

Pupil premium strategy statement

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

In line with research by the EEF (Sutton Trust's report 2011), the pupil premium plan at Robert Bakewell continues to recognise the unparalleled importance of quality first teaching (QFT) in closing the attainment gap between disadvantaged pupils and their peers. We continue to invest in CPD for teachers and LSAs along-side a research-based approach to classroom practise as well as continuing to invest in the reform of our curriculum. The focus is on repeated exposure to the three tiers of vocabulary (Closing the Vocabulary Gap by Alex Quigley) and a more consistent systematic approach to lesson planning and delivery (Rosenshine's Principles in Action) which enables children to retrieve prior learning in order that they may build on solid foundations throughout their time at primary school and beyond: knowing more and remembering more. At Robert Bakewell, we see the importance of placing reading at the heart of our curriculum. As part of our curriculum development, we have ensured that children are being exposed to a range of high-quality literature throughout the curriculum as well as enhancing our provision of a culture of reading for pleasure. As always, we are encouraging the involvement of our families in our efforts to foster a love of reading for all of our children and therefore our disadvantaged pupils. But equally, we have recognised that not all of our children live in an environment that is conducive to the level of enthusiasm and encouragement around reading necessary for a child to really thrive in this area. We have adopted a more consistent approach to phonics teaching; investing heavily in all teaching staff being trained in systematic synthetic phonics. This is embedded within an environment which ignites children's enthusiasm for literature with extra opportunities to enjoy reading and to be read to.

We continue to recover lost learning through high quality interventions with trained practitioners alongside our use of the national tutoring programme (NTP). In order that we support a keep up not catch up approach to learning, we are providing further training for LSAs in reading and maths as well as regularly revisiting the whole school phonics training. Interventions also take in to account the emotional needs of our pupils and so LSAs are trained across the school to deliver regular ELSA workshops. These sessions run alongside our existing provision for children and their families provided by our welfare team; up-to-date whole school training in teaching well-being through RSHE lessons; and our school farm.

While this is the second year of a three-year plan, the strategy has been adapted this year to reflect the expectation that 50% of the ppm budget targets QFT while the remaining budget is divided equally between targeted academic support and wider strategies. This allows for an even greater focus on embedding practices and continuing to develop the level of training and coaching of all of our practitioners in order that we may measure the impact of our curriculum approach, effectively. As part of this shift, greater emphasis will be placed upon how we ensure all staff are trained to have the highest expectations for our disadvantaged pupils as well as the ways in which we record, measure and monitor, pupil outcomes, in order that we foster a culture of excellence.

School overview

Detail	Data
School name	Robert Bakewell Primary School
Number of pupils in school	289 of which 104 are PP
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 to 2023-2024
Date this statement was published	Dec 2022
Date on which it will be reviewed	Sept 2023
Statement authorised by	Jon Bishop
Pupil premium lead	Katie Dixon
Governor / Trustee lead	Donna Sherratt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 144,412.57
Recovery premium funding allocation this academic year	£ 13,872.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£158,285.07

Part A: Pupil premium strategy plan

Statement of intent

At Robert Bakewell, inclusive and holistic education is at the heart of all we do. We strive to work together with the whole community in building life-long learners who have raised ambition; are ready for the wider world; and have a strong sense of resilience. As a school we aim to provide the same high quality of education for our disadvantaged pupils as all other pupils with an inclusive curriculum centred around retrieval practices and metacognition; giving all children the opportunity to reach at least the expected standard in reading, writing and maths. All staff are receiving up-to-date training and internal coaching which enables them to confidently deliver a newly developed, research-based curriculum. We aim to deliver a vocabulary rich curriculum with reading at its core whilst fostering a life-long love of reading. 'Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status' (OECD, 2002) and so to give our pupils the best life opportunities, the importance of creating skilled readers who choose to read cannot be overstated. Leaders, teachers and non-teaching staff are responsible for and committed to the success of all pupils. Our whole school approach is to recognise the individual needs of our children both academically and socially with additional provision and welfare support for our children and their families, alongside the best quality education that we can provide, supported by current research.

Challenges

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

Challenge number	Detail of challenge
1	<i>Pupils and their families have social and emotional difficulties which impact children's ability to engage with lessons. Low income families and families living below the poverty line are under increased stress in the home. This has been further compounded by the cost of living crisis.</i>
2	<i>Low parental engagement with the curriculum affects children's engagement with reading outside of school as well as overall aspirations. A large number of pupil premium pupils are reluctant readers.</i>
3	<i>Pupils have limited experiences beyond immediate home-life which limits language acquisition. Oral language skills are below average for a greater proportion of our pupil premium children than other pupils when they start school</i>
4	<i>Low attendance and persistent absenteeism affect overall progress and attainment of pupil premium children</i>
5	<i>Lockdowns 2020 and 2021 have increased GAPs in learning for children who were unable to access some areas of the curriculum during these times. This is particularly evident in Reception and Year 3. The school has an increased number of non-verbal pupils starting school in foundation. A lack of formal education for some pupils has led to a decrease in children's ability to communicate and therefore access the curriculum.</i>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (Sept 2024)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria: How will you ensure it is implemented?
<i>Improved social and emotional well-being of children who are equipped with the skills to manage their emotional needs</i>	<p>Children's behaviour is not impacting their learning negatively</p> <p>Children can concentrate in lessons</p> <p>Children can articulate and use the techniques which support their emotional well-being</p> <p>Children are accessing the welfare team and ELSA for additional support</p> <p>RSHE is being taught consistently across the school</p>
<i>Pupil Premium children to make at least the expected progress in writing and maths</i>	<p>A spiral curriculum implemented with daily, weekly and monthly retrieval within and across subjects</p> <p>Children are able to retrieve and build upon prior learning</p> <p>Children are able to articulate how they learn and how they remember</p> <p>Rosenshine's principles of learning are an embedded practice across the school</p>
<i>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of EYFS/KS1; those who have fallen behind as a result of lockdown make accelerated progress in order to achieve the expected progress at the end of KS2 or exceed prior attainment standards</i>	<p>Intervention delivered by qualified teachers and trained LSAs</p> <p>QFT</p> <p>Whole school development to create a curriculum which takes in to consideration the needs of all pupils by fostering retrieval practice is evident in all classrooms</p> <p>CPD for LSAs</p> <p>LSAs upskilled to deliver purposeful intervention</p> <p>Reading strategies are taught discretely and embedded across the curriculum</p> <p>A reading rich curriculum is provided for all children</p>
<i>Children who start below the expected standard make accelerated progress in KS1</i>	<p>Use of a systematic synthetic phonics scheme embedded across the school</p> <p>All staff are trained in the delivery of systematic synthetic phonics</p> <p>Speech and language support and intervention is provided</p> <p>Reading strategies are embedded in the teaching of reading using the Scarborough Reading Rope</p>

<p><i>Attendance to be in line with national</i></p>	<p>Communication with parents is made a priority Work is undertaken by the welfare team to understand the needs of families and offer appropriate support</p>
<p><i>Every child receives teaching which is good and frequently outstanding.</i></p>	<p>On-going training for teachers and support staff to enable them to deliver a curriculum which builds on prior learning and enables retrieval through a range of proven research-based techniques and strategies Children can articulate their learning and retrieve prior learning in order to build on this</p>
<p><i>Parents are involved with the curriculum</i></p>	<p>Parent/carer curriculum meetings to inform about curriculum changes and ways to support children with their learning Videos are provided for parents to inform about the teaching of phonics lessons and how they can help at home Meeting/video for parents about the importance of reading at home Coffee mornings Parents/carers invited into school for enrichment days Celebration of children's work on social media</p>
<p><i>Children make progress in line with their peers in reading at the end of KS2</i></p>	<p>School library design is developed by pupil premium pupils Library is developed and accessed by every year group at least weekly- run by LSA with support of pupils including pupil premium pupils Enjoyment of reading is fostered by the whole staff team Staff are modelling their enjoyment of reading as well as demonstrating 'how to read' and understand a text Staff are supporting their teaching of reading with research Reading is embedded across the curriculum Children are exposed to daily reading Long term plans reflect the use of fiction, non-fiction and poetry every term in every classroom.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year (2022-2023)** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: [£72,814.66]

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost	Cost Centre
<p>CPD for teachers: <i>In-house training all teachers 5-part lesson: importance of modelling.</i></p> <p><i>Training to develop understanding of the importance of independence in children and best practise to achieve this (Rosenshine's principles)</i></p> <p><i>Continue to develop teachers understanding of the importance of vocabulary, questioning and retrieval practice.</i></p> <p><i>Continual development of 2 Year rolling curriculum</i></p>	<p>A key factor for attainment and progress is effective teaching, as highlighted by Sutton Trust's 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds. In accordance with this, a robust broad curriculum, which builds on prior learning and is being delivered effectively, is of the utmost priority.</p> <p>According to the EEF attainment gap report 2017: "The quality of teaching in formal education holds huge potential in reducing... the attainment gap" and therefore has to be our number one priority.</p>	5	<p>Books £209</p> <p>Staff meeting time 8x2hours (2 per curriculum lead) £551.36</p> <p>Twilight training for all teachers (18 hours): 13 x 18 hours £7499.70</p> <p>Twilight training for LSAs inc. HLTAs (18 hours): 18 x 18 £3622.32</p> <p>MLT and SLT Release time for observations and school partnership development: SLT x 12 days: £2,688.24</p> <p>Reading lead and creativity and expression lead: afternoon x6 to meet with LPAP English leads: £1,320.21</p> <p>Staff meetings (curriculum development) led by SLT x16 hours: £6,666.40</p>	<p>Curriculum</p> <p>Staffing</p> <p>Staffing</p> <p>Staffing</p> <p>Staffing</p> <p>Staffing</p> <p>Staffing</p>
<p>CPD for teachers with the focus on reading skills and how to model these to enable high quality teaching for all in reading lessons as well embedding reading across the curriculum.</p> <p>Release of curriculum lead to develop training material.</p>	<p>Closing the Reading Gap by Alex Quigley outlines the importance of teacher knowledge in the teaching of reading.</p> <p>Reading Reconsidered by Doug Lemov demonstrates how to teach reading and is accessed by teachers at Robert Bakewell</p>	2	<p>Books cost: £50.66</p> <p>Release of curriculum lead x 6 hours: £199.44</p>	<p>Curriculum</p> <p>Staffing</p>

	when planning for discrete reading lessons.			
<i>CPD for LSAs: Release time for LSAs to receive in house training/shadow in reading skills intervention for KS2</i>	Research by the EEF not only outlines that small group and one-to-one intervention (up to 5 additional months catch-up) 'EEF Impact of School Closure on the Attainment Gap' can have the highest impact, they also outline the impact that LSAs can make given the right support and training, recommending the use of high quality, small group intervention (EEF Guidance report into Making the Best Use of Teaching Assistants 2021)	4/5	4 x LSA 18 hours £804.96	Staffing
		4/5	3 LSA x 2 days £402.48	Staffing
<i>ELSA training</i>	EEF teaching and learning toolkit- social and emotional learning suggests children can make +4 months progress when provided with interventions into self-management of emotions.	1	£4,100	Welfare
<i>MLT monitoring of books and teaching plus additional release time for coaching.</i>	In order to monitor the implementation of the curriculum changes and the five part lesson - in accordance with Rosenshine's principles of learning – regular drop-ins and book looks are scheduled into the monitoring cycle	5	Release of MLT 4 x 2 days: £1,666.56	Staffing
<i>SLT coaching of MLT in monitoring and evaluating through weekly meetings</i>		5	1 hr per week all MLT £2,564 + 1 member of SLT £809.20	Staffing
<i>RSHE monitoring of curriculum across the school and support for all staff through additional in house training</i>	EEF Guidance report on 'Social and Emotional Learning' (September 2019) outlines the importance of monitoring the implementation of an SEL curriculum in order to evaluate the impact of actions taken.	1	£416.66 release of MLT x 2 days	Staffing
<i>Language and communication development</i>	EEF guidance report 'Preparing for Literacy' outlines the importance of targeted support which is to be delivered	3	Release of MLT 4 days £833.32	Staffing

Curriculum Leads- time to monitor/assess and implement a strategy for language and communication development across the school in all areas of the curriculum	in small group and where appropriate one- to-one sessions following external assessment, training and support from fully qualified speech and language therapists.			
Writing Lead release time (for LPAP partnership meetings) to look at QFT in other schools and provide support for staff to have high expectations for all pupils in writing Carry out research into the gender gap/ possible reasons for boys' underachievement relative to girls Moderation training for teachers provided by English subject lead Release time for drop- ins to support with classroom practise		4/5	MLT release x 2 days £416.66	Staffing
Purchase of reading books for the library to target reluctant readers and low attaining writers	A report from the Power of Reading states that, 'a well-chosen text provides rich language models and structures from which children can learn how writing works'.	2	£1000	Curriculum Creativity and expression
Development of Assessment including wider curriculum Consultation and training with Educater for Assessment lead Staff CPD changes to assessment platform (Educater) Meetings for teachers with phase leads/assessment lead to discuss progress,	In accordance with EEF guidance into assessment and feedback: 'Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons.	5	Cost of consultation: £100 Additional meetings for staff CPD 13x 1h: £416.65 Release time for Assessment lead x 2 days: £248.04	Curriculum Staffing Staffing

<i>assessment and interventions</i>	The EEF Toolkit suggests that 'the provision of high-quality feedback can lead to an average of eight additional months' progress over the course of a year.'			
<i>Forest school teaching</i>		1/3	UPS3 x 1 day £8736.78	Staffing
<i>Whole school Little Wandle Training provided by phonics expert and reading lead</i>		2	Twilight sessions x 3 whole staff LSAs + teaching staff 6 hours x 13 teachers: £2,652 6 hours x 14 LSAs: £1,652	Staffing
<i>Farm staff and upkeep Providing real life experiences for children to enrich classroom learning</i>		1/3	£7,800	Staffing Premises
<i>White Rose Maths Scheme inc. books</i>		4	£4,086	Curriculum
<i>CLPE writing scheme and purchase of books</i>	A report from the Power of Reading states that, 'a well-chosen text provides rich language models and structures from which children can learn how writing works'.	2/3	Subscription £350 Books for scheme: £2,511	Curriculum
<i>Deep Dive Training</i>		5	MLT x 2: £416.66 SLT x 2 days: £448.04	Staffing
<i>LSA support for daily Little Wandle reading groups</i>		2	2 hours pw x 8: £6,976.32	Staffing
<i>Musical instruments</i>		1/3	£600 Not spent as purchase of instruments to be carried over to next year	Curriculum

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

Budgeted cost: [£31,144.80]

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost	Cost Centre
<i>Intervention delivered by trained HLTA 2 days per week in Year 6</i>	In addition to afore mentioned research into targeted intervention by the EEF, the DfE report that: '...Compared to	4/5	2 days pw £5,232.24	Staffing
<i>Intervention in 4/5</i>			1-1 welfare intervention: £3,000	Staffing

	<p>their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress.'</p> <p>The use of highly skilled and trained LSAs for intervention is further reported on by the EEF: <i>"The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year."</i></p>			
<i>LSA Intervention</i>	<p>The use of 'First Class @ Number' for intervention is supported by the EEF's <i>Promising Project Evaluation</i> and is used by Robert Bakewell to support with number and calculations to enable children to access the maths curriculum in their classroom. This is supporting a 'keep-up not catch-up' approach which relies on providing interventions which do not remove children from the same classroom learning as their peers but provides additional support.</p> <p>This has been reduced this year to target only those pupils who are well behind their peers.</p>	4/5	4 x LSA 1 day per week £10,464.48	Staffing
<i>ELSA sessions</i>	<p>Alongside explicit teaching of SEL (in accordance with guidance from EEF Teaching and Learning toolkit) children at</p>	1	LSA release 1 per year group £1,744.08	Staffing

	Robert Bakewell require additional support with well-being and mental health.			
<i>Phonic intervention KS1 and KS2 KS1 Reading groups</i>	In order to provide a 'keep up not catch up' approach in Early Years and plug gaps in learning across the school in phonics and Early Reading, intervention is provided by trained practitioners which does not remove pupils from their whole class learning. This is in line with the EEF's guidance into high quality intervention.	1/2	£6968.32	Staffing
		2/3		
<i>Speech and language intervention support for ppm pupils in Early years following training</i>	As stated in EEF guidance report 'Preparing for Literacy' targeted early speech and language support can help 'struggling' children as long as adults have been trained to deliver the intervention.	5	LSA x 2 hours per week: £872.04	Staffing
<i>KS2 library club Librarian training</i>	According to the OECD ' <i>Reading for enjoyment</i> is an important part of the engagement in reading that helps students perfect their reading skills' Furthermore, ' <i>Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status</i> ' (OECD, 2002).	2/3	Teacher x 1 hour pw: £1,343.94 LSA x 1 hours per week: £436.02	Staffing
<i>Providing book boxes for families without books at home</i>	The Dfe Research Evidence on Reading for Pleasure cites (PIRLS, 2006; PISA, 2009) which found that ' <i>Regularly reading stories or novels outside of school is associated with higher</i>	2/3	£300	Curriculum

	<i>scores in reading assessments.'</i>			
<i>Access to music lessons: Guitar and piano</i>	The Arts Education Review (2015) commissioned by the EEF looked at a range of research across hundreds of studies and found that music can have a positive impact not only on cognitive development but also social and emotional well-being.	1	£259.66	Curriculum
<i>Family members reading to pupils plus reading volunteer through 'Schoolreaders'</i> <i>Release time for reading lead to train volunteers</i>	The EEF review of evidence on parental involvement reports that, ' <i>parental engagement can have a positive effect on a child's academic attainment – regardless of age or socio-economic status.</i> ' The report: <i>How Can Schools Support Parents' Engagement in their Children's Learning? Evidence from Research and Practice (September 2019)</i> offers practical suggestions to support home learning including promoting a shared reading book.	2/3	1 day SLT release £224.02 DBS checks £300	Staffing Indirect employee expense

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

Budgeted cost: [54,325.61]

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost	
<i>Communication with parents by office staff and/or welfare team to offer support to parents/carers</i>	Recommendations by the EEF in their report 'Working with parents to support children's learning' outline the importance of careful communication with parents to build an equal partnership. This has been an important development in school improvement at Robert Bakewell and so it is	4	LSA welfare support £18,989 £,510 SENCo Additional welfare pp link 1 day per week £12,414	Staffing Staffing

	important that we continue to focus on this area.			
<i>Subsidising enrichment activities in school time</i>	In order to ensure that all children benefit from equal opportunities to access a broad curriculum, we will continue to subsidise activities which are used to improve access to and enhance understanding of, learning. Alongside this, it is vital that children can feel part of the community and focus on their learning by wearing the expected uniform.	3	50% for ppm trips: £1,190 £230 Total: £1,420	Curriculum
<i>Access to out of school enrichment including breakfast and afterschool clubs</i>		3	£5,896	Welfare
<i>Subsidised school uniform</i>		1	Total: £5,789.60	Welfare
<i>Whole school reading incentive rewards</i>	'Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status' (OECD, 2002) and so we are working hard to ignite this passion in all of our learners.	2/3	Use of welfare team already accounted for Cost of reading rewards £290.80	PP Admin
<i>Parent coffee mornings</i>	Recommendations by the EEF in their report 'Working with parents to support children's learning' outline the importance of building 'trusting relationships' and an 'informal welcoming environment...'	2	Release 1 x SLT 1 hour per week £1,279.98	Staffing
<i>Food parcels supplied at set times throughout the year for families currently accessing foodbanks</i>		1	Voluntary church contributions	
<i>Counselling service</i>		1	£3,736.23	Welfare

Total budgeted cost: [£158,285.07]

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 to 2022 academic year.

The pupil premium plan at Robert Bakewell for the last academic year reflected research by the EEF (Sutton Trust's Report 2011) which suggests that quality first teaching (QFT) is the most successful approach in closing the attainment gap between disadvantaged pupils and their peers. In response to this, we shifted our focus to a retrieval based curriculum and high quality intervention. In order that all children receive quality first teaching, intervention aimed to compliment the keep-up not catch-up approach; all children receive whole class teaching with a qualified teacher and interventions take place outside of classroom hours, where possible. A broad and balanced curriculum continues to be our offer for all children.

Intervention in reading in KS2 proved successful which is reflected in the results of the KS2 SATs. However, the maths intervention using FirstClass@Number did not show efficacy in data and instead the focus for the next academic year will be on QFT in the classroom with intervention reserved for daily AfL and a keep up approach. A great deal of the strategy will therefore focus on up-to-date research, training for staff and more effective use of formative and summative assessment.

Persistent absenteeism has improved by 18% this has been impacted greatly by the work of the welfare team but continues to be a focus.

3 Year trend	Based on past 2 years statutory data and including the final year of statutory data pre-pandemic.														
	2019					2022					2023				
	Overall	PP	LPAP	LA	National	Overall	PP	LPAP	LA	National	Overall	PP	LPAP	LA	National
EYF5															
EYF5 GLD	80%	75%	75%	72%	72%	61%	30%	65%	68%	65%	66%	60%	68%	69%	67%
Y1 Phonics Screening	87%	78%	86%	83%	82%	89%	100%	83%	79%	75%	77%	57%	82%	82%	79%
KS1															
KS1 Reading EXS	77%	50%	77%	75%	75%	71%	54%	67%	68%	68%	65%	62%	68%	70%	68%
KS1 Reading GD	23%	0%	26%	245%	25%	12%	8%	12%	19%	18%	10%	15%	19%	20%	19%
KS1 Writing EXS	77%	25%	73%	69%	69%	67%	39%	52%	59%	58%	60%	54%	56%	61%	60%
KS1 Writing GD	23%	13%	13%	15%	15%	10%	8%	6%	7%	8%	5%	8%	8%	7%	8%
KS1 Maths EXS	77%	25%	76%	76%	76%	69%	62%	64%	70%	68%	68%	62%	68%	73%	70%
KS1 Maths GD	0%	0%	24%	21%	22%	12%	15%	11%	16%	15%	10%	8%	15%	17%	16%
KS1 Combined EXS	74%	14%	68%	64%	65%	57%	39%	46%	55%	54%	60%	54%	51%	57%	56%
KS1 Combined GDS	18%	9%	4%	11%	11%	2%	8%	4%	6%	6%	3%	0%	5%	6%	6%
KS2															
KS2 Reading EXS	65%	64%	77%	76%	73%	67%	58%	80%	77%	75%	64%	50%	76%	75%	73%
KS2 Reading GD	21%	18%	31%	72%	27%	19%	11%	34%	29%	29%	16%	13%	34%	30%	29%
KS2 Writing EXS	76%	55%	82%	80%	78%	73%	63%	73%	72%	72%	80%	63%	75%	74%	72%
KS2 Writing GD	21%	9%	18%	21%	20%	17%	5%	14%	14%	14%	29%	4%	16%	13%	13%
KS2 Maths EXS	59%	36%	81%	77%	79%	63%	47%	79%	75%	75%	62%	38%	78%	62%	73%
KS2 Maths GD	21%	0%	27%	24%	27%	8%	11%	25%	25%	25%	13%	0%	26%	13%	24%
KS2 GFS EXS	71%	55%	85%	79%	78%	71%	58%	78%	75%	72%	64%	50%	79%	76%	72%
KS2 GFS GD	31%	27%	39%	34%	36%	23%	16%	34%	29%	28%	36%	13%	41%	31%	30%
KS2 Combined EXS	47%	36%	67%	65%	65%	46%	37%	65%	62%	59%	53%	38%	64%	61%	60%
KS2 Combined GDS	21%	0%	12%	10%	11%	4%	4%	7%	8%	7%	2%	0%	8%	8%	8%

ELSA has been expanded across the school, further training has been provided. The absence of low-level disruption in classrooms suggests that the work being done by the welfare team and through ELSA intervention is having a positive impact on well-being and needs to continue.

We have offered frequent parent drop-ins and, through parent feedback questionnaires, we have monitored an increase in parental engagement and satisfaction from parents/carers with regards to their understanding of our curriculum offer. Therefore, this approach will continue.

Analysis of internal data points to a need to improve the provision for pupil premium pupils further, in order to narrow the attainment gap. There will be an increased focus on speech and

language development across the curriculum as well as greater analysis of assessment in order to inform next steps for teaching within the classroom.

Another focus of the last academic year, continued to be the welfare of pupils and their families. Support continues to be provided to families to assist in getting children to attend school through supportive meetings and home visits. While it is recognised that this will not be any less important for us as a school this year, the strong foundation of highly skilled support in this areas will allow us to focus on having the highest expectations for every pupil through QFT.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

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Area under Review	Date last updated
<i>All areas updated</i>	<i>December 2021</i>
<i>Recovery premium spend</i>	<i>March 2022</i>
<i>Targeted academic support including reading for pleasure/library resources/additional LSA support</i>	<i>May 2022</i>
<i>School uniform costs</i>	<i>June 2022</i>
<i>Subsidised music lessons cost</i>	<i>June 2022</i>
<i>Subsidised school trip costs</i>	<i>July 2022</i>
<i>All areas updated</i>	<i>December 2022</i>
<i>Costings based on salary changes for new academic year</i>	<i>December 2022</i>
<i>Pupils on role/number of pupils eligible for funding</i>	<i>March 2023</i>
<i>Data trends within review section</i>	<i>March 2023</i>
<i>Updated in accordance with finalised budget</i>	<i>October 2023</i>