

# East Dene Pupil premium strategy statement 2022/23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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   | East Dene Primary |
| Number of pupils in school (F2 – Y6)  | 278               |
| Proportion (%) of pupil premium eligible pupils   | 52% (144 pupils)  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022 - 2025       |
| Date this statement was published   | September 2022    |
| Date on which it will be reviewed   | Termly            |
| Statement authorised by   | L.Ridge           |
| Pupil premium lead  | L.Ridge/J.Fenton  |
| Governor / Trustee lead   | D.Selkirk         |

## Funding overview

| Detail  | Amount    |
|---|-----------|
| Pupil premium funding allocation this academic year   | £199,440  |
| Recovery premium funding allocation this academic year  | £11,976   |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0        |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £211, 416 |

# Part A: Pupil premium strategy plan

## Statement of intent

It is important to consider the context of our school and the consequent challenges our families face when deciding how to allocate our pupil premium funding whilst also using the EEF research to inform our judgements. There are a range of barriers that prevent disadvantaged children making similar progress or attainment to others such as weak language and communication skills, parental support, attendance and punctuality and having fewer experiences than others. As stated above, there are a range of challenges faced by our pupils and their families and we need to ensure all our children have access to a high-quality curriculum that gives them the knowledge and skills to become confident learners. Teachers need to be acutely aware of the strengths and weaknesses across the school and therefore we will ensure that all teaching staff are involved in the analysis of data and identifying next steps for specific children.

## Principles

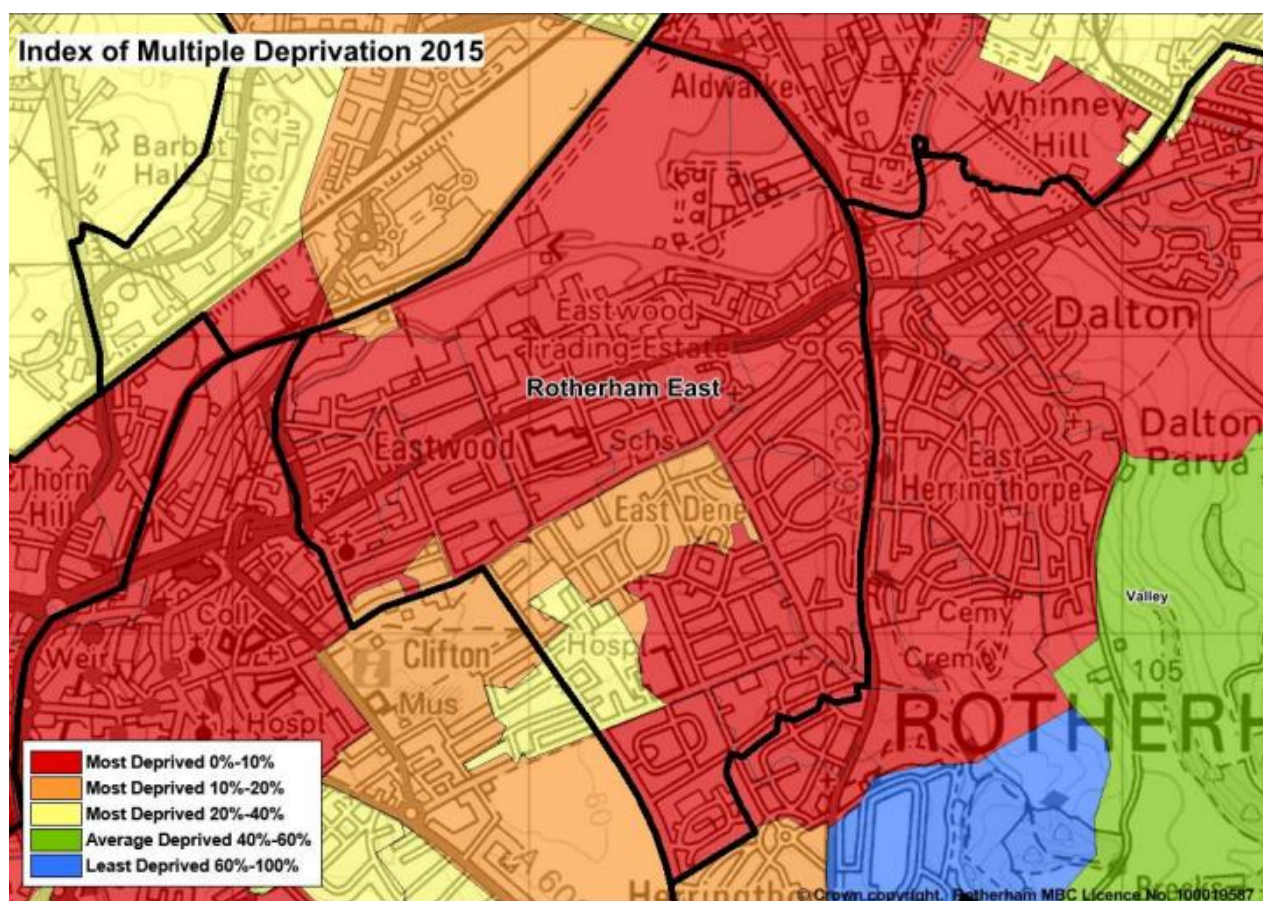
- We ensure that **all** pupils have access to high-quality teaching and learning opportunities by ensuring that all staff receive high quality CPD (use of Instructional Coaching).
- To develop a curriculum that is progressive and underpinned by an understanding of how children learn and how knowledge is assimilated into long term memory. Taken from the National Curriculum, it is subject based and built upon to address the needs of our localised community. Curriculum development (both academic and social/ emotional) is underpinned by research.
- East Dene Primary School's curriculum is based on a rich accumulation of knowledge, skills, concepts and attributes that contribute to success. It aims to develop the whole child: intellectually, physically, emotionally and socially. We provide opportunities through a wide range of activities, both in and beyond the classroom. Through first-hand experience, we endeavour to educate and celebrate the whole child.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

## Demography and School Context

East Dene Primary is located in the Rotherham East Ward, which is in the central part of Rotherham, South Yorkshire. We are a 1.5 form entry school and we serve a diverse community, with approximately 48% of pupils classed as EAL.

Rotherham East is a compact, urban ward and includes the neighbourhoods of East Dene, Springwell Gardens, Eastwood as well as some parts of both Clifton and Herringthorpe.

The ward is classed as the most deprived in Rotherham and is among the 20% most income deprived neighbourhoods in England (as of May 2021). The level of child poverty in Rotherham East is the highest of any Rotherham ward and is over twice the national average (HMRC 2016).



Deprivation in Rotherham East is the highest in Rotherham with all areas being more deprived than the Borough average. Eastwood is the most deprived part of the ward although parts of East Dene are almost as deprived. The northern and eastern parts of the ward are all within the most deprived 2% of England (Index of Multiple Deprivation 2015)

**At East Dene Primary our ultimate objectives are:**

Teaching, Targeted, Wider

- To improve and/or consolidate attainment outcomes between PP and other pupils
- To improve and/or consolidate the rate of progress for PP children
- To provide a high ratio of teaching staff to ensure all children receive Quality First Teaching
- Establish high quality interventions for disadvantaged or any pupils

- Increase access to Before/After school clubs, trips and residential visits, in order to broaden children's horizons
- To support our children's health and wellbeing to enable them to access learning at an appropriate level
- To support children in developing a strong self-belief, to be ambitious and secure in setting aspirational personal goals

We aim to achieve this through:

- Ensuring that quality first teaching and learning opportunities meet the needs of all the pupils through supporting all teachers to engage in Instructional Coaching.
- Employing a skilled Deputy Headteacher who works for the English Hub so as to develop pedagogy and practice so that teaching and learning in all areas of English is of exceptional quality and staff receive highly effective CPD steeped in research.
- To allocate additional support staff - providing small group work to help pupils overcome gaps in learning.
- From Spring Term 2023, employ a teacher to work on bespoke interventions and ensure that the quality of the tutoring is of a high standard. During Autumn Term, senior leaders will plan and develop tutoring sessions to ensure they are steeped in research, bespoke and are of a high-standard.
- To access updated RWI training through a Ruth Miskin consultant.
- RWI leader to be released for weekly drop-ins/coaching sessions and Master Classes to ensure consistency in phonics teaching so every child receives the very best provision on a daily basis.
- Ensuring that appropriate provision is made for all pupils, both academic and social/ emotional and ensuring that Learning Mentors receive high quality CPD to offer effective support to identified pupils.
- Allowing quality time for staff to plan, monitor and review in phase groups.
- Ensuring staff at all levels have access to high quality professional development and those members of staff new to school access relevant CPD through the Local Authority offer/Learners First/NPQ programmes.
- Providing evidence based interventions to address pupils' needs.
- Ensuring Head of Pastoral Care & attendance leads offer targeted support to families with attendance, well-being and additional needs
- Ensuring our curriculum offer is wide and varied and offers children a range of experiences, including extended opportunities to participate in and develop knowledge of the arts.
- Provide behaviour and nurture support during lunchtimes by providing activities to engage and promote East Dene values thus enhance learning.
- Increase access to before/after school clubs, trips and residential visits.
- Increase attendance and punctuality by providing exceptional breakfast club that appeals to all school pupils.

### Achieving these objectives:

- Ensuring all children receive quality first teaching differentiated for individual needs to maximise attainment and progress
- Additional staffing across each phase supporting small group teaching in the core subject areas as well as offering 1:1 and focussed interventions to raise attainment and accelerate progress
- Increasing number of children at or above age-related expectations
- Support payment for activities, educational visits and residential visits.
- Ensuring children have first-hand experiences to use in their learning in the classroom.
- Offering regular and consistent support through nurture provision to develop the social and emotional needs of identified pupils
- Working in partnership with parents & families, Social Care, LA and outside services to ensure the needs of children are met.

## Challenges

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

| <b>Challenge number</b> | <b>Detail of challenge</b>   |
|-------------------------|--|
| 1                       | Limited oral language and communication skills for many of our children as they enter school   |
| 2                       | Lack of parental support with reading at home slows progress in subsequent years   |
| 3                       | Lack of resilience and failing concentration throughout the day due to poor nutrition and lack of routines/boundaries within the family home                     |
| 4                       | Limited parental interactions impact on language development   |
| 5                       | Difficult to engage families facing the greatest challenges  |
| 6                       | Retention of previous learning   |
| 7                       | Social and Emotional intelligence issues such as low self-esteem and behaviour can have a detrimental effect on the academic progress of pupils eligible for PP. |
| 8                       | Limited experiences impact on pupils' knowledge and understanding of the wider world and also impact on aspirations  |

## 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  |
|---|---|
| Progress and Attainment in Reading                                      | Achieve in line or above national average attainment and progress scores  |
| Progress and Attainment in Writing                                      | Achieve in line or above national average attainment and progress scores  |
| Progress and Attainment in Maths  | Achieve in line or above national average attainment and progress scores  |
| Progress and Attainment in Phonics                                      | Achieve at least expected standard in PSC   |
| To improve the attendance disadvantaged pupils                          | Improve attendance of PP children to be in line or above national average   |
| To ensure disadvantaged pupils social and emotional needs are fully met | Pupils and families receive individualised support and positive impact seen on academic outcomes/attitudes and behaviour towards learning |

## 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: £125,259

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Additional adult support targeted across each phase | Employing additional staff in EYFS, KS1 and KS2 ensures that our children can access more support and appropriate scaffolds in lessons and have access to adult interventions, 1:1 support or bespoke support so that rates of progress are increased and the differences between disadvantaged and others are diminished.<br>EEF/Sutton Trust Teaching & Learning Toolkit – Reducing class sizes (+2) / Small Group Tuition (+3) / Teaching Assistant Interventions (+3)<br>Blatchford & Hattie (2020) Rethinking Class Sizes: ‘At primary level it was the low- and middle-attaining pupils who showed most off-task behaviour in larger classes’<br><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a> | 1,2,4,6                       |



|  |  |                  |
|--|--|------------------|
| <p>Access RWI Ruth Miskin training to ensure all children receive the very best phonics provision.</p> <p>£5,210.00</p>  | <p>To safeguard standards, updated RWI CPD to be booked and the Ruth Miskin portal has been purchased so all staff can access valuable CPD. This will also support the RWI lead to plan and deliver effective masterclasses. The RWI leader is released from class for 3 hours per week to observe practice and ensure the focus of the masterclasses is tailored exactly to need.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>  | <p>1,2,3,4</p>   |
| <p>Continue to refine SEND practice to ensure that all learners are receiving a curriculum that supports their progress and is reflective of the inclusive curriculum offer.</p> | <p>A number of our disadvantaged children also have significant SEND/ learning difficulties requiring high levels of care, 4 of these children have EHCPs.</p> <p>Most children that are working in the well below band on entry to Reception, despite making accelerated progress, do not meet the required end of year ELGs.</p> <p>By the SENDCo working an additional day, we want to ensure that the Pupil Premium children, with additional needs, have access to an inclusive curriculum and the SENCo will work with staff to ensure provision is accessible to all and support staff to ensure scaffolds are appropriate. The SENDCo will use this additional time to get graduated responses for identified children in need of EHCPs.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>  | <p>1,2,3,6,7</p> |
| <p>CPD targeted for the needs of staff (teachers and support staff), including joint planning and peer observations</p> <p>(Cost of buying into RoSIS/LFs/Extra CPD/</p>         | <p>High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET Days. We are part of the Learners First English Hub and the South Yorkshire Maths Hub. All staff, in order to lead effectively, are released several times over a half term. CPD has specifically focused on Instruction, Modelling, Scaffolds, Cognitive Load and Retrieval practice.</p> <p>It is vital that this CPD is not delivered in isolation and is either revisited through coaching sessions or through continuous CPD.</p> <p>Access to Instructional Coaching for all teachers linked to the East Dene T &amp; L Rubric and opportunities created for staff to observe good practice.</p> <p>Education Policy Institute, London (2020). Key findings:</p> <ul style="list-style-type: none"> <li>• High-quality CPD for teachers has a significant effect on pupils' learning outcomes.</li> <li>• Quality CPD has a greater effect on pupil attainment than other interventions schools may consider, such as implementing performance-related pay for teachers or lengthening the school day.</li> </ul> | <p>1,2,4,6</p>   |

|  |  |  |
|--|--|--|
|  | <p>DFE Supporting the attainment of disadvantaged pupils: articulating success and good practice Research report (2015)</p> <ul style="list-style-type: none"> <li>• 7 building blocks for success: Focus on high quality teaching first rather than on bolt-on strategies and activities outside school hours.</li> </ul> |  |
|--|--|--|

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

Budgeted cost: £ 24,354

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>All children have access to a range of interventions to support accelerated progress across core subject areas.</p> <p>Phase Raising Attainment Plans (RAPs) recorded to address need, implemented, monitored and evaluated</p> | <p>Provision of QFT and effective, targeted challenge for children identified as needing additional support – see <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p> <p>EEF 'Using Pupil Premium Effectively': Diagnose, use evidence, implement, monitor &amp; evaluate. The Pupil Premium, Ofsted 2012, <a href="http://www.ofsted.gov.uk/resources/120197">www.ofsted.gov.uk/resources/120197</a></p> <p>10 Top 'Gap Busters': Data tracking that identifies the gaps; High profile of pupils eligible for free school meals; Effective teaching and learning – all staff recognise and accept that the vast majority of pupils' progress comes out of good teaching and learning on a day-to-day basis. John Dunford (ASCL, 2015) 10 point plan for maximum impact for Pupil Premium students</p> | 1,2,4,6                       |
| <p>Develop a bespoke tutor programme linked to the Parent Pledge to ensure no child falls behind their prior data for EXS or GDS in phonics, reading, writing and maths.</p>   | <p>Children in the bottom 30% for the core subject areas will be identified during half termly data analysis and will receive structured, targeted support delivered by a qualified teacher. The bespoke tutor programme will begin in Spring Term and will include the following support:</p> <ul style="list-style-type: none"> <li>• Phonics 1:1</li> <li>• Phonics – Speed sounds</li> <li>• Fluency and basic comprehension with KS2</li> <li>• First class @ number</li> <li>• Herts for learning – Reading Fluency for Y5/6</li> </ul> <p>The focus is to increase the percentage of children that are working at the EXS and also to ensure the children that previously were EXS maintain that standard.</p>  | 1,2,6                         |



|   |   |         |
|---|---|---------|
|   | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>   |         |
| Increase disadvantaged children's reading progress by accessing Lexia and tailored intervention programme and Herts for Learning fluency intervention.  | <p>Through continuous contextual research, we are aware that some of our disadvantaged children do not have access to high-quality and appropriately pitched reading materials. As a result, we have ensured that 50 of our disadvantaged children have access to reading material at home through Lexia.</p> <p>We want to ensure that disadvantaged children are reading for longer periods of time; therefore, teachers will monitor the number of minutes children read per week and ensure that, if a child is struggling, support staff use the bespoke Lexia interventions.</p> <p>The main outcome for this spend is to increase attainment for disadvantaged children whilst also giving them ample opportunities to read age-appropriate books at school and home.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p> | 2,6     |
| To develop bespoke multiplication progression model in KS2 to secure solid recall and fluency with a range of multiplication facts  | <p>In last year's MTC our disadvantaged children gained an average score of 15/25 and although TT Rockstars is having a positive impact on disadvantaged children's basic skills we need to look at creating an additional layer of support.</p> <p>The use of a clear and bespoke multiplication table, a clear and bespoke intervention and also the introduction of further multiplication activities to safeguard standards but also to increase the average score for the children not achieving full marks.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-publishes-guidance-to-help-teachers-boost-maths">https://educationendowmentfoundation.org.uk/news/eef-publishes-guidance-to-help-teachers-boost-maths</a></p>                             | 6       |
| Evidence based interventions and programmes to be delivered to identified pupils as part of their daily entitlement<br>Staff to access appropriate CPD and resources to be purchased to support | <p>Teachers to analyse class data half termly and to record a Phase RAP detailing interventions to be accessed. Interventions to be based on research and in-house evaluations. RAPs to detail entry and exit assessment data.</p> <p>Staff to be given time to research interventions using the EEF as well as time to analyse data.</p> <p>EEF 'Using Pupil Premium Effectively'<br/><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p>CPD for Quality First Teaching / mentoring and coaching support – see research findings of John</p>   | 1,2,4,6 |

|                    |  |  |
|--------------------|--|--|
| effective delivery | Dunford 'using the pupil premium effectively: an evidence based approach to closing the gap'<br><br>The EEF recognises the impact of running high quality structured interventions – <i>Improving Literacy 2020 and Improving Literacy in KS2 2017</i> |  |
|--------------------|--|--|

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

Budgeted cost: £63,387

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Increasing access to Before/After School Clubs and provision during holidays                        | <p>Staff identify pupils who are falling behind national attendance and invite them to attend breakfast club so that they have a positive start to the day. Last year an average of 70 - 80 children attended breakfast club on a daily basis. We try to provide tailored support for families with low attendance, working with our pastoral team and key members of staff and Governors.</p> <p>We ensure we provide pupils with the opportunity to attend Breakfast Club for free and to engage with structured activities to have an active start to the day.</p> <p>The outcome of this spend is to increase attendance and ensure children are well fed and full of positivity to start the day.</p> <p>EEF - Provision of a range of initiatives to extend children's experiences</p> <p>Gov.uk: <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p> | 3,5,7,8                       |
| Head of Pastoral Care & Attendance Lead to offer targeted support to identified pupils and families | <p>Our Head of Pastoral Care and Attendance Lead have developed excellent relationships with our families and have liaised with external agencies to ensure that families receive support needed.</p> <p>Gov.uk: <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p> <p>Deployment of administrative and pastoral staff to support families to improve attendance and eradicate persistent absenteeism</p>  | 3,5                           |

|   |   |     |
|---|---|-----|
|   | <p>The Pupil Premium, Ofsted Feb 2013, <a href="http://www.ofsted.gov.uk/resources/120197">www.ofsted.gov.uk/resources/120197</a></p> <p>Effective schools: "...provided well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning"</p> <p>EEF Toolkit shows that increased parental involvement is an effective strategy to raise attainment (+3)</p>  |     |
| <p>Nurture Group Provision delivered each afternoon by 2 x LMs to support identified pupils</p> | <p>Our Nurture group has been running successfully in helping to build self-esteem/confidence and offer targeted support to strengthen mental health and wellbeing</p> <p>On-going CPD is required for our Learning Mentors to enable them to deliver effective interventions for identified pupils.</p> <p>Additional resources to be purchased to support the running of these groups.EEF Social and Emotional Learning:</p> <p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year.</p> <p><a href="http://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>  | 3,7 |
| <p>Ensure all children has the right to learn a musical instrument</p>                          | <p>All children should have the opportunity to learn how to play an instrument. We use some of our funding to ensure all children in Y3 and Y4 have the opportunity to learn how to play an instrument (recorder/ukulele). All children in Y3/4 are bought a recorder so they can continue to practise at home.</p> <p>Throughout the year, children get to perform to parents within music assemblies/special events. Disadvantaged children will also get the chance to perform with our choir at a range of events.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> | 8   |
| <p>To enhance pupils' cultural capital by providing a breadth of experience</p>                 | <p>Many of our disadvantaged children and families do not have the opportunity to visit places outside of the local area. Therefore, we have ensured the curriculum is balanced and carefully sequenced, and our curriculum allows opportunities for cultural development, with links to visits/visitors in to enhance learning.</p> <p>We ensure we use the Pupil Premium grant to subsidise visits for disadvantaged children so we can take children on a range of visits to places such as the Seaside, Museums and Harry Potter World to ensure children access wider events. This has had a huge impact on children's knowledge and children are beginning to link their learning to experiences they've had.</p>   | 8   |

|   |   |       |
|---|---|-------|
|   | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a> |       |
| To Increase parental involvement and engagement of PP Pupils through offering increased opportunities for parents to access family learning workshops | EEF Toolkit shows that increased parental involvement is an effective strategy to raise attainment (+3)   | 2,4,5 |

**Total budgeted cost: £212,000**

# East Dene Primary Part B: Review of Pupil Premium Expenditure outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Internal data demonstrates progress despite challenges brought about by the pandemic.

### KS2 SATS data for disadvantaged children:

|          | % at EXS | % at GDS |
|----------|----------|----------|
| Reading  | 71%      | 5%       |
| Writing  | 62%      | 5%       |
| Maths    | 57%      | 5%       |
| EGPS     | 57%      | 14%      |
| Combined | 48%      | 5%       |

54% (21 pupils) of the year group were identified as disadvantaged. The attainment gap between this group and others has decreased from a 31% gap in 2019 to a 2% gap in 2022 for the combined RWM measure.

It is to be noted that 6 out of the 21 pupils (29%) are also registered as having SEND, with 2 pupils (10%) having an EHCP.

When progress measures are released, we will input them into the table.

### Reading Progress (Based on Prior Attainment at end of KS1)

In Reading, 4 children who achieved GDS at the end of KS1 did not achieve GDS at the end of KS2, instead 3/4 achieved EXS and one did not achieve EXS, scoring a scaled score of 99

1 child who achieved GDS at the end of KS1, converted to GDS at the end of KS2.

6 children achieved EXS at the end of KS1 and all converted to EXS at the end of KS2.

7 children were assessed as WTS at the end of KS1, out of these 4 children converted to EXS at the end of KS2, showing value added.

3 children achieved either PKS/Below at the end of KS1, 1/3 achieved EXS.

Maths Progress (Based on Prior Attainment at end of KS1)

In Maths, a total of 4 children achieved GDS at the end of KS1, ¼ converted to GDS, the other 3 achieved EXS at the end of KS2.

7 children achieved EXS at the end of KS1 and 6/7 converted to EXS at the end of KS2. 1 child did not meet the standard and achieved a scaled score of 98.

7 children were assessed as WTS at the end of KS1 and 2/7 converted to EXS, with the other 5 being assessed as WTS.

3 children were assessed as either PKS/Below at the end of KS1 and all 3 did not meet the standard at the end of KS2.

Writing Progress (Based on Prior Attainment at end of KS1)

1 child achieved GDS at the end of KS1 and converted to this at the end of KS2.

11 children achieved EXS at the end of KS1 and all 11 converted to EXS at the end of KS2.

6 children were assessed as WTS at the end of KS1, and 5/6 were assessed as WTS at the end of KS2, with 1 child achieving EXS.

2 children were assessed as PKS at the end of KS1 and both were still assessed as PKS at the end of KS2.

1 child was assessed as Below at the end of KS1 and she was assessed as being WTS at the end of KS2.

KS1 SATs data for disadvantaged children:

|          | % at EXS | % at GDS |
|----------|----------|----------|
| Reading  | 38%      | 5%       |
| Writing  | 33%      | 0%       |
| Maths    | 29%      | 5%       |
| Combined | 29%      | 0%       |

Phonics Outcomes for disadvantaged children:

|   | Y1  | Y2  |
|---|-----|-----|
| % of Disadvantaged Pupils Passing the PSC | 57% | 67% |



Some of the main strengths we have analysed from the last years spend are as follows

- Instructional Coaching programme was introduced during the Summer Term and gains in teaching and learning were made in a short period of time. Staff are becoming more aware of the pedagogy behind the practice and are well informed into why we use certain strategies. This now needs to be further developed/embedded.
- The teaching of reading was a focus of CPD for staff and this has clearly impacted on pupil outcomes, especially across KS2. The focus also placed upon vocabulary acquisition has made a positive impact which can be seen in the outcomes in both Reading and Writing in KS2, with a number of pupils making accelerated progress from their prior data.
- Head of Pastoral Care and Attendance Lead provided quality support for all families as needed and referrals to external agencies were made when needed to ensure support at the point of need. Attendance figures for the whole school for last year was 93.2% in comparison to the national average of 86.9%.
- Clubs and activities were well attended across the year, with an increased number of children attending clubs and sporting tournaments/festivals.
- As a result in the increased participation in sporting tournaments/festivals we achieved the Gold Schools Mark Games Award.
- Holiday Hunger Club was successfully delivered during Summer Term, with increased numbers of children accessing this provision. The club not only ensured pupils had access to a nutritious meal but also supported the development of their science knowledge and skills with specific science workshops as well as opportunities to learn and play a range of sporting games. The children were also given the opportunity to attend Crowden Outdoor Education Centre where they were able to participate in water sports including canoeing and stream scrambling, 100% of the children stated that they had enjoyed the day participating in activities they had never previously experienced. The holiday clubs were supported by members of the school's leadership team as well as members of support staff.

## 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*

| <b>Programme</b>     | <b>Provider</b> |
|----------------------|-----------------|
| Century              | CenturyTech     |
| Oxford Owl           | OUP             |
| Timestable Rockstars | Math Circle     |

|                    |                    |
|--------------------|--------------------|
| Lexia              | Lexia              |
| Herts for Learning | Herts for Learning |
| Live & Learn       | Live & Learn       |

## 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     |

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*