



Spring Grove Primary Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium and Recovery Premium funding for the 2023-2024 academic year, utilised to support and improve the progress and attainment of our disadvantaged pupils. This is a Three Year Plan, first published in December 2021 and has been reviewed and adapted in December 2022 and December 2023.

This statement 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	Spring Grove Primary School
Number of pupils in school	247
Proportion (%) of pupil premium eligible pupils	40 16%
Academic year/ years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 – 2024
Date this statement was published	10 th December 2021 Reviewed: December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Susan Colley Head Teacher
Pupil Premium Lead	Adam Malin Deputy Head Teacher
Governor	Rob Heath Chair of Finance

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£48, 015
Recovery Premium funding allocation this academic year	£5,750
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	£53,765



Part A: Pupil Premium Strategy Plan

Statement of Intent

Our intention is that all of our children, regardless of their individual circumstances, are entitled to the highest quality of education. We ensure that the learning needs of all pupils, including those who belong to vulnerable groups, are met through consistently high quality teaching and learning in the classroom, have access to a wide range of opportunities within and beyond the curriculum and, where appropriate, intervention programmes for groups of children and individual pupils. The progress and attainment of all pupils throughout the school is carefully monitored and where pupils are at risk of underachievement, targeted intervention programmes are put in place.

We recognise that not all pupils in receipt of free school meals are socially disadvantaged and that not all disadvantaged pupils are registered for free school meals. Pupil Premium is allocated within our school to support pupils who have been identified as being disadvantaged and at risk of underachievement. The funding may be allocated to classes, groups or individuals where a need has been identified through our monitoring systems. Not all pupils who receive free school meals will be receiving additional support at any one time.

Our strategy is also integral to our wider school plans for education recovery. Quality First Teaching is at the heart of this approach, with a specific focus area to support those children from disadvantaged backgrounds, in order to ensure that we continue to close the attainment gap between children in receipt of Pupil Premium funding and 'All Children'. To further support this approach, we timetable termly pupil progress meetings, review our staff INSET agendas in order to facilitate the sharing of best practice, and improve staff pedagogy.

We have a clear and strategic model for the spending of our Pupil Premium funding. Regular self-review helps us to identify key areas for the development and spending of Pupil Premium, alongside other funding that we receive, in order to support this specific group of children. Senior Leaders take responsibility for monitoring the provision and outcomes and the wider staff team support the implementation and evaluate the provision that is on offer. The Headteacher, Deputy Headteacher and other Senior Leaders regularly evaluate Pupil Premium outcomes compared to other children in school to ensure the correct strategies and provision are in place in order to continue to close the gap.

The aims of our strategy for this academic year are to ensure that we:

- continue to close the gap between children in receipt of Pupil Premium funding and 'All children'
- ensure that the tracking and monitoring of the attainment of children in receipt of Pupil Premium is robust and used to inform subsequent provision
- continue to support the social, emotional and health needs of children in receipt of Pupil Premium
- monitor, support and challenge the attendance of children in receipt of Pupil Premium
- ensure that children in receipt of Pupil Premium make rapid progress in order to catch up to their peers, and wherever possible exceed the Expected Standard
- ensure disadvantaged children are challenged in the work that they're set
- improve school readiness and the children's engagement in school life through providing funding for before and after school clubs and subsidising trips



Challenges

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

Challenge number	Detail of challenge
1	Out of Band Internal assessments and data tracking indicate that some disadvantaged children need to make more than expected progress in RWM in order to narrow the attainment gap between children in receipt of Pupil Premium and 'All Children' and to ensure that there is a clear understanding of prior learning and next steps.
2	Catch-Up Because of the pandemic there are some children who require further catch-up so that they can work at age-related expectations.
3	Multiple Barriers to Learning Some disadvantaged children also have some other barriers that include SEND/PPG PPG/EAL SEND/PPG/EAL SEND/PPG/MHWP
4	More than Expected Progress Internal assessments and data tracking indicate that attainment in reading and writing amongst disadvantaged children is below that of non-disadvantaged children, especially in phonics, thus impeding their progress in writing. This gap narrows by the end of Key Stage Two in most cases.
5	Early Communication and Interaction Internal assessments and observations indicate that children in receipt of Pupil Premium funding enter the EYFS with language below their peers. The increasing number of EAL children also impedes phonics, early reading and language fluency.
6	Emotional Wellbeing A small number of children, based on observation and staff feedback, are unable to self-regulate and manage their emotions in an age appropriate way. This impacts negatively on relationships with others, learning behaviour, progress and achievement.
7	Socio-isolation Some disadvantaged children have poor social and communication skills which is affecting their emotional health and peer relationships.
8	Attendance and Parental Support Some disadvantaged children have poor attendance, are persistently late and/or poorly supported with their learning at home and this is affecting their learning and emotional health. Thus, the attainment gap, in some cases, between PP and non-PP children is widening.



Intended Outcomes

This explains the outcomes that 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
Implementation of Wellcomm Intervention improves communication and peer interaction in EYFS.	<p>Internal tracking guided by development matters shows increased amount of children achieving ARE</p> <p>National data indicates more than expected progress in reading by end of third year of implementation for identified children at end of Key Stage One</p>
Implementation of Read, Write Inc programme improves reading attainment in EYFS and Key Stage One.	<p>Tracking data shows increase in Key Stage One SATs attainment.</p> <p>RWI tracker shows more children reaching ARE by end of third year of implementation.</p> <p>Majority of children in Year Two participating in whole class English lessons by end of Autumn Term by third year of implementation.</p>
Pupils are able to self-regulate and manage emotions in appropriate way.	<p>In house ELSA records and SEND provision mapping shows decreasing amount of targeted support needed.</p> <p>Pupil voice indicates that children are aware and are confident to implement individual toolkits.</p>
Quality first teaching reduces the gap between non-PP and PP pupils achieving EXP standard in Reading, Writing and Maths at the end of KS2.	<p>National data from the end of KS2 shows an upward trend of PP pupils achieving EXP standard by the end of third year of implementation.</p> <p>Internal data shows a narrowing of attainment gap between PP and non-PP children throughout the academic year.</p>
Implementation of 'learning passports' ensures cultural capital is developed and sustained.	<p>Pupil voice indicates that children have participated in and experienced unique events.</p>
Implementation of Read, Write Inc (SSP) shows an increase in the number of children passing the Phonics Screening Check at the end of Year One.	<p>In house tracking data indicates more than expected progress in reading by end of third year of implementation for identified children at end of Key Stage One.</p> <p>National data shows an increase in children passing the Year One phonics check over the next three years.</p>



	In house tracking shows less children in Key Stage Two involved with RWI Freshstart programme
Parental support improves children's attendance. Because of better school attendance achievement in reading, writing and maths is improved.	Attendance records show improved school attendance for PP children Internal data shows a narrowing of attainment gap between PP and non-PP children throughout the academic year



Activity in this academic year

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: **£26,265**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To further narrow the attainment gap and further improve teacher's subject knowledge to ensure a coherent, well planned curriculum.</p> <p>We will support subject leaders and inclusion leaders to monitor impact of PPG spending, refocus interventions where necessary and providing regular management release time to monitor the implementation of subject pathways.</p>	<p>Successful school leaders improve teaching and learning and thus pupil outcomes indirectly and most powerfully through their influence on staff motivation, commitment, teaching practices and through developing teachers' capacities for leadership.</p> <p>https://dera.ioe.ac.uk/11329/1/DCSF-RR108.pdf</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention?utm_source=/projects-and-evaluation/projects/nuffield-early-language-intervention&utm_medium=search&utm_campaign=site_search&search_term=nuff</p>	2, 3 and 4
<p>To further develop the teaching of phonics across the school and further improve teaching staffs subject knowledge to ensure stronger phonics teaching for all children.</p> <p>We will purchase, support and monitor the implementation of Read Write Inc (SPP).</p> <p>We will fund teacher release time to embed key elements of guidance in school and support and monitor the implementation of RWI in EYFS and Key Stage One.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged children:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	1,2,4 and 5



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

Budgeted cost: **£21, 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to close the gap between PP Children and All Children and ensure that children make rapid progress.</p> <p>We will identify children and support 1:1 and/or in a small group supported by the class teacher, teaching assistants or subject leaders (Eg; RWI Freshstart, RWI Fasttrack, 1:1 reading, boosting sessions, EAL sessions)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,2 and 4
<p>To continue to support the academic, social, emotional and behavioural needs of children in receipt of Pupil Premium Support.</p> <p>We will support children with SEND and in receipt of pupil premium funding by engaging with parents and children.</p> <p>We will releasing ELSA trained staff for regular training and supervision.</p>	<p>The overlaps between Pupil Premium, SEND and attainment are clear and present in all schools and are reported in many research documentations. Support from a S&L trained member of staff to support identified children to engage in school as well as a whole school approach to improve quality first teaching has a positive influence on attainment.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf</p>	3,6 and 8



<p>To further improve children's early reading skills and support home learning.</p> <p>We will purchase resources and quality on-line resources to support disadvantaged children and children with additional learning needs.</p>	<p>Strong independent research collected worldwide shows that SSP programs provide the best opportunity to produce significant literacy improvement.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/409409/Reading_the_next_steps.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1,2,3 and 7</p>
<p>To continue to close the gap between PP Children and All Children and ensure that children close any gaps.</p> <p>We will identify children and support 1:1 and/or in a small group supported by experienced TAs.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2 and 4</p>
<p>To further improve children's oral skills and early reading in EYFS.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>WellComm is a Speech and Language Toolkit for Screening and Intervention in the Early Years: Revised Edition that plays a crucial role in identifying children with potential language difficulties and offers a range of customised intervention activities to help support their language development.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/931313/BSSLC_Case-studies.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</p>	<p>3,4 and 5</p>
<p>To further supporting children's speech, language and communication in EYFS, Key Stage One and Key Stage Two to raise children's</p>	<p>Evidence suggests that children from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to children who are behind their peers in oral language development, the targeted use of approaches can support</p>	<p>1,2,3 and 5</p>



<p>confidence, self-esteem and attainment.</p> <p>We will fund additional support for the teaching of those children who have English as an Additional Language prioritising those who are in receipt of pupil premium support.</p> <p>We will fund S&L release time for specialised intervention delivered by teaching assistants and engage with local services to further develop the skill set of staff (Eg; WellComm) .</p>	<p>some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/931313/BSSLC_Case-studies.pdf</p> <p>https://www.gl-assessment.co.uk/case-studies/</p>	
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--



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

Budgeted cost: £6,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To promote children's engagement in school life.</p> <p>We will provide funding for before and after school clubs and subsidise trips.</p>	<p>Going on field trips offers children a unique cultural learning experience. It allows children to be involved in new environments, key to encouraging curiosity about a given subject. It is also valuable as an exercise in broadening a child's understanding of the world and their place in it</p>	6,7 and 8
<p>To continue to support the social, emotional and behavioural needs of children in receipt of Pupil Premium</p> <p>We will provide small group sessions and staff training to improve the MHWB of identified children and provide individual nurturing, ELSA or Zones of Regulation support sessions.</p>	<p>Research evidence shows that education and health are closely linked. So promoting the health and wellbeing of children has the potential to improve their educational outcomes and their health and wellbeing outcomes.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf</p> <p>http://blog.soton.ac.uk/edpsych/files/2019/07/ELSA-article-version-for-submission-to-Debate-amendmended.pdf</p> <p>The Emotional Literacy Support Assistant (ELSA) Programme: Can you develop an evidence base for an adaptive intervention?, Woodcock, C, Pickering, L (2019)</p>	3, 4,6 and 8
<p>To continue to improve school attendance and further raise the attainment and emotional wellbeing of disadvantage children.</p> <p>We have established an attendance team, led by the Headteacher and supported by members of the administration team and senior leaders, to monitor attendance, host</p>	<p>Research has found that poor attendance at school is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1647348064</p> <p>https://www.lbhf.gov.uk/sites/default/files/section_attachments/1.11.ace_initiatives_to_improve_school_attendance.pdf</p>	1,4 and 8



regular attendance meetings, with staff and parents, and engage with external agencies to support parents and improve attendance.		
-----------------------------------------------------------------------------------------------------------------------------------	--	--

Total budgeted cost: £53,765



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 2023 to 2024 academic year.

Challenge 1: Out of Band

Internal assessments and data tracking indicate that some disadvantaged children need to make more than expected progress in RWM in order to narrow the attainment gap between children in receipt of Pupil Premium and 'All Children' and to ensure that there is a clear understanding of prior learning and next steps.

Reception

Whole Cohort Overview

2021/22 Data 2022/23 Data

Score	Prime Areas							Specific Areas									
	Communication and Language		Personal, social and emotional development			Physical development		Literacy			Mathematics		Understanding the World			Expressive arts, designing and making	
	Listening, attention and understanding	Speaking	Self regulation	Managing self	Building relationships	Gross motor skills	Fine motor skills	Comprehension	Word reading	Writing	Number	Numerical patterns	Past and present	People, culture and communities	The natural world	Creating with materials	Being imaginative and expressive
A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
A	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	3 10%	3 10%	4 13%	4 13%	3 10%	0	1 3%	3 10%	3 10%	5 17%	5 17%	4 13%	4 13%	8 27%	4 13%	0	2 7%
1	3 10%	3 10%	1 3%	1 3%	0	0	0	3 10%	6 20%	4 13%	8 27%	8 27%	6 20%	6 20%	3 10%	1 3%	2 6%
2	27 90%	27 90%	26 87%	26 87%	27 90%	30 100%	29 97%	27 90%	27 90%	25 83%	25 83%	26 87%	26 87%	22 73%	26 87%	30 100%	28 93%
2	27 90%	27 90%	29 97%	29 97%	30 100%	30 100%	30 100%	27 90%	24 80%	26 87%	24 73%	24 73%	24 80%	24 80%	27 90%	29 97%	28 94%

Good Level of Development		77%					
Prime Areas (overall)	80%	Reading	90%	Writing	83%	Number and Numerical patterns	80%
	90%		80%		87%		73%
Communication and Language			90%				
			90%				

Reception PP EOY 2021/22 (8 children)

2022/23 (5 children)

Score	Prime Areas							Specific Areas				
	Communication and Language		Personal, social and emotional development			Physical development		Literacy			Mathematics	
	Listening, attention and understanding	Speaking	Self regulation	Managing self	Building relationships	Gross motor skills	Fine motor skills	Comprehension	Word reading	Writing	Number	Numerical patterns
A	0	0	0	0	0	0	0	0	0	0	0	0
A	0	0	0	0	0	0	0	0	0	0	0	0
1	2 25%	2 25%	2 25%	0	1 13%	0	1 13%	2 25%	2 25%	2 25%	2 25%	3 38%
1	0	0	0	0	0	0	0	0	2 66%	2 66%	2 66%	2 66%
2	6 75%	6 75%	6 75%	8 100%	7 87%	8 100%	7 87%	6 75%	6 75%	6 75%	6 75%	5 62%
2	3 100%	3 100%	3 100%	3 100%	3 100%	3 100%	3 100%	3 100%	1 33%	1 33%	1 33%	1 33%
Good Level of Development		75% 33%										
Prime Areas (overall)		75% 100%										



The data demonstrates that as a result of high quality provision and targeted support 100% of FSM children have achieved the ELG in all prime areas. The data also shows that only 33% of FSM children achieved a GLD, which is lower than the national (51.6% of FSM achieved a GLD), however a number FSM children in Reception have additional learning needs. Our evaluation of the data last academic year, 2022-2023, indicates that the teaching of mathematical vocabulary will be a focus in Key Stage One and the EYFS team will evaluate the effectiveness of learning areas and provision available in the EYFS provision this academic year.

Key Stage One and Two

Reading							
	EXP PP	EXP Non PP	Difference	GD PP	GD Non PP	Difference	Notes
<u>Yr R 22/23</u>	100% - achieved ELG	80% - achieved ELG	+20%				<u>Yr R PP attainment gap narrowed</u>
<u>Yr R 21/22</u>	75% - achieved ELG	90% - achieved ELG	-15%				
<u>Yr 1 22/23</u>	72%	78%	-6%	29%	44%	-15%	<u>Yr 1 EXP PP attainment gap narrowed, GD attainment gap widened</u>
<u>Yr 1 21/22</u>	75%	85%	-10%	25%	23%	+2%	
<u>Yr 2 22/23</u>	87%	73%	+14%	13%	23%	-10%	<u>Yr 2 EXP PP attainment gap narrowed, GD attainment gap narrowed</u>
<u>Yr 2 21/22</u>	80%	88%	-8%	40%	29%	+11%	
<u>Yr 3 22/23</u>	71%	91%	-20%	29%	35%	-6%	<u>Yr 3 EXP PP attainment gap narrowed, GD attainment gap widened</u>
<u>Yr 3 21/22</u>	50%	89%	-39%	50%	42%	+14%	
<u>Yr 4 22/23</u>	67%	88%	-21%	33%	52%	-19%	<u>Yr 4 EXP PP attainment gap widened, GD attainment gap narrowed</u>
<u>Yr 4 21/22</u>	80%	88%	-8%	0%	28%	-28%	
<u>Yr 5 22/23</u>	67%	83%	-16%	0%	42%	-42%	<u>Yr 5 EXP PP attainment gap narrowed, GD attainment gap narrowed</u>
<u>Yr 5 21/22</u>	40%	73%	-33%	0%	44%	-44%	
<u>Yr 6 22/23</u>	40%	84%	-44%	0%	48%	-48%	<u>Yr 6 EXP PP attainment gap widened, GD attainment gap widened</u>
<u>Yr 6 21/22</u>	60%	84%	-24%	20%	40%	-20%	

Writing							
	EXP PP	EXP Non PP	Difference	GD PP	GD Non PP	Difference	Notes
<u>Yr R 22/23</u>	33% - achieved ELG	80% - achieved ELG	-47%				<u>Yr R PP attainment gap widened</u>
<u>Yr R 21/22</u>	75% - achieved ELG	90% - achieved ELG	-15%				
<u>Yr 1 22/23</u>	43%	83%	-40%	0%	22%	-22%	<u>Yr 1 EXP PP attainment gap widened, GD attainment gap widened</u>
<u>Yr 1 21/22</u>	50%	81%	-31%	0%	19%	-19%	
<u>Yr 2 22/23</u>	37%	73%	-36%	0%	27%	-27%	<u>Yr 2 EXP PP attainment gap widened, GD attainment gap narrowed</u>
<u>Yr 2 21/22</u>	60%	76%	-16%	20%	20%	0%	
<u>Yr 3 22/23</u>	57%	57%	0%	0%	22%	-22%	<u>Yr 3 EXP PP attainment gap narrowed, GD attainment gap narrowed</u>
<u>Yr 3 21/22</u>	50%	81%	-31%	0%	35%	-35%	
<u>Yr 4 22/23</u>	67%	80%	-13%	0%	44%	-44%	<u>Yr 4 EXP PP attainment gap narrowed, GD attainment gap widened</u>
<u>Yr 4 21/22</u>	60%	80%	-20%	0%	16%	-16%	
<u>Yr 5 22/23</u>	50%	71%	-21%	0%	33%	-33%	<u>Yr 5 EXP PP attainment gap narrowed, GD attainment gap widened</u>
<u>Yr 5 21/22</u>	20%	69%	-49%	0%	29%	-29%	
<u>Yr 6 22/23</u>	50%	80%	-30%	33%	28%	+5%	<u>Yr 6 EXP PP attainment gap widened, GD attainment gap narrowed</u>
<u>Yr 6 21/22</u>	60%	80%	-20%	20%	56%	-36%	



Maths

	EXP PP	EXP Non PP	Difference	GD PP	GD Non PP	Difference	Notes
<u>Yr R 22/23</u>	33% - achieved ELG	73%- achieved ELG	-40%				<u>Yr R PP attainment gap widened</u>
<u>Yr R 21/22</u>	75% - achieved ELG	80%- achieved ELG	-5%				
<u>Yr 1 22/23</u>	72%	78%	-6%	0%	30%	-30%	<u>Yr 1 EXP PP attainment gap widened, GD attainment gap widened</u>
<u>Yr 1 21/22</u>	75%	77%	-2%	25%	19%	+6%	
<u>Yr 2 22/23</u>	75%	77%	-2%	25%	36%	-11%	<u>Yr 2 EXP PP attainment gap narrowed, GD attainment gap widened</u>
<u>Yr 2 21/22</u>	80%	84%	-4%	40%	24%	+16%	
<u>Yr 3 22/23</u>	71%	91%	-20%	14%	30%	-16%	<u>Yr 3 EXP PP attainment gap narrowed, GD attainment gap widened</u>
<u>Yr 3 21/22</u>	50%	85%	-35%	25%	23%	+2%	
<u>Yr 4 22/23</u>	67%	84%	-17%	33%	44%	-11%	<u>Yr 4 EXP PP attainment gap widened, GD attainment gap narrowed</u>
<u>Yr 4 21/22</u>	80%	84%	-4%	0%	44%	-44%	
<u>Yr 5 22/23</u>	50%	88%	-38%	0%	44%	-44%	<u>Yr 5 EXP PP attainment gap widened, GD attainment gap widened</u>
<u>Yr 5 21/22</u>	40%	73%	-33%	0%	42%	-42%	
<u>Yr 6 22/23</u>	72%	78%	-6%	0%	30%	-30%	<u>Yr 6 EXP PP attainment gap narrowed, GD attainment gap widened</u>
<u>Yr 6 21/22</u>	60%	84%	-24%	20%	24%	-4%	

Internal data highlights that in **Reading** across the school there is generally a narrowing of the attainment gap between PP and Non-PP children as a result of high quality phonics intervention. Last academic year (2022-2023) school have evaluated the structure of Pupil Progress Meetings and implemented a data driven model providing a forum for staff to identify specific children's needs alerting school leaders to specific needs that supports next step planning. Our evaluation of the data last academic year, 2022-2023, shows that there is a narrowing of the attainment gap in many year groups in Reading, Writing and Maths.

Our evaluation of the targeted academic support delivered this academic year (2022-2023) has resulted in the school prioritising upskilling teachers delivering phonics catch up sessions and have reviewed the teaching of guided reading throughout Key Stage Two. This academic year (2023-2024) school will further develop the teaching of reading comprehension in Key Stage Two.

Internal data highlights that the attainment gap in **Writing** between PP and Non-PP children in Key Stage One has widened, however a number of these children have additional learning needs or complexed behavioural needs that have affected their attainment. Our internal SEND small step tracker shows that 75% of those children who are SEN and PP have made small step progress. As a result of additional high quality focus teaching for identified children, including those who are PP, and teacher coaching for identified teachers throughout the academic year the attainment gap between PP and non-PP children has narrowed in Years Two, Three and Six. Our evaluation of the data last academic year, 2022-2023, demonstrates the positive difference on children's attainment that the school based coaching model developed last academic year (2022-23) will be further developed this academic year and the writing pathway developed in 2022/23 will be implemented.

Internal data highlights that the attainment gap in **Maths** between PP and Non-PP children in years Two and Six has narrowed as a result of high quality focus teaching and catch up sessions. Our evaluation of the approaches delivered last academic year highlights that improving between year GD outcomes for all children, including those who are PP, will become a school improvement priority this academic year 2023-2024. Targeted children in Years Two, Five and Six, many who are PP, will receive high quality catch up sessions this academic year (2023-2024) to ensure that they make accelerated progress and attain ARE.



Challenge 3: Multiple Barriers to Learning

Some disadvantaged children also have some other barriers that include; SEND/PPG, PPG/EAL, SEND/PPG/EAL or SEND/PPG/MHWP

The needs of this group of children is complex and we have drawn on many sources of evidence to track the performance of these disadvantage children. For those children with additional learning needs small step progress has been tracked using internal SEND tracker that has been developed last academic year, 2022-2023. School have produce termly spotlight trackers that identify many of these children who have multiple barriers to their learning. As a result of early identification of those children not making expected progress provision has been reviewed and targeted support implemented. Our evaluation of the attainment and progress of these children have led to a review of how SEND progress is tracked and how next steps are planned for. As well as the training and support of identified adults to deliver specific interventions (OT, ELSA and SALT) to meet the needs of specific children.

RWI Fast Track (43 children- 11 chn PP 26%)									
		Reading			Writing			RWI Band progress	
		Start of Year	End of Year	Progress	Start of Year	End of Year	Progress		
Reception	Child A	Met With Support	2*		Met With Support	2*		+1 band progress	
	Child G	Met With Support	1*		Met With Support	2*		+2 band progress	
	Child S	Met With Support	1*		Met With Support	2*		+2 band progress	
Year One	Child I	WTS2	WA1	+1 step progress	WTS2	WTS2	0 step progress	+7 band progress	
	Child L	WTS2	WTS1	-1 step progress	WTS1	WTS1	0 step progress	+2 band progress	
	Child O	BLW2	BLW2	0 step progress	BLW2	BLW2	0 step progress	+3 band progress	
Year Two	Child A1	WA1	WA1	0 step progress	WTS1	WTS1	0 step progress	+5 step progress	
	Child F	BLW1	WA1	+4 step progress	BLW1	WA1	+1 step progress	+1 step progress	
	Child M	WTS1	WA1	+2 step progress	WTS1	WA1	+2 step progress	+9 band progress	
	Child R	BLW2	WA1	+3 step progress	BLW1	WTS1	+1 step progress	+5 band progress	
Year Three	Child C	BLW1	BLW1	0 step progress	BLW1	BLW1	0 step progress	+1 band progress	
	Child H	BLW1	BLW1	0 step progress	BLW1	BLW1	0 step progress	+2 band progress	
Number of children received support & Group average		43	BLW2	WA1	+0.34 step progress	WTS2	WA1	+0.34 step progress	+3.88 bands progress

*ELG- 1= Not Met the standard, 2=Met the standard

Internal data for **Reading** and **Writing** shows that as a result of high quality targeted academic support those children with a number of barriers to their learning have made accelerated progress, especially those children who are PP and SEND. Our evaluation of the data last academic year, 2022-2023, for this group of children will ensure that school will continue to develop staff knowledge and understanding of SEND and further upskill staff to ensure children receive high quality teaching.



Challenge 2: Catch-Up

As a result of the pandemic there are some children who require further catch-up so that they can work at age-related expectations.

Year Two 2022-2023 Boosting (30 children- 8 chn PP 27%)											
		Maths EXP (1x Teacher lead)				Maths GD (1x Teacher lead)					
		Start of Year	End of Year	Progress	Key Stage Result		Start of Year	End of Year	Progress	Key Stage Result	
	Child A	BLW ₁	WA ₁	+4 step progress	EXP	Child M	BLW ₁	WA ₁	+4 step progress	EXP	
	Child R	BLW ₁	WA ₁	+3 step progress	EXP	Child K	GDS ₁	GDS ₁	o step progress	GD	
Number of children received support & Group average	8	WTS ₂	GD Progress	+1.4 step progress	75% EXP	Number of children received support & Group average	6	BLW ₁	EXP Progress	+o.67 step progress	50% GD
Number of children in cohort & cohort average	30	WA ₁	EXP Progress	+o.18 step progress	23 chn AS	Number of children in cohort & cohort average	30	WA ₁	EXP Progress	+o.18 step progress	23 chn AS 8 chn HS
		Reading EXP (1x Teacher lead)									
		Start of Year	End of Year	Progress	Key Stage Result						
Number of children received support & Group average	8	WTS ₂	EXP Progress	+o.25 step progress	75% EXP						
Number of children in cohort & cohort average	30	WA ₁	EXP Progress	+o.36 step progress	24 chn AS						

In Year Two 15 children, including 4 PP children, received additional targeted academic support in **Maths** and **Reading** led by school staff that had been identified as evaluating pupil progress meetings and analysing internal data. As a result of targeted support, internal progress data shows that all targeted children made more progress than the peers and 75% of targeted PP children made accelerated progress. All targeted PP children attained ARE or above.

Year Six 2022-2023 Boosting (60 children- 6 chn PP 10%)													
		Maths EXP (1x Teacher lead)				Reading EXP (1x Teacher lead)							
		Start of Year	End of Year	Progress	Key Stage Result		Start of Year	End of Year	Progress	Key Stage Result			
	Child J	WTS ₁	WA ₁	+2 step progress	EXP	Child K		BLW ₂	WTS ₂	+2 step progress	WTS		
	Child Z	WA ₁	WA ₁	0 step progress	EXP	Child R		BLW ₂	WTS ₂	+2 step progress	WTS		
	Child R	WTS ₁	WA ₁	+2 step progress	EXP								
Number of children received support & Group average		9	WTS ₂	GD Progress	+1.3 step progress	88% EXP	Number of children received support & Group average		11	BLW ₁	GD Progress	+2 step progress	27% EXP
Number of children in cohort & cohort average		60	WTS ₁	EXP Progress	+0.85 step progress	51 chn AS	Number of children in cohort & cohort average		60	WA ₁	EXP Progress	+0.7 step progress	42 chn AS
		Maths EXP (1x Teacher lead)				Maths GD (1x Teacher lead)							
		Start of Year	End of Year	Progress	Key Stage Result		Start of Year	End of Year	Progress	Key Stage Result			
	Child A	BLW ₂	WA ₂	+4 step progress	EXS								
	Child K	BLW ₂	WA ₂	+4 step progress	EXS								
Number of children received support & Group average		10	WTS ₁	GD Progress	+2.2 step progress	90% EXP	Number of children received support & Group average		12	WTS ₂	GD Progress	+1.5 step progress	58% GD
Number of children in cohort & cohort average		60	WTS ₁	EXP Progress	+0.85 step progress	51 chn AS	Number of children in cohort & cohort average		60	WTS ₁	EXP Progress	+0.85 step progress	51 chn AS 32 CHN HS



In Year Six 38 children, including 5 PP children, received additional targeted academic support in **Maths** and **Reading** led by school staff that had been identified by evaluating pupil progress meetings and analysing internal data. As a result of targeted support, internal progress data shows that all targeted children, including PP children, made more progress than the peers and 100% of targeted PP children attained ARE in Maths. Our evaluation of the data last academic year, 2022-2023, helps to validate the school based model of targeted academic support which will continue this academic year.

Challenge 4: More than Expected Progress

Internal assessments and data tracking indicate that attainment in reading and writing amongst disadvantaged children is below that of non-disadvantaged children, especially in phonics, thus impeding their progress in writing. This gap narrows by the end of Key Stage Two in most cases.

Key Stage One and Key Stage Two EOY 2022- 2023														
			Reading				Writing				Maths			
			EXP Attainment	GD Attainment	EXP Progress	GD Progress	EXP Attainment	GD Attainment	EXP Progress	GD Progress	EXP Attainment	GD Attainment	EXP Progress	GD Progress
Year One	All Chn	30	83%	23%	93%	60%	77%	17%	93%	70%	77%	23%	87%	23%
	PP	7	75%	25%	75%	50%	50%	0%	75%	50%	71%	0%	57%	0%
	Non PP	23	85%	23%	96%	62%	81%	19%	96%	73%	78%	30%	96%	30%
Year Two	All Chn	30	80%	20%	92%	42%	63%	20%	63%	16%	77%	30%	96%	35%
	PP	8	88%	13%	80%	60%	38%	0%	38%	0%	75%	13%	100%	40%
	Non PP	22	77%	23%	95%	38%	73%	27%	73%	27%	77%	36%	95%	33%
Year Three	All Chn	30	87%	33%	87%	10%	57%	17%	47%	0%	87%	27%	77%	10%
	PP	7	71%	29%	100%	14%	57%	0%	86%	0%	71%	14%	71%	0%
	Non PP	22	92%	35%	83%	9%	57%	22%	35%	0%	91%	30%	78%	13%
Year Four	All Chn	28	86%	50%	68%	11%	79%	39%	75%	7%	83%	43%	71%	11%
	PP	3	67%	33%	67%	0%	67%	0%	100%	0%	67%	33%	100%	0%
	Non PP	25	88%	52%	68%	12%	80%	44%	72%	8%	84%	44%	68%	12%
Year Five	All Chn	30	80%	33%	57%	13%	67%	27%	60%	23%	80%	40%	70%	27%
	PP	6	67%	0%	33%	0%	50%	0%	50%	0%	50%	0%	50%	0%
	Non PP	24	83%	42%	63%	17%	74%	33%	63%	29%	88%	50%	75%	33%
Year Six	All Chn	60	80%	47%	72%	35%	70%	25%	68%	22%	87%	50%	70%	29%
	PP	7	40%	0%	67%	33%	50%	33%	67%	33%	60%	0%	86%	14%
	Non PP	53	84%	48%	59%	19%	80%	28%	59%	15%	88%	54%	68%	30%

As a result of targeted academic support and high quality teaching internal data shows that in **Reading** 100% of PP children have made EXP progress and 25% of PP children have made accelerated progress from the start of **Year One to the end of Year Two**. It also shows that 80% of PP children have made EXP progress and 17% of PP children have made accelerated progress from **the End of Year Two to the end of Year Six**. Comparing the progress of the children in Year Six to that of all Hounslow Schools, shows the progress that the children made from Key Stage One to the End of Key Stage Two places the school in the top 5 schools in Hounslow. Furthermore, internal data also shows that as a result of high quality targeted academic support children receiving RWI fast track support made more than accelerated progress.

As a result of the initiatives undertaken this academic year to further improve the quality of teaching and targeted academic support Internal data shows that in **Writing** 100% of PP children have made EXP progress and 25% of PP children have made accelerated progress from the start of **Year One to the end of Year Two**. It also shows that 100% of PP children have made EXP progress and 17% of PP children have made accelerated progress from the **End of Year Two to the end of Year Six**.

As a result targeted academic support and high quality teaching internal data shows that in **Maths** 100% of PP children have made EXP progress and 40% of PP children have made accelerated progress from the **start of Year One to the end of Year Two**. It also shows that 100% of PP children have made EXP progress and 33% of PP children have made accelerated progress from the **End of Year Two to the end of Year Six**. Comparing the progress of the children in Year Six to that of all Hounslow Schools, shows the progress that the children made from Key Stage One to the End of Key Stage Two places the school in the top 5 schools in Hounslow.



Our evaluation of the data last academic year, 2022-2023, validates that the systems developed over the last two academic year to monitor and support next step planning is having a positive difference on accelerating the progress that children are making and those systems will be evaluated throughout this academic year as they continue to be embedded.

Challenge 5: Early Communication and Interaction

Internal assessments and observations indicate that children in receipt of Pupil Premium funding enter the EYFS with language below their peers. There is also an increasing number of children with EAL, which impedes phonics, early reading and language fluency.

Reception 2022-2023 WellComm (30 children- 3 chn PP 10%)											
Age in Months	6-11	12-17	18-23	24-29	30-35	36-41	42-47	48-59	60-72	Total Chn receiving support	GLD
Section	1	2	3	4	5	6	7	8	9		
On Entry					2	1	2	13	6	24	
EOY										0	21
PP On Entry							3			3	
PP EOY										0	1

*ELG- 1= Not Met the standard, 2=Met the standard|

As a result of high quality targeted academic support and monitoring pupil progress 21 children achieved a GLD out of a total of 24 children who were identified on entry as needing additional support. All 3 PP children have had WellComm support and by the end of the year have been assessed as ARE. 33% of PP children achieved a GLD.

	Year One Phonics Check Gap Analysis								
	All	Gender Boys	Gender Girls	PP	Non PP	Any SEN	Non SEN	EAL	Non EAL
2022 School	77%	67%	92%	50%	78%	33%	81%	67%	80%
Difference		25%		-28%		-48%		-13%	
2022 LA	76%	73%	80%	71%	80%	46%	85%	76%	79%
Difference		7%		-9%		-39%		-3%	
2023 School	73%	64%	81%	57%	78%	33%	83%	67%	76%
Difference		17%		-21%		-50%		-10%	
2023 LA	82%	78%	85%	72%	84%	48%	89%	81%	82%
Difference		7%		-12%		-41%		1%	

As a result of high quality targeted intervention, high quality teaching in Key Stage One and EYFS and reviewing our whole school assessment and monitoring cycle during the academic year (2022-2023) the attainment gap between PP children and Non-PP children has narrowed. This academic year (2023-2024) school will continue to monitor the progress of children in Phonics to support the planning of targeted intervention and will evaluate the implementation of the Assessment and Monitoring Cycle developed last academic year, 2022-2023.



Challenge 7: Socio-isolation

Some disadvantaged children have poor social and communication skills which is impacting on their emotional health and peer relationships.

2022-2023 Club Offer						
	Autumn		Spring		Summer	
	Total	FSM	Total	FSM	Total	FSM
Art & Craft					10	1
Basketball KS2					7	1
Chess (Y1-6)	12	1	20	1	14	2
Choir (Y1-6)	8	0	10	5	13	6
Cricket (Y1-3)					13	1
Cricket (Y4-6)					13	2
Dodgeball	17	1				
Drama	10	3				
Football KS1	12	2			13	3
Football KS2	19	6			16	4
Gardening (Y4 to 6)	3	0	3		6	0
Getin Get Active (free)	35					
Glow DB			19	0	14	0
Glow Disco			16	0	17	0
Gymnastics KS1					25	3
Kiddy Cooking			11	1	8	0
Lego			20	4		
Netball (free)			23			
Racket Games (free)					23	
Science			23	2	16	2
Street Dance	23	4	19	4		
Tennis (free)						
Total	139	17	164	17	208	25
		12%		10%		12%

As a result of school's wider strategies last academic year, 2022-2023, at least 50% of PP children were involved in a after school club, increasing in the Summer Term. As a result of evaluating our club offer last academic year, 2022-2023, a number of new club providers will be appointed for this academic year, 2023-2024, offering a range of new clubs, such as: archery, golf and computing, providing further opportunities for our children, including PP children and those with additional needs, to partake in unique experiences further improving their cultural capital and enrichment.



Challenge 8: Attendance and Parental Support

Some disadvantaged children have poor attendance, are persistently late and/or poorly supported with their learning at home which is affecting their learning and emotional health. Thus, the attainment gap, in some cases, between PP and non-PP children is widening.

Attendance								
			<85%	>85%	>92%	>96%	>98%	100%
2020-2021	School		(Covid-19- For the majority of the Spring Term, only children of critical workers and vulnerable children could attend school during period of lockdown)					
	PP	27	4	3	7	8	4	1
			15%	11%	26%	30%	14%	4%
			14 (52%)			13 (48%)		
2021-2022	School		90%					
	PP	33	0	11	9	13	0	0
				33%	27%	39%		
			20 (61%)			13 (39%)		
2022-2023	School		94%					
	PP	41	3	11	19	3	4	1
			7%	27%	46%	7%	10%	2%
			33 (80%)			8 (20%)		

Last academic year (2022-2023) 65% of PP children achieved attendance greater than 92% (66% of PP children >92% in 2021-2022). This is as a result of further improving home school communication via schools Attendance officer and introduction of attendance meetings for those children whose attendance falls below government target of 96%. These initiatives have improved school attendance by 4% (2022-23 attendance is 94% which is a 4% increase from 2021-22).

Despite poor attendance the attainment gap between PP and non PP children has significantly narrowed in **Reading** across the school because of high quality targeted academic support and the attainment gap in **Writing** is narrowing in many year groups as a result of high quality teaching and teacher coaching.

Our evaluation of poor attendance of some disadvantage groups as led to the introduction of termly '**Rader**' meetings providing a forum for teachers and members of staff to identify children and share concerns. At the end of this academic year, 2023-2024, school will evaluate the Rader meetings with a focus on: how well they enable school leaders to plan next steps, ability to quickly identify children and family needs, how they have supported and developed parental engagement and improved attendance.



Externally provided programmes

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

Programme	Provider
Lexia	Lexia Learning Systems LLC
Mathletics	3P Learning Limited
Reading Eggs	3P Learning Limited
TT Rockstars	Maths Circle Ltd
Nessy	Nessy Learning
RWI	Ruth Miskin
Storm Break	Stormbreak CIO
Jigsaw	Jigsaw PSHE Ltd
CLPE	Centre for Literacy in Primary Education
EdShed	EdShed
Discovery RE	Discovery RE Ltd
Kapow	Kapow Primary
Dicoverly Education	Dicoverly Education
Access Art	Access Art
Grammarly	Grammarly
KS2 History	SkyRocket Educational Limited
Digi Maps	The University of Edinburgh
History Association	The Historical Association
Geography Association	The Geographical Association

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

