

# Pupil premium strategy statement

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

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

## School overview

Detail	Data
School name	Bursley Academy
Number of pupils in school	343
Proportion (%) of pupil premium eligible pupils	14.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-23, 2023 -24, 2024-25
Date this statement was published	1 <sup>st</sup> September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	JB Wilkinson, Principal
Pupil premium lead	A Green, Assistant Head
Governor / Trustee lead	R Patrick, Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,205
Recovery premium funding allocation this academic year	£8120
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	£82,325

# Part A: Pupil premium strategy plan

## Statement of intent

We pride ourselves in having the highest expectations for all children and strive to create confident resilient and independent learners. Our pupil premium strategy is designed to support disadvantaged pupil achieve their true potential regardless of their starting points.

We will also consider the challenges faced by our vulnerable students – including those with a social worker, young carers and others and we believe the activity we have outlined here will support their needs as well, regardless of whether they are classed as disadvantaged or not.

Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following 3 areas:

- Quality First Teaching
- Academic Support
- Wider Approaches

The Education Endowment Foundation's (EEF) pupil premium guide provides additional information and evidence about effective use of this funding and has been used to inform our pupil premium planning.

High quality first teaching that is based on a well planned and sequenced curriculum is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non- disadvantaged pupils in school. Our approach is intended to not only close the attainment gap for disadvantaged pupils but to do this while sustaining and improving the progress for non-disadvantaged pupils.

The strategy is intended to work alongside the wider school plans to improve the quality of education through the school action plan and the carefully targeted use of the budget for school led tutoring which needs to be well planned and targeted on addressing the gaps in children's learning.

Our approach will be carefully targeted to individual needs and common challenges that are faced by our children and will not make stereotypical assumptions about the impact of disadvantage.

In addition to the academic support we will also ensure that children receive the appropriate wider support so that they have a rich cultural capital with experiences that brings their learning to life.

It is the school's intention to ensure that additional funding is used in order to improve the attainment and life chances of our disadvantaged pupils and to help to mitigate the additional negative impact of COVID-19 on these pupils. The ultimate aim is, of course to ensure that there is no discernible gap between the performance of these and other pupils. These plans

are designed to work towards this aim by narrowing the gap. To ensure they are effective we will:

- Ensure that disadvantaged pupils are challenged in the work 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

Ensure that as a school our system closely monitor and track the progress made by individual disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Initial baseline assessments, discussions with pupils and assessment indicates underdeveloped Early entry language development and speech concerns in EYFS, this has also been observed across KS1, although this has improved slightly over the last year. We also see this issue worsening in Key Stage 2. This is a whole school trend but has been identified also as an issue with disadvantaged pupils who show slightly higher levels of concern over their peers.
2	Initial baseline assessments in Reception indicate decreasing baseline attainment scores of EYFS cohort and increased level of need indicate prior experience and knowledge of early years pupils is restricted compared to previous years. This trend is identified in the disadvantaged pupils with 6/8 pupils falling below the expected level on baseline assessment.
3	Internal and external assessments including the EYFS baseline assessment, Little Wandle phonics assessments and KS1 phonics screener (both Y1 and Y2) indicate that the retention of key information – including phonics and the negative impact of this on early reading. This is seen in EYFS and in the fact that 1/3 of children identified as disadvantaged are not attaining pass in phonics screener test. Phonics remains a priority in year 3 as 12 pupils still did not pass their phonics assessment at the end of year 2 – two-thirds of these are disadvantaged children.
4	Our assessments, observations and discussions indicate that a number of our disadvantaged children still have gaps in prior knowledge. Writing is an area of identified weakness in current Y3, Y4, Y5 and Y6 cohorts with the majority of pupils falling slightly below the expected levels of attainment despite progress measures that are broadly in line with their peers. Maths and reading attainment for the disadvantaged pupils in Y4 are also an area of focus.
5	Pupil discussions and observations by teachers during direct teaching time, visits and play related activities indicate a lack of wider experiences outside of

	the school environment – including enrichment activities, experiences that provide wider knowledge of the world around them and physical activities for our disadvantaged pupils. This lack of external learning experiences/life experiences has a negative impact on their wider knowledge in key subject areas such as English and science where they struggle to apply learning to real life experience.
6	Evidence from discussions with pupils and families suggest a lack of wider experience and enrichment activities for disadvantaged pupils, this is linked to limited opportunities and economic and domestic circumstances.
7	Our assessments, observations and discussions with pupils have indicated that a number of our disadvantaged pupils are struggling with low self-esteem and mental health challenges, especially in relation to their learning and resilience. This is also evidenced by an increased number of referrals for SEMH interventions for our disadvantaged children.

## 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
Disadvantaged pupils in EYFS and KS1 make good progress in developing their early language and expanding their understood vocabulary so the gap between them and their peers is narrowed by the end of KS1	<p>Assessments and observations including focused language programs such as the Nuffield early language development program and 'Wellcomm' intervention show pupils improve their language skills throughout the early years.</p> <p>This improvement will continue in KS1 and lower Key Stage 2.</p> <p>Evidence of this will be seen in assessment results in EYFS and KS1, including information from any additional intervention programs. Pupils' engagement in lessons will be evidence improvement in language skills as will pupil discussion. All aspects of formal, observational, and summative assessment will indicate the closing of language gaps.</p>
Gaps in key areas of prior knowledge and experience for disadvantaged pupils are closed quickly in EYFS (with particular focus on Prime areas of learning) to ensure disadvantaged pupils can access full curriculum with confidence and make good progress to close gaps on peers.	Assessments and observations including teacher assessment and monitoring will show disadvantaged learners making good progress in all areas of learning (dependent on their start points and any additional needs) especially the prime areas, closing the learning gap created by a lack of prior knowledge with their peers.

	<p>Pupil discussions and assessment will show that effective curriculum content, small group intervention, experience based learning and high quality first teaching provides a wider experience base for disadvantaged pupils, ensuing gaps in learning close between them and their peers</p>
<p>Disadvantaged pupils in early years and KS1 make good progress in phonics and develop well through the reading bands.</p>	<p>Assessments, observations, and discussions show disadvantaged pupils making good progress with phonics.</p> <p>Reading records, scrutinies, and direct observation show disadvantaged pupils developing good fluency and progressing through the book bands at a similar rate to their peers.</p>
<p>Disadvantaged children in Year 3 and 4 (who did not attain the expected level in the Y2 resit of phonics screener test) will develop the appropriate phonics and spelling skills required by the end of KS2</p>	<p>Assessment – both formative and summative (including GL new group spelling assessments) will show that the gap between disadvantaged children and their peers in their reading, phonics and spelling is closing.</p> <p>Assessment information from interventions will show progress for disadvantaged pupils.</p>
<p>To narrow the gap between disadvantaged pupils and non-disadvantaged pupils in writing across KS2. This will support the increase in the number of disadvantaged children attaining the combined standard at the end of KS2.</p>	<p>Internal assessment and summative assessments (through internal testing, end of unit assessments and GL assessment materials) show the number of disadvantaged children at the expected level of attainment in writing increases.</p> <p>Interventions, catch up and support are carefully sequenced to ensure there is no narrowing of the curriculum for disadvantaged pupils.</p> <p>KS2 assessment data will show attainment gap in writing between disadvantaged pupils and non-disadvantaged pupils has decreased.</p> <p>The proportion of disadvantaged children attaining the combined score will be in line with non-disadvantaged children.</p>
<p>Narrowing the gap in maths and reading attainment for the Y4, Y5 and Y6 KS2 cohorts.</p>	<p>Internal assessment evidence shows that the attainment gap between year 4, Y5 and year 6 disadvantaged pupils and their peers narrows in both subject areas.</p>

	End of KS2 assessments shows proportion of disadvantaged pupils achieving expected level or above in reading and maths is in line with their peers.
All disadvantaged pupils to participate in wider aspects of the curriculum, enrichment activities and wider school life.	<p>All disadvantaged pupils have access to multiple clubs – careful registers are kept ensuring that children are accessing this facility.</p> <p>Multiple trips, visits and experiences are built into the curriculum – including elements of forest schools, cooking and sporting activities.</p> <p>Registers and records will indicate all disadvantaged children have attended a range of enrichment activities both school based and extra-curricular.</p> <p>Observations and pupil conversations will show the increased knowledge of the wider world developed by the engagement in these activities.</p>
Children in years 5 & 6 have access to a school i-pad to support their learning. With a view to develop this into year 4	Children, particularly the disadvantaged in years 5 & 6, make good use of the school iPads to support their learning and there is no difference in technology access between pupils.
Careful planning of additional learning opportunities outside of school as well as additional time set aside to support disadvantaged children in 'homework or learning clubs' during the school day to limit any impact lack of resources at home could cause to learning.	Children, particularly disadvantaged children in KS1 and Lower KS2 are provided with additional access to technology and resources in school day to allow them to complete homework tasks and home learning tasks which they may struggle with due to restrictions at home.
Increased Parental Engagement with school and more enrichment opportunities for families	Increasing attendance and participation at school events, especially events which will provide quality experiences or that will help them actively support their child in their learning at home.
To achieve a sustained improvement in emotional literacy and mental well-being by increasing the level of support for mental health and nurture concerns particularly for our disadvantaged pupils	Observations and discussion with pupils and parents show improved well-being and pupils acquiring greater resilience and tenacity. This will be evident in children's general levels of confidence and engagement across all aspects of school life.

	The number of disadvantaged children requiring SEMH interventions or additional nurture programs will decrease.
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## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £26100 approx

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Curriculum development – whole school focused CPD and coaching triangles for peer to peer support. Ensuring integrated approach across the whole year with specific CPD focus on Whole class reading and add writing</i>	OFSTED research supports the application of a knowledge based, well planned and well sequenced approach to curriculum delivery to ensure high quality teaching and learning.	3,4
<i>Purchase additional materials and resources to supplement the synthetic phonics programme and associated reading books to secure stronger phonics teaching for all pupils. This is in line with the roll out in 2023 to year 3. Also introduce the new Y2 Phonics to spelling programme and newly published books.</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading particularly for disadvantaged pupils.	1,2
<i>Purchase of standardised diagnostic assessment. Staff training in their use and the analysis of the information to target teaching to gaps and areas of weakness</i>	These provide additional insight and information on specific strengths and weaknesses of individual pupils and cohorts to ensure they receive the correct support in interventions and targeted teaching to fill knowledge gaps.	3,4
<i>Further improve the quality of Social and emotional learning and support in</i>	There is significant evidence that social and emotional development has a significant impact on children’s learning	7

<p><i>school – including the development of a wider pastoral team which includes two qualified SENDCo’s and a mental Health champion. These roles now need to be developed.</i></p>	<p>DFE are offering funded places for mental health champion role – this indicates the importance which they place on this role in schools.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 43 225

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><i>Deliver of the Nuffield early language intervention program in reception (trained staff will need to be backfilled during sessions to complete program)</i></p>	<p>The development of early language skills is fundamental to the child’s ability to access and understand their learning.</p> <p>Baseline data</p> <p>Number of speech and language referrals</p>	<p>1,2,3,4,7</p>
<p><i>Additional targeted support group interventions focused on gaps in prior learning for disadvantaged pupils and cohorts, identified gaps in core subject knowledge and basic skills – this will be done through in school withdrawal (additional support time needed) and after school booster.</i></p> <p><i>Identified gaps which are planned for 2022-23 (others will be added based on pupils needs and assessment)</i></p> <p><i>Focused writing for Y4 cohort</i></p> <p><i>NTP maths for 3 pupils Y4</i></p> <p><i>Phonics support/boosters for Y2 who did not achieve phonics</i></p> <p><i>Booster sessions reading/writing and maths</i></p>	<p>Evidence supports the implementation of well planned and assessed interventions to close gaps in pupils learning and ensure they move in line with their peers.</p> <p>Interventions which are specifically planned to meet the needs of individuals and groups to ensure that gaps in learning are closed are more effective than generic interventions which may not meet specific needs.</p>	<p>2,3,4</p>
<p><i>Additional ICT equipment to be purchased to support pupils learning both inside of the school and when</i></p>	<p>EEF toolkit highlights the effectiveness of digital technology.</p>	<p>2,3,4,5,6</p>

<i>working at home. This will include providing equipment to year 4 as well as years 5 &amp;6.</i>	Additional access will widen opportunities for children to maintain learning (and interventions) during and periods of absence. Y4, 5/6 to have personal IPADs which will enhance access and provision – this will be reviewed and rolled out to lower KS2 if applicable.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 13000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Educational resource and additional expenditure to ensure access to a range of enrichment activities</i>	Wider learning opportunities enhance pupil engagement and also bring additional life experiences which can then be brought into learning.  Trips and clubs (those which are external paid clubs) are subsidised for all disadvantaged pupils to allow them to have access to all available opportunities.	5
<i>Whole staff training opportunities on key areas which affect disadvantaged pupils, including issues within the wider classroom which could reduce face to face contact time for these pupils e.g. SEMH focus and development of whole school mental health strategy. Key themes will be developed across the school by mental health champion.</i>	Staff training and knowledge are fundamental to quality first teaching, management of increasing issues in relation to SEN needs and management of the classroom environment to optimise teacher effectiveness.	1,2,3,4,7
<i>Parental engagement workshops on key areas of the curriculum including reading (also training of reading volunteers to deliver effective individual reading for pupils). These will be developed in years above EYFS so parents become used to this approach as they move up with their child.  Additional activities planned for higher year groups.</i>	EEF suggests parental engagement has positive impact on pupil's progress.  Parents understanding the delivery of key aspects of the curriculum will be better able to support these pupils with their learning.	5,6

**Total budgeted cost: £ 68,100**

## 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 2021-22 academic year.

Our intended outcomes for academic year 2022/23 were:

***Disadvantaged pupils in EYFS and KS1 make good progress in developing their early language and expanding their understood vocabulary so the gap between them and their peers is narrowed by the end of KS1.***

We have used a simplified version of the Nuffield early language development program and also used 'Welcomm' intervention packages. These have proven to be effective in addressing specific needs amongst our disadvantaged children.

Assessment data for EYFS – show all disadvantaged children made progress. 75% of our disadvantaged children achieved the speaking and listening element of end of EYFS assessments. For the prime area of communication and language (listening, attention and understanding) our disadvantaged children performed better than their peers- 100% of disadvantaged children achieved this strand, compared to 88% of the non-disadvantaged.

Our figures for Key Stage 1 show significant gaps between disadvantaged pupils and their peers, however these are misleading because there are additional SEND challenges for these children that cannot be explained due to disadvantage.

Observations from lessons show that EYFS and KS1 are language rich environments and we have been able to see a significant improvement in language acquisition even from those with significant additional needs, whereas these individuals previously had no language skills. Engagement amongst these children is high seen and this has been seen in every observation. Our disadvantaged children are very keen to share their ideas and talk to visitors.

***Gaps in key areas of prior knowledge and experience for disadvantaged pupils are closed quickly in EYFS (with particular focus on Prime areas of learning) to ensure disadvantaged pupils can access full curriculum with confidence and make good progress to close gaps on peers.***

By the end of the year the gaps between disadvantaged and non disadvantaged children have been reduced. In the prime area of personal, social and emotional development the disadvantaged children out performed the non-disadvantaged children. The largest gap was for the fine motor skills strand which stood at 30.5%.

In addition to the evidence around language acquisition, above, some of our disadvantaged children join us with a lack of general experience and through the planning of curriculum activities by the end of the year they are making progress in line with their peers. This is

evidenced by the disadvantaged children outperforming the non-disadvantaged children in personal, social and emotional development.

Small group interventions and support have given additional experience to enhance the knowledge, especially of our disadvantaged children. There have been regular visitors into the environment as well as the children been taken on visits outside of school. The variety of visitors have include, amongst others, – visits outside of school. Variety of visitors eg Keele University, Hospital, Staff, parents who have shared their wider professional experiences.

***Disadvantaged pupils in early years and KS1 make good progress in phonics and develop well through the reading bands.***

This begins in EYFS with word reading. By the end of the year the gap between disadvantaged children and their peers had been reduced to 16%.

Phonics data in KS1 shows the following patterns.

Pupils in Y1 – 83% of Pupil premium children reached the expected level in Phonics at the end of Y1 – with only one child not attaining the expected level. This is compared to an average of 70% for non-pupil premium pupils

Pupils in Y2 two of the 9 children failed to meet the expected level at the end of Y2 – 68% pass rate – one of these children had significant absence issues the second child made significant progress and improved by 17 marks on the previous year – Both of these children are identified on the school SEN register

In Y1 reading attainment the gap between PP and non pupil premium children had been reduced to 11% with 50% of pupil premium children attaining the expected level or above in reading with 61% of non pupil premium children achieving the same level.

In Y2 the gap did not close – 67% of PP pupils attained the expected level which is the same as the previous year. The other three children are identified on the SEN register and whilst they made significant progress in reading still fell below the expected level. Gap between none pupil premium children and PP children attaining the expected level was 13%.

A number of interventions were put into place in both Y1 and Y2 for phonics – these included additional sessions during school time with small groups, catch up sessions and after school phonics boosters. Reading interventions were done through individual readers and booster sessions in Y2.

Teachers have reported children have increased confidence and are able to apply phonetic knowledge to their reading with increasing accuracy. A new intervention for Y2 pupils moving into Y3 will be in place as Little Wandle (synthetic phonics program used across KS) are bringing in a catch up unit for Y3 children and this will be completed.

We have delivered workshops for parents in EYFS to help them to acquire the skills they need to support their children. Due to effective targeting, we had a 100% take up from our disadvantaged parents. The impact from these sessions saw children's reading improve. Comments from parents in reading diaries also increased as a result.

***Disadvantaged children in Year 3 (who did not attain the expected level in the Y2 resit of phonics screener test) will develop the appropriate phonics and spelling skills required by the end of KS2.***

There were four children in the cohort who did not achieve their phonics at the end of Y2 (one child left in Spring term)– two of whom were PP. These children were identified for a number of intervention programs.

Individual readers, daily sounds, toe by toe and an after school phonics catch up session with a class teacher.

All four of the children were identified as SEN and one of the PP children has now received an EHCP after significant work from the SEN team due to complex needs.

Standardised spelling scores for the Children in the group indicate that:

One child moved from a standardised score of below 70 to a standardised score of 82 in the summer term which moves them from very low to below average.

One child moved from a standardised score of 75 (very low) to a standardised score of 81 (below average)

The Y3 (moving to Y4) cohort remain a weaker cohort overall in their writing – there are 10 pupil premium children in the cohort: One is a looked after child, one is previously looked after and has an EHCP, one is classified as a young carer, four have social work/early help in place or have had previous recent social work support.

***To narrow the gap between disadvantaged pupils and non-disadvantaged pupils in writing across KS2. This will support the increase in the number of disadvantaged children attaining the combined standard at the end of KS2.***

Significant work was done to put support in place for writing across key stage two. Small group interventions, national tutoring support, boosters after school in Y3 and Y6 as well as additional writing support sessions, support in class and 1-1 interventions such as toe by toe, precision teaching and phonics support.

The impact of these interventions has been seen in the attitudes and confidence in writing for these children but the impact on attainment has not yet been seen. This is an area which will continue to be worked on during the next academic year as the work done was completed throughout the year. including support in the summer term through NTP and boosters for small groups.

Data suggest the gaps from last academic year in all cohorts have either remained the same or have closed slightly with the exception of the Y3 cohort – the gap with the Y3 cohort has increased, but there is an additional child added to the cohort for the academic year.

In Y3 the gap has increased by 25% (two children)

0/10 children were at the expected level compared to non-pp children 14/34 (42%)

3/10 made expected or above progress

In Y4 the gap has closed by 25% (2 children)

2/8 are at the expected level (25%) compared to non PP children 16/36 (45%)  
4/8 children made expected progress or above

In Y5 the gap has closed slightly by 6%

2/5 are at the expected level (40%) compared to non PP children 16/34 (47%)

3/5 children made low expected progress

In Y6 the gap remained the same as the previous year.

3/11 children are at the expected level (27%) compared to non-PP 24/32 at expected or above (75%)

Progress data indicates that 9 out of 11 pupils made expected or better progress in the year with 5 children making good progress. There was no significant difference in progress between PP and non PP children in this year group for writing.

The significant work done in the last academic year and the especially the summer term will be continued in the following academic year and the impact of this work and the improved positive attitudes and confidence gained from the additional support will be measured for impact and should see the benefits of this work across the year with a closing of the gaps.

Interventions and NTP have had a big impact, especially on improving the attitude to writing.

While end of year key stage 2 data indicates PP children in Y6 have a wider gap than in previous academic years this is due partly to the nature of the cohorts The previous Y6 cohort (2201-22) had 8 children 5 of whom were classed in the previously high attaining bracket from KS1 and 2 who were in the middle bracket. The cohort from 2023 had five children in the previously low attaining bracket and three from the prior middle attaining bracket which makes it difficult to compare end of year outcomes.

Attitudes to writing were significantly impacted on during the course of the additional support provided and the impact of this should be further seen on progress in the next academic year.

NTP interventions had significant impact on the children undertaking these but the majority of this work was completed in the second half of Spring term and the summer term – additional evidence of impact and additional support for these children will be in place for the next academic year as part of the three year cycle and this impact will continue to be monitored.

### ***Narrowing the gap in maths and reading attainment for both the Y3 and Y6 KS2 cohorts.***

Internal assessment evidence shows that the attainment gap between year 3 and year 6 disadvantaged pupils and their peers narrows in both subject areas.

In Y6 – Reading

Progress of PP children was strong in comparison with their Non PP peers With them attaining slightly above their peers on the internal tracking system. 9/11 children made expected or above progress with 8/11 pupils making good progress. In comparison 7/11 made good progress in the last academic year

55% of the PP children reached the expected level of attainment or above as compared to 45% attaining the expected level the previous year.

The gap in reading for these pupils narrowed by 10%

Y6 Maths –

Progress of PP children was comparable with their Non PP peers. 8/11 children made expected or above progress with 8/11 pupils making good progress. In comparison 5/11 made good progress in the last academic year

55% of the PP children reached the expected level of attainment or above as compared to 36% attaining the expected level the previous year.

The gap in reading for these pupils narrowed by 19%

In Y3 – Reading

Progress of PP children was comparable to their Non PP peers. However only 2/10 children made expected or above progress. In comparison 5/9 made good progress in the last academic year

10% of the PP children reached the expected level of attainment or above as compared to 44% attaining the expected level the previous year.

The gap in reading for these pupils has increased.

Y3 Maths –

Progress of PP children was comparable with their Non PP peers With them attaining slightly above their peers on the internal tracking system. 4/10 children made expected or above progress with 2/10 pupils making good progress. In comparison 4/9 made good progress in the last academic year

30% of the PP children reached the expected level of attainment or above as compared to 33% attaining the expected level the previous year.

The gap in reading for these pupils has stayed the same

Impact of the additional work over the summer term will continue to be measured and further support put in place in line with the three year plan.

End of KS2 assessments shows proportion of disadvantaged pupils achieving expected level or above in reading and maths still has a gap but this has closed from the previous academic year. Part of this is due to a child who was disapplied and the one child who parents chose not to attend the boosters or additional support sessions as they did not feel it was important for their child despite a number of conversations.

The closing of the gap was positive but this trend needs to continue into the next year for the three year plan.

***All disadvantaged pupils to participate in wider aspects of the curriculum, enrichment activities and wider school life.***

Disadvantaged pupils have had access to multiple clubs with a percentage of spaces on these being reserved for them.

Disadvantaged pupils have made good use of school clubs 20% of children participating in our clubs were disadvantaged, which is a higher percentage than the proportion of disadvantaged children in that year (16%). Feedback from parents also shows us that these clubs benefitted the individuals concerned.

Multiple trips, visits and experiences have been built into the curriculum – including cooking and sporting activities. These have been fully funded for our disadvantaged children. There has been 100% attendance for these, except for illness.

Observations and pupil conversations show the increased knowledge of the wider world developed by the engagement in these activities.

***Children in years 5 & 6 have access to a school i-pad to support their learning. With a view to develop this into year 4.***

These have been well used in school and has meant that technological access for all children is the same.

***Careful planning of additional learning opportunities outside of school as well as additional time set aside to support disadvantaged children in 'homework or learning clubs' during the school day to limit any impact lack of resources at home could cause to learning.***

We have not provided homework clubs but individual teachers have put on nurture sessions and breakfast clubs. Instead, homework has been tailored individually and additional time in school has been allocated to find alternative ways for our disadvantaged children to achieve.

***Increased Parental Engagement with school and less social isolation of disadvantaged families.***

A variety of activities and school events have taken place over the year. They have been very successful and well attended and has resulted in largely eliminating the social isolation of our disadvantaged families.

We have also supported our families in need with a food bank in school and help with uniform, which has helped to alleviate some of the most desperate need.

***To achieve a sustained improvement in emotional literacy and mental well-being by increasing the level of support for mental health and nurture concerns particularly for our disadvantaged pupils.***

This is an area that continues to be a huge challenge for us for many children not just our disadvantaged children. However, economic issues that result from disadvantage can heighten the problems. While school is facing increasing challenges on this front our ability to access the support the children and families need from other services has diminished. We remain committed to doing everything possible to help our children and families.

## 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