

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Loudwater Combined
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Review for 2022-23 planning for 2023-24 and 2024-25
Date this statement was published	20.12.2023
Date on which it will be reviewed	Termly reviews with an end of year review on 15.7.24
Statement authorised by	Michelle Hazell
Pupil premium lead	Clare Cunnington
Governor lead	Michelle Hazell

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 48,500
Recovery premium funding allocation this academic year	£ 5, 619
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 54,119

# Part A: Pupil premium strategy plan

## Statement of intent

At Loudwater Combined School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future.

We recognise that disadvantaged children can face a wide range of challenges which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Close the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.
- Ensure that those disadvantaged pupils who are already high attainers continue to make good progress.

We also consider the challenges faced by other vulnerable pupils, such as those who have a social worker, young carers, challenging or uncertain family circumstances or those whose experiences of school closure or remote learning continue to have an impact on their well-being or education more generally. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are eligible for the pupil premium or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is shown to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Carefully plan interventions needed so that they do not mean that the curriculum is narrowed for disadvantaged pupils because they miss out on learning in other areas of the curriculum, although we will prioritise reading.

Our context:

Loudwater Combined School is a single form entry primary school just outside the town of High Wycombe. Our catchment area is varied, including a range of housing. Some is owner occupied but our catchment area also includes local authority housing and housing association rented properties which includes a significant number of flats.

### Basic characteristics of our pupils – November 2023

Year group	Number	Boys/Girls	Free School Meals	Not White British	1 <sup>st</sup> Language not English	SEN support	EHCP	Children Looked After	Previously Looked After Children
Reception	30	19/11	6	13	8	0	0	0	0
Year One	30	12/18	8	10	7	4	0	0	1
Year Two	30	15/15	3	14	5	7	0	0	1
Year Three	30	17/13	9	16	7	5	0	0	1
Year Four	30	13/17	11	15	6	4	2	1	0
Year Five	30	12/18	7	10	6	5	0	0	0
Year Six	30	18/12	4	15	7	4	0	0	0
<b>Totals</b>	210	106/104	48	93	46	29	2	1	3

Ethnic Group	Boys	Girls	% of Children
Indian	3	4	3.3%
Black African	2	1	1.5%
Pakistani	9	2	5.2%
Banglleshi	3	0	1.5%
Black Caribbean	2	0	0.9%
White British	50	65	54.7%
White & Black Caribbean	5	5	4.7%
White & Back African	2	1	1.5%
White & Asian	4	4	3.8%
Any Other White Background	14	13	12.8%
Any Other Mixed Background	7	4	5.2%
Other Asian Background	2	2	1.9%
White Irish	2	1	1.5%
Any other Black Background	0	1	0.5%
Any other Ethnic Group	1	1	0.9%
<b>Total</b>	106	104	100%

### Achieving our objectives:

In order to achieve our objectives and overcome identified challenges to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition.
- Target funding to ensure that all pupils have access to trips, residential visits, first hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom. .

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

### Key Principles

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils that will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

## Challenges

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

Challenge number	Detail of challenge
1	Our foundation stage baseline data demonstrates that the majority of disadvantaged pupils entering the school are working below the expected standard in all areas. For literacy and maths, 5/6 disadvantaged pupils are working below the expected level. We also recognise that there are a number of pupils who are at the early stages of learning English which has an additional impact on their learning and adds to the needs of the cohort.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with securing reading skills of retrieval and inference than their peers, as well as reading at an

	adequate rate. This negatively impacts their development as readers as they move through Key Stage 2.
5	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with securing recall of number bonds, multiplication and division facts and applying these when developing their understanding of more formal methods of calculating
6	Ensure that children feel supported in their mental health and wellbeing in school. With nationwide lockdowns and pandemic-related movement restrictions, children have spent indelible years of their lives away from family, friends, classrooms, play – key elements of childhood itself (UNICEF). As a community, we recognise that those disadvantaged and/or vulnerable may have had a significantly more challenging time during this period. It is also our experience that some of these challenges are only now coming to the fore, and are being exacerbated by the cost of living increases, impacting adversely on well-being.
7	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2-3% lower than for non-disadvantaged pupils.  20-27% of disadvantaged pupils have been 'persistently absent' (this means that their attendance is below 90%) compared to 10-12% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

## 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
Skills to promote enjoyment and engagement in learning are secured by our disadvantaged pupils in Foundation Stage	For those children in Foundation Stage to achieve the Early Learning Goals in Personal, social and emotional development and Communication and Language and in Word Reading. 71% of our disadvantaged pupils will achieve these ELGs (5/7). There is also a group of 4 pupils who are at the early stages of acquiring English; we are targeting 75% of these to achieve the above ELGs.
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing assessments both teacher assessments of spoken language and reading assessments.
Increase in the number of disadvantaged pupils who achieve the expected standard in the phonics check	Y2 outcomes in autumn 2021 show that more than 63% of disadvantaged pupils meet the expected standard. Y1 summer 2022 show that more than 63% of disadvantage pupils meet the expected standard. Y1 summer 2023: There are 2 pupil premium children in this cohort – one of them will meet the expected standard. Y1 by 2023-24 – 85% of pupils will meet the expected standard

	<p>Y2 in 2023-24: there is one further disadvantaged child who we are targeting to achieve the phonics check in summer 2024. In addition to this there are two children who have joined the class in the autumn term 2023. Whilst neither are eligible for the pupil premium we are including them in our wider group as they have vulnerabilities due to SEN needs and changing school, one has also spent significant time not in school. This means that of our wider disadvantaged group 80% will achieve the phonics check (4/5).</p> <p>Revised target: 85% of children at the end of Y1 and 100% at the end of Y2 by 2024-25.</p>
Improved reading attainment among disadvantaged pupils	<p>KS 2 reading outcomes in 2021/22 show that 75% of disadvantaged pupils meet the expected standard.</p> <p>KS 2 reading outcomes in 2022-23 show that 75% of disadvantaged pupils meet the expected standard.</p> <p>KS 2 reading outcomes in 2023-24 show that 75% of disadvantaged pupils meet the expected standard (3/4)</p> <p>KS1 reading outcomes in 2021/22 show that 63% of disadvantaged pupils meet the expected standard.</p> <p>KS1 reading outcomes in 2022-23 show that 77% of disadvantaged pupils meet the expected standard.</p> <p>KS1 reading outcomes in 2023-24 show that 60% of disadvantaged pupils meet the expected standard (3/5 of the wider disadvantaged group).</p> <p>By 2024-25 this figure rises to 80% in both key stages.</p>
Improved fluency and recall with key number facts	<p>KS 2 maths outcomes in 2021-22 show that 75% of disadvantaged pupils reach the expected standard in maths.</p> <p>KS 2 maths outcomes in 2022-23 show that 75% of disadvantaged pupils reach the expected standard in maths.</p> <p>KS 2 maths outcomes in 2023-24 show that 75% of disadvantaged pupils meet the expected standard in maths.</p> <p>KS 1 maths outcomes in 2021-22 show that more than 63% of disadvantaged pupils reach the expected standard in maths.</p> <p>KS 1 maths outcomes in 2022-23 show that more than 66% of disadvantaged pupils reach the expected standard in maths.</p> <p>KS1 maths outcomes in 2023-24 show that 60% of disadvantaged pupils meet the expected standard (3/5 of the wider disadvantaged group).</p> <p>By 2024-25 this figure rises to 80% in both key stages.</p>
Children to feel supported emotionally and to be happy.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by: Qualitative data from pupil voice, pupil and parent surveys and teacher observations. Additionally, significant increase in engagement in enrichment activities, particularly among disadvantaged children.</p>
To achieve and sustain improved attendance for all pupils especially our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>The overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Our target for 2022-23 is for the rate of persistent absences for our disadvantaged pupils should be no more than 2% higher than for non-disadvantaged pupils.</li><li>• This target will be applied to the 2023-24 year.</li></ul> |
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## Changes to our numbers of disadvantaged pupils

The number of pupils eligible for the pupil premium has increased from 41 at the start of the academic year 2022/23 to 48 in the academic year 2023/24.

Eight eligible pupils left in Year 6 and six eligible pupils joined in Foundation Stage.

Six pupils who were already attending the school became eligible during the 2022/23 year. Four children who joined the school in year groups other than Foundation Stage are eligible for the pupil premium.

## Activity in this academic year (2023-24)

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: £11,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We have changed our induction procedures so that children are at school full time earlier in the autumn term. This will mean that phonics teaching will begin earlier and that routines for learning will be established quickly.</p> <p>Screening pupils early in the autumn term (once the baseline assessment is completed) using speech link and language link to identify those pupils who will benefit from early intervention and high-quality interventions based on the ShREC approach.</p>	<p><a href="#">High quality interventions in early years from EEF</a></p> <p><a href="#">Teaching and modelling social communication skills - EEF</a></p> <p>Feedback from Local Authority visits to the setting</p>	<p>1, 2, 6</p>
<p>Teaching high quality daily phonics lessons using a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils as well as training for all staff.</p> <p>Ensuring there is a wide range of fully decodable books available for pupils both actual books and e-books. For some disadvantage pupils we will provide access to appropriate technologies to enable access to these e-resources as well as other subscribed to by the school.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p>To further develop reading comprehension skills.</p> <p>Identification of high-quality guided reading texts in the revised reading curriculum.</p> <p>Fully decodable books and e-books to promote reading and comprehension in KS1. Use of reading eggs</p>	<p><a href="#">Reading comprehension strategies</a></p>	<p>3, 4</p>

<p>We are participating in a project with local schools to increase disadvantaged pupils and their family engagement in reading.</p> <p>We will reorganise the accelerated reader texts in KS2 so that these are distinct from other reading material as well as ensuring that children are regularly completing quizzes relating to what they have read. However, the use of AR must be accompanied by other individualised interventions in order to impact on disadvantage pupils.</p>		
<p>To further enhance our maths teaching four of our teachers are attending training programmes to support the development of mastering number and developing a mastery approach. This involves teachers being released to attend face to face and virtual training sessions and work groups with the BBO Maths Hub.</p> <p>The maths training, we have accessed is fully funded and our costs in this area are for release time for teachers and for the purchase of resources. Ensuring that relevant resources are available for pupils during the lessons and they are taught how to use them.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612217/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence: <a href="https://www.eef.org.uk/publications/improving-mathematics-in-key-stages-2-and-3">Improving Mathematics in Key Stages 2 and 3</a></p> <p>This report from NCETM demonstrates how the training can develop teaching for a mastery approach. <a href="https://www.ncetm.org.uk/teaching-for-mastery">NCETM Teaching for Mastery</a></p>	4
<p>Embedding strategies to increase pupil engagement with a particular focus on boys and disadvantaged pupils.</p>	<p>Approaches to promote increased engagement for all pupils as part of quality first teaching were advocated by Marc Rowland as part of the Buckinghamshire challenge project.</p>	1, 3, 4
<p>Implementing strategies to ensure that retrieval practice is evident in a range of lessons. This will support pupils to consolidate immediate learning and make connections with prior learning. This approach is 'built in' to the resources we use to teach phonics and maths and we now want to identify opportunities for retrieval practice across the curriculum. This is being achieved through the revision of our schemes of learning in foundation subjects.</p>	<p><a href="#">Cognitive Science Approaches in the Classroom</a></p> <p>This article from the EEF explores the evidence of the effectiveness of cognitive science approaches including retrieval practice.</p>	1, 2, 3, 4

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

Budgeted cost: £ 26,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> <p>OT Club and Nesy Club providing early morning sessions supporting fine and gross motor skills development (targeted at KS1 pupils) and spelling skills (targeted at KS2 pupils).</p> <p>Online subscriptions to program to develop spelling and grammar.</p> <p>Provision of before school club enabling children to be supported in this and to access computers</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="#">Physical development approaches</a></p> <p>Evidence for these approaches is limited, but has suggested a positive effect on learning of up to 5 months.</p>	2
<p>Provision of school led tutoring by a qualified teacher working with pupils in Year 6 focusing on the development of key mathematical skills. She will work with pupils in a small group as well as supporting their learning in the classroom.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 4
<p>Additional support for pupils who did not reach age related expectations at the end of the previous school year. Children will work with an experienced TA who has been trained in using Rocket Phonics. In small groups, they will focus on the use of PIXL therapies to initially secure the previous year's descriptors in Reading, moving, as appropriate, to focus on the current year's descriptors.</p> <p>Maths will also have a focus as above using PIXL therapies</p>	<p>Small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Making effective use of teaching assistants to deliver interventions</p> <p><a href="#">Using teaching assistants to deliver interventions outside the classroom.</a></p>	1, 2, 3, 4
<p>Targeted support for pupils with English as an Additional Language who are recently arrived in the UK,</p>	<p>Small groups:</p>	1, 2, 3, 4

<p>working with a teaching assistant to promote their access to the curriculum. This is provided to a child who is considered vulnerable because of the year group they are in and their level of English acquisition.</p>	<p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Making effective use of teaching assistants to deliver interventions</p> <p><a href="#">Using teaching assistants to deliver interventions outside the classroom.</a></p>	
<p>Targeted support for pupils in KS2 to continue to maintain rates of progress in Reading and Maths. Some children will be using online programs to develop their understanding and in some cases to continue to achieve at above age related expectations. This will include ensuring that high quality challenging reading material is easily accessible by purchasing books for our disadvantaged pupils to borrow and read before these books are widely available in the school library.</p> <p>Other groups of pupils will also be working in a small group with a teaching assistant or qualified teacher to ensure that they continue to make progress or accelerate their progress so they achieve above age related expectations.</p>	<p>DfE report on the value of reading for pleasure</p> <p><a href="#">Research evidence on reading for pleasure</a></p> <p>Core books from CLPE</p> <p><a href="#">Choosing and using quality texts</a></p>	<p>3, 4</p>

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

Budgeted cost: £17,270

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Time for our family support adviser to work with the headteacher on improving the attendance of disadvantaged pupils and those in the younger year groups where attendance is below that of KS 2 classes.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>

<p>Increasing parental engagement.</p> <p>Through the weekly newsletter, we will ensure provision of websites that parents can visit to share learning with their children and consolidate class work.</p> <p>We are also adding to the content of the newsletter the provision of e-safety information for parents on a regular basis. In the spring term of 2024, we will hold e-safety events for parents and will target parents of disadvantaged pupils to attend.</p> <p>We will hold half-termly information events for all parents to provide information about their children's learning and how they might support at home. This will include sessions where parents can work alongside their children in school and resources that parents can access or borrow to use at home.</p>	<p>This report from the EEF details steps school can take to involve parents in their child's learning.</p> <p><a href="#">Supporting Parents</a></p>	<p>1, 2, 3, 4 &amp; 5</p>
<p>Part funding and developing the role and skills set of our Family Support Adviser; she is a trained DSL. A range of training is planned including: Senior Mental Health Leader training, ELSA training, fabricated illness.</p> <p>The FSA role is also to support well-being more widely within the school: Meta-cognition – celebration books to promote engagement in learning. Referrals to early help focused on improving educational outcomes and attendance.</p> <p>Providing play therapy to a disadvantaged pupil who will benefit from this intervention.</p>	<p>Evidence for the benefit of a trauma informed practice</p> <p><a href="#">Trauma Informed Schools</a></p> <p>The importance of recognising attachment disorders and difficulties</p> <p><a href="#">Supporting Children with Attachment Difficulties</a></p>	<p>5</p>
<p>Funding to develop disadvantaged pupils use of technology at home to make use of programs subscribed to by the school.</p> <p>Provision of a lunchtime club where children can access computers and adult support in school to complete home learning activities.</p> <p>Information events for parents to promote e-safety targeted towards parents of disadvantaged pupils.</p>	<p><a href="#">Access to technology at home</a></p> <p>This report from the EEF focused on the need for access to technology during disruptions to schooling, however this is still something that is important to enable disadvantaged pupils to access home learning opportunities in the same way as their peers</p>	<p>2, 3 4, 5</p>

<p>Funding for disadvantaged pupils to attend after school clubs, have music lessons, and participate in school trips including a residential visit. We believe this will promote well-being, inclusion and attendance.</p>	<p>A report detailing the benefits of using funding for educational visits  <a href="#">LOtC Report</a>  A report detailing the benefits of learning a musical instrument  <a href="#">Benefits of Music tuition</a></p>	<p>5</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.  (£750)</p>	<p>All</p>

**Total budgeted cost: £55,000**

## Part B: Review of outcomes in the previous academic year (2022-23)

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

#### Challenge 1: Improved oral language skills and vocabulary among disadvantaged pupils.

**Success Criteria:** Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing assessments both teacher assessments of spoken language and reading assessments.

**Teacher assessment of spoken language - pupils achieving at age related expectation.**

	Foundation stage (8)	Year 1 (3)	Year 2 (9)	Year 3 (8)	Year 4 (7)	Year 5 (4)	Year 6 (8)
Disadvantaged pupils	82.5%	67%	100%	82.5%	86%	75%	82.5%
Non-disadvantaged pupils	81%	96%	95%	77%	86%	85%	96%

Our evaluation of pupils' spoken language has been positively impacted on by whole class guided reading sessions where pupils have 30 minutes of reading teaching each day. During this time, pupils are exposed to high quality texts and vocabulary and are in an environment where they hear other pupils and the teacher discussing the meaning of tier 2 vocabulary. There are still some gaps in the outcomes for disadvantaged and non-disadvantaged children, which will continue to be addressed through quality first teaching, particularly in guided reading sessions. We have also reviewed the texts that pupils are exposed to, ensuring there is a wide range encompassing different genres. There is also a focus on the use of vocabulary and stem sentences in maths.

#### Challenge 2: Increase in the number of disadvantaged pupils who achieve the expected standard in the phonics check

**Success Criteria:** Y2 outcomes in autumn 2021 show that more than 63% of disadvantaged pupils meet the expected standard.

Y1 outcomes in summer 2022 show that more than 63% of disadvantaged pupils meet the expected standard.

By 2024/25 this figure rises to 75% at the end of Y1 and 85% at the end of Y2.

We are revising these targets to 85% of children at the end of Y1 and 100% at the end of Y2 by 2024-25 (October 2022)

**Y2 Phonics outcomes summer 2023:** 100% of disadvantaged pupils achieved the screening check compared with 95% of non-disadvantaged pupils.

**Y1 Phonic outcomes summer 2023:** 50% of disadvantaged pupils achieved the screening check compared with 81% of non-disadvantaged pupils (there were 2 disadvantaged pupils in this cohort at the time of the check).

We exceeded our target for Y2 phonics outcomes. Because of the low number of disadvantaged pupils in the Y1 cohort at the time of the check, our long-term target lacked some relevance. The child who did not achieve the required standard is supported at the SEN support stage and is currently under assessment for an EHCP. This child receives one to one support to develop their phonics each day. Since the check was completed, three additional children have joined the class who will need ongoing support to be successful when rechecked.

### Challenge 3: Improved reading attainment among disadvantaged pupils

**Success Criteria:** KS 2 reading outcomes in 2021/22 show that more than 75% of disadvantaged pupils meet the expected standard.

KS1 reading outcomes in 2021/22 show that more than 63% of disadvantaged pupils meet the expected standard.

By 2024/25 this figure rises to 80% in both key stages.

Target set for 2022-23 *(when these were set it was recognised that they were aspirational)*

	Foundation stage (8)	Year 1 (3)	Year 2 (9)	Year 3 (9)	Year 4 (8)	Year 5 (4)	Year 6 (8)	Overall (49)
<b>Disadvantaged pupils</b>	<b>67%</b>	<b>67%</b>	<b>66%</b>	<b>90%</b>	<b>75%</b>	<b>100%</b>	<b>86%</b>	<b>79%</b>

### Teacher assessment of Reading summer 2023 -pupils achieving at age related expectation

	Foundation stage (8)	Year 1 (3)	Year 2 (9)	Year 3 (9)	Year 4 (8)	Year 5 (4)	Year 6 (8)	Overall (49)
<b>Disadvantaged pupils</b>	<b>82.5%</b>	<b>33%</b>	<b>55%</b>	<b>67%</b>	<b>50%</b>	<b>75%</b>	<b>62.5%</b> <b>(83%)</b>	<b>69%</b>
<b>Non-disadvantaged pupils</b>	<b>82%</b>	<b>86%</b>	<b>85%</b>	<b>65%</b>	<b>77%</b>	<b>85%</b>	<b>78%</b>	<b>80%</b>

*There are two figures given for Y6. The first includes a child with an EHCP who was disapplied from the tests and a pupil recently arrived from overseas who has been disapplied from the school results; in the second figure, these two pupils are not included.*

We feel that the positive impact of Rocket Phonics is evident in Foundation Stage, Years 1 & 2. Sixteen pupils did not reach age related expectations in reading:

- Twelve of these pupils were in Y2-Y4, which we have identified as being those cohorts most impacted by disruptions to schooling caused by the pandemic. Support is in place for all of these pupils and progress is evident. Two of these pupils have an EHCP, and two others are currently under assessment for an EHCP. The pupil in Y6 who did not reach age related expectations was recently arrived from a country where the medium of education is not English.

At the end of KS2, two pupils achieved a standardised score above 110.

To move further towards our target of 80% by the year 2024-25 we have set the following ambitious targets for the 2023/24 academic year:

	Foundation stage (6)	Year 1 (8)	Year 2 (3)	Year 3 (9)	Year 4 (11)	Year 5 (7)	Year 6 (4)	Overall (48)
Disadvantaged pupils	67%	87.5%	67%	77%	82%	71%	100%	78%

We believe that, although ambitious, these targets are achievable because of the continued use and embedding of Rocket Phonics in Foundation Stage and Key Stage 1, interventions to support children in KS2, the continued quality first teaching of reading throughout the school and the revisions made to the reading curriculum.

#### Challenge 4: Improved fluency and recall with key number facts

KS 2 maths outcomes in 2021/22 show that more than 75% of disadvantaged pupils reach the expected standard in maths.

KS 1 maths outcomes in 2021/22 show that more than 63% of disadvantaged pupils reach the expected standard in maths.

By 2024/25 this figure rises to 80% in both key stages.

Targets set for summer 2023

	Foundation stage (8)	Year 1 (3)	Year 2 (9)	Year 3 (9)	Year 4 (8)	Year 5 (4)	Year 6 (8)	Overall (49)
Disadvantaged pupils	83%	67%	75%	90%	75%	67%	71%	75%

#### Teacher assessment of Maths summer 2023 -pupils achieving at age related expectation

	Foundation stage (8)	Year 1 (3)	Year 2 (9)	Year 3 (9)	Year 4 (8)	Year 5 (4)	Year 6 (8)	Overall (49)
Disadvantaged pupils	62.5%	33%	55%	78%	50%	25%	62.5% (100%)	61%
Non-disadvantaged pupils	77%	93%	95%	76%	86%	73%	78%	82%

*There are two figures given for Y6. The first includes a child with an EHCP who was disapplied from the tests and a pupil recently arrived from overseas who has been disapplied from the school results; in the second figure, these two pupils are not included.*

Seventeen pupils did not reach age related expectations in maths. Generally it is the same children who are not at ARE in maths and reading, although there are two more pupils who were in Y5 who are below ARE only in maths:

- Eleven of these pupils were in Y2-Y4, which we have identified as being those cohorts most impacted by disruptions to schooling caused by the pandemic. We have used the Sandwell Maths Assessment tool to identify gaps in pupils' learning. Support is in place for all of these pupils and progress against their Sandwell targets is evident. PIXL interventions are also used to support these children. Two of these pupils have an EHCP, and two others are currently under assessment for an EHCP. The pupil in Y6 who did not reach age related expectations was recently arrived from a country where the medium of education is not English.

At the end of KS2, two pupils achieved a standardised score above 110.  
To move further towards our target of 80% by the year 2024-25 we have set the following ambitious targets for the 2023/24 academic year:

	Foundation stage (6)	Year 1 (8)	Year 2 (3)	Year 3 (9)	Year 4 (11)	Year 5 (7)	Year 6 (4)	Overall (48)
Disadvantaged pupils	67%	87.5%	67%	77%	82%	71%	75%	75%

### **Challenge 5: To achieve and sustain improved attendance for all pupils especially our disadvantaged pupils.**

Sustained high attendance from 2024/25 demonstrated by:

- the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.

#### **Attendance for disadvantaged children:**

##### **Academic year 2022-23**

For the academic year the average attendance of pupil premium children was 91% and for non-pupil premium children 94%.

20/50 children had attendance at 95% or above – 40%. For non-disadvantaged children this figure was 44%.

Ten of our disadvantaged pupils, equivalent to 20% were persistently absent compared to 10% of non-disadvantaged pupils. In this academic year (2023-24), we are working to reduce both these figures so that the rate of persistent absences for disadvantaged pupils is no more than 2% higher than the figure for non-disadvantaged pupils.

## **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
Speech Link and Language Link	Speech Link Multimedia Ltd
PIXL	The PiXL Club Ltd
Accelerated Reader	Renaissance Learning
Maths Whizz	whizzeducation.com
Reading Eggs	readingeggs.co.uk
Times Tables Rock Stars & Numbots	trockstars.com
Nessy literacy support	Nessy Learning

## Further information

We have a range of initiatives which help to support our disadvantaged pupils that do not depend on the pupil premium grant or the recovery funding.

### School Readers

We have engaged with the charity School Readers and have five of their volunteers supporting reading in Year 2 - Year 6.

### Transforming Lives for Good

This is an Early Intervention Programme which provides coaching support for pupils on an individual basis for 1 hour per week over the course of a year. It is run by trained volunteers from our local church. <https://www.tlg.org.uk/>

### ReMind programme

This is a programme offered by the youth pastor at our local church. ReMind is a cognitive behavioural approach for young people with high levels of anxiety. Several cohorts have attended the course from Year 5. Two cohorts from Year 5 will engage in the course during this academic year.

### Local church providing meals, uniform and stationery

Parents are encouraged to self-refer if they feel they need support of this kind. Meals and holiday activities are provided at the church. Uniforms are purchased and delivered to parents prior to the start of the autumn term.

### Developing a partnership with a local independent secondary school

This has been operating since October 2021. Students visit our school on a weekly basis and work in a range of ways; some play board games with pupils and focus on turn taking and developing resilience, others support children with their reading.

### Wild about Well-being

This is a programme that six Year 6 pupils will take part in focusing on developing resilience and risk taking whilst working collaborative outdoors.