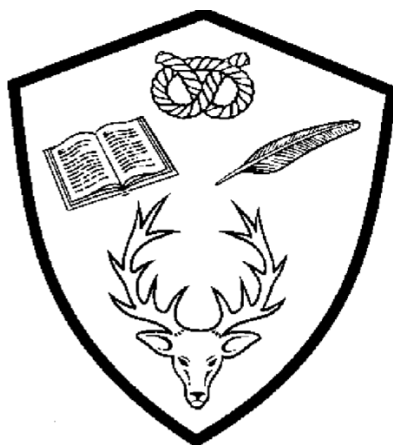


Chase Terrace Primary School

Pupil Premium Strategy

Statement

2022-2025



Together we Learn
Together we Aspire
Together we Succeed

Chase Terrace Primary School Pupil Premium Strategy Statement

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	2023-2024
School name	Chase Terrace Primary School
Number of pupils in school	268
Proportion (%) of pupil premium eligible pupils	31.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Gordon McBurnie
Pupil premium lead	Tania Harrison Headteacher/Deputy Headteacher
Governor lead	Joan Brown, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128,040
Recovery premium funding allocation this academic year	£12,430
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	£140,470

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 so that they are well prepared for the next stage in their education. We aim to develop the children both academically and socially by giving them skills for life. In addition, we develop the children's confidence and self-belief so that they can reach their full potential as rounded citizens and life-long learners. 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. This is more important than ever as pupils are catching up on missed learning following the disruption faced by Covid-19.

Underpinning everything that we do are our values:

Respect, determination, honesty, friendship, pride and enthusiasm

We believe that children learn best when all staff and governors:

- Demonstrate their belief that all children can succeed
- Model the school's values and high expectations
- Show passion and enthusiasm for the children's learning
- Provide a safe and happy environment where the children feel listened to, cared for and nurtured

We also believe that children learn best when the curriculum:

- Is interesting, exciting and develops the children's social and academic skills
- Reflects the school's values and is linked to the children's community
- Provides challenge and is accessible so that all children can develop well
- Is relevant to the children's lives and gives the children an enthusiasm for learning

As with every child in our care, a child who is considered to be socially disadvantaged is valued, respected and entitled to develop to his/her full potential, irrespective of need. All members of staff and governors at Chase Terrace Primary School are committed to meeting their pastoral, social and academic needs. This is an essential, integral part of the spiritual development of the whole school community. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or are receiving family support, those who are young carers and those with special needs. 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.

Our strategy is also integral to wider school plans for education recovery, for example, in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils and its focus on improving well-being and preparedness for learning.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. Alongside ongoing assessment for learning, diagnostic assessments are used termly to identify gaps in learning and to inform future planning. To ensure our approaches are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Disruption to the children's education due to Covid-19 has had a significant negative impact on the children's educational outcomes, particularly for disadvantaged pupils; strong teaching and carefully selected interventions are crucial to narrowing the gaps between these pupils and their peers.</p> <p>Internal and external assessments indicate that basic numeracy and literacy skills among disadvantaged pupils are significantly below those of their peers.</p> <p>Based on July 2021 internal data, reading at the expected level has the largest gap between non-disadvantaged and disadvantaged pupils across the school (-24.6% average across year groups), followed by writing (-18%) and then maths (-12%). An analysis of comprehension papers in Year 6 indicates that making inferences, summarizing and explaining the impact of word choices and phrases are the domains that disadvantaged pupils find most difficult. In maths and writing, knowledge of times tables skills, mental maths skills and arithmetic have been impacted as have basic writing skills, for example, spelling, punctuation and overall text coherence.</p>

	<p>Data from Y6 July 2021 assessments:</p> <p>50% of disadvantaged pupils achieved age related expectations compared to 93% of other in reading.</p> <p>75% of disadvantaged pupils achieved age related expectations compared to 72% of other in writing. This is not a reflection of other year groups where disadvantaged pupils (Y5 41%, 47%, 11%) achieved less well than their peers (46%, 65% and 55% respectively).</p> <p>50% of disadvantaged pupils achieved age related expectations compared to 66% of other in maths.</p>
2	<p>Assessments, observations and discussions with pupils indicate under developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident in both Nursery and Reception where pupils perform less well in Communication and Language (particularly speech and language) than their non-disadvantaged peers. This has been a trend for the past 5 years. Development in this area has also been impacted by the disruption of Covid lockdowns which has limited children's experience with communicating with peers. In 2019 Non-disadvantaged attainment in speaking went from 39% to 88%, disadvantaged children went from 0% to 67%, despite 100% of disadvantaged children making typical progress. Last year (2020) 0% of children were on track for speaking which increased to 81% of non-PP at expected by the end of the year compared with 67% of PP children at expected by the end of the year.</p> <p>Higher up the school, vocabulary gaps are evident in KS2 where explaining the impact of word choices is a reading domain that disadvantaged pupils find difficult (Y6 comprehension SATS paper analysis November 2021).</p>
3	<p>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. Data from October 2021 phonics assessments:</p> <p>29% of Y1 disadvantaged pupils passed the phonics screening check compared to 53% (other)</p> <p>47% of Y2 disadvantaged pupils passed the phonics screening check compared to 57% (other)</p>
4	<p>For many children, their ability to recall previously taught knowledge and facts is poor. This leads to gaps in their understanding and poor knowledge and recall of basic skills and facts.</p>
5	<p>Our assessments and observations indicate that the health and wellbeing of many of our pupils have been impacted by partial school closures and lockdowns. This has resulted in poorer fitness levels and weight gain of many of our pupils. From height and weight data recorded in our Reception and Year 6 pupils in March 2020, our school is in the top 25 out of 314 schools for high levels of obesity.</p>

	In our PE assessments in March 2021, the data indicated that on average it took disadvantaged pupils in our Y5/6 classes longer to run 200m than their non-disadvantaged peers (39.2 seconds compared to 37.9 seconds respectively).
6	<p>Our well-being assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to safeguarding issues, Covid-19 experiences, attachment issues and anxiety. These challenges particularly affect disadvantaged pupils, including their attainment. With a small minority of pupils, these issues manifest themselves in poor behaviour.</p> <p>Referrals for support to our learning mentor have increased during the pandemic. 18 pupils (6 of whom are disadvantaged) currently require additional support with social and emotional needs.</p>
7	<p>Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been between 2.5 – 4.8% lower than for non-disadvantaged pupils.</p> <p>19 - 26% of disadvantaged pupils have been 'persistently absent' compared to 10-15% of all pupils during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
8	Low aspirations from some parents often lead to pupils with low aspirations.

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
To ensure quality first teaching across the school is strong.	<p>Staff will have a good understanding of metacognition and utilise a range of strategies to improve memory.</p> <p>Teaching Assistants will be confident in delivering reading catch up.</p>
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Data will be in line with non-disadvantaged peers. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved knowledge of phonics among disadvantaged pupils	The percentages of pupils passing their phonics screening check in Y1 and Y2 2024/2025 are comparable to their non-disadvantaged peers.

<p>Improved reading, writing, maths and SPAG attainment among disadvantaged pupils (at age related expectations and at greater depth).</p>	<p>KS2 reading, writing and maths and SPAG outcomes in 2024/25 show that more than 85% of disadvantaged pupils meet the expected standard and at least 20% achieve greater depth.</p>
<p>Improved health and fitness for disadvantaged pupils at the end of KS2.</p>	<p>Assessments and observations indicate significantly improved health and fitness levels. Levels of obesity will be reduced as evident in Reception/Y6 height and weight data 2024/2025.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • improved attendance (see below)
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance of all pupils being at least 96% by December 2024/25. • the attendance of disadvantaged pupils being above 95% by December 2024/25. • Proportion of disadvantaged pupils who are persistently absent (less than 90% attendance) is 14.5% or less by December 2024/25.
<p>To provide opportunities to increase the cultural capital of our disadvantaged pupils.</p>	<p>Disadvantaged pupils will access cross-curricular clubs and experience a range of enrichment opportunities, for example, trips and visitors. In Year 6, disadvantaged pupils will have the opportunity to attend a residential trip.</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. Activities that form an essential part of our pupil premium strategy but do not require funding are also included and this is indicated in the first column.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£2423**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To improve whole school quality first teaching through a comprehensive CPD programme focusing on subject leadership and the enhancement of staff understanding of metacognition and how to improve memory.</p> <p>Cost of external CPD: OFSTED Inspector led CPD.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them</p> <p>High-quality teaching EEF (educationendowmentfoundation.org.uk)</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>Learning is at least in part defined as a change in long-term memory. As Sweller and others have pointed out, ‘if nothing in the long-term memory has been altered, nothing has been learned’, although there are, of course, other aspects to learning. It is, therefore, important that we use approaches that help pupils to integrate new knowledge into the long-term memory and make enduring connections that foster understanding.</p> <p>Research for education inspection framework (publishing.service.gov.uk)</p>	<p>1,2,3,4</p>

<p>To embed the writing strategy, 'The Write Stuff' to improve basic writing skills and vocabulary knowledge, particularly in KS1. To develop the scheme to increase independence and to apply learning to cross curricular writing.</p> <p>The Write Stuff training for the English Leader.</p>	<p>Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.</p> <p>Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of goal setting. Describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently.</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	1,2
<p>Refresh phonics CPD for teachers and T.A.s.</p> <p>To explore support from The Literacy Hub for reading and phonics.</p>	<p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost effective approach to improving learner outcomes.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4

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

Budgeted cost: **£91420**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To use early speaking and listening intervention in EYFS to ensure pupils develop the basic skills required in order to allow disadvantaged children to achieve expected and</p>	<p>Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year (EEF)</p>	2

<p>above in line with their peers by the end of Nursery and Reception in communication and language, particularly speech and language.</p> <p>1:1 time with a TA is planned for disadvantaged children each week. Work is recorded in a pupil premium folder to ensure all staff are building on their next steps.</p>	<p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>Phonics intervention groups across EYFS, KS1 and Year 3 targeted at children who require further phonics support.</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,3
<p>Small group interventions in Year 6 focusing on maths and reading.</p>	<p>Small group 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>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1,4
<p>Behaviour interventions: Lunchtime nurture. TA support for SEND pupils with behavioural needs across KS1 and KS2. Introduction of additional learning support for children with behavioural and/or SEND.</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	6
<p>Additional 1:1 reading opportunities targeting disadvantaged children, aiming for them to be read with at least 3 x</p>	<p>If pupils cannot read, they will not be able to access the curriculum, and will be disadvantaged for life. Early deficits can persist throughout primary education, and children who lag behind in reading during</p>	1,2,3

weekly by teaching assistants.	pre-school will typically continue to do so for the rest of their schooling. Research for education inspection framework (publishing.service.gov.uk)	
Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. Tutoring training for T.A.s.	Small group 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: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,4

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

Budgeted cost: **£50557**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated time for 1:1 sessions with our learning mentor focusing on social and emotional skills, mental health and well-being and attendance. Increased support for children with behavioural needs.	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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	All
Buy in attendance support from EWO. Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	Good behaviour and attendance are essential to children's educational prospects. School attendance parental responsibility measures DfE 2015:	All

	<p>Stat guidance template (publishing.service.gov.uk)</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving School Attendance</p>	
£10 reward offered half termly to identified target children for attendance over 90%.	<p>Good behaviour and attendance are essential to children's educational prospects.</p> <p>School attendance parental responsibility measures DfE 2015:</p> <p>Stat guidance template (publishing.service.gov.uk)</p>	All
Fund to support children and families to ensure they are well-prepared for learning, for example, the cost of free school meals, access to break-fast club, school uniform subsidies.	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 may become apparent.	All
Educational experience subsidies.	<p>Offering a wide range of high-quality extracurricular activities boosts wellbeing, behaviour, attendance, and aspiration. Disadvantaged pupils will be encouraged and supported to participate.</p> <p>https://www.trueeducationpartnerships.com/schools/what-is-ofsteds-cultural-capital/</p>	6,8

Total budgeted cost: £144,400

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. An evaluation of 2022-2023 follows.

2020 -2021

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was variable. Attainment at the end of year 6 in maths and reading was poorer for disadvantaged children working at expected and greater depth than in 2018/2019 and the previous 2 years. Writing attainment at the expected level had improved since 2018/2019 but attainment at greater depth was lower. In SPAG, both attainment at expected level and greater depth had improved since 2018/2019 but were lower than the previous 2 years. The outcomes we aimed to achieve by the end of 2020/21 were therefore not fully realised.

The reasons for these outcomes point primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. During lockdowns, parents found it easier to support their children with some subjects and not others, and the degree of support varied considerably from family to family. School closures meant that pupils missed quality first teaching and interventions that had been intended for them. To some extent, the impact was mitigated by implementation of a high-quality remote curriculum, which was aided by use of online resources such as those provided by the BBC and White Rose Maths. In addition to the impact on academic performance, children's emotional experiences varied widely during lockdown therefore our safeguarding staff, SENDCO and learning mentor worked with pupils to support their mental health and well-being.

Overall attendance of disadvantaged pupils in 2020/21 was lower than in the preceding 4 years at 90.9% compared to non-disadvantaged pupils at 95.7%. 26 disadvantaged children were persistently absent across the year. On return to school, we implemented a robust catch-up plan focusing on basic skills and targeted interventions at disadvantaged pupils. We adjusted our timetables to accommodate the needs of our children, for example, scheduling in core skills sessions, additional PSHE and extra physical activity. We are building on that approach with the activities detailed in this plan.

Summer 2023 (Evaluation in red)

Intended outcome	Success criteria
To ensure quality first teaching across the school is strong.	<p>Staff will have a good understanding of metacognition and utilise a range of strategies to improve memory.</p> <p>Teaching Assistants will be confident in delivering reading catch up.</p> <p>Effective quality first teaching ensures that by the end of KS2 our disadvantaged children achieve in line with their peers in writing and maths respectively (73% compared to 75% and 80% compared to 79%). Reading was 67% compared to 86%.</p> <p>Improving writing has continued to be one of our main focuses in this academic year. Our English lead has developed a progression document for The Write Stuff which is consistent across year groups and builds upon prior learning. It also provides greater opportunities for independence. Cross curricular writing is also being used to consolidate learning. At the end of KS2 73% of disadvantaged children achieved age related expectations in writing compared to 75% of their peers. At the end of KS1, 40% of children achieved age related expectations compared to 56% of their peers.</p> <p>Developments:</p> <ul style="list-style-type: none">→ Increase number of disadvantaged children achieving age related expectations in reading in KS2.→ Increase number of disadvantaged children achieving age related expectations in writing in KS1.→ Increase enrichment opportunities/experiences to support reading and writing.
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Data will be in line with non-disadvantaged peers. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Reception Data demonstrates that 1:1 intervention with disadvantaged pupils has had a significant impact on their attainment with 78% on achieving age related expectations in speaking from a baseline of 0%. Subject specific vocabulary continues to be reinforced in lessons throughout the school and through use of the knowledge organisers which are shared with children and referred to. A strength of The</p>

	<p>Write Stuff writing strategy is the vocabulary that children are introduced to. Writing journals have been implemented in KS2 to support children's application of the vocabulary. A wider range of vocabulary is evident in children's work.</p>															
<p>Improved knowledge of phonics among disadvantaged pupils</p>	<p>The percentages of pupils passing their phonics screening check in Y1 and Y2 2024/2025 are comparable to their non-disadvantaged peers.</p> <p>In Y1, disadvantaged children passing the PSC have increased from 42% to 57% since September (peers 78.6%). In Y2, children achieving expected have increased from 57% to 88% (peers 93%).</p> <p>Developments:</p> <p>→ To increase the number of disadvantaged children passing the phonics screening check in line with their peers.</p>															
<p>Improved reading, writing, maths and SPAG attainment among disadvantaged pupils (at age related expectations and at greater depth).</p>	<p>KS2 reading, writing and maths and SPAG outcomes in 2024/25 show that more than 85% of disadvantaged pupils meet the expected standard and at least 20% achieve greater depth.</p> <p>(Data for non-disadvantaged children in brackets)</p> <table border="1" data-bbox="557 1117 1393 1305"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> <th>SPAG</th> </tr> </thead> <tbody> <tr> <td>Exp</td> <td>67 (86)</td> <td>73 (75)</td> <td>80 (79)</td> <td>93 (89)</td> </tr> <tr> <td>GD</td> <td>7 (24)</td> <td>7 (7)</td> <td>7 (17)</td> <td>29 (41)</td> </tr> </tbody> </table> <p>Developments:</p> <p>→ Increase number of disadvantaged children achieving age related expectations in reading in KS2.</p>		Reading	Writing	Maths	SPAG	Exp	67 (86)	73 (75)	80 (79)	93 (89)	GD	7 (24)	7 (7)	7 (17)	29 (41)
	Reading	Writing	Maths	SPAG												
Exp	67 (86)	73 (75)	80 (79)	93 (89)												
GD	7 (24)	7 (7)	7 (17)	29 (41)												
<p>Improved health and fitness for disadvantaged pupils at the end of KS2.</p>	<p>Assessments and observations indicate significantly improved health and fitness levels. Levels of obesity will be reduced as evident in Reception/Y6 height and weight data 2024/2025.</p> <p>National Child Measurement Programme.</p> <p>The proportion of Reception children who were overweight or living with obesity (26%) is statistically similar to other schools across England (22%). 25% of Reception children were overweight or living with obesity in Staffordshire local authority.</p> <p>The proportion of Year 6 children who were overweight or living with obesity (50%) is higher than in most other schools across England (34%). 35% of Year 6 children</p>															

	<p>were overweight or living with obesity in Staffordshire local authority.</p> <p>→ To increase the range of sports clubs available to children and encourage participation of disadvantaged children.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • improved attendance (see below) <p>Our learning mentor has been working with 33 children, 10 of whom are eligible for pupil premium funding. One of these pupils was referred for support as he was reluctant to attend school, saying that he hated it. He had made good progress, however since September his behaviour has deteriorated. With JJ and his class teacher's intervention, he is slowly making some progress towards his behaviour targets. Other children have benefitted from support with behaviour and making good choices. These children have had a much more settled year, receiving fewer red cards.</p> <p>We have a group of 7 children (3 of whom are eligible for the pupil premium) requiring intensive behaviour support and additional nurture. We have taken on an additional teaching assistant to support these children at lunchtime and during curriculum time.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance of all pupils being at least 96% by December 2024/25. • the attendance of disadvantaged pupils being above 95% by December 2024/25. • Proportion of disadvantaged pupils who are persistently absent (less than 90% attendance) is 14.5% or less by December 2024/25. <p>Attendance for disadvantaged children last year was 89.8% compared to 92.6% of their peers. This is an improvement from 88.8% last year, however, this continues to be a main improvement priority.</p>
<p>To provide opportunities to</p>	<p>Disadvantaged pupils will access cross-curricular clubs and experience a range of enrichment opportunities, for</p>

<p>increase the cultural capital of our disadvantaged pupils.</p>	<p>example, trips and visitors. In Year 6, disadvantaged pupils will have the opportunity to attend a residential trip.</p> <p>A reception trip to a farm has taken place during summer term. As an end of year reward, Year 6 children went on a visit to London. These trips have provided the children with opportunities to experience life and culture outside of the local area. Year 5 children visited The Knife Angel sculpture in Lichfield. This not only supported their PSHE and safeguarding curriculum, it laid the foundations for art work and writing. A Y6 residential trip has been booked and well received for September 2024. The trip will be subsidised for children eligible for the pupil premium. STEM and construction workshops have been organised for Y5/6 and Y3.</p>
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Externally provided programmes

Programme	Provider
The Write Stuff – transforming the teaching of writing	Jane Considine
Read Write Inc Phonics	Ruth Miskin Training
White Rose Maths Scheme and resources	White Rose Maths
Primary Futures Resources	Education and Employers Primary Futures

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. This will include:

Teaching (for example, CPD, recruitment and retention)

Development of live feedback to pupils during lessons.	All teachers understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. This process is a crucial component of high-quality teaching and should be used in classrooms across all phases and subjects. Teacher_Feedback_to_Improve_Pupil_Learning.pdf (d2tic4wvo1iusb.cloudfront.net)	1,2,3,4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Use of careers resources to increase the aspirations of our children and give them a purpose for learning.	Meeting diverse role models from the world of work motivates primary-age children, boosts attainment, tackles stereotypes and shows the real-world relevance of subject-learning, finds a new report, <i>Starting Early: Building the foundations for success</i> . https://www.educationandemployers.org/startingearly/	8
Offering a range of high-quality extracurricular activities to boost wellbeing,	Character, resilience and British values such as tolerance are important characteristics, which we want to develop in children and young people. Education should help prepare learners to lead ethical, productive and fulfilling lives and to contribute positively to society.	6,7,8

<p>behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.</p>	<p>Research for education inspection framework (publishing.service.gov.uk)</p>	
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Planning, implementation, and evaluation

We used the [EEF's implementation guidance](#) to help us develop our strategy. 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.