

Pupil premium strategy statement – Chilton County Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	306
Proportion (%) of pupil premium eligible pupils	27 children 9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022, 2023, 2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Governing Body
Pupil premium lead	Becky Vousden
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,830 Deprivation £10,120 LAC/Post LAC
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£4,350 (estimate)
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£48,620

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all children will achieve their full potential both academically and socially/emotionally so that they are ready for their next stage in education.

We adopt a whole school approach where all staff take responsibility for disadvantaged pupil outcomes and raise expectations for achievement. We use robust diagnostic assessment to identify the impact of disadvantaged and use this to ensure that our approach is tailored to the needs of our children. We are responsive to common challenges and individual needs; we make ongoing use of assessment and evaluation to ensure that our approach is having the intended impact.

- We know that high quality first teaching has the largest impact on children's outcomes and we will invest in developing our staff so that all children experience highly effective teaching on a day-to-day basis. This is proven to have the greatest impact on closing the attainment gap for all groups of pupils both disadvantaged and non-disadvantaged.
- Children will benefit from timely, rigorous and focused small group interventions to ensure that children have solid foundations in their learning, misconceptions are addressed and children are ready for the next stage. In addition to this, children will access wider interventions where there is an additional need, for example, by accessing speech and language interventions. We will continue to develop and improve our provision to ensure that staff leading interventions have specific specialised training to ensure that children make strong progress from their starting points.
- Some children, who are disadvantaged, will need additional social, emotional, mental health and behavioural support. Children will benefit from targeted support both within a classroom setting and through intervention to ensure that children are emotionally ready to be able to learn successfully within the classroom. As outlined above, we will continue to develop and improve our provision to ensure that staff leading interventions have specific specialised training to lead tailored interventions, for example, drawing and talking.
- Disadvantaged children will experience the breadth that our curriculum has to offer which will broaden their horizons and life chances by increasing their cultural capital through both curricular and extracurricular experiences and activities. For example, attending clubs, going to the theatre and experiencing outward bound activities and sporting competitions.
- Chilton County Primary School will contribute to, and be supported by, the wider community to achieve our aims for disadvantaged children. We will support families through times of hardship and challenge; we will signpost families to additional support through outside agencies as appropriate. We will work with all stake holders to ensure that our children have access to what they need to develop a love of learning and life and be successful members of our wider community.

Challenges

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

Challenge number	Detail of challenge
1	<p>Internal and external outcomes in Key Stage 1 for Reading, Writing and Maths are below disadvantaged children's outcomes nationally.</p> <p>Attainment Outcomes for 22-23:</p> <p>Year 1 (5 children): Children have not made expected progress across the year. At the end of EYFS, 60% of children achieved their EYFS profile for Reading, Writing and Maths. At the end of Year 1, 20% of children achieved the expected standard in Reading and no children achieved the expected standard in Writing or Maths.</p> <p>Year 2: (2 children) Children in Year 2 were not on track at the end of EYFS and have made expected progress over time however both children are working below the expected standard across Reading, Writing and Maths. Our attainment data is below national attainment data at the end of Year 2 (KS1.) Writing Year 2: 0% National Disadvantaged 55%; Reading Year 2: 0% National Disadvantaged 62%; Maths Year 2: 0%, National Disadvantaged: 56%.</p>
2	<p>Our attendance data for the last year indicates that overall disadvantaged attendance for the academic year 22-23 was 94%. Attendance for all children in 22 – 23 was 96%. Attendance for disadvantaged children was lower than for all children; this can negatively impact on children's progress.</p> <p>14 disadvantaged children had attendance below 95% which is 45% of children who qualify for pupil premium, 6 children had attendance below 90% which is 19% of children who qualify for pupil premium.</p>
3	<p>Our assessments, observations and discussions with pupils suggest that disadvantaged children have greater difficulty with reading than their peers.</p> <p>An increased proportion of disadvantaged children (54%) have a lower phonics score, reading age, comprehension or fluency age than their chronological age.</p>
4	<p>A higher percentage of children that are disadvantaged are on our Special Educational Needs Register. 25% of children who are disadvantaged have additional special educational needs (SEND). The percentage of all children on the SEND register is 11% which is just below the national average. Children are on the SEND register for a range of reasons including moderate learning needs, hearing impairment and autistic spectrum disorder. 12.5% of children who have special educational needs and are disadvantaged have speech, language and communication needs.</p>
5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional needs for some pupils, notably due to family circumstances. These challenges particularly affect disadvantaged pupils, including their attainment.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1) Improved attainment in KS1 in Reading, Writing and Maths.	<p>Attainment for PP children will be at least in line with all disadvantaged children nationally and the gap between outcomes for all children and PP children will be closing.</p> <ul style="list-style-type: none"> • Book monitoring, coaching records and learning walks indicate PP children making good progress from their starting points. • Summative assessment data demonstrates good progress and attainment for these children. Pupil conferencing demonstrates that these children have learned the curriculum – there has been a change in long term memory with an initial focus on the core subjects.
2) Attendance for PP children will be in line with all children in the school through early identification and support.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • The overall attendance gap between all pupils and disadvantaged pupils to be reduced to 1% or less. • The percentage of disadvantaged pupils who are persistently absent reduces to be no more than 15%. • Attendance for children improves through effective support from school including notice letters, parent meetings and contracts and support from the local authority as appropriate. • Families and children are clear about the importance of having good attendance and the impact it has on children's attainment.
3) Children will be provided with tailored support to close the gap between their chronological age and their reading age.	<p>The percentage of children with a reading age below their chronological age will reduce so that more than 80% of disadvantaged children have a reading age in line with or above their chronological age. To achieve this, we will ensure that:</p> <ul style="list-style-type: none"> • Children whose reading age, comprehension or fluency is below their chronological age are quickly identified. • Tailored support is in place to support children by regular reading, interventions and high quality in class reading teaching. • Children who are not on track in phonics are identified quickly. • Children who are in the early stages of reading benefit from a robust approach to teaching phonics. • Short, tailored interventions are used to revise phonics sounds daily and children receive tailored phonics work and exposure to their year group phonics.
4) To achieve and sustain good progress for all pupils and particularly our disadvantaged pupils in class inclusive provision	<p>Sustained increases in attainment and securing good progress over time for all pupils and particularly our disadvantaged pupils will be achieved by:</p>

will be tailored to children's individual needs. Targeted interventions will be used effectively to ensure that children with additional educational needs are making good progress.	<ul style="list-style-type: none"> • Effective in class provision which is tailored to children's individual needs as appropriate. Evidenced through learning walks, pupil progress meetings, pupil conferencing and summative assessment data. • Interventions that are tightly focused on specific areas of need with outcomes that are measurable. Children make good progress from their starting points and apply their learning within a classroom setting. Evidenced through intervention learning walks, pupil conferencing and pupil progress meetings. Progress from starting points will be identifiable through summative assessment. • Children receive external agency support as needed to secure good progress. School works effectively with stakeholders to secure this.
5) To achieve and sustain improved well being for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils including those that happen within the school day.

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: £ 26,515

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Coaching to improve the quality of education</i></p> <p><i>Becky Vousden (KS2), Mandy Holme-Turner and Sasha DeVries (KS1) are deployed as teaching and learning coaches across the year. Coaching focuses on pedagogy within class as well as training for individuals, groups</i></p>	<ul style="list-style-type: none"> • This approach to improving teaching and learning is recognised as being an effective strategy by the education endowment fund. • Effective coaching will improve teaching and learning for all children in the class but it will enable us to ensure that provision is meeting the needs of PP children effectively. Working alongside staff with strong subject and pedagogical knowledge will strengthened the quality of education across the school. <p>Pupil Premium menu evidence brief.pdf.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1,3,4

<p>and whole staff teams beyond the classroom.</p> <p>£15,010</p>		
<p>Continuing professional development focused on high quality teaching pedagogies and effective teaching and learning</p> <p>Staff meetings, inset days and TA meetings broadening our range of identifying a range of teaching pedagogies. Developing a shared understanding of strong teaching and learning and ensuring that our practise is inclusive.</p> <p>£4,474</p>	<ul style="list-style-type: none"> • Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. • Focusing on building teacher knowledge and pedagogical expertise, curriculum development and the purposeful use of assessment will have the biggest impact on pupil outcomes. <p>EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1,3,4</p>
<p>Deployment of a leader for reading with a focus on reading recovery.</p> <p><i>Quick identification of children whose reading age is below their chronological age.</i></p> <p><i>Training and support for teaching to ensure confidence in the effective teaching of reading</i></p> <p>£2,563 Further phonics books £3,168 Reading Leader £5,731 Total</p>	<ul style="list-style-type: none"> • Reading enables access to the rest of the curriculum. Education Endowment fund recognises that supporting children to develop fluent reading capabilities improves children's literacy attainment. • Children will benefit from high quality first teaching of reading within English lessons and robust phonics teaching. Teaching staff will be well supported through training and resources to deliver this. • Phonics EEF (educationendowmentfoundation.org.uk) 	<p>1,3, 4, 5</p>
<p>Continued professional development including external support to increase the consistency and rigour in our teaching of phonics.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <ul style="list-style-type: none"> • Phonics Teaching and Learning Toolkit EEF 	<p>1,3</p>

£1300 External advisors for phonics and training.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 32,537

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Rocket Phonics interventions KS1 and LKS2</p> <p>Tailored reading interventions predominantly with a focus on comprehension UKS2</p> <p>£6,976 Targeted intervention work</p>	<ul style="list-style-type: none"> • Children with an identified need will benefit from reading with an adult more frequently, for example, through daily readers. • Children who need it will receive Rocket phonics interventions to address phonic gaps and improve reading fluency. This is mainly focused in KS1 and LKS2. • Children will receive 1:1 and small group reading interventions with a focus on developing reading comprehension, pace and fluency. This is mainly focused in UKS2/ • Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. • Phonics Teaching and Learning Toolkit EEF 	1,3,4
<p>Small group interventions targeting children's specific needs as identified through diagnostic assessment for writing and maths. Intervention groups within the afternoons are planned by teachers.</p> <p>£9,156.50</p>	<ul style="list-style-type: none"> • The Education Endowment Foundation indicates that this is one of the most effective approaches for targeted academic support with pupils making on average an additional 4 months of progress. <p>Small groups evidence: Small group tuition Teaching and Learning Toolkit EEF</p>	1,3, 4, 5
<p>Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND</p> <p>Interventions £5,494</p>	<ul style="list-style-type: none"> • Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. <p>EEF: Special Educational Needs in the Mainstream – 5 recommendations</p>	4

<p>ELSA, drawing and talking, social skills groups, art therapy and Nature Rangers.</p> <p>Draw and Talk £5,232 Nature Rangers £1,831 ELSA £3,662.50 Total: £10,725.50</p>	<ul style="list-style-type: none"> • Children with social and emotional gaps are less successful in engaging with learning in school. The Education Endowment fund indicates that social and emotional learning has moderate impact for a low cost. • Over time we have seen the positive correlation between progress achieved in ELSA and play therapy with its wider impact on progress within the classroom. • Feedback from parents who have received additional support demonstrates that the additional support provided by school and or outside agencies enables them to better support their children. <p>Improving social and emotional learning in primary schools EEF</p>	2, 4, 5
<p>Nesi – Spelling intervention £185</p>	<ul style="list-style-type: none"> • Children make additional progress in their spelling which in turn will positively impact on their writing. 	1, 4

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

Budgeted cost: £ 3,391

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Zones of Regulation</p> <p>Embedding zones of Regulation to support children with identifying and using strategies to support their emotional regulation and wellbeing.</p> <p>This will involve whole staff training and release time for staff to develop and implement a new approach.</p> <p>£61 for book £200 for training</p>	<ul style="list-style-type: none"> • Social and emotional skills support effective learning and are linked to positive outcomes later in life. • Research from the Education Endowment Fund indicates that Social and Emotional Learning should be explicitly taught. • Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk) 	5
<p>Residentials and other school trips £2400</p>	<ul style="list-style-type: none"> • The whole child should be considered as part of a child's development. Residential trips increase life experiences, increase self-esteem and help children to feel equal to their peers 	5
<p>After School Club Activities and music lessons</p> <p>£700</p>	<ul style="list-style-type: none"> • Children have improved health and well-being when they are exposed to a range of sports activities and experiences. 	5
<p>Attendance – Identified lead within SLT team</p> <p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures, complete attendance monitoring and analysis and work with parents to improve attendance.</p> <p>£300</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	2

Total budgeted cost: £ 62,443

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome	Success Criteria				
<p>Intended Outcome One: Attainment for PP children will be at least in line with all disadvantaged children nationally and the gap between outcomes for all children and PP children will be closing.</p>	<ul style="list-style-type: none"> • Book monitoring, coaching records and learning walks indicate PP children making good progress from their starting points. • Summative assessment data demonstrates good progress and attainment for these children. Pupil conferencing demonstrates that these children have learned the curriculum – there has been a change in long term memory with an initial focus on the core subjects. 				
<p>Impact: Across the academic year book monitoring and learning walks indicated that children were receiving stronger scaffolding and teachers were more aware of ensuring the work is pitched appropriately. This continues to be an area for development in some areas of the school.</p> <p>Summative assessment data indicates that children in Year 6 have made strong progress since their KS1 results at ARE in Reading, Writing and Maths. Achievement for PP children in Year 6 is well above national average for disadvantaged pupils and above or in line with achievement for all pupils.</p>					
	R	W	M	Com	EGPS
KS1 TA	67%	67%	67%	67%	N/A
National 23 KS2 ARE DA	62%	55%	56%	43%	67%
National 23 KS2 all pupils	73%	71%	73%	59%	72%
End of year KS2 ARE DA	90%	74%	85%	67%	74%
Difference between KS1 and KS2	+23%	+7%	+18%	0%	NA
Difference between KS2 and NA	+28%	+19%	+29%	+24%	+2%
<p>No children achieved GD at KS2 which is below national average achievement for disadvantaged children however this is in line with their KS1 results. This indicates that pupil's eligible for pupil premium made expected or better progress across KS2 and represents an upwards trend on our 2021-22 data.</p> <p>This pattern is replicated across KS2 with our internal data. In Year 5 pupils achieved in line with their KS1 results for Reading, Writing and Maths indicating expected progress overtime. Attainment is below National disadvantaged data. Children in Year 4 Achieved in line with or above their KS1 outcomes at ARE in all areas and above national outcomes. Children in Year 3 achieved in line with KS1 outcomes for Reading, above KS1 outcomes for maths and below KS1 outcomes for writing (-17%.) In Years 3,4 and 5 no children are on track to achieve GD which is below national average for pupils who are disadvantaged but as the outline above indicates children are making expected or better progress over time.</p>					

Year Group	Reading	Writing	Maths	Combined
Yr 3 KS1 ARE	50%	67%	67%	50%
Yr Summer 2022-23 ARE (6 chn)	50%	50%	83%	33%
Yr 4 KS1 ARE	100%	0	0	0
Yr 4 Summer 2022-23 ARE (3 chn)	100%	67%	67%	67%
Yr 5 KS1 ARE	60%	40%	60%	33%
Yr 5 Summer 2022-23 ARE (6 chn)	60%	40%	60%	40%
National KS2 disadvantaged data	62%	55%	56%	43%

Attainment outcomes for children who are disadvantaged in KS1 and EYFS Children who are now in Year 1 have made the least progress with children not converting their EYFS outcomes to ARE at the end of Year 1. This is an area for continuing development as outlined in our school development plan. Children in year 2 are not on track to achieve ARE which was reflected in their EYFS outcomes. This represents two pupils, one of these pupils has now left the school to move areas therefore it is hard to draw generalisations. Our focus will need to be on raising the outcomes of pupils in Year 1 who were on track at the end of EYFS.

EYFS Profile 22-23 (4 chn)	50%	National DA	62.4%	
Year Group	Reading	Writing	Maths	Combined
Yr 1 EYFS	60%	60%	60%	60%
Yr 1 Summer 2022-23 ARE (5 chn)	20%	0%	0%	0%
Yr 2 EYFS	0%	0%	0%	0%
Yr 2 Summer 2022-23 ARE (2 chn)	0%	0%	0%	0%
National KS2 disadvantaged data	62%	55%	56%	43%

Intended Outcome Two:
The social and emotional needs of our most vulnerable PP children are met effectively through our curriculum, ELSA, play therapy and SEMH interventions and or external support signposted by the school.

- As a result of the social and emotional learning that takes place in school, children feel safe, make progress against specific targets and in time are able to make and sustain academic progress.
- Where families would benefit from additional support, this is signposted or accessed for them and with good engagement from families this enables them to support their children socially, emotionally and academically.
- Parents are well supported by staff at school and as a result they are feel they are able to support their children socially, emotionally and academically.

Impact:

- Our school approach has been to know our pupil premium children well and understand that all of our children have different needs. Our approach has been very much tailored to our individual children.

- We have supported three pupils through regular TAF meetings including external support from the LCSS, hearing impairment team and MHST. The family have made good progress and with regular bedtime routines and emotional support are more settled in school.
- We have worked with parents who would benefit from financial support for their children to access extra-curricular clubs.
- We have supported parents in a range of ways as appropriate for individual families. This has included having regular Team around the families TAF meetings for some families, where outside agencies have been involved as appropriate for additional support. We have worked with social workers to remove barriers to education for families such as supporting free breakfast club spaces due to exceptional circumstances. In all of these cases, the schools actions have supported the emotional wellbeing of the children involved which has been evident by how settled they are during the school day.
- Approximately 8 children have accessed ELSA sessions and many children have had short interventions with our ELSA when a sudden need has arisen, 10 children have accessed play therapy in the last academic year. We have seen the impact of this on the children's ability to emotionally regulate and focus within lessons. One member of staff completed their Draw and Talking training across the year and they are now able to run these intervention sessions which expands our pastoral support provision.
- All staff had training on our whole school approach to using the 'Zones of Regulation' which is being implemented this academic year to support all children with emotional regulation.

<p>Intended Outcome Three: Attendance for PP children will be in line with all children in the school through early identification and support.</p>	<ul style="list-style-type: none"> • Children whose attendance is causing a concern are quickly identified. • Attendance for children improves through effective support from school including notice letters, parent meetings and contracts and support from the local authority as appropriate. • Families and children are clear about the importance of having good attendance and the impact it has on children's attainment.
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Impact:

- Increased focus on attendance at the end of the academic year 2021-22 and across the year 2022-23 has positively impacted on the attendance of both all pupils and disadvantaged pupils. Attendance for disadvantaged pupils and pupils eligible for free school meals is in line national attendance for all pupils in 2021-22. Attendance for disadvantaged and free school meal pupils is slightly below the attendance for pupils not within these groups at Chilton Primary (Free School Meals difference -2.37% and Pupil Premium -1.72%.)
- Of the 20 pupil premium pupils with attendance below 95%, 1 pupil was on a reduced hours timetable and left before the end of the year. 5 further pupils moved schools before the end of the academic year because their families moved areas.
- Of the remaining 14 pupils, 8/14 children's families engaged with support and meetings to increase attendance across the academic year. 1 pupil has significant medical needs and attendance support would not have been appropriate. We saw an increase in attendance with all of the families we have supported.
- Parents are now able to access their child's attendance on a daily basis via our school APP 'My Child At School' and this has made parents more aware of the impact of missing time from school.

	R	1	2	3	4	5	6	All years
FSM		97%	90%	94%	96%	96%	89%	93.69%
Not FSM	97%	96%	96%	97%	96%	96%	95%	96.06%
PP		97%	89%	95%	93%	96%	92%	94.33%
Not PP	97%	96%	96%	97%	96%	96%	95%	96.05%
All	97%	96%	96%	97%	96%	96%	95%	95.8%
National all pupils 20-21								93.6%

Intended Outcome Four:

Children will be provided with tailored support to close the gap between their chronological age and their reading age.

- Children whose reading age, comprehension or fluency is below their chronological age are quickly identified.
- Tailored support is in place to support children by regular reading, interventions and high quality in class reading teaching.
- Children who are in the early stages of reading benefit from a robust approach to teaching phonics.

Impact: All children in KS1 made progress in their word recognition and reading fluency.

- Some children made better than expected progress through their reading interventions. This was particularly evident in LKS2 where 4/4 pupils who were in the lowest 20% of readers at the start of the year made better than expected progress and finished the year with a reading age above their chronological age.
- 2/3 children in UKS2 made progress but not better than expected progress. 2/3 of the children in the lowest 20% achieved ARE at KS2 outcomes. Children in Year 6 eligible for PP achieved well in their reading SATs with 2/3 children achieving ARE.
- 3/5 children in Year 1 eligible for pupil premium passed the year 1 phonics check. In Year 2, 1 pupil passed the year 1 phonics check after retaking this. This indicates that the phonics focused intervention has had good impact on children's ability to recognise phonics sounds. Children struggled to apply this to the reading assessments with 4/5 children working towards end of year 1 expectations and 1/1 children working towards expectations in year 2; this may be due to the volume of text and unfamiliarity with the reading test structure.
- As the year has progressed, staff have increased in confidence when delivering phonics based interventions and as a school we have refined our approach as our familiarity with Rocket Phonics has grown. Rocket phonics was implemented across the school in September 2022.

Intended Outcome Five:

In class inclusive provision will be tailored to children's individual needs and targeted interventions will be used effectively to ensure that children with additional educational needs are making good progress.

- All pupils including children who are on the send register make good progress from their starting points as a result of effective in class provision which is tailored to children's individual needs as appropriate. Evidenced through learning walks, pupil progress meetings, pupil conferencing and summative assessment data.
- Interventions are tightly focused on specific areas of need with outcomes that are measurable. Children make good progress from their starting points and apply their learning within a classroom setting. Evidenced through intervention learning walks, pupil conferencing and pupil progress meetings. Progress from starting points will be identifiable through summative assessment.

Impact:

- Across the year, monitoring for all subjects always focuses on pupils that are disadvantaged to ensure that the quality of work and support is appropriate and matches pupils who are not disadvantaged.
- In the year 22-23 we completed staff training, monitoring and feedback activities focused on using scaffolding to support children to access their learning. We saw evidence of year groups being increasingly mindful of this, particularly in Maths, English and Reading. Staff are more

able to explain how reading can be a barrier to accessing the rest of the curriculum and they are more confident to use scaffolding to meet the differing needs of pupils.

- Monitoring has shown that children who need an individual curriculum were mostly receiving appropriately pitched learning journeys that met pupil's individual needs. Staff were supported on a 1:1 basis with SLT to ensure that this provision was effective.
- We are aware that we need to further develop our whole school approach to using assessment to feed responsive teaching to ensure that misconceptions are addressed as quickly as possible. As a school, we have pockets of very strong practise in this area, we now need to ensure that this practise is shared and we support staff to achieve consistency.
- Interventions that were led outside of the classroom were well planned and managed. Increased use of SMART targets would better show the impact of these. Across the year, we further developed our use of short in class interventions such as phonics ladders – we saw the greatest increase in progress using this approach; we will build on this next academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Mathletics	3P
Purple Mash	2simple
Times Table Rock Stars	Maths Circle Ltd

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.