

St Day and Carharrack - 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	Data
School name	St Day and Carharrack Primary School
Number of pupils in school	134 September 2023 158 December 2022
Proportion (%) of pupil premium eligible pupils	43% (September) 57/134 pupils (22% SEND 30/134 pupils) (£1,455 each) (1x Service - £335) (2x PLAC - £2,530 each)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2023 2023 – 2024 2024 – 2025
Date this statement was published	December 20th 2023 – Reviewed and updated December 16 th 2022
Date on which it will be reviewed	July 2023 – review completed July 2024
Statement authorised by	Governing Body
Pupil premium lead	Susannah Storey
Governor	Andrew McFarland

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,965
Recovery premium funding allocation this academic year	£145 per pupil £8,120
Tutor Lead Funding	£3,240
Total budget for this academic year	£95,325

Part A: Pupil Premium Strategy Plan

Statement of intent

We have the same expectations of children who are entitled to Pupil Premium, as all our children:

ENJOYING. ENGAGING and EXCELLING in all learning

Our vision and values:

Happy, healthy children, enjoying learning for life - surrounded by kind, respectful relationships and engaging in rich learning experiences. Together we will enable and encourage ALL our children to discover their unique gifts of character, talents and abilities. Our children will enthusiastically contribute to society, excelling in all they choose to do. They will communicate confidently, listen openly, think critically and question respectfully – our children will be the responsible Change-Makers of Our World.

Common barriers to progress both academically, socially and emotionally at St Day and Carharrack School reflect the national picture which has been impacted by the global pandemic-Covid-19. Children who are entitled to pupil premium may have less support at home, lacking in confidence and self-esteem, poor attendance and punctuality, weak language and communication skills, as well as other difficulties. We ensure that we do not make assumptions about the barriers to making progress our children encounter, but work with children and their families to ensure that they are supported to meet individual needs. We look carefully at how being disadvantaged impacts on children's learning.

Our ultimate aim is:

- The gap is not widened between those children who are entitled to Pupil premium and those who are not
- For all children who are entitled to Pupil Premium to meet or exceed expected progress in core key subjects
- For all children who are entitled to Pupil Premium to be supported with their health and Wellbeing to be able to lead happy and fulfilling lives

We aim to do this by:

- Ensuring that learning and teaching in all classes meets the needs of all children
- Ensure that appropriate provision is made for all children to succeed
- Knowing each child and recognizing that not all children who are Free School Meals are socially disadvantaged: no assumptions are made and staff are aware of any unconscious bias which could prevent achievement
- Pupil Premium funding is allocated on a need basis, with priority individuals and groups identified
- Staff believe that all children can succeed and as a team, have a collective responsibility for all children.

The key principles of our strategy follow the latest EEF research, meeting our vision and values for our whole school community.

Challenges

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

SIP - Continued BARRIERS include: Covid-19 absence – of staff and children – gaps in learning and progress/ parental engagement/ literacy skills - communication skills, enjoyment of reading, lack of range of vocabulary to draw on for writing / limited experiences (compounded by limited planned trips due to covid) / mental health and well-being – motivation, resilience, capacity to focus for extended periods of time / increase in additional learning needs. **Continued gaps in attendance due to illness and high sickness rates – gaps in progression of learning and time needed to close gaps.**

Challenge number	Detail of challenge
1	Attainment in Reading and Writing – gap between children who are entitled to PP and those who are not. Children are starting school with poor communication skills, limited experiences and vocabulary. Impact of covid and lockdown shows gaps in learning across the school. See data drops and correlation of PP children + Record of Need.
2	Oracy - Children who are entitled to Pupil Premium can be less confident in oral language. This impacts on reading and writing, confidence and communication -less confidence when speaking about learning, less able to answer questions showing oral competency, and in turn, asking questions. The school recognises how important oral literacy affects future chances.
3	Readiness and mental well-being - Children who are entitled to Pupil premium often participate less in whole school/community events or extra curricular activities. This can affect readiness to learn, engage and mental well-being. Lockdown has further impacted this with some children less likely to ask for support, engage in sport and other opportunities- and less likely to build secure and healthy attachments.
4	Attendance - In 2020-2022 there was a gap of attendance of children who were entitled to Pupil Premium and those who were not. This has been greatly impacted by lockdown.

Intended outcomes

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

Intended outcome	Success criteria
1. Attainment in Reading and Writing – gap between children who are entitled to PP and those who are not. Children are starting school with poor communication skills, limited experiences and vocabulary. Impact of covid and lockdown shows gaps in learning across the school. See data drops and correlation of PP children + Record of Need.	<p>All children are immersed in reading and writing and develop a love of reading.</p> <p>All children are confident communicators, enjoying, engaging and excelling – living the school vision and values.</p> <p>At least 65% of children:</p> <ul style="list-style-type: none">- pass the Y1 phonics screening- achieve GLD- Achieve ARE in reading, writing and maths in Y2 SATS- Achieve 95+ standardised score in NfER assessments in Y3/4/5- Achieve 100+ scaled score in Y6 statutory assessments (reading, maths, SPAG)- Achieve the expected standard in writing in Y6

<p>2.Oracy - Children who are entitled to PP can be less confident in oral language. This impacts on reading and writing and communication -less confidence when speaking, less able to answer questions, asking questions. The school recognises how important oral literacy affects future chances.</p>	<ul style="list-style-type: none"> - Children who are entitled to Pupil Premium are able to: - Speak in sentences – scaffolded support with sentence stems - Answer questions in a coherent, articulate and audible manner - Ask questions - Articulate their learning and thoughts - Participate in discussions about topics covered in assembly, RRS, related to virtues and values - Talk about any educational visits and make links to classroom learning- current and prior - Engage in conversations with adults about learning and engage with feedback - 2023 oracy focus extended to book talk – choral, model, echo, partner, performance reading – to support confidence and communication around reading a range of books. - RRS – communication and confidence developed – talking about RRS articles.
<p>3. Readiness and mental well-being- Children who are entitled to Pupil premium often participate less in whole school/community events or extra curricular activities. This can affect readiness to learn, engage and mental well-being. Lockdown has further impacted this with some children less likely to ask for support, engage in sport and other opportunities- and less likely to build secure and healthy attachments.</p>	<ul style="list-style-type: none"> - At least 85% of children who are entitled to Pupil Premium attend weekly after school clubs - All PP children are supported to engage in a rich sporting offer during the school day- talent spotted and enabled to represent the school - All parents/carers attend the termly Face to Face meetings - All children who are entitled to pupil premium have a PE kit, school uniform funding and look and feel part of the school - All parents/carers with children on the record of need are actively engaged in the IEP meetings - Mental well-being – targeted support for Music therapy, EMHP support, TIS, Nurture opportunities
<p>4.Attendance - In 2020-2021 there was a gap of attendance of children who were entitled to Pupil Premium (86.88%) and those who were not (95.74%). This has been greatly impacted by lockdown with an emergence of EBSA children.</p>	<ul style="list-style-type: none"> - The attendance of children who are entitled to Pupil premium is inline with or greater than children who are not pupil premium (National average is 96%) - Target families have termly meetings with Headteacher and EWO to meet clearly defined targets and expectations. - PP children want to be in school, care about missing learning and are supported to catch up and keep up.

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:

- | | |
|--|---------|
| - Nurture Provision Leader, training and resources | £25,416 |
| - Phonics resources and RWI training (release cover) | £1,000 |

- Ruth Miskin subscription and coaching £2,292
- Reading for pleasure training x 2 staff (release cover) £Funding
- (Unwin Primary School Library Programme through The Literacy Trust)
 - **Fresh Start** training and resources (£1350 –cost Yr1)
 - Talk for Writing £220.49
 - Oxford Owl £1087.52
 - Literacy Gold £300
 - Rockerbox £479.95
 - Reading Bands £82.70
- Reading Books – comprehension development (£1,049.52 fundraising)
- CLPE subscription £450
- Literacy Shed £484.20
- Assessments (Mappix) £720
- NO MORE MARKING- ongoing assessment £714
- TT Rockstars £380.76

£33,677.14

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Provision – new room set up for individual and small group specific interventions – with a focus on behaviours for learning in the first instance. Zones of Regulation are taught to enable children to self-regulate.	<ul style="list-style-type: none"> - Personalised 1:1 targetted support and timely intervention. EEF supports 1:1 interventions with a skilled practitioner for maximum learning gains. Children who are taught to self-regulate can begin to access their learning. 	1,2,3,4
Phonics resources and training + new reading scheme for comprehension	<ul style="list-style-type: none"> - A systematic approach to the teaching of RWI phonics is a characteristic of best practice in teaching early reading. Reading by the age of 6 is a determining factor in overall school success as well as longer term life outcomes. - Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of 	1

	<p>word reading (though not necessarily comprehension), particularly for disadvantaged pupils</p> <ul style="list-style-type: none"> - Government review (April 2021) shows that effective systematic synthetic phonics helps to ensure high quality phonics teaching that: <ul style="list-style-type: none"> • gives all children a solid base upon which to build as they progress through school • helps children to develop the habit of reading widely and often, for both pleasure and information <p>This is supported by a school audit from our local English Hub, which made recommendations to improve our current provision. This included additional resourcing and training for all staff. Online resources purchased to support new staff joining.</p> <ul style="list-style-type: none"> - Reading Book scheme purchased to support comprehension – for children who come off RWI. This is a gap school have identified through ongoing assessment– new scheme is a bridge between KS1/KS2 readers to support transition, develop comprehension and maintain reading confidence. - Additional books bought for 2023 + Freshstart resources 	
<p>Quality first teaching for all children – including an additional teacher to plan and lead small group interventions in and out of class</p>	<ul style="list-style-type: none"> - EEF – high impact of small group interventions, 1:1 support with a skilled teacher. Helen Bolt leads all interventions – identifying PP children via termly assessments. Entry and Exit data will be used to show progress across learning blocks. - EEF guide to Pupil premium - tiered approach - teaching is top priority - Sutton Trust - quality first teaching has direct impact on student outcomes - Ruth Miskin Fast Track tutoring introduced for children up to Yr3 – additional RWI sessions every afternoon + Freshstart tutoring Yr4 -6. - Ruth Miskin training days for all RWI early reading teachers - Half termly coaching and training - Additional in class intervention support linked to class learning for target children – to meet the specific needs of disadvantaged pupils with SEND 	1
<p>Termly Pupil Progress meetings track progress of children who are entitled to PP and appropriate interventions are put into place</p>	<ul style="list-style-type: none"> - EEF evidence that feedback following quality assessment and metacognition are low cost, high impact strategy. 	1

CHANGE Model of Learning bespoke to our School is established with contributions from ALL staff members	<ul style="list-style-type: none"> - EEF evidence that feedback following quality assessment and metacognition are low cost, high impact strategy. - Consistency in approach across the school supports all learners to know more, remember more. 	1, 2
Purchase of web based platforms to support engagement with children's learning at home and involvement with families <ul style="list-style-type: none"> - TimesTable Rockstars - Spelling Shed - Maths Shed - RWI phonics 	<ul style="list-style-type: none"> - EEF parental engagement - EEF targeted academic support - Rosenshine's Principles – to embed new learning into long-term memory. 	1, 3
English and maths development in monitoring schedule - subject development and leadership are high priority on School Improvement Plan	<ul style="list-style-type: none"> - EEF evidence that feedback following quality assessment and metacognition are low cost but high impact strategy. - Teacher development and excellent subject knowledge in key skills enables children to meet age related expectations. 	1, 2
Purchase of standardised diagnostic assessments	<ul style="list-style-type: none"> - Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction - Collins Reading tests – half termly assessments to ensure timely support - Whiterose Maths resources 	1

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

Budgeted cost:

- | | |
|--|-----------------------|
| - Catch-Up Teacher- Intervention groups+1:1 in English, Maths and Freshstart | £33,814 |
| - Nurture Lead- additional responsibilities | £as above |
| - Pupil and Parent Support Mentor – Nurture Lead | £as above |
| - Additional LSA time to support Nurture, ASD | |
| - TIS – motional assessments | £502.74 |
| - LSA – additional Fast track RWI tutoring | £2,408.25- 5hrs/wk/yr |

£44,228.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oracy Project – 'Kernow Talks' 'Primary Oracy programme – South West project via Cornwall Teaching Hub.</p> <p>Reading for Pleasure + developing a range of strategies to aid reading comprehension and fluency</p>	<ul style="list-style-type: none"> - EEF - oral language interventions consistently show positive impact on learning - Quality, research based CPD -English Lead attending sessions and leading training/project development for all staff - High quality interventions delivered and bespoke programmes will support PP children to progress in communication skills, learning and confidence. - Oracy extended to reading comprehension focus including VIPERS + reading for pleasure – to enable children to talk confidently about books and to access the rest of the curriculum. 	1, 2
<p>Pupil Support via EMHP – Emotional Mental Health Practitioner Nurture Lead – Includes Emotional literacy support/ Zones of Regulation/ TIS motional assessments ASD champion TA to support emotional literacy development</p>	<ul style="list-style-type: none"> - EEF social and emotional learning, improving interaction with others and self management of emotions -impacting on attitudes to learning and social relationships in school, which increase progress in attainment - Trauma Informed School 	3, 4
<p>Teacher employed across the school to support learning, specifically reading comprehension, Maths interventions and reading fluency</p>	<ul style="list-style-type: none"> - EEF tier 2 intervention for learning. - Impact of 1:1, small group interventions to close the learning gap. - Teacher led interventions – skilled practitioner - Reading fluency to enable children to confidently access the wider curriculum. 	1, 2

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

Budgeted cost:

- Additional Sporting Opportunities via curriculum	£Sports Premium
- £200 credit: uniform, trips, extra-curricular bespoke	£11,400
- Music Therapy	£1,890 (ongoing)
- Art Provision	£Curriculum spend
- RRS membership	£Curriculum
- TIS membership + Motional assessments	£502.74
- Behaviour - RJ whole school + Yr6 Leaders+Transition	£812
- Yr 6 CHANGE-MAKERS – Hoodies + resources	£900
- RJ Step-Up training for Yr5	£Curriculum

- Plymouth Argyle 1:1 Sports Apprentice – for behaviour £3105
- Respectful Relationships Policy’ – A restorative approach
- Team Teach Training for all teachers £CPD
- Educational Psychologist £2,946 (SLA)
- Educational Mental Health Practitioner
- Breakfast Club Provision and wider food provision (Greggs Funding) £271.57 (food)
- EWO £0
- CPOMS £Admin
- Barnardos

£21,827.31

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff development via art projects and music development via Cornwall Music Service. Music specialist – 2 days TIS – TA hours (pm sessions)	<ul style="list-style-type: none"> - Trauma Informed School – to increase brain development and creativity. Improve memory and apply new skills across the curriculum. 	2, 3
		2, 3
<p>Education Welfare Officer (£375) brought in to support families with low attendance.</p> <p>Headteacher time – daily meet and greet</p> <p>Breakfast Provision provided to encourage punctuality</p>	<ul style="list-style-type: none"> - Attendance data. - The Department for Education (DfE) published research in 2016 which found that: The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 Pupils with no absence are 1.3 times more likely to achieve age related expectations, than pupils that missed 10-15% of all sessions - Headteacher relationship building with the community - in person via informal conversations to encourage punctuality and attendance– Restorative Justice research. - Free breakfast offer for targeted PP children has been a successful strategy in the past – ensures children are ready to learn at the start of the day – punctual and fed. 	4

Children to attend residential and school trips (50% off)	<ul style="list-style-type: none"> - Pupil survey reflecting a greater sense of community, enjoyment and engagement - EEF outdoor adventure learning shows positive benefits on academic and learning and self confidence 	3
Children to attend after school clubs and sports events- prioritise children who are entitled to Pupil Premium and encourage attendance by providing transport/ resources.	<ul style="list-style-type: none"> - Pupil survey reflecting a greater sense of enjoyment and engagement and friendship building - EEF sports participation increases educational engagement and attainment 	3
Cultural capital experiences promoted within the curriculum + funding available to PP children to pursue specific talents out of school offer eg. Music sessions, riding lessons.	<ul style="list-style-type: none"> - Learning is contextualised in concrete REAL experiences and language rich environment - Ofsted (2019) places emphasis on improving cultural capital, particularly for disadvantaged children - Rich experiences increase engagement, learning and communication 	1, 2, 3

Total budgeted cost: £ 99,733.25

(£4,408.25 over budget- match funding to come for RWI/reading resources)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

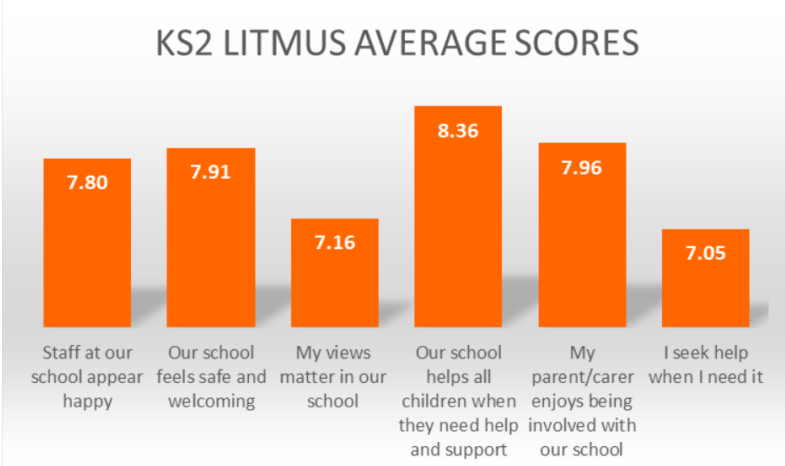
This details the impact that our pupil premium activity had on pupils in the **2022 to 2023** academic year.

Intended Outcome	Outcome
<p>1.Attainment in Reading and Writing – gap between children who are entitled to PP and those who are not. Children are starting school with poor communication skills, limited experiences and vocabulary. Impact of covid and lockdown shows gaps in learning across the school. See data drops and correlation of PP children + Record of Need.</p>	<p>All children have been immersed in reading and writing and developing a love of reading. There has been a change in the style of teaching reading to include more focus on fluency after phonics, comprehension (VIPERS) and reading for pleasure as informed by the Reading Framework (July 2023) and EEF research and reports. This is beginning to have an impact on the children's confidence in reading aloud and a wider love of books and reading.</p> <p>Children have become more confident communicators, enjoying, engaging and excelling – living the school vision and values as evidenced through monitoring in reading and writing.</p> <p>Success Criteria:</p> <p>At least 65% of children: - pass the Y1 phonics screening - achieve GLD - Achieve ARE in reading, writing and maths in Y2 SATS</p> <ul style="list-style-type: none"> - Achieve 95+ standardised score in NfER assessments in Y3/4/5 - Achieve 100+ scaled score in Y6 statutory assessments (reading, maths, SPAG) - Achieve the expected standard in writing in Y6 <p>Outcomes:</p> <p>EYFS – 19 pupils</p> <p>58% of children achieved GLD overall (11 pupils) (National – 67.2%)</p> <p>25% of PP EYFS pupils achieved GLD (2 pupils)</p>

	<p>81% of Non-PP EYFS pupils achieved GLD (9 pupils)</p> <p>Phonics/ RWI Tutoring outcome:</p> <p>Y1 – 20 pupils</p> <p>In June Y1 sat the Phonic Screening Check:</p> <p>70% of Y1 passed the PSC (14 pupils) (National – 78.9%)</p> <p>50% of PP Y1 pupils passed the PSC (3 pupils)</p> <p>79% of Non-PP Y1 pupils passed the PSC (11 pupils)</p> <p>Children in Year 1 and 2 have been receiving Fast Track Tutoring for Phonics throughout the year. This is above and beyond the Read Write Inc (RWI) daily lesson and extra sessions in the afternoon.</p> <p>Results:</p> <p>70% (14 out of 20) passed the check (*it would be 74% - without x1 requiring specialist)</p> <p>5 out of 20 are PP – 2 out of the 5 passed the check (40%)</p> <p>5 out of 20 are SEND – 0% of these passed the check however 3 of the children increased their scores significantly and made accelerated progress to catch up with their peers.</p> <p>Y2 re-takes:</p> <p>70% passed the check (7 out of 10) – (*it would be 78% without x1 new joiner with no prior schooling)</p> <p>5 out of the 10 are PP – 3 out of the 5 passed the check (60%)</p> <p>2 out of the 10 are SEND – 1 passed the check (10%)</p> <p>Overall results for the end of KS1:</p> <p>– 86% (19 out of 22) have passed the Phonic Screening Check – (*90% without new joiner as stated above)</p> <p>Y2 SATs - 22 pupils</p> <p>27% achieved EXS+ in Reading overall</p>
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	<p>16.6% of PP pupils achieved EXS+ with the 16.6% at GDS 31% of Non-PP pupils achieved EXS+ which includes 6% at GDS</p> <p>18% achieved EXS+ in Writing overall 16.6% of PP pupils achieved EXS+ 25% of Non-PP pupils achieved EXS+</p> <p>59% achieved EXS+ in Maths overall 33% of PP pupils achieved EXS+ 68% of Non-PP pupils achieved EXS+</p> <p>Y6 SATs:</p> <p>72% of pupils achieved EXS+ in Reading overall 65% of PP Y6 achieved EXS + in Reading 74% Non-PP Y6 achieved EXS + in Reading</p> <p>72% of pupils achieved EXS+ in Writing overall 66% of PP Y6 achieved EXS + in Writing 73% of Non-PP Y6 achieved EXS+ in Writing</p> <p>72% of pupils achieved EXS+ in Maths overall 66% of PP Y6 achieved EXS + in Maths 74% of Non-PP Y6 achieved EXS+ in Maths</p> <p>National combined (RWM) - 59% School combined (RWM) – 65.5%</p> <p>Overall by the end of KS2 the gap between PP and Non-PP has narrowed and PP children have achieved above floor target (59%). A higher number of PP pupils also achieved combined EXS than PP pupils in a comparative school with 66.7% achieving EXS+ compared with 43.9%.</p> <p>Despite having Y3 and 4 interrupted due to covid, the pupils have maintained their progress trajectory.</p> <p>This shows that the interventions and support put in place are having a positive impact on narrowing of the attainment gap for PP pupils.</p>
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	<p>Actions:</p> <p>Future interventions and support to be targeted towards EYFS and KS1 to close the gap sooner so PP pupils achieve in-line with Non-PP pupils by the end of KS2 onwards, with a particular focus on early reading. Support and interventions in place for the Y2 class to accelerate their progress to achieve ARE in reading and writing and target children in the Y4/5 for reading and maths to achieve ARE.</p>
<p>2.Oracy - Children who are entitled to PP can be less confident in oral language. This impacts on reading and writing and communication - less confidence when speaking, less able to answer questions, asking questions. The school recognises how important oral literacy affects future chances.</p>	<p>Success Criteria:</p> <p>Children who are entitled to Pupil Premium are able to: - Speak in sentences – scaffolded support with sentence stems - Answer questions in a coherent, articulate and audible manner - Ask questions - Articulate their learning and thoughts - Participate in discussions about topics covered in assembly, RRS, related to virtues and imagery - Talk about any educational visits and make links to classroom learning- current and prior - Engage in conversations with adults about learning and engage with feedback</p> <p>Outcome:</p> <p>Assessments, monitoring and observations indicate improved oracy among disadvantaged pupils - Pupils are able to talk more confidently about their learning when sharing their answers and ideas. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil voice and monitoring.</p>
<p>3. Readiness and mental well-being-</p> <p>Children who are entitled to Pupil premium often participate less in whole school/community events or extra-curricular activities. This can affect readiness to</p>	<p>Success Criteria:</p> <p>At least 85% of children who are entitled to Pupil Premium attend weekly after school clubs - All PP children are supported to engage in a rich sporting offer during the school day- talent spotted and enabled to represent the school – All children are included to take part in the yearly ‘Adventure Learning Week’ - All parents/carers attend the termly Face to Face meetings - All children who are entitled to pupil premium have a PE kit, school uniform funding and look and feel part of the school - All</p>

<p>learn, engage and mental well-being. Lockdown has further impacted this with some children less likely to ask for support, engage in sport and other opportunities and less likely to build secure and healthy attachments.</p>	<p>parents/carers with children on the record of need are actively engaged in the IEP meetings + SEN 'Tea and Talk' for families - Mental well-being – targeted support for Music therapy, EMHP support, TIS, Nurture opportunities including SPACE training for parents – to create a sense of well-being for the whole family - Action plan for 'Parental Engagement' LA framework is in place.</p> <p>Outcomes:</p> <p>Number of pupils engaged in clubs- 80% (45 pupils) of PP pupils who were eligible to attend a club did so in the year 2022-2023.</p> <p>100% uptake for Adventure Learning Week – including surfing opportunities and life skills.</p> <p>This shows that PP pupils are enjoying and engaging in the extra-curricular opportunities on offer and are part of the wider school community.</p> <p>Educational Mental Health Practitioner -EMHP - carried out some pupil voice/litmus test to analyse the pupils attitudes towards school. The results were extremely positive and are laid out below – (results are marks out of 10) These results were the highest of the many schools that our EMHP works in and reflect the positive attitudes the pupils have to school life.</p> <div data-bbox="539 1317 1337 1794"> <p style="text-align: center;">KS2 LITMUS AVERAGE SCORES</p>  <table border="1"> <thead> <tr> <th>Category</th> <th>Average Score</th> </tr> </thead> <tbody> <tr> <td>Staff at our school appear happy</td> <td>7.80</td> </tr> <tr> <td>Our school feels safe and welcoming</td> <td>7.91</td> </tr> <tr> <td>My views matter in our school</td> <td>7.16</td> </tr> <tr> <td>Our school helps all children when they need help and support</td> <td>8.36</td> </tr> <tr> <td>My parent/carer enjoys being involved with our school</td> <td>7.96</td> </tr> <tr> <td>I seek help when I need it</td> <td>7.05</td> </tr> </tbody> </table> </div> <p>Nurture provision opportunities have enabled PP/SEND pupils to be 'ready to learn' and so be engaged with their peers in the classroom. Motional is used as a measure of the pupils' emotional progress. Evidence from Motional has shown that</p>	Category	Average Score	Staff at our school appear happy	7.80	Our school feels safe and welcoming	7.91	My views matter in our school	7.16	Our school helps all children when they need help and support	8.36	My parent/carer enjoys being involved with our school	7.96	I seek help when I need it	7.05
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I seek help when I need it	7.05														

	<p>pupils' Social Defence has decreased from as high as 80% to 50% (the lower the % the readier the pupil is to engage in learning). With a decrease in Social Defence, we have seen an increase in Social Engagement from as low as 46.6% to 73.33% (the higher the % the more the pupil is able to socialise successfully with their peers). Executive Function has also increased from as low as 39% to 68% (the higher the % the readier the pupil is to engage in learning).</p>																														
<p>4.Attendance - In 2020-2021 there was a gap of attendance of children who were entitled to Pupil Premium (86.88%) and those who were not (95.74%). This has been greatly impacted by lockdown with an emergence of EBSA children.</p>	<p>Success Criteria:</p> <p>The attendance gap between PP and non-PP children is closing. The attendance of children who are entitled to Pupil Premium is in line with children who are not pupil premium and National expectations (National average is 96%)</p> <p>Outcomes:</p> <p>Engagement strategies with PP families is working. Target support to continue. Attendance for PP children increased by 3.83% in 2022-2023 year. Parents are aware of unauthorised absence – this has decreased from 4.13% to 1.89% - lower than non-PP children.</p> <p>2020-2021 Attendance</p> <p>Overall – 92% / PP – 86.88% /Non PP – 95.74%</p> <p>Group Analysis by Vulnerability</p> <p>Period: 01/09/2020 AM to 31/07/2021 PM</p> <p>Whole School Percentages</p> <table><tr><th></th><th>Pupils in group</th><th>Attendances</th><th>Authorised Absences</th><th>Unauthorised Absences</th></tr><tr><td>Pupil Premium</td><td>55</td><td>86.88</td><td>8.99</td><td>4.13</td></tr><tr><td>Not Pupil Premium</td><td>113</td><td>95.74</td><td>3.65</td><td>0.60</td></tr></table> <p>2021-2022 Attendance</p> <p>Overall – 92% /PP – 91.58% / Non PP – 92.42%</p> <p>Group Analysis by Vulnerability</p> <p>Period: 01/09/2021 AM to 31/07/2022 PM</p> <p>Whole School Percentages</p> <table><tr><th></th><th>Pupils in group</th><th>Attendances</th><th>Authorised Absences</th><th>Unauthorised Absences</th></tr><tr><td>Pupil Premium</td><td>35</td><td>91.58</td><td>6.92</td><td>1.50</td></tr><tr><td>Not Pupil Premium</td><td>133</td><td>92.42</td><td>6.36</td><td>1.22</td></tr></table>		Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Pupil Premium	55	86.88	8.99	4.13	Not Pupil Premium	113	95.74	3.65	0.60		Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Pupil Premium	35	91.58	6.92	1.50	Not Pupil Premium	133	92.42	6.36	1.22
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2022-2023

Overall – 91% / PP – 90.71% / Non PP – 91.42%

Group Analysis by Vulnerability

Period: 01/09/2022 AM to 31/07/2023 PM

Whole School Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences
Pupil Premium	55	90.71	7.40	1.89
Not Pupil Premium	111	91.42	6.13	2.45

Parents of PP children are knowledgeable about attendance and the impact on learning outcomes and well-being – This is shared with all families – in person in addition to weekly newsletter updates.

Parents of PP children engage in parent partnerships with the school – 100% take up with support meetings.

Families have termly meetings with Headteacher and EWO to meet clearly defined targets and expectations. - PP children want to be in school, care about missing learning and are supported to catch up. - Bespoke intervention for EBSA

- Identified families are supported with attendance packages before falling into PA. eg. 5 families – all PP – offered breakfast provision to improve attendance, learning and well-being and to avoid 'minutes' lost at the start of each day. One child with 560 minutes late in Autumn term reduced to 10minutes in Spring term. Well-being improved and learning gains achieved.

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
Rights Respecting School	UNICEF

Restorative Justice	RJ
Trauma Informed Schools	TIS

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We received £1,240 total for 4 children- this was put together with the total PP funding Data scrutinised to address individual needs, support provided to meet end of year expectations.
What was the impact of that spending on service pupil premium eligible pupils?	Service children achieved or exceeded age related expectations.

Further information (optional)

We actively advantage all our children through an engaging curriculum offer in line with our Vision and Values – for everyone to Enjoy, Engage and Excel in their learning.

We are proud to be a Rights Respecting School (achieving Silver Award in 2023), Trauma Informed and actively encourage Restorative Justice approaches (achieved RJ status 2023) to ensure every child is listened to, heard and supported.

We use EEF evidence to improve and embed effective practice around feedback.

We have an EMHP and trained Deputy as a senior mental health lead- supporting well-being and effective collaboration with our families.

Following covid gaps in education for some of our year groups, school has fully returned to offering a wide extra-curricular offer including transition opportunities – including after school clubs – swimming, music, class trips, local enrichment – zoo, theatre, farms, varied sporting offers (embracing a mix of competitive and individual sports) – rugby, gymnastics, cricket, cross-country, netball, water based Adventure Learning week and outdoor pursuits.

EEF implementation guidance has been used to assess, plan, review and develop our PP strategy – repeating successful strategies that work for our community.

This framework will be reviewed yearly, adjusted over the three years to secure the best outcomes for our children.