

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Finlay Community School
Number of pupils in school	358
Proportion (%) of pupil premium eligible pupils	137 pupils - 38.27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Hannah Williams
Pupil premium lead	Michelle Bryce
Governor / Trustee lead	Daniel Gillingham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 168,435
Recovery premium funding allocation this academic year	£ 18,125
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 186,560

Part A: Pupil premium strategy plan

Statement of intent

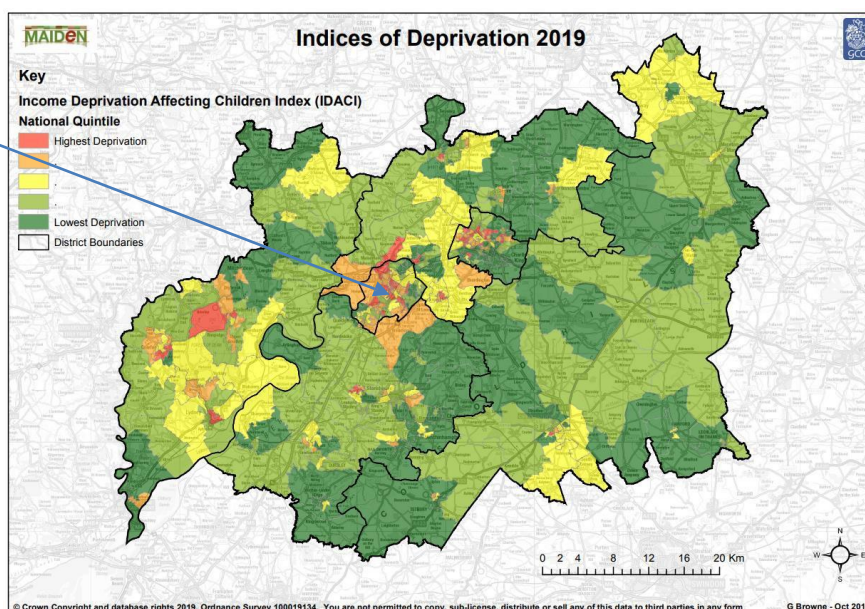
At Finlay Community School, we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens who thrive in the future. We recognise that disadvantaged children can face a wide range of barriers which may detrimentally impact on their learning.

Our ultimate objectives are to:

- Remove challenges to learning
- Narrow the attainment gap between disadvantaged pupils and their non-disadvantaged counterparts both within school, locally 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 pupils' ability to communicate effectively in a wide range of contexts – developing oracy.
- Enable pupils to look after their social and emotional wellbeing and to develop a growth mindset and resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world
- Enrich children's cultural capital by equipping them with the knowledge, skills and understanding to succeed in wider society, as well as to become life-long learners, who will thrive in the next stage of their education.

Our school context:

- Area of high deprivation – IDACI Score: 0.15; IDACI Decile: 5; Index of Multiple Deprivation Rank: 14918
- Whilst the deprivation indicator for the area is average, the pupil base sits in the most deprived quintile with 2/5 of pupils eligible for Free School Meals.
- The majority of pupils are White British, but there are 13 out of a possible 17 ethnic groups with 18.44% with English as an Additional Language.
- The proportion of pupils who have a Special Educational Need is much higher than the national average at 42.84%. The National Average for SEN is 12.6%



Achieving our objectives:

In order to achieve our objectives and overcome identified barriers 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 one to one tuition
- Target funding to ensure that all pupils have access high quality learning
- Provide opportunities for all pupils to participate in enrichment activities
- Provide appropriate social and emotional support and intervention to enable pupils to access learning within and beyond the classroom
- Ensure there are high quality resources to support teaching and learning

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 most recent data. Class teachers along with the SENDCO and Senior Leadership Team, will identify specific intervention and support for individual pupils, which 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. Our Family Services manager works with the wider community to reduce barriers to learning.

Challenges

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

Challenge number	Detail of challenge
1.1	<p>Outcomes over time suggest that there are attainment gaps between disadvantaged pupils and their non-disadvantaged peers in Reading. The main challenges are:</p> <ul style="list-style-type: none">• Decoding, this is particularly evident for the pupils who failed to pass the Y1 PSC.• Comprehension, in particular inferring and deducing information from a text as well as answering vocabulary related questions.• Ensuring that our school exposes children to a language rich environment and broad vocabulary, modelled effectively by all adults in school. This in turn will develop children's understanding of the text they read as well as the vocabulary that they can use in writing. <p>We know this due to our ongoing monitoring and assessment cycle. The attainment gap has increased, due to the impact of COVID 19. The engagement of our disadvantaged children was significantly lower than the non-disadvantaged counterparts. We know this due to our robust remote learning monitoring schedule.</p>

<p>1.2</p>	<p>Outcomes over time suggest that there are attainment gaps between disadvantaged pupils and their non-disadvantaged peers in children’s phonological awareness. The cause of this is:</p> <ul style="list-style-type: none"> • A lack of a systematic, synthetic phonics programme was not being taught consistently from EYFS onwards. • Staff CPD had been limited prior to our new systematic, synthetic phonics programme • Parental understanding of our approach to teaching phonics in school had been limited, in the past this made it difficult for them to use the same approaches at home. • Reading books in EYFS and Key Stage One, were not fully decodable. <p>We know this due to our ongoing monitoring and assessment cycle. The schools phonic screening data showed us that the number of children passing the PSC was below national average. The attainment gap has increased, due to the impact of COVID 19. The engagement of our disadvantaged children was significantly lower than the non-disadvantaged counterparts. We know this due to our robust remote learning monitoring schedule.</p>
<p>1.3</p>	<p>Maths</p> <p>Outcomes over time suggest that there are attainment gaps between disadvantaged pupils and their non-disadvantaged peers in children’s mathematical understanding. The main challenges are:</p> <ul style="list-style-type: none"> • Pupils conceptual understanding of mathematical concepts is not as secure as their procedural understanding. • Pupils ability to reason and problem solve is weaker than their fluency. • Children’s mathematical vocabulary has been limited which in turn has made it difficult for them to explain their understanding fully. • Early number sense in EYFS and Key Stage 1 has not been as strong since the COVID – 19 pandemic. <p>We know this due to our ongoing monitoring and assessment cycle. The schools internal data analysis shows that children are confident in fluency, however find reasoning and problem solving more challenging. Our published data shows that the number of children working at the expected standard has declined since 2018/2019.</p>
<p>2</p>	<p>The schools special educational needs and disability data shows us that a significant number of pupils have Social, emotional and mental health as an identified main area of need. (including the impact of parental mental health) in addition to this some of our Children have experienced Adverse Childhood Experiences (ACES), we know this through our engagement with our community and collaboratively working with other agencies and professionals. This often has a detrimental effect on children’s resilience.</p> <p>1</p>
<p>3</p>	<p>When children start at Finlay their Speech, language and communication skills (including oracy) are under developed. This is reflected in our baseline assessments. The main challenges are:</p>

	<ul style="list-style-type: none"> • Ensuring that our EYFS curriculum offers opportunities to develop their oracy skills in a language rich environment, through purposeful play and high quality adult interaction and modelling. • The pandemic effected the Early Years provision which was available to children and their families. This meant that the majority of children were unable to interact with other children or adults before they started school. • Ensuring that our school exposes children to a language rich environment and broad vocabulary, modelled effectively by all adults in school. This in turn will develop children’s understanding of the text they read as well as the vocabulary that they can use in writing. 																														
4	<p>At Finlay Community School, the attendance of our disadvantaged children is below our school target of 95%. We know this because our attendance percentages have decreased year on year. In addition to this, our pupil premium pupils have a higher number of lates than our non-pupil premium pupils. Which in turn results missed learning.</p> <table border="1" data-bbox="309 734 1476 1066"> <thead> <tr> <th colspan="3">Attendance</th> </tr> <tr> <th></th> <th>Pupil Premium</th> <th>Non – Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>19/20</td> <td>95.62%</td> <td>96.52%</td> </tr> <tr> <td>20/21</td> <td>93.96%</td> <td>96.37%</td> </tr> <tr> <td>Sept 21 – Dec 21</td> <td>92.03%</td> <td>94.46%</td> </tr> </tbody> </table> <table border="1" data-bbox="309 1122 1476 1402"> <thead> <tr> <th colspan="3">Punctuality</th> </tr> <tr> <th></th> <th>Pupil Premium</th> <th>Non – Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>19/20</td> <td>4.23%</td> <td>1.23%</td> </tr> <tr> <td>20/21</td> <td>1.38%</td> <td>0.30 %</td> </tr> <tr> <td>Sept 21 – Dec 21</td> <td>2.14%</td> <td>0.76%</td> </tr> </tbody> </table>	Attendance				Pupil Premium	Non – Pupil Premium	19/20	95.62%	96.52%	20/21	93.96%	96.37%	Sept 21 – Dec 21	92.03%	94.46%	Punctuality				Pupil Premium	Non – Pupil Premium	19/20	4.23%	1.23%	20/21	1.38%	0.30 %	Sept 21 – Dec 21	2.14%	0.76%
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5	<p>Parental Support and Engagement isn’t consistent for all groups. This is due to the expectations of the new National Curriculum (2014) being significantly more challenging than the previous curriculum. Following our parental survey, a 12.5 % of parents would like more support or felt that they didn’t have the appropriate skills, knowledge or confidence to support their children.</p> <p>Our OPS shows that:</p> <ul style="list-style-type: none"> • 60.7% of pupils feel that they get the help they need with homework at home compared to the local average of 78.3%. • 45.9% of pupils report that an adult checks their online activity compared to the local average of 62.8% 																														

7	<p>Health and wellbeing</p> <p>Class teachers report that children’s resilience and growth mindset is often a challenge, which can have a negative impact on their progress and attainment. There has been an increase in pupils who have seen a learning mentor for resilience and growth mindset intervention.</p> <p>Our OPS has highlighted that:</p> <ul style="list-style-type: none"> • 54.1% of pupils eat healthily at home compared to the local average of 78% • 19.7% of pupils frequently drink sugary drinks compared to the local average of 10.1% • 49.2% of pupils have seen a dentist in the last year compared to the local average of 66.3% • 67.2% of our pupils believe they have someone to help them with their personal issues compared to the local average of 80.2% • 13.1% of pupils report that they learn a lot about puberty at school compared to the local average of 36.9%
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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
1.1	Ensure that attainment gaps between disadvantaged pupils and their non-disadvantaged peers in Reading are reduced. Pupils achieve in line with or above the national average.	<p>The percentage of pupil premium pupils achieving the expected standard or above in Reading at the end of KS1 will be in line with, or above National.</p> <p>The percentage of pupil premium pupils achieving the expected standard or above in Reading, at the end of KS2 will be in line with, or above National.</p> <p>The number of pupil premium pupils achieving the reading ELG at the end of EYFS will be in line with or above National.</p> <p>Pupil premium pupils will be able to effectively decode, and pass the Y1 PSC.</p> <p>Pupil premium pupils will have the necessary Comprehension skills to be able to effectively deduce and infer information from a text, in particular inferring and deducing information from a text as well as answering vocabulary related questions.</p> <p>Reading will be prioritised to allow children to access the full curriculum offer.</p>
1.2	Ensure that attainment gaps between disadvantaged pupils and their non-disadvantaged peers in their phonological awareness are reduced. Pupils achieve in line with or above the national average.	<p>The percentage of pupils passing the PSC will be in line with or above National</p> <p>Reading will be prioritised to allow children to access the full curriculum offer.</p> <p>A systematic, synthetic phonics programme will be embedded and used effectively from EYFS onwards.</p> <p>Staff will have had effective CPD to enable them to deliver our systematic, synthetic phonics programme</p>

		<p>Parents will have a good understanding of our approach to teaching phonics in school. This will enable them to use the same approaches at home.</p> <p>Reading books in EYFS and Key Stage One will be fully decodable and matched to pupils ability.</p> <p>At all stages, reading assessment will be addressed and gaps will be addressed quickly and effectively for all pupils.</p> <p>The sharp focus on ensuring that younger children and those at the early stages of reading gain phonic knowledge and language comprehension necessary to read.</p>
1.3	<p>Ensure that attainment gaps between disadvantaged pupils and their non-disadvantaged peers in maths are reduced. Pupils achieve in line with or above the national average.</p>	<p>The percentage of pupil premium pupils achieving the expected standard or above in maths at the end of KS1 will be in line with, or above National.</p> <p>The percentage of pupil premium pupils achieving the expected standard or above in maths, at the end of KS2 will be in line with, or above National.</p> <p>The number of pupil premium pupils achieving both mathematical ELG at the end of EYFS will be in line with or above National.</p> <p>Pupils will have a conceptual understanding of mathematical concepts</p> <p>Pupils will be able to effectively reason and problem solve.</p> <p>Children will have a wide range of mathematical vocabulary which they can use to communicate their understanding.</p>
2	<p>All disadvantaged, including those who have adverse childhood experiences, children will be more resilient and able to engage in their learning.</p>	<p>Pupil Premium Pupils will be able to manage change.</p> <p>Pupil interviews show that pupils can name/use strategies to self-regulate their anxiety.</p> <p>Learning walks, lesson observations, and peer observations document that total communication is used to warn of change, express emotions, ask for help etc.</p> <p>Pupil Premium pupils demonstrate positive behaviour within class and around school.</p> <p>Feedback from Pupil Premium pupils and parents indicate the value of the pastoral support provided.</p>
3	<p>Children will have effective speech language and communication skills.</p>	<p>Our EYFS curriculum offers opportunities to develop children's oracy skills in a language rich environment, through purposeful play and high quality adult interaction and modelling.</p> <p>Children will be able to communicate effectively to articulate their needs, feelings, emotions etc.</p> <p>Children will be able to use subject specific vocabulary with confidence to articulate their learning.</p> <p>Our school will expose children to a language rich environment and broad vocabulary, modelled</p>

		effectively by all adults in school. This in turn will develop children's understanding of the text they read as well as the vocabulary that they can use in writing.
4	<p>Attendance for our disadvantaged pupils will in line with their non – disadvantaged counterparts.</p> <p>Our disadvantaged pupils' attendance will be in line with the national average.</p> <p>Our disadvantaged pupils will arrive at school on time and be ready to learn.</p>	<p>We will ensure the best possible attendance for those pupils eligible to attend by monitoring attendance patterns and implementing key actions to address concerns.</p> <p>We will use Fischer Family Trust attendance tracker to compare our attendance weekly with National attendance data. We will then drill down the data to look at individual pupil groups.</p>
5	<p>Parents will be supportive, engaged in their child/children's learning and actively engage within school.</p>	<p>Increased parental engagement will look like:</p> <p>Children will be reading at least 3 times a week.</p> <p>80% of Parents will attend parents evening.</p> <p>60% of Parents will attend parent information sessions.</p> <p>80 % of Parents will attend school events.</p> <p>10 % of Parents will engage with Adult Ed</p> <p>When surveys are completed, parents will actively engage with these to share their views.</p>
6	<p>Further develop pupils health and well-being to enable them to grow into independent, resilient learners who are equipped to deal with challenges.</p>	<p>The role of the Mental Health Lead has been developed and is impacting positively on pupils well-being and mental health.</p> <p>A whole school approach to growth mind set and resilience has been developed.</p> <p>Children's oral hygiene has improved and they understand the importance of it.</p> <p>A whole school ethos which promotes good mental health and well-being.</p> <p>Jigsaw (RSE) is embedded.</p> <p>Learning mentors have facilitated targeted group sessions in the afternoons linked growth mind set, emotional literacy (ELSA), friendship.</p> <p>Achieved the GHLL mental Health award</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.

Quality First Teaching for All

Budgeted cost: £18,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme (Read Write Inc) to secure stronger phonics teaching for all pupils.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1.1 1.2
Voice 21 Oracy Project to develop staff understanding of and ability to promote high quality talk across the school £1250	Discussions with pupils show that our most disadvantaged pupils do not possess the necessary oracy skills to articulate in detail their knowledge and understanding of the curriculum EEF Research Oral Language intervention +5 months' gain	3
Whole School CPD for Read Write Inc. Delivered by a Read Write Inc trainer.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	1.1 1.2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1.3
Purchased high quality resources to support the teaching of mathematics.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the	1.3

	<p>Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	
<p>Whole school staff CPD – Metacognition and Retention. (making stuff stick) this will enable children to remember more over time and transfer information from their working memory to their long term memory.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>The potential impact of metacognition approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p>	<p>1.1 1.2 1.3</p>

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

Budgeted cost: £60,856

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1.1 1.2</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive</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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1.1 1.2 1.3</p>

<p>tutoring will be disadvantaged, including those who are high attainers.</p>		
<p>TA targeted small group intervention for:</p> <ul style="list-style-type: none"> - Reading 	<p>The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1.1 1.2</p>
<p>TA targeted small group intervention for:</p> <ul style="list-style-type: none"> - Maths 	<p>The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1.3</p>
<p>Delivery of Speech and Language intervention (NELI) and 1:1 focused SALT interventions.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Oral language interventions have some similarity to approaches based on <u>Metacognition</u> (which make talk about learning explicit in classrooms), and to <u>Collaborative learning</u> approaches which promote pupils' interaction in groups.</p>	<p>3</p>

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

Budgeted cost: £ 107,579

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Services Manager supports parents, attends social care meetings, and arranges Adult Ed and parent classes and sources support from a wider support network of external agencies.</p> <p>An open door policy, parent drop ins and home visits support families.</p>	<p>The EEF Teaching and Learning toolkit states that parental engagement has a moderate impact for a very low cost, with a suggested impact of +4 months.</p> <p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with academic outcomes. Schools and early years settings can support parents to engage with their children’s learning in a wide range of ways, for example, by:</p> <ul style="list-style-type: none"> Providing regular feedback on children’s progress; Offering advice on improving the home learning environment; and Running more intensive programmes for children struggling with reading or behaviour. <p>Evidence suggests that disadvantaged pupils are less likely to make academic progress and sometimes attainment levels regress over the summer holidays due to the level of formal and informal learning activities they do or do not participate in. By delivering effective approaches to support parental engagement, the family services manager works to mitigate some of these causes of educational disadvantage by supporting parents to assist their children’s learning or their self-regulation as well as specific skills. (EEF – closing the disadvantage gap)</p> <p>Statutory guidance in each nation of the UK highlights the importance of providing early intervention, rather than waiting</p>	<p>1.1 1.2 1.3 2 4 5 6</p>

	<p>until a child or family’s situation escalates (Department for Education (DfE), 2018; Department of Health, Social Services and Public Safety, 2017; Scottish Government, 2021; Wales Safeguarding Procedures Project Board, 2020).</p> <p>Providing timely support is vital. Addressing a child or family's needs early on can reduce risk factors and increase protective factors in a child's life (Early Intervention Foundation (EIF), 2021).</p> <p>Protective factors can reduce risk to a child's wellbeing. They include: developing strong social and emotional skills having a strong social support network for the family – including support for good parental mental health income support, benefits and advice good community services and facilities (EIF, 2021; Cleaver, Unell and Aldgate, 2011).</p> <p>It is more effective to provide early help when problems first arise than to intervene later (DfE, 2018; EIF, 2021).</p> <p>Early intervention can also prevent further problems from developing – for example, as part of a support plan for a child and their family when a child returns home from care (DfE, 2018).</p>	
<p>Learning Mentors will provide targeted support to assist with children’s Social and Emotional Wellbeing.</p> <p>They will actively reduce barriers to learning so that children can enjoy and succeed in all areas of the curriculum.</p> <p>Learning mentors will support pupils in developing a growth mindset and becoming</p>	<p>Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p> <p>Public Health England (2014) suggest those who are resilient do well despite adversity.</p> <p>Peep research project suggests that a parenting approach has been show to</p>	<p>1.1 1.2 1.3 2 4 5 6</p>

<p>resilient learners, who can face challenges.</p> <p>Learning mentors support parents to support their children at home.</p>	<p>impact on children’s educational attainment. These found that children made progress in verbal comprehension, vocabulary, numeracy development and self-esteem.</p> <p>The Healthy Minds project suggest that there is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better off peers.</p> <p>The EEF state that “By ‘Character’, we mean a set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond. These are also referred to as ‘social and emotional skills’, ‘non-cognitive skills’ or ‘essential life skills’. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children’s later outcomes.”</p>	
<p>Attendance</p>	<p>Whole school attendance currently (<i>November 21</i>) stands at 92.65%. Key group attendance: SEND – 90.45%. EHCP – 93.34% and PP – 90.84%. Due largely in part to illness, 23% of the children are considered to be persistently absent.</p> <p>In February 2015, the DfE published a report ‘The link between absence and attainment at KS2 and KS4’. The graph above is an extract from this and shows quite clearly that as students miss more lessons in secondary schools, their attainment across a range of measure declines. The report also shows a similar effect at KS2. This is useful confirmation of what we intuitively know, attendance makes a difference to student attainment.</p> <p>In ‘Supporting the attainment of disadvantaged pupils; Articulating success and good practice’ the authors discuss the importance of robust attendance data tracking and monitoring systems in schools, to address attendance issues. This allows patterns of absence to be scrutinised and then targeted interventions to</p>	<p>1.1 1.2 1.3 2 3 4 5 6</p>

	<p>be put in place. It also allows schools to monitor the effectiveness of any interventions they are putting in place to improve attendance and readjust as necessary. This is far more effective than general approaches to improving attendance and requires strong and determined leadership.</p> <p>https://researchschool.org.uk/durington/news/an-evidence-informed-approach-to-improving-attendance</p>	
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Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Authorised absence among disadvantaged pupils was 1.7% higher than their peers in 2021/22. Unauthorised absence among disadvantaged pupils was 0.65% higher than their peers. Whole school attendance was 2.4% lower for our disadvantaged pupils. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

56% of our persistent absentees were disadvantaged pupils.

With a particular focus on attendance, we have identified that punctuality is a further area for development for our disadvantaged pupils, due to the fact that the % of disadvantaged pupils who are late was 2.2% higher than their non-disadvantaged peers.

Our observations and assessments demonstrated that challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

In the impact of Covid – 19 on learning report published by the EEF (2022) the following key findings are shared:

- Covid – 19 related disruption has negatively impacted the attainment of all pupils, particularly those from disadvantaged backgrounds.
- There is evidence that the attainment gap, between socially disadvantaged pupils and their classmates has grown.
- There is some evidence that in primary schools, younger year groups (KS1 pupils) have been the most significantly affected, with lower attainment than previous cohorts across all subjects.
- Most evidence shows that despite some recovery by summer 2021, on average, pupils were not performing as well in both maths and reading as pre- pandemic cohorts.
- Aside from the impact on attainment, which this report focuses on, teachers have frequently reported concerns around the effect on pupil well – being. There is also emerging evidence that suggests the pandemic has had a negative impact on children’s mental health.

Our results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

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

Programme	Provider
Can do Maths	Buzzard Publishig
Read Write Inc	Ruth Miskin
Read Write Inc Fast Track Tutoring	Ruth Miskin
Rapid Reading	Pearsons
YARC (York Assessment Reading Comprehension)	GL assessment

Jigsaw (RSE)	Jan Lever Group
Charanga	Charanga Music School
Switched on Computing	Rising Stars
ELSA Resources	ELSA
NELI (Nuffield Early Language Intervention)	The Nuffield Foundation Education Ltd.
Times Table Rockstars/Numbots	Maths Circle Ltd
Spelling Shed	Education Shed

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Implementing the [OPAL Play](#) programme throughout the school, to encourage positive behaviour, boost well – being and improve attendance.
- offering a wide range of pastoral support and interventions to boost wellbeing, behaviour, attendance, and aspiration. Interventions focus on: building life skills such as confidence, resilience, promoting a healthy lifestyle and socialising. Disadvantaged pupils are encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned an external teaching and learning review, which focussed on the quality of education throughout the whole school. During this review it was noted that as a school we must continue to focus on closing the attainment gap between disadvantaged and non-disadvantaged pupils.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We used the Financial Benchmarking Tool to compare our spends with other comparable schools.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Pupil Analysis KS2

Reading				
	School EXS or above	School GDS	Local Authority EXS or above	Local Authority GDS
All pupils (31)	64.5%	12.9%	75.4%	29.7%
Male (21)	61.9%	9.5%	70.2%	24.1%
Female (10)	70%	20%	80.6%	35.3%
FSM (13)	69.2%	15.4%	57.2%	14.5%
Non FSM (18)	64.7%	11.8%	80.1%	33.5%
EAL (4)	75%	25%	72.6%	24.1%
SEND (13)	38.5%	0%	36.4%	6.3%

+

Writing				
	School EXS or above	School GDS	Local Authority EXS or above	Local Authority School GDS
All pupils (31)	64.5%	6.5%	67.8%	11.1%
Male (21)	61.9%	9.5%	60.8%	8.2%
Female (10)	70%	0%	74.8%	14.1%
FSM (13)	69.2%	7.7%	49.4%	3.3%
Non FSM (18)	64.7%	5.9%	73.1%	13.1%
EAL (4)	75%	50%	67.8%	12%
SEND (13)	46.2%	0%	21.5%	1.8%

Maths				
	School EXS or above	School GDS	Local Authority EXS or above	Local Authority School GDS
All pupils (31)	58.1%	9.7%	70.2%	21.3%
Male (21)	71.4%	14.3%	71.1%	24.6%
Female (10)	30%	0%	69.2%	18%
FSM (13)	61.5%	7.7%	47.5%	8%
Non FSM (18)	58.8%	11.8%	76%	24.6%
EAL (4)	100%	50%	74.5%	28%
SEND (13)	46.2%	0%	29.8%	3.6%

GPS				
	School EXS or above	School GDS	Local Authority EXS or above	Local Authority GDS
All pupils (31)	64.5%	19.4%	72.8%	27.8%
Male (21)	61.9%	23.8%	68.3%	24.5%
Female (10)	70%	10%	77.3%	31.2%
FSM (13)	69.2%	23.1%	54.6%	14.1%
Non FSM (18)	64.7%	17.6%	77.5%	31.3%
EAL (4)	100%	50%	76.4%	34%
SEND (13)	38.5%	15.4%	29.2%	4.8%

Pupil Analysis KS1



Reading				
	School EXS or above	School GDS	Local Authority EXS or above	Local Authority GDS
All pupils	50.8%	10.2%	67.9%	19.2%
Male	46.2%	15.4%	64.5%	17.3%
Female	54.5%	6.1%	71.6%	21.3%
FSM	36.7%		50.3%	
Non FSM	65.5%		72.6%	
EAL	77.8%		61.4%	
SEND	22.6%		20.7%	

Writing				
	School EXS or above	School GDS	Local Authority EXS or above	Local Authority GDS
All pupils	42.4%	1.7%	58.2%	8.1%
Male	38.5%	0%	52.1%	6.2%
Female	45.5%	3%	64.7%	10.1%
FSM	26.7%		39.3%	
Non FSM	58.6%		63.2%	
EAL	55.6%		55.3%	
SEND	12.9%		11.8%	

Maths				
	School EXS or above	School GDS	Local Authority EXS or above	Local Authority GDS
All pupils	62.7%	5.1%	68.2%	15.7%
Males	69.2%	7.7%	69.5%	19.4%
Female	57.6%	3%	66.8%	11.8%
FSM	56.7%		49.3%	
Non FSM	69%		73.1%	
EAL	77.8%		66.1%	
SEND	35.5%		25.8%	

Phonics		
	School	Local Authority
All pupils	66.1%	75.4%
Males	64.5%	72.1%
Female	67.4%	79%
FSM	56.4%	57.9%
Non FSM	70.9%	78.7%
EAL	90.6%	69.7%
SEND	37.6%	40.7%
EHCP	22.2%	17.4%

Pupil Analysis EYFS



GLD		
	School	Local Authority
All pupils	73.3%	67.4%
Male	60.6%	61.5%
Female	88.9%	74%
FSM	73.3%	44.7%
Non FSM	73.3%	70.6%
EAL		
SEND	45.5%	20.5%

Communication & Language		
	School	Local Authority
All pupils	85%	82.6%
Male	75.8%	78.4%
Female	96.3%	87.2%
FSM	80%	68.6%
Non FSM	86.7%	84.6%
EAL		
SEND	68.2%	39.3%

PSED (Personal Social and Emotional Development)		
	School	Local Authority
All pupils	88.3%	85.3%
Male	78.8%	80.3%
Female	100%	90.9%
FSM	86.7%	73.1%
Non FSM	88.9%	87%
EAL		
SEND	77.3%	38.3%

Physical Development		
	School	Local Authority
All pupils	83.3%	86.7%
Male	69.7%	80.6%
Female	100%	93.3%
FSM	80%	73.4%
Non FSM	84.4%	88.4%
EAL		
SEND	72.7%	49.2%

Literacy		
	School	Local Authority
All pupils	75%	71%
Male	63.6%	65.5%
Female	88.9%	77.1%
FSM	73.3%	47.9%
Non FSM	75.6%	74.2%
EAL		
SEND	50%	30.9%

Maths		
	School	Local Authority
All pupils	88.3%	78.6%
Male	84.8%	77%
Female	92.6%	80.3%
FSM	73.3%	59.1%
Non FSM	93.3%	81.2%
EAL		
SEND	77.3%	46.7%

Understanding of the World		
	School	Local Authority
All pupils	88.3%	83.2%
Male	78.8%	80.1%
Female	100%	86.6%
FSM	80%	66.2%
Non FSM	91.1%	85.5%
EAL		
SEND	77.3%	48.6%

Expressive Arts and Design		
	School	Local Authority
All pupils	93.3%	88.5%
Male	87.9%	83.6%
Female	100%	93.9%
FSM	93.3%	79.6%
Non FSM	93.3%	89.8%
EAL		
SEND	90.9%	56.8%