



## Pupil Premium Statement

### Introduction

Our school mission statement, *'Christ at the centre of all that we do' – 'I am special in Gods eyes'* lies at the heart of what we do as a school. We want all children to thrive and be successful during their time at our school regardless of their starting points.

### What do we believe?

We believe that all pupils should be enabled to fulfil their potential and maximise their opportunities. We aim to develop effective ways of engaging both pupils and their parents and seek to evaluate, celebrate and share success.

### What is Pupil Premium?

Nationally, children from disadvantaged backgrounds do not do as well as other children in school and, because of this, the Government provides additional funding to schools to ensure that these children have the opportunity to achieve as well as any other children; this is called 'Pupil Premium' funding and it is a ring-fenced fund provided to all schools in England.

### Who Qualifies for Pupil Premium?

Pupil Premium is allocated to children from low income families who are known to be in receipt of certain benefits, children looked after for more than six months, those who have been eligible for pupil premium at any point in the last six years (Ever 6 measure) and children of service personnel. The allocation of pupil premium is based on eligible pupils on roll in January each year.

### What do we hope Pupil Premium achieves?

The principles for spending are to ensure teaching and learning opportunities meet the needs of pupil premium pupils at the school and that appropriate provision is made for pupils who belong to vulnerable groups.

### Who is responsible for managing the Pupil Premium Funding?

At our school Mr Baker, Key Stage One Leader, is the Pupil Premium lead. As a Senior Leadership Team, we assess our pupils' needs and create a strategy to improve outcomes for our disadvantaged pupils. To do this, as a school, we draw upon nationally recognised evidence, research and best practice, guidance from the Department for Education, and learning from our previous strategies.

We review the effectiveness of our strategy at the start of each school year. The next review is due in September 2024.

# Pupil Premium Strategy Statement 2021-2024

## Update for 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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                                                                                                     | St Joseph's Catholic Infant School           |
| Number of pupils in school                                                                                      | 180                                          |
| Proportion (%) of pupil premium eligible pupils                                                                 | 18.8                                         |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2022<br>2022-2023<br>2023-2024          |
| Date this statement was published                                                                               | December 2023                                |
| Date on which it will be reviewed                                                                               | December 2024                                |
| Statement authorised by                                                                                         | Ann Taylor, Headteacher                      |
| Pupil premium lead                                                                                              | Craig Baker, KS1 Lead                        |
| Governor / Trustee lead                                                                                         | Richard Baker, lead for disadvantaged pupils |

## Funding overview

| Detail                                                                                                                                                                      | Amount |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Pupil premium funding allocation this academic year                                                                                                                         | £39285 |
| Recovery premium funding allocation this academic year                                                                                                                      | £4060  |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)                                                                                      | £0     |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £43345 |

## Part A: Pupil Premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged 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 proven 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 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 are 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

Alongside our broad and balanced curriculum we offer access to a range of interventions to support the individual needs of disadvantaged pupils. We aim to provide support that is targeted, timely and effective.

## Challenges

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

| Challenge number | Detail of challenge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Pre-School through KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.                                                                                                                                                                                                                                                                                                   |
| 2                | 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.                                                                                                                                                                                                                                                                                                                                                                                 |
| 3                | Internal assessments indicate that reading and writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.<br><br>On entry to Reception class in the last 2 years, our disadvantaged pupils arrive below age-related expectations compared to of other pupils.                                                                                                                                                                                                                                                                                                  |
| 4                | Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.<br><br>This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations, especially in social skills, language and communication                                                                                                                                                              |
| 5                | Our assessments, observations and discussions with pupils and families have identified social and emotional issues for some pupils, notably due to lack of social interaction and structured play opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.<br><br>Teachers need for additional class support has markedly increased during the pandemic. Many pupils including disadvantaged pupils, currently require additional support with social and emotional needs, with many receiving small group interventions. |
| 6                | Our attendance data over the previous 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.<br><br>Our assessments and observations indicate that absenteeism is negatively impacting some 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                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Improved oral language skills and vocabulary among disadvantaged pupils.                                       | <p>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 formative assessment.</p> <p>Speech Link assessment will identify improvement across disadvantaged pupils across the 3 years.</p>                                                                                   |
| Improved Reading attainment among disadvantaged pupils.                                                        | <p>Sustained improved attainment in Reading will be evident by: - In school termly tracking data and end of Key Stage (GLD, KS1) assessments will show an increase in the number of children working at age related expectation in Reading year on year. - An increase in the number of disadvantaged pupils achieving the higher standard at the end of each Key stage.</p>                                                                               |
| Improved Maths attainment for disadvantaged pupils.                                                            | <p>Sustained improved attainment in Maths will be evident by: - In school termly tracking data and end of Key Stage (GLD, KS1) assessments will show an increase in the number of children working at age related expectation in Maths year on year. - An increase in the number of disadvantaged pupils achieving the higher standard at the end of each Key stage</p>                                                                                    |
| To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. | <p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>                                                                                                                               |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.              | <p>Sustained high attendance 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 3%.</li> <li>• the percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than 3% lower than their peers.</li> </ul> |

## Activity in this academic year 2023-2024

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: £20,000

| Activity                                                                                                                                                                                                                                                                                                                                    | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                         | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Training &amp; Resources for staff to ensure assessments are interpreted and administered correctly.</p> <p>FFT, INSIGHT DATA, Read Write Inc. Assessments, NFER, No More Marking – moderation, tracking and assessment programmes have been purchased and this year’s money will be used to release staff for training to use them.</p> | <p>Accurate teacher judgement can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests</a>   <a href="#">Assessing and Monitoring Pupil Progress</a>   <a href="#">Education Endowment Foundation</a>   <a href="#">EEF</a></p> | <p>1, 2, 3, 4</p>             |
| <p>Embedding communication activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase additional resources and fund ongoing teacher training and release time.</p>                                                                 | <p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions</a>   <a href="#">Toolkit Strand</a>   <a href="#">Education Endowment Foundation</a>   <a href="#">EEF</a></p>                             | <p>1</p>                      |
| <p>Introduce RWI to secure stronger phonics teaching for all pupils.</p> <p>All staff have received RWInc training. Training this year will focus on 1-1 tutors to ensure children keep up or catch up</p> <p>Weekly Reading Manager monitoring progress x 1 day a week release</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>Purchase Yearly Reading and Phonic support programmes (NESSY)</p> <p>NESSY has been purchased to support reading and phonic development</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>Additional resources - books, cards, manuals, online subscription purchased</p>                     | <p><a href="#">Phonics</a>   <a href="#">Toolkit Strand</a>   <a href="#">Education Endowment Foundation</a>   <a href="#">EEF</a></p>                                                                                                                                                                                                                                                                       | <p>2</p>                      |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                     |          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance and the use of White Rose Maths.</p> <p><a href="#">Maths CPD – staff meetings and National College Online training</a></p> <p>We will fund teacher release time to embed key elements of these in school and to access Maths resources and CPD</p> <p><a href="#">Teachers released to review the Maths curriculum and maths progression and challenge</a></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:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p>                                                               | <p>3</p> |
| <p>Improve the quality of social and emotional (SEL) learning – such as use of Zones of Regulation, release for staff to carry out training and sessions</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p><a href="#">High Quality CPD for staff</a></p> <p><a href="#">Steps Training – completed by all staff to support children identified with additional social and emotional needs as well as improve outcomes for all children.</a></p> <p><a href="#">TA release – appointed as mental health champion.</a></p> <p><a href="#">School council focus on wellbeing and mental health</a></p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> | <p>5</p> |

## Targeted academic support (for example – tutoring, 1-1 support and structured interventions)

Budgeted cost: £10,000

| Activity                                                                                                                                                                                                                                                                                                                                                                                                                  | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                               | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Use of dialogic reading and NELI programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Pre-School staff completing NELI programme – subscription and CPD</p>                                                                                                                                                                 | <p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Impact evident on entry to Reception</p>                                                                                  | <p>1, 4</p>                   |
| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. (Subscriptions)</p> <p>Member of staff appointed to undertake 1-1 tutoring and interventions with further staff to be trained</p> <p>Full-time+ TA support in every class retained</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:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>                                                               | <p>2</p>                      |
| <p>Targeted intervention groups targeting specific needs of disadvantaged children and led by trained TAs e.g.1:1 reading, EAL support, emotional check in</p> <p>Member of staff appointed to undertake 1-1 tutoring and interventions with further staff to be trained</p> <p>Full-time+ TA support in every class retained enabling small group work within class and class based interventions to be carried out.</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="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> | <p>4</p>                      |



|                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <p>Additional class based support through increased adult ratios, smaller work groups</p> <p>Full-time+ TA support in every class retained enabling small group work within class and class based interventions to be carried out</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>                                                                                                                                                                    |       |
| <p>Improved access to remote learning/home learning through provision or resources</p> <ul style="list-style-type: none"> <li>• Laptops</li> <li>• Glue,</li> <li>• Pencils, pens etc</li> <li>• Exercise books and workbooks</li> </ul> <p>Pupil premium resource kits sent home at the start of each term</p> <p>Additional Notepads purchased for lending to families.</p> | <p>Ensuring access to technology is key, particularly for disadvantaged pupils Almost all remote learning uses digital technology, typically requiring access to both computers and the internet. Many reviews identify lack of technology as a barrier to successful remote instruction. It is important that support is provided to ensure that disadvantaged pupils – who are more likely to face these barriers – have access to technology. We have included basic resources as an essential feature of remote/home learning for infant children</p> | 2,4,6 |

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

Budgeted cost: £15000

| Activity                                                                                                                                                                                                                                                                                                                                                                  | Evidence that supports this approach                                                                                                                                                      | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>Steps training for whole staff</p> <p>Step up and Step on training for SLT</p> <p>INSET day on behaviour policy to ensure consistent approach across the school</p> <p>Release for staff to visit the PRU centre</p> | <p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p> | 5                             |
| <p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p>                                                                                                                                                                                                                                                     | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>                                            |                               |

|                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                            |     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Travel Tracker purchased to encourage good attendance</p> <p>Bespoke support for families- taxi, bus travel</p>                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                            | 6   |
| <p>Contingency fund for acute issues / family crisis including</p> <ul style="list-style-type: none"> <li>• Contribution towards costs – uniform, school outings,</li> <li>• Breakfast Club</li> <li>• After School club</li> <li>• Taxis</li> <li>• Enrichment clubs</li> </ul> <p>Bespoke support for families- taxi, bus travel</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.</p>                                                                                                                                                                                                                      | All |
| <p>Running nurture groups to support emotional wellbeing for disadvantaged pupils.</p> <p>This includes CPD and release time for staff to deliver these sessions</p> <p>Nurture groups established and taking place regularly – staff trained and release</p> <p>Purchase of additional nurture resources</p> <p>Lead TA appointed to oversee the administration for the nurture groups</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.eef.org.uk/~/media/EEF/Reports/EEF%20Social%20and%20Emotional%20Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a></p> | 5   |

**Total budgeted cost: £45,000**

## 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.

#### Attainment

Our internal assessments during 2022-23 suggested that the performance of disadvantaged pupils has showed improvement since 2021-22 in key areas of the curriculum. Internal and Statutory assessments at the end of the year showed that the increased early intervention with the youngest children has made a difference to attainment. Children most impacted by COVID (Year 1) are still requiring additional support to close the gaps. Disadvantaged children performed higher than non-disadvantaged pupils in writing in Year 2.

Attainment outcomes will continue to be monitored in the next academic year.

| SUBJECT  | ALL % | PP % | ALL% |    | PP% |    |
|----------|-------|------|------|----|-----|----|
|          |       |      | Y1   | Y2 | Y1  | Y2 |
| EYFS GLD | 76    | 60   |      |    |     |    |
| RE       |       |      | 82   | 94 | 82  | 90 |
| READING  |       |      | 68   | 74 | 45  | 70 |
| MATHS    |       |      | 77   | 85 | 55  | 80 |
| WRITING  |       |      | 72   | 68 | 55  | 70 |

#### Phonics Results

Pupil premium attainment for the statutory Year 1 Phonic Screening

| % Y1 PP pupils achieving <b>Expected</b> in Phonics Screening | % non-PP achieving the expected in Phonics Screening |
|---------------------------------------------------------------|------------------------------------------------------|
| 64%                                                           | 77%                                                  |

Funding spent on a DfE approved systematic synthetic phonics began to deliver improved attainment as it was introduced in the final term. Rapid progress was noted of all children, inclusive of those children qualifying for pupil premium. The 2022-23 cohort were the first to benefit from a full year of the new phonic scheme.

1-1 targeted support enabled rapid progress of children close to achieving expectations, enabling them to reach the end of year targets.

The use of school tablets at home by Pupil Premium children enabled and supported online practise at home and this helped to embed phonic knowledge.

The school is looking to increase number of tablets that are available for use by Pupil Premium children at home.

### Attendance

| 2021 |      | 2022 |       | 2023 |      |
|------|------|------|-------|------|------|
| ALL  | PP   | ALL  | PP    | ALL  | PP   |
| 93.8 | 93.9 | 92.5 | 79.88 | 92.1 | 92.9 |

At the end of the year the average attendance for all children was 92.1%, slightly lower than the year before which was 92.5%. This was largely due to increased illness amongst the children as school returned to normal – scarlet fever, chicken pox, chest infections and stomach viruses.

The average attendance of Pupil Premium children was significantly higher than in 2022, following the work undertaken with families, support with transport, care provision and close monitoring in some cases.

### Improved Language and Oral Confidence

Children for whom English is an additional language made rapid progress in acquiring spoken English in Reception and this was sustained in Year 1 and Year 2. This can be attributed to the focus on vocabulary, and the adult to pupil ratio which is enhanced by additional staffing through Pupil Premium funding. There are greater opportunities for children to interact with an adult with more adults in the room. Grammatical errors can be corrected more frequently and there is more opportunity for adults to model language and speaking. Increased confidence in public speaking and singing was seen in the school pupil led assemblies and worship groups.

### Wellbeing and Mental Health

Children had the opportunity to attend additional after school activities and most Pupil Premium children benefitted from subsidised workshop activities and this will continue to be offered to Pupil Premium children. Pupil progress meetings held with class teachers, focus on the support and needs of the Pupil Premium children, and the impact that initiatives are having on attainment and wellbeing.

Additional adult support in After School club where Pupil Premium children have specific needs.

## Further Information (Optional)

In addition to the Pupil Premium funding a variety of resources and initiatives are used by the school to support disadvantaged pupils:

- Gardening activities to relieve stress and encourage relationship building with peers and trusted adults
- Open door policy for regular updates with staff and to increase communication with parents' skills

- Lunchtime play coaches – broadening play experiences and developing team and sports Reading Buddies – creating opportunities for discussion and peers supporting peers
- School Pupil Premium lead works alongside the SENDCo – enabling early identification of specific needs of Pupil Premium children.

Externally provided programmes

| Programme                  | Provider       |
|----------------------------|----------------|
| NFER standardized tests    | NFER           |
| PURPLE MASH (subscription) | 2Simple Ltd    |
| Nessy Reading and Spelling | Nessy Learning |
| Speech Link                | BCC            |
|                            |                |