

Pupil premium strategy statement – Whitchurch CE Junior Academy

2021-2024

Updated for 2022-2023

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	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 to 2023-2024 Year 2 of 3
Date this statement was published	31.12.2022
Date on which it will be reviewed	31.12.2023
Statement authorised by	Julie Rowlandson
Pupil premium lead	Julie Rowlandson
Governor / Trustee lead	Jason Wainwright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,835.00
Recovery premium funding allocation this academic year	£10,730.00
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
<i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year</i>	

<p>2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</p>	
<p>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></p>	<p>£114490</p>

Part A: Pupil premium strategy plan

Statement of intent

Intent

"The Whitchurch Church of England Federation is committed to excellence and the maintenance of high standards. As a fully inclusive Federation we aim to facilitate access for all children to quality first teaching, additional support in each year group and specific programmes or targeted interventions and additional opportunities to enhance the curriculum e.g. enrichment visits / visitors.

The Federation adopts a tiered approach to Pupil Premium spending. Improving the quality of teaching is our top priority, including professional development, training and support for early career teachers and recruitment and retention. Targeted support for struggling pupils is also a key component; as well as strategies that relate to non-academic factors, including providing enrichment opportunities and improving attendance, behaviour and social and emotional support.

As part of the additional provision made for pupils who belong to vulnerable groups, the Federation will ensure that the needs of socially disadvantaged pupils are adequately assessed and clarified at termly pupil progress meetings. In making provision for our disadvantaged pupils, 'The Whitchurch Church of England Federation' recognises that not all pupils who receive free school meals will be socially disadvantaged. The Governors and staff also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. They therefore reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the Federation has legitimately identified as being socially disadvantaged.

The pupil premium is not based on ability. Research shows that the most academically able pupils from disadvantaged backgrounds are at risk of under-performing. The Federation therefore focuses on these pupils just as much as pupils with low results."

Main Aims

- We will adopt a whole school outward facing approach to supporting disadvantaged pupils, developing a collective responsibility for addressing challenges, raising outcomes and a belief that all pupils can attain well. As a team, we will learn from effective practice and research evidence.
- Our overarching approach to improving outcomes for all children begins with a clear set of principles for teaching and learning, and pedagogy, and clear curriculum drivers, which form the consensus amongst our team over what is required to support all children.
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. Staff will identify

pupils with the greatest need within each year group, therefore understanding disadvantage in context.

- The majority of our work through the Pupil Premium funding this year will be aimed at focusing on the key challenges that are preventing our disadvantaged pupils from attaining well across reading, writing and maths, including additional challenges that have been identified as a consequence of school closures throughout 2020-2021. We will identify the likely challenges to learning for our identified disadvantaged children and link them to desirable outcomes as the basis for choosing appropriate actions and approaches to address them.
- We will take into account guidance detailed in the DfE publications: Education Recovery, support for early years' settings, schools and providers of 16-19 education, June 2021 and Teaching a broad and balanced curriculum for education recovery, June 2021. Our main focus will be ensuring pupils catch up with their reading and writing. Our priority in lower KS2 is the successful teaching of phonics using the Read, Write Inc. programme as reading is so important for accessing the rest of the curriculum, ensuring pupils catch up on their reading is essential.
- The Pupil Premium funding will be allocated to a series of early interventions, the ultimate outcome of which will be that pupils will achieve their academic and personal potential. This year we will allocate funding to support oral language intervention through Talk Boost. We will continue to adopt a whole school approach to developing vocabulary using the Word Aware approach.
- Funded interventions will also include pastoral support where appropriate for example attendance support, family liaison, development of social skills, self – regulation and strategies to support those pupils displaying challenging, oppositional behaviours.
- We will constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence (e.g. Arbor, individual Intervention Impact Reports, Pupil Progress Meetings, diagnostic assessment and financial systems).

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment and progress in reading.</p> <p>Assessments show that a significant proportion of disadvantaged pupils are not reaching age-related expectations. International research</p>

	<p>shows that reading attainment directly impacts on future academic achievement, wellbeing and success in life. A significant number of year 3 children do not have age appropriate decoding skills.</p> <p>Autumn 2022:</p> <table border="1"> <thead> <tr> <th></th> <th>Disadvantaged</th> <th>Non-disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>30% EXP or above</td> <td>63.8% EXP or above</td> </tr> <tr> <td>Year 4</td> <td>68.5% EXP or above</td> <td>80.3% EXP or above</td> </tr> <tr> <td>Year 5</td> <td>68.4% EXP or above</td> <td>77.4% EXP or above</td> </tr> <tr> <td>Year 6</td> <td>72.7% EXP or above</td> <td>74.1% EXP or above</td> </tr> </tbody> </table>		Disadvantaged	Non-disadvantaged	Year 3	30% EXP or above	63.8% EXP or above	Year 4	68.5% EXP or above	80.3% EXP or above	Year 5	68.4% EXP or above	77.4% EXP or above	Year 6	72.7% EXP or above	74.1% EXP or above
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4	Oracy, language and communication skills															

	<p>Underdevelopment of oracy skills means children are less confident, curious and resilient and are unable to access the curriculum. Poor vocabulary impacts on children's ability to perform to ARE in reading assessments.</p> <p>Baseline assessments show 75% of pupils in Y3 and 53% of pupils in year 4 and 75% of pupils in Y5 and Y6 have a low average or moderately low BPVS score.</p> <p>In NTS reading assessments in Autumn 2022 highlighted the difference in average vocabulary performance.</p> <table border="1" data-bbox="375 504 1396 824"> <thead> <tr> <th></th> <th>Disadvantaged</th> <th>Non-disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>30% EXP or above</td> <td>63.8% EXP or above</td> </tr> <tr> <td>Year 4</td> <td>68.5% EXP or above</td> <td>80.3% EXP or above</td> </tr> <tr> <td>Year 5</td> <td>68.4% EXP or above</td> <td>77.4% EXP or above</td> </tr> <tr> <td>Year 6</td> <td>72.7% EXP or above</td> <td>74.1% EXP or above</td> </tr> </tbody> </table>		Disadvantaged	Non-disadvantaged	Year 3	30% EXP or above	63.8% EXP or above	Year 4	68.5% EXP or above	80.3% EXP or above	Year 5	68.4% EXP or above	77.4% EXP or above	Year 6	72.7% EXP or above	74.1% EXP or above
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5	<p>Attendance</p> <p>Some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.</p> <p>Analysis of attendance confirms that some disadvantaged families need ongoing additional support to sustain better punctuality and attendance.</p> <p>In Autumn 2022 attendance for disadvantaged pupils was 94.4% compared to non-disadvantaged which was 96%</p> <p>In Autumn 2022 persistent absence was 15.6% in disadvantaged pupils whereas persistent absence in non-disadvantaged pupils was 12.5%</p>															
6	<p>Supporting social, emotional and mental health needs of pupils</p> <p>Some disadvantaged children have social, emotional and mental health needs and this has a detrimental effect on their ability to engage with learning.</p> <p>In Autumn 2022/23 72% of disadvantaged pupils were identified as being vulnerable.</p> <p>In Autumn 2022/23 22% of disadvantaged pupils were identified as having SEMH needs with 9% of disadvantaged pupils on the SEN register for SEMH needs.</p> <p>In Autumn 2022/23 13% of disadvantaged pupils were placed on behaviour charts due to a lack of ability to regulate emotions. 50% of children placed on behaviour charts were disadvantaged.</p> <p>In Autumn 2022/2023 16 days of education for disadvantaged pupils were lost as a result of suspensions (3 pupils)</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
Improved outcomes for disadvantaged pupils in reading at the end of KS2.	<p>Pupils are assessed using standardised tests, which are used to inform next steps.</p> <p>Children on the SEND register meet their personal targets in reading.</p> <p>End of KS outcomes and internal data show that gap between disadvantaged and non-disadvantaged pupils performing at age related expectations is narrowing.</p> <p>Reading fluency will improve as assessed using multi-dimensional fluency rubric.</p> <p>Children will demonstrate a love of reading and literature.</p> <p>Gaps in phonic knowledge will be identified and closed through RWI teaching and intervention.</p> <p>Children will be exposed to a range of high quality texts, authors and subject specific vocabulary to build on their language use and understanding.</p> <p><i>(Measured through KS2 SATs, IDSR/ASP, pupil progress, learning walks, progress data.)</i></p>
Improved outcomes for disadvantaged pupils in maths by the end of KS2.	<p>End of Key Stage outcomes and internal data show the gap between disadvantaged and non-disadvantaged national performing at ARE is narrowing.</p> <p>Pupils are assessed against national standards using NTS assessments to inform next steps.</p> <p>Pupils will demonstrate fluent recall of mathematical facts and apply this knowledge to more complex problem solving.</p> <p><i>(Measured through KS2 SATs, IDSR/ASP, pupil progress, learning walks, progress data.)</i></p>
Improved writing attainment for disadvantaged pupil by the end of KS2.	<p>End of Key Stage outcomes and internal data show the gap between disadvantaged and non-disadvantaged national performing at</p>

	<p>ARE is narrowing, in line with national figures.</p> <p><i>(Measured through KS2 SATs, IDSR/ASP, pupil progress, learning walks, progress data.)</i></p>
<p>Pupils have better developed oracy, language and communication skills.</p>	<p>Disadvantaged pupils will make the necessary progress from individual starting points through diagnostic assessment so that their language is in line with age expectations at the end of KS2. (Unless identified SEN Communication & Language needs are identified).</p> <p><i>(Measured through diagnostic testing (BPVS/Talk Boost), attainment and progress data for reading / writing/ maths, lesson observations, work scrutiny, pupil voice, pupil progress meetings).</i></p>
<p>There is an improvement in the attendance of disadvantaged pupils.</p>	<p>Attendance for disadvantaged pupils is at least 96% each half term.</p> <p>There is a reduction in the number of disadvantaged children who are persistently absent and is at least in line with National non disadvantage.</p> <p><i>Measured through MIS attendance data, IDSR/ASP)</i></p>
<p>Social, emotional and mental health needs of disadvantaged pupils are rapidly identified and support is put in place.</p>	<p>There is a reduction in the number of behaviour incidents for disadvantaged pupils.</p> <p>The majority of children display appropriate learning behaviours and engage fully with their learning.</p> <p>The majority of disadvantaged pupils will demonstrate awareness of and implement self-regulation strategies and can talk about their emotions.</p> <p>Then number of sanctions / incidents / exclusions will reduce.</p> <p>Appropriate early identification/ support is in place for all disadvantaged pupils with SEMH needs including those with SEND.</p> <p><i>(Measured through CPOMS reports, learning walks, staff/parent/pupil voice.)</i></p>

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: £ 33148

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to provide a programme of high quality CPD rooted in research, including support for early careers teachers.</p>	<p>EEF Effective Professional Development</p> <p>“Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.”</p> <p>The effects of high quality professional development on teachers and students</p> <p>“High-quality CPD for teachers has a significant effect on pupils' learning outcomes. CPD programmes have the potential to close the gap between beginner and more experienced teachers: the impact of CPD on pupil outcomes (effect size 0.09) compares to the impact of having a teacher with ten years' experience rather than a new graduate (0.11). CPD also has similar attainment effects to those generated by large, structural reforms to the school system (0.1). “</p>	<p>1, 2, 3, 4</p>
<p>Provide ongoing professional development in RWI phonics and Fresh start, including instructional coaching (Reading leader).</p>	<p>Phonics EEF</p> <p>“Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.”</p> <p>EEF Making Best Use of Teaching Assistants</p> <p>Research on TAs delivering targeted interventions in one-to-one or small</p>	<p>1</p>

	group settings shows a consistent impact on attainment of approximately three to four additional months' progress	
Ongoing enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Our Maths subject leader will have access to St Bart's Trust Maths Hub 'Core Five' resources and CPD and support from SBMAT /Maths hub Maths SLE.	EEF Improving Mathematics in Key Stages 2 and 3 "The focus is on improving the quality of teaching. Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught."	3
Ongoing enhancement of our English teaching and curriculum planning in line with DfE and EEF guidance. Our English subject leader will have access to St Bart's Trust English Hub 'Core Five' resources and CPD.	EEF Improving Literacy in KS2 "The message from the evidence summarised in this report is clear: to excel in literacy, pupils need high quality teaching and extensive opportunities to practice reading and writing."	1, 2
Embed Pathways schemes (Reading, Writing and Spelling) throughout the academy)	EEF Improving Literacy in KS2 "The message from the evidence summarised in this report is clear: to excel in literacy, pupils need high quality teaching and extensive opportunities to practice reading and writing."	1, 2, 4
Purchase of standardised diagnostic assessments to identify pupil needs, inform teaching & learning and targeted academic intervention. 22/23 NTS assessments.	https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupilpremium/EEF-Diagnostic-AssessmentTool.pdf Standardised tests provide specific information about the individual needs of pupils so that the correct universal or additional support can be provided.	1,2,3,4
Develop Families and Inclusion Team to include Strategic Lead, Learning Mentors (ELSA), Family support assistant and Nurture lead. Secure external support to work with children exhibiting high challenge behaviour. Engage with DfE	https://www.gov.uk/government/publications/behaviour-in-schools_Schools.pdf https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101	5,6

Behaviour Hub programme.	597/Behaviour_in_schools_guidance_sept_22.pdf https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour EEF Improving Behaviour in Schools https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf	
Implement Instructional coaching, led by Vice Principal, for teachers to ensure consistency of high quality teaching strategies in all classrooms.	https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/Professional-Development-Summary.pdf When staff all have the same understanding of the workings of particular techniques, the organisation is well prepared for rapid development. WalkThrus provide a common reference point so that, through discussion and practice, each teacher and teacher-coach is able to engage with the ideas in the same manner, step by step. With shared understanding, the emphasis is then on how to improve implementation without risking miscommunication or wasting energy on defining the steps.	1,2,3,4

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

Budgeted cost: £ 33481

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed Pathways to progress to provide	EEF Improving Literacy in KS2	2

targeted intervention for writing.	"The message from the evidence summarised in this report is clear: to excel in literacy, pupils need high quality teaching and extensive opportunities to practice reading and writing."	
Purchase of standardised diagnostic assessments to identify pupil needs, inform teaching & learning and targeted academic intervention	EEF diagnostic assessments	1,3
Talk Boost Intervention	Talk Boost	2, 4
RWINC fast track phonics (LKS2) Fresh start (UKS2)	Phonics EEF	1
Pathways to progress intervention	Small Group tuition	2, 4
Additional reading fluency sessions.	Small Group tuition EEF Improving Literacy in KS2	1, 4
Regular, 1:1 additional reading with an adult for identified children who are unable to read at home and are at risk of underachieving.	DfE The reading framework Section 4	1, 4

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

Budgeted cost: £ 46489.96

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed ELSA and nurture provision in the academy and	There is extensive evidence associating childhood social and emotional skills with improved	1,2,3,4,6

<p>secure external support to work with children exhibiting high challenge behaviour. Engage with DfE Behaviour Hub programme..</p>	<p>outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning</p>	
<p>Strengthen the families and inclusion team by appointing a strategic lead.</p> <p>Employ a Family Support Assistant to support and engage families to support their children's academic learning, as well as more intensive programmes for families in crisis.</p> <p>Employ two Learning mentors to support children with emotional health / self-regulation / meta-cognition.</p> <p>Ongoing liaison with Local Authority Education Access Team with an ongoing focus on Persistent Absentees</p>	<p>EEF Parental Engagement</p> <p>EEF Social and Emotional Learning</p> <p>NFER briefing for school leaders identifies addressing attendance as a key step- "higher levels of pupil absence were associated with poorer outcomes for disadvantaged pupils in both primary and secondary schools".</p> <p><i>'Children who are persistently absent are affected in a number of ways. Pupils who have ongoing absence issues often come from disadvantaged backgrounds. These children may start school behind their peers in terms of their language and social development, and missing lots of school makes it harder for them to catch up. When a child is allowed to miss school on a frequent basis, they develop poor attitudes to school. They're more likely to truant at secondary level, and this affects their GCSE grades and their chances of finding a job, further education or training'. DfE 2012</i></p>	<p>5, 6</p>

Total budgeted cost: £ £113118.96

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Following the review of the performance of our disadvantaged pupils performance during 2021-2022 using KS2 performance data, multiplication check results and internal assessments, we compared outcomes of disadvantaged and non-disadvantaged pupils within the academy and nationally.

Throughout the academic year, the academy has continued to be affected by high levels of staff absence due to covid and long term absences of key staff including SENDCO and Family support assistant. This has exacerbated the ongoing challenges as a result of the impact of the school closures on behaviour, mental health and attainment.

Despite clear progress made, there is inconsistency across cohorts, particularly those with the most vulnerable pupils.

Ongoing assessment throughout 2021-2022 was carried out using standardised tests (Rising stars- PIRA / PUMA, GL assessments – YARC, BPVS), fluency rubrics and teacher assessments.

Improved outcomes for disadvantaged pupils in reading at the end of KS2.

Whilst end of KS2 results were not comparable with previous years, significant progress for disadvantaged pupils was seen across the school, with accelerated progress demonstrated in all year groups in the academic year. A focus on Rwinc phonics, fast track phonics and fresh start interventions has accelerated progress for the lowest readers particularly in lower ks 2. Continued focus on early reading support and high quality teaching of reading will be a priority in the upcoming academic year in order to sustain this progress.

In 2021-2022 26% children in current year 4 made accelerated progress to expected plus, 15% in year 5, 19% in year 6.

Improved outcomes for disadvantaged pupils in maths by the end of KS2.

Whilst end of KS2 results were not comparable with previous years, progress for disadvantaged pupils was seen across the school, although not consistent across year groups. Standardised testing has identified key areas for focus in the upcoming academic year in order to accelerate this progress. Problem solving

and reasoning are key areas for further development alongside continued prioritisation of fluency in basic skills in order to raise attainment.

In 2021-2022 9% children in current year 4 made accelerated progress to expected plus, 21% in year 5 and 19.5% in year 6.

Improved writing attainment for disadvantaged pupils by the end of KS2.

Whilst end of KS2 results were not comparable with previous years, significant progress for disadvantaged pupils was seen across the school, with accelerated progress demonstrated in all year groups in the academic year. Continued focus on high quality teaching and embedding pathways to progress are priorities for the coming year.

In 2021-2022 16% children in current year 4 made accelerated progress to expected plus, 15% in year 5, 7% in year 6.

Pupils have better developed oracy, language and communication skills.

Assessments show that 75% of disadvantaged children in upper KS2 remain either in the low average or below average range using the BPVS. 53% in current year 4 and 75% in year 3. Requiring an ongoing focus on the development of vocabulary and improve oracy.

There is an improvement in the attendance of disadvantaged pupils.

The percentage of sessions recorded for disadvantaged pupils as an absence in 2021-2022 was **6.6%**, a total of **1,960 session(s)**. Absence of disadvantaged pupils in the school was **3.8% lower than** the national percentage of **10.4%**. This is **2.5% greater than** the percentage of the previous year of **4.1%**.

19 enrolment(s) (disadvantaged pupils) were considered to be persistent absentees. This is **23.8%** of disadvantaged enrolments in the school, which is 11.2% lower than the proportion of enrolments in the national that are persistently absent (**35.0%**).

Despite the increase in the absence of disadvantaged pupils in the school, the rate remains below national.

The strengthening of the families and inclusion team, procedures and work with outside agencies, to further support pupils and families with barriers to attendance remains a priority in 2022-2023.

Social, emotional and mental health needs of disadvantaged pupils are rapidly identified and support is put in place.

Despite a whole school approach to the early identification of children with social, emotional and mental health needs which has successfully identified pupils in need within the school, with targeted support available through ELSA and Nurture provision, there has been significant evidence of disrupted learning as a consequence of a number of children who have struggled to self-regulate, displaying challenging behaviours, which has impacted on attainment. Support for assessment of children has been limited by significant delays in accessing assessment and external support. We recognise that the ongoing impact of school closures on children's mental health and wellbeing means that support for children's mental health is a key priority moving forward.

The development of the Families and inclusion team in 2022-2023 to include two learning mentors, a newly appointed SENDCO and a senior mental and wellbeing lead will provide more bespoke support for individual children alongside a whole school focus on re-prioritising behaviour. Our approach to behaviour management will be reviewed as part of our engagement with the DfE behaviour hub programme. Our priority will be to embed social norms and systems and to review our behaviour policy, provided CPD for staff to ensure consistency of approach.

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
BPVS	GL assessment
NTS	Hodder Education
Rwinc phonics	Ruth Miskin
Pathways to Read, Write, progress	The literacy company
Talkboost	I-Can