the resources and training to deliver highly effective lessons.

To ensure this approach is responsive to individual needs, we work with our staff to identify barriers to learning for individual and groups of children and produce detailed action plans to plan the approach to narrowing the gap with peers that are based on assessment and are evaluated carefully.

At our school we also value the importance of enrichment activities for our pupils. We appreciate that longer term benefits of these and therefore ensure our plan enables all pupils to access opportunities both within the school day and extra-curricular. This enables our disadvantaged pupils to have the opportunity to have more equal life experiences as our non-disadvantaged pupils and develop individual talents and experiences which will help them in their next stage of learning and in the future, to become successful citizens of our country.

Challenges

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

Challenge number	Detail of challenge
1	High parent engagement is associated with improved academic outcomes. During the pandemic this was not possible and our evaluations show that last year, parents of disadvantaged pupils are not as engaged as in previous years.
2	Barriers to learning in phonics have been identified and pupils that are disadvantaged generally have greater difficulty learning their phonics than their peers. This then has a negative impact on their reading skills. Ensuring our phonics approach is effective for all pupils is of upmost important. Internal assessments show that a consistent approach to phonics, with quality lessons delivered each day is important. The challenge is to ensure that this is always the case.
3	Assessments, observations and discussions with pupils indicate underdeveloped oracy language skills among many disadvantaged pupils. This is evident through observations from Reception through to KS2. On entry to Reception, in 2023, 40% of pupils with PP achieved expected speaking compared to 59% of non PP children. In 2022, 0 pupils with PP achieves expected speaking on entry, compared to 3% of non PP children.

4	Through our school reflections and observations, we have seen a link between our persistent non-attendees and disadvantaged and often SEN. This improved towards the end of last year but our aim is not yet fully realised. In 2022-2023, 2% of persistent absenteeism for disadvantaged pupils is low compared to 12% of their peers. However, all absenteeism for PP children was 91% in 2022-2023, compared to 96% for all pupils. This adversely effects attainment.
5	Access to enrichment opportunities are more limited for our disadvantaged pupils than those of their peers. When completing internal surveys with the children, they feel that they like being able to take part in the same activities as the other children. It helps make them feel equal.
6	IT use is important to support improved teaching and learning. Our discussions with pupils and families have evidenced a lack of IT skills for our disadvantaged compared to those of non-disadvantaged pupils. Children benefit from having IT devices at home to complete homework, access on line learning opportunities.
7	Academic progress for our disadvantaged pupils is lower than non-disadvantaged pupils in most year groups in reading and maths. This is evident through internal monitoring systems.

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.

3-year plan:

Intended outcome	Success criteria
To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions. To improve phonics skills among disadvantaged pupils.	Year 1 phonics outcomes in 2024/2025 show that more than 70% of our disadvantaged pupils meet the expected standard. All pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points. Attainment is in line with non PP children in reading, writing and maths.
To attain a high level of IT provision for all pupils, particularly our disadvantaged pupils.	Sustained high levels of IT provision for our disadvantaged pupils, skills which are used to support learning and improve outcomes at home and at school. This will be demonstrated through data from pupils, parents and teacher observations from 2024/2025.
To achieve a good level of oracy skills by our disadvantaged pupils	Observations and teacher assessments in 2024/2025 demonstrate a good level of oracy skills among our disadvantaged pupils.
Access to enriched curriculum and extra-curricular activities	Sustained, high level of participation from 2024/2025 shown through evaluations, attendance registers detailing access to clubs.
To sustain and achieve improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance by all pupils, but particularly our disadvantaged pupils on

	2024/2025 by overall absence rate being no more than 4%. The attendance gap between disadvantaged pupils and non-disadvantaged pupils being reduced by 2%
A good level of engagement from parents	Sustained and good level of engagement from parents of our disadvantaged pupils demonstrated through participation figures at parents' meetings, evaluation and feedback through other workshops and parent sessions.

Activity in this academic year 2023 - 2024

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** (2023 -2024) to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £17,085

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Improving English & Maths outcomes through TAs working alongside class teachers to provide explicit instruction and scaffolding, develop cognitive and metacognitive strategies, support flexible grouping and the use of technology Specific actions: Training and support for TA's to use IT in sessions 2 intervention areas to have interactive whiteboards fitted and wifi.	EEF T&L toolkit: Teaching Assistant Interventions +4 Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out of class.	2,3,7	£6985
Mentoring and coaching by senior leaders. Assistant Heads to have ½ day per week to observe teaching and learning, give feedback and ensure best outcomes possible.	Research demonstrates that all children benefit from high quality teaching and learning provision. We want to ensure that teaching strategies are the best they can be through a well planned monitoring and feedback process, using instructional coaching strategies. School Development Plan 23/24 Leaders believe that the quality of teaching & learning across the school is strong. We	2,3,7	£5400

<p>Efficient and targeted coaching for individual staff and groups of staff, where inconsistencies are identified, e.g. in application of calculation policy, writing and reading strategies, behaviour management etc</p>	<p>have a culture of continuous improvement for all and recognise that even with the best teaching, there are always challenges in ensuring the best outcomes due to some of the barriers that our children face (as outlined earlier in this strategy). We believe that focusing on outcomes alone will not improve these. We believe that the focus must be on the delivery. Utilising research, and promoting self-development, will strengthen our collective approach and facilitate sharing of best practice as well as improving outcomes in each class.</p> <p>The EEF Guide to the Pupil Premium (April 2022): Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.</p> <p>EEF Evidence Brief: Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p>		
<p>Subject Leaders released for curriculum development – curriculum sequencing & provision strengthened through leadership release to monitor and implement effective implementation alongside coaching and staff CPD.</p> <p>½ day cover by HLTA for English and Maths Subject Leaders every other week.</p> <p>½ day cover by HLTA to release subject leaders - Creative,</p>	<p>EEF Evidence Brief recommends developing high quality teaching, assessment and curriculum as an effective targeted approach for PP spending.</p> <p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise.</p> <p>Great Teaching Toolkit Evidence Review June 2020 Great teachers understand the content they are teaching and how it is learnt. This means teachers should have deep and fluent knowledge and flexible understanding of the content they are teaching and how it is learnt, including its inherent dependencies. They should have an explicit repertoire of well-crafted explanations, examples and tasks for each topic they teach.</p>	<p>2,3,6, 7</p>	<p>£3420</p>

Computing, PE, Science, Humanities			
<p>Diagnostic assessment of pupil progress through standardised testing tool, diagnostic assessments and review meetings with senior leadership team every term using Insight and gap analysis data following termly data drops.</p> <p>Purchase of standardised diagnostic assessments for Y1, Y2, Y3, Y4, Y5.</p> <p>Termly progress meetings with less experienced staff or cohorts that have lower data. Writing is Y3 and Y4.</p>	<p>Standardised tests provide essential tracking information for the teacher. These tests provide a diagnostic tool that can be completed to identify specific strengths and weaknesses. This in turn will be addressed through future teaching and interventions where appropriate.</p> <p>The EEF Guide to the Pupil Premium (April 2022): Gaining a thorough knowledge of your disadvantaged pupils' levels of attainment is the first step in developing an effective pupil premium strategy. Once you have gauged the performance of your disadvantaged pupils against national benchmarks, for pupils whose attainment is below age related expectations, you should examine what could be hindering their attainment. This will involve diagnostic assessment of academic challenges, but also take account of wider challenges, such as attendance</p>	2, 7	£1280

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

Budgeted cost: £31430

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<p>Additional KS1 phonics sessions for low attaining pupils and disadvantaged pupils who require further phonics support based on continuous assessment and tracking of progress.</p> <p>Specific action: Small group TA support in Spring term for Year 1 pupils and Year 2 pupils not on track with their phonics.</p>	<p>Phonics approaches support children to access reading. Targeted phonics sessions have been shown to be more effective when delivered as regular sessions over a period of 12 weeks. EEF research confirms that phonics achievement for all is important.</p> <p>EEF T&L toolkit:</p> <p>Phonics +5 Teaching Assistant Interventions +4</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is</p>	2,3,7	£2670

	more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.		
Storytime magazine and Book in a Box subscription set to the children's homes each month for a year.	Engaging parents in learning has been proven to improve outcomes. Our school has developed a strong relationship with our families in many different ways. Providing additional reading resources at home for our families who can't afford to update books regularly has helped improve outcomes at our school in the past and we want to continue to support this through sending books and activities based on books to the children's home.	1, 2,3,7	£660
To provide alternative provision for a pupil in Year 5 who is absent from school with SEN needs.	EEF Evidence Brief recommends supporting attendance as an effective wider approach for PP spending. It particularly notes how parental communication and targeted engagement supports pupil attendance. WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING Guidance Report Research on the factors affecting parental engagement with school suggests the need for a whole-school approach that is embedded over the long term. Effective partnership with parents is likely to be supported by several ingredients at the school level, including a leader who prioritises it and ensures that it is integrated into school planning, and a plan for working with parents that is informed by an understanding of families' lives.	4	£1,400
High quality tutoring provision to be in place in Spring term to support year groups with highest PP amount and weak areas identified in Autumn term data.	Tutoring analysis states that pupils makes a high level of progress in small group sessions with their own teacher. In our school, the feedback from staff has been very positive. Data analysis showed that the children	3,7	£26,700

	<p>in these groups made accelerated progress.</p> <p>Children fed back that they really enjoyed working with their teacher, they felt comfortable and appreciated that the teacher knew them really well as learners so could help them.</p> <p>EEF T&L toolkit:</p> <p>Reading Comprehension strategies +6</p> <p>Small group tuition +4</p> <p>Feedback +6</p> <p>EEF Evidence Brief recommends interventions to support language development, literacy, and numeracy as an effective targeted approach for PP spending: Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum.</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £16,960

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
<p>Attendance Lead to maximise the use of strategies to ensure compliance with attendance expectations. Attendance Lead will rigorously monitor attendance across the school, including PP so that support can be targeted carefully.</p> <p>Staff to support meetings to work with families of identified PP pupils whose attendance needs to increase. Attendance Lead will continue to</p>	<p>Attendance in school has been well documented as imperative to support children's increased outcomes. Forming a close working relationship with parents to engage and inform has been recognised as important by EEF research in improving outcomes.</p> <p>EEF T&L toolkit: Parental engagement +4</p> <p>EEF Evidence Brief recommends supporting attendance as an effective wider approach for PP spending. It particularly notes how parental communication and targeted engagement show promise in supporting pupil attendance.</p>	4	£4000

drive efforts to improve attendance and reduce persistent absence by specifically promote attendance within EYFS so that children attend school regularly and attendance, within this phase of learning, matches the rest of the school.	WORKING WITH PARENTS TO SUPPORT CHILDREN'S LEARNING Guidance Report Research on the factors affecting parental engagement with school suggests the need for a whole-school approach that is embedded over the long term. Effective partnership with parents is likely to be supported by several ingredients at the school level, including a leader who prioritises it and ensures that it is integrated into school planning, and a plan for working with parents that is informed by an understanding of families' lives.		
Emotion check in and worry monster/box use. Staff responsible for this to monitor use, provide feedback. Release time ½ day per half term £220 per term	EEF T&L toolkit: Social & Emotional Learning +4 Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs.	7	£660
Parent engagement Meet with parents 3 x a year for 30min parent /teacher meeting	EEF research has found parental engagement has been important when supporting pupil outcomes. Over the past few years we have learnt that at school, increasing the time spent with these families has helped develop a partnership within which to support the children for the year. The average impact of the Parental engagement approaches is about an additional 4 months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.	1	£2200

	<p>The evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive. There are examples where combining parental engagement strategies with other interventions, such as extended early years provision, has not been associated with any additional educational benefit. This suggests that developing effective parental engagement to improve their children's attainment is challenging and needs careful monitoring and evaluation.</p> <p>There is some evidence that supporting parents with their first child will have benefits for siblings.</p> <p>Parents' aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term.</p> <p>The EEF has tested a number of interventions designed to improve pupils' outcomes by engaging parents in different types of skills development. The consistent message from these has been that it is difficult to engage parents in programmes. By contrast, a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost.</p>		
Residential subsidy: Ensure all disadvantaged children have the opportunity to partake in a subsidised residential experience in Y4 and Y6.	<p>Council for Learning Outside the Classroom: This is not only about what we learn, but most importantly, how and where we learn. It is about improving young people's understanding, skills, values, personal and social development and can act as a vehicle to develop young people's capacity and motivation to learn.</p>	5	2000
Curriculum enrichment through visits and visitor to school so that pupils are given real experiences in order to help them learn, develop their vocabulary, broaden their knowledge and gain experiences of the world around them	<p>EEF T&L toolkit: Arts participation +3</p> <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and</p>	5	£1000

<p>Specific actions:</p> <p>Day visits fully funded</p> <p>Guitar tuition in Y4 fully funded</p> <p>Peripatetic music lessons funded for 6 months</p>	<p>science. Benefits have been found in both primary and secondary schools.</p> <p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>		
<p>Subsidised places for extra-curricular clubs: provide enrichment opportunities for disadvantaged pupils through subsidised places in extra-curricular clubs so they have access to a wide-range of experiences and opportunities which nurture different skills and talents.</p> <p>Specific action: After school clubs 1 per term per child</p>	<p>At our school, the opportunity gap between our non-disadvantaged families and disadvantaged families is very wide. Our disadvantaged children have limited access to the enrichment opportunities. Each year we have built upon our offer to support the wider learning experiences for all our children and provide the equality that all children deserve.</p> <p>EEF T&L toolkit: Physical activity +1 Extending school time +3</p> <p>There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and joy of learning environment, including increased school attendance.</p>	1,5	£500
<p>Resources for pupils</p> <p>Uniform – 1 x complete set</p> <p>Resources for individual pupils £50 per child</p>	<p>EEF Research: There is a belief in some countries that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation. Some also believe that a uniform promotes social equity. However, there is little robust evidence that introducing a school uniform will, by itself, improve academic performance, behaviour, or attendance. There is a general belief in the UK that school uniform leads to improvements in pupils' behaviour. It is important to remember that improved behaviour, on its own, does not necessarily lead to better learning, though it may be an important precondition</p> <p>Closing the disadvantage gap</p> <p>Pupils from lower socioeconomic households are less likely to be able</p>	1,5	£1000

	to afford the cost of school uniforms. Schools intending to change their school uniform policy should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils.		
IT equipment and licensees, replacement of equipment for home use	<p>We provide IT equipment for children who do not have access to IT at home to complete homework, learning research and use it to broaden their specific talents and skills. Evidence from our school observations has shown that homework completion increased when our children had IT at home.</p> <p>EEF Digital technology recommendations: Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom. Technology can be engaging and motivating for pupils. However, the relationship between technology, motivation and achievement is complex. Monitoring how technology is being used, including by checking that all learners have the skills they need to use it effectively, is likely to reduce the risk that technology becomes a tool that widens the gap between successful learners and their peers.</p>	6	£4600
Funding of Launde care provision and play therapy opportunities for PP pupils	<p>A contingency fund available for our families who need wrap around care in specific times to support the family as required. We have previously found that family circumstances change and on occasion our families need before and after care provision to ensure attendance remains possible.</p> <p>The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average. In addition to providing academic support, some school programmes aim to provide stimulating environments and activities or develop additional personal and social skills.</p>	1,4,7	£1000

	These programmes are more likely to have an impact on attainment than those that are solely academic in focus.		
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Total budgeted cost: £65,475

Part B: Review of outcomes in the previous academic year



Pupil Premium Strategy outcomes

Impact of our pupil premium activity in the 2022 to 2023 academic year.

Intended Outcome 1: To continue to ensure the outcomes and progress for pupils in receipt of pupil premium are at least in line with those of peers in school in reading, writing and maths through ensuring high quality teaching is effectively in place, alongside targeted interventions.
To improve phonics skills among disadvantaged pupils.

Outcome:

Year 2					
	Number of PP pupils	8	Number of PP pupils with SEN	2	Comments strengths/concerns
	Number of LAC pupils	1			
Reading	PP achieving expected or higher	50%	Number of PP achieving higher	0%	below
	Non PP achieving expected or higher	77.5%	Non PP achieving higher	26.2%	
	LAC achieving expected or higher	100%	LAC achieving higher	0%	
Writing	PP achieving expected or higher	50%	Number of PP achieving higher	0%	below
	Non PP achieving expected or higher	73.8%	Non PP achieving higher	7.1%	
	LAC achieving expected or higher	100%	LAC achieving higher	0%	
Maths	PP achieving expected or higher	37.5%	Number of PP achieving higher	0%	below
	Non PP achieving expected or higher	77.4%	Non PP achieving higher	21.4%	
	LAC achieving expected or higher	100%	LAC achieving higher	0%	

Year 6					
	Number of PP pupils	9	Number of PP pupils with SEN	2	Comments strengths/concerns
	Number of LAC pupils	0			

Reading	PP achieving expected or higher	77.8%	Number of PP achieving higher	11.1%	
	Non PP achieving expected or higher	81.3%	Non PP achieving higher	23.8%	
Writing	PP achieving expected or higher	88.9%	Number of PP achieving higher	22.2%	
	Non PP achieving expected or higher	90%	Non PP achieving higher	35%	
Maths	PP achieving expected or higher	77.8%	Number of PP achieving higher	11.1%	
	Non PP achieving expected or higher	87.5%	Non PP achieving higher	30%	

Phonics Screening	PP Passed screening check	80%	LAC passed screening check	100%	2 did not pass, 1 with significant SEN with 1:1 support
	Non PP passed screening check	92.5%			

Intended outcome achieved. This is 10% more than the target in phonics.

Next steps: To ensure that this standard is maintained and is an upward trend. This intention will continue to be a focus for the Pupil Premium Strategy. Where progress falls below the expected this is often linked to low attendance for a key group of children due to holidays and an increased anxieties from family members or additional SEN needs.

Intended Outcome 2: To attain a high level of IT provision for all pupils, particularly our disadvantaged pupils.

Outcome: Sound buttons were purchased for children in FS and KS1. These proved to be very effective. Using sound buttons in the classroom has proven to be a highly effective teaching tool. These auditory cues not only capture the children's attention but also enhance their engagement and comprehension of the lesson. When teachers incorporate sound buttons into lessons, they can emphasize key points, provide immediate feedback, and create a dynamic learning environment. Additionally, sound buttons cater to various learning styles, making lessons more accessible to auditory learners. Overall, the strategic use of sound buttons in the classroom has improve classroom management, increase student participation, and enabled children to rehearse sentences before committing to paper.

Next steps:

The provision of IT ipads/laptops at home to ensure the children can take part in research homework, learning apps and enhance IT skills regularly has proved successful. These are kept uptodate with firewalls and are monitored each year.

Intended Outcome 3: To achieve a good level of oracy skills by our disadvantaged pupils

Outcome: The promotion of increased oracy skills among disadvantaged pupils in our primary school is paramount for fostering their academic and social development. By encouraging our children to actively participate in classroom discussions and activities, we have been able to expand their vocabulary and their ability to express themselves in full sentences. Modelling dialogue between peers is a particularly effective strategy as it provides pupils with practical examples of how to engage in meaningful conversations, articulate their thoughts, and respond to others' ideas. Additionally, the use of displays featuring rich and diverse vocabulary can serve as a visual aid, further enhancing the breadth of words known to our pupils.

Next steps: To further develop the vocabulary on display so it is always purposeful and useful for the children.

Intended Outcome 4: Access to enriched curriculum and extra-curricular activities

Outcome:

Funding has been used to cover SLT to allow experienced leaders to work alongside teachers for curriculum development work and to provide planning, coaching and modelling support. Leaders have constructed a curriculum which is ambitious and engaging and designed to give all pupils, particularly disadvantaged pupils and pupils with SEND and cultural capital they need to succeed in life.

Progress is evident across all wider curriculum areas and conscious decisions have been made to layer provision in order to provide a wealth of opportunity to develop cultural capital. Leaders have worked alongside teachers to ensure planning meets policy and curriculum expectations and is based upon forensic data analysis, so identified gaps and misconceptions are addressed. Teaching support has focused on team teaching of core subjects, modelling of clear and explicit instructions, behaviour for learning and how to impart key knowledge and skills through scaffolding so pupils understand learning expectations. As such, teaching throughout the year has been consistently strong across the school. Teachers (and Teaching Assistants) are presenting subject matter clearly.

Next steps: To further embed and develop curriculum teaching confidence with all staff, with a particular focus on lesser experienced staff members.

Evidence from review of impact from previous year as well as EEF research supported our view that 10% of PP used to fund extra-curricular activities for each pupil decided in partnership with parents (per pupil). This included uniform, after school clubs, residential, music provision. The uptake from parents was high:

- 100% of parents accessed the set of new uniform option
- 100% of children who are disadvantaged benefitted from the residential to Condover (Y4) and Skern (Y6)
- 100% of disadvantaged pupils (42) accessed school day visits
- 13 children attended school clubs paid for by Pupil Premium

Intended Outcome 5: To sustain and achieve improved attendance for all pupils, particularly our disadvantaged pupils

Outcome:

Strategies employed this year, alongside work by our Parent Officer, have had a positive impact on attendance figures.

Attendance for Pupil Premium / Whole School is as follows:

	Pupil Premium	All pupils
% of attendance	93%	95%
% of authorised attendance (illness/religious leave)	6%	4%
% of unauthorised attendance	0.5%	4%
% of persistent absentees	14%	10% (under 90%)

We know that pupils have had bereavements in the wider family. Spending time developing communication and relationships with their friends is really important to foster in small groups. We know that some of our pupils have anxiety about coming to school. Our Parent Officer was able to work with small groups of children in each year group to address issues relevant to the children. We used Pupil Premium funding to purchase external counselling for 3 of our pupils so they could receive counselling. We also purchased £200 worth of books for the Parent Officer to use to support her delivery. Our observations indicate that pupil well being and mental health improves as a consequence

Intended Outcome 6: A good level of engagement from parents

Improving parental engagement is a crucial aspect of creating a thriving and supportive school community. By offering parental workshops, we have provided parents with valuable insights and resources to better understand their children's education and learning needs. These workshops offer a platform for open communication, where parents can gain a deeper understanding of the curriculum and teaching methods. Additionally, hosting longer parent meetings four times a year

allows for regular updates on their child's progress, fostering a stronger sense of partnership between parents and the school staff. Furthermore, providing helpful information on the school website ensures that parents have easy access to vital resources, event calendars, and educational materials.