

Pupil premium strategy statement – Chellaston Infant School

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	234 Pupils
Proportion (%) of pupil premium eligible pupils	All pupils: 63 = (27%) FS2: 12 Y1: 23 Y2: 28
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2021/2022 To 2024/2025
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Lisa Turner-Rowe – Headteacher Nick Hollis – Chair of Governors
Pupil premium lead	Rachel Leyland
Governor / Trustee lead	Nick Hollis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,640.00
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£100,640.00

Part A: Pupil premium strategy plan

Statement of intent

Statement of intent

Evidence and fact make it abundantly clear that poverty is the single most important factor in predicting a child's future life chances. The pupil premium is aimed at re-writing the futures of these children by closing the attainment gap between themselves and their peers as well as ensuring that they make expected or better progress. As recognised by the EEF, we acknowledge that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged children.'

The targeted and strategic use of pupil premium supports schools in achieving our vision of helping every child to reach their full potential.

When making decisions about using Pupil Premium funding it is important to consider the context of the school, and the subsequent challenges faced. This alongside research conducted by the EEF.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

School recognises that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals, because of this we reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has identified as needing intervention and support.

Our broad and overarching objective for disadvantaged pupils at Chellaston Infant and Junior school is that:

- When they leave our school, their attainment is no different to that of non-disadvantaged pupils and as such they are academically ready for the transition to secondary school.
- They lose any reading attainment deficit they have on entry to school and all leave KS2 as fluent and proficient readers.
- To provide support for the health and mental well-being of our pupils to enable them to access learning at an appropriate level.
- They have access to and take up a wide range of enrichment opportunities that enable them to develop cultural capital, life experiences and personal and social skills that are no different to those of other pupils.
- Their absence from school is no greater than non-disadvantaged pupils and is less than all pupils nationally.
- Provide pastoral support for families of vulnerable pupils.

Challenges

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

Challenge number	Detail of challenge
1	Attainment of PP and vulnerable children remains below that of non-PP. Although these gaps did decrease last year, they are still a significant issue especially within English and Maths.
2	Engagement at home with reading is lower than that of non-PP children. A number of our pupils entitled to the PP grant have limited access to reading books at their exact level and opportunities to discuss books in a non-classroom environment. For some PP children, support is limited due to adult literacy levels in the home.
3	Some parents of our pupils entitled to the PP grant may not be able to pay or contribute to the enrichment trips planned. As a result, this could limit the breadth of their curricular experiences, reduce their cultural capital and keep aspirations limited.
4	A number of our Pupils entitled to the PP grant have complex family situations, and or are SEN children, are dealing with family loss or have mental health needs for a number of reasons. This has a significant impact on the children's social and academic progress.
5	Attendance and behaviour impact some PP and vulnerable children's attainment.

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
<p>PP Attainment</p> <p>Raise attainment in FS2 and KS1 to ensure that all PP pupils with no SEN meet GLD or expected outcomes.</p>	<ul style="list-style-type: none"> • Outcomes from 2024/25 will be in line with National Average for GLD for Pupil Premium children with no SEN. • Year 1: Phonics outcomes from 2024/25 will be in line with National Average for Year 1 for Pupil Premium pupils with no SEN. • Year 2: Phonics outcomes from 2024/25 will be in line with National Average for Year 2 for Pupil Premium pupils with no SEN. • Outcomes from 2024/25 will be in line with National Average for the end of KS1 for Pupil Premium pupils with no SEN.

<p>Engagement with reading</p> <p>Children develop a love of reading and families are engaged actively in the process.</p>	<ul style="list-style-type: none"> • Children are proud to share their reading achievements. • Children understand the power that reading offers to them and how it will unlock greater opportunities. • Parents attend parents' evenings and engage with reading at home with their children regularly. • FFT reading assessment data demonstrates an increase in fluency and word count per minute.
<p>Enrichment</p> <p>Support all children's access to the wider world and cultural activities/experiences.</p>	<ul style="list-style-type: none"> • PP children are targeted for enrichment activities. • Children will develop an understanding and appreciation of different cultures, traditions and perspectives. • Increased participation supports enhancement of social skills as pupils will engage with others in shared experiences.
<p>Well-Being</p> <p>Raise self-esteem of identified PP pupils and other pupils who have been adversely affected by the pandemic thus having a positive impact on outcomes.</p>	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observation. • positive impact reported by the inclusion and behaviour team linked to the EMET mental health and counselling graduated response.
<p>Attendance</p> <p>Improve attendance of PP and vulnerable children.</p>	<ul style="list-style-type: none"> • Effective attendance monitoring by our School Attendance Officer will show that attendance actions lead to improvements and that these are sustained. • Parental engagement with school will improve attendance. <p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 2% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. • the percentage of all pupils who are 90% persistently absent being 11% and the figure among disadvantaged pupils being no more than 2% lower than their peers.
<p>Behaviour</p> <p>Develop an understanding of appropriate behaviour within school and the wider world.</p>	<ul style="list-style-type: none"> • An increased awareness of formal language use between pupils and adults. • Positive behaviour is celebrated whilst representing the school in the community.

Activity in this academic year

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

Teaching (Tier 1 support, Quality First Teaching (QfT), Professional Development (PD), recruitment and retention)

Budgeted cost: **£31,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of standardised diagnostic assessments - FFT Tests in use across FS2 and KS1.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	<p>1, 2,</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. FFT Phonics.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	<p>1 and 2</p>
<p>Developing our understanding of Quality First Teaching (QfT) and securing evidence based teaching approaches in all classrooms.</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>EEF Effective Professional Development</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>1, 2, 4 and 5.</p>

	<p>EEF Using your pupil premium funding effectively</p> <p>“Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit. Specifically, high quality feedback may focus on the task, subject, and self regulation strategies.”</p> <p>EEF Teacher Feedback to Improve Pupil Learning</p>	
<p>Release all teachers for planning high quality curriculum 0.5 days x 1/2 term.</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>It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are fundamental to learning and are the ‘bread and butter’ of effective teaching.”</p> <p>EEF School Improvement</p> <p>We believe that giving teachers the time to plan in year group teams maximises their ability to plan and deliver high-quality teaching which is the most effective way to improve outcomes for all pupils.</p>	1
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Power Maths- White Rose curriculum implemented.</p>	<p>Engagement with high quality Maths CPDL to develop all teaching staff’s knowledge and understanding of the progression of Maths and how to best support children in developing a mastery of Maths.</p>	1

<p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2</p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF</p>	<p>1, 4 and 5</p>

Targeted academic support (Tier 2 support, small group intervention, one-to-one support structured interventions)

Budgeted cost: **£12,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistant time in school is allocated to support those most disadvantaged pupils or releasing a class teacher to deliver structured intervention; these could include small groups of learners, 1:1 structured interventions or opportunities to carry out pre-teaching.</p>	<p>Access to high quality teaching is the most important lever schools have to improve outcomes of their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teaching both in and out of class.</p> <p>EEF Teaching Assistant Interventions</p>	<p>1,2 and 4.</p>

<p>Teaching Assistant time to deliver a Precision teaching model for plugging knowledge and understanding gaps in Phonics and Reading delivered 1:1.</p>	<p>Precision teaching or a 'direct instructional model' supports SEND learners to meet the needs of an individual child or young person who is experiencing difficulty with acquiring or maintaining some skills. It has an inbuilt monitoring function and is a means of evaluating the effectiveness of what is being taught.</p> <p>Well-evidence teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and catch up with previously higher attaining pupils.</p> <p>EEF Teaching Assistant Interventions</p>	<p>1 and 2</p>
<p>Additional phonics sessions targeted at disadvantaged pupils 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 Teaching and Learning Toolkit EEF</p>	<p>2</p>
<p>Wellcomm - Speech and Language diagnostic tool and intervention programme generator.</p>	<p>Well evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barrers to learning and 'catch-up' with previously higher attaining pupils.</p> <p>EEF Teaching Assistant Interventions</p>	<p>1,2 4 and 5.</p>

Wider strategies (Tier 3 support, related to attendance, behaviour, wellbeing)

Budgeted cost: **£70,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional mental health and wellbeing support through ELSA Teaching Assistant – 8 hours per week</p> <p>Learning Mentor focusing on learners who have non-academic barriers to their learning.</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>EEF Toolkit Social and Emotional Learning</p>	4
<p>Access to EMET Counselling Services</p>	<p>Targetted support.</p> <p>EEF Toolkit Social and Emotional Learning</p>	4
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions Teaching and Learning Toolkit EEF</p>	1, 2,4 and 5.
<p>Wider curriculum opportunities through after school club offer which includes sport, music and creative clubs.</p> <p>Free/subsidised enrichment opportunities.</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas aof the curriculum. EEF Life Skills and Enrichment</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. Art EEF Guidance</p>	1, 3 and 4.
<p>Embedding principles of good practice set out in the DfE’s guidance on working together to improve school attendance.</p> <p>This will involve training and release time for</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5

<p>staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Attendance officer working with Learning Mentor to improve attendance at school.</p>		
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £ 113,000 + contingency of £5000.

Part B: Review of the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Intended outcome	Success criteria																						
<p>PP Attainment Raise attainment in FS2 and KS1 to ensure that all pupils with no SEN meet GLD.</p>	<ul style="list-style-type: none"> • Outcomes from 2024/25 will be in line with National Average for GLD for Pupil Premium children with no SEN. • Year 1: Phonics outcomes from 2024/25 will be in line with National Average for Year 1 for Pupil Premium pupils with no SEN. • Year 2: Phonics outcomes from 2024/25 will be in line with National Average for Year 2 for Pupil Premium pupils with no SEN. • Outcomes from 2024/25 will be in line with National Average for the end of KS1 for Pupil Premium pupils with no SEN. 																						
Impact																							
<ul style="list-style-type: none"> • Quality first teaching in classrooms and targeted interventions have made an impact on PP pupils with no SEN. A particular focus this year has been on reading support across school. 																							
<table border="1"> <thead> <tr> <th data-bbox="292 1070 959 1305">2024/25</th> <th data-bbox="959 1070 1118 1305">PP children with no SEN achieving EXS.</th> <th data-bbox="1118 1070 1278 1305">All PP children achieving EXS.</th> </tr> </thead> <tbody> <tr> <td data-bbox="292 1305 959 1357">GLD</td> <td data-bbox="959 1305 1118 1357">60%</td> <td data-bbox="1118 1305 1278 1357">39.1%</td> </tr> <tr> <td data-bbox="292 1357 959 1408">Reading (KS1)</td> <td data-bbox="959 1357 1118 1408">67%</td> <td data-bbox="1118 1357 1278 1408">54.5%</td> </tr> <tr> <td data-bbox="292 1408 959 1460">Writing (KS1)</td> <td data-bbox="959 1408 1118 1460">41%</td> <td data-bbox="1118 1408 1278 1460">33.3%</td> </tr> <tr> <td data-bbox="292 1460 959 1512">Maths (KS1)</td> <td data-bbox="959 1460 1118 1512">61%</td> <td data-bbox="1118 1460 1278 1512">47.8%</td> </tr> <tr> <td data-bbox="292 1512 959 1563">Phonic Y1</td> <td data-bbox="959 1512 1118 1563">92%</td> <td data-bbox="1118 1512 1278 1563">67.6%</td> </tr> <tr> <td data-bbox="292 1563 959 1615">Phonics Y2 (Retake)</td> <td data-bbox="959 1563 1118 1615">100%</td> <td data-bbox="1118 1563 1278 1615">25%</td> </tr> </tbody> </table>	2024/25	PP children with no SEN achieving EXS.	All PP children achieving EXS.	GLD	60%	39.1%	Reading (KS1)	67%	54.5%	Writing (KS1)	41%	33.3%	Maths (KS1)	61%	47.8%	Phonic Y1	92%	67.6%	Phonics Y2 (Retake)	100%	25%		
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Phonics Y2 (Retake)	100%	25%																					
<ul style="list-style-type: none"> • This area will continue to be a focus in 2024-25. 																							

Intended outcome	Success criteria
<p>Engagement with reading Children develop a love of reading and families are engaged actively in the process.</p>	<ul style="list-style-type: none"> • Children are proud to share their reading achievements. • Children understand the power that reading offers to them and how it will unlock greater opportunities. • Parents attend parents' evenings and engage with reading at home with their children regularly. • FFT reading assessment data demonstrates an increase in fluency and word count per minute.
Impact	
<ul style="list-style-type: none"> • Staff continued professional development has had an impact on outcomes for pupils linked to reading. The 'Reading for Pleasure' initiative has prioritised reading throughout school during 23/24 with staff accessing high quality CPD&L. • Pupil premium assessment information for FS2 in 23/24 shows 38% of FS2 children achieved the expected standard in reading compared with 45% of FS2 children in 22/23. • Pupil premium assessment information for KS1 in 23/24 shows 54.5% of Year 2 PP children achieving the expected standard in reading compared with 49% of Year 2 PP children in 22/23. 	

Intended outcome	Success criteria
<p>Enrichment Support all children's access to the wider world and cultural activities/experiences.</p>	<ul style="list-style-type: none"> • PP children are targeted for enrichment activities. • Children will develop an understanding and appreciation of different cultures, traditions and perspectives. • Increased participation supports enhancement of social skills as pupils will engage with others in shared experiences.
Impact	
<ul style="list-style-type: none"> • All pupil premium children have taken part in visits and workshops that allow them to develop their cultural capital. These have been subsidised by school and have included a whole school visit to the Derby Pantomime. • The whole school cultural capital plan has been developed this year and has ensured that there is a wide variety of visits and experiences. • Pupils talk confidently about the places they have visited and the workshops they have taken part in. 	

Intended outcome	Success criteria
<p>Well-Being Raise self-esteem of identified PP pupils and other pupils who have been adversely affected by the pandemic thus having a positive impact on outcomes.</p>	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observation. • positive impact reported by the inclusion and behaviour team linked to the EMET mental health and counselling graduated response.
Impact	
<ul style="list-style-type: none"> • The Inclusion and Behaviour monitoring ½ termly overviews report that pupils are happy and engaged, keen to talk about their learning and how they can ask for support in school. Good relationships between staff and pupils have been observed and pupils demonstrate respect and kindness to each other. • All staff are using the mental health and counselling graduated response to refer children who need social and emotional support in school. This will continue to be developed in 24/25. A new behaviour support team has been established for 24/25 and staff are in the process of referring to this team if pupils need support. This is a tiered referral approach. • Parent surveys from 23/24 demonstrate that 95% of pupils are happy at this school. 	

Intended outcome	Success criteria
<p>Attendance Improve attendance of PP and vulnerable children.</p>	<ul style="list-style-type: none"> • Effective attendance monitoring by our School Attendance Officer will show that attendance actions lead to improvements and that these are sustained. • Parental engagement with school will improve attendance. <p>Sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 2% and the attendance gap between disadvantaged pupils and their non disadvantaged peers being reduced by 2%. • the percentage of all pupils who are 90% persistently absent being 11% and the figure among disadvantaged pupils being no more than 2% lower than their peers.
Impact	

The attendance policy was monitored effectively by the school attendance team during 2023-24. This involved regular meetings to track attendance and support targeted families.

Attendance Summary:

- Overall attendance for all pupils has improved and increased from 94.39% in 22/23 to 94.82 % in 23/24.
- Overall absence for all pupils has decreased from 5.61% in 22/23 to 5.18% in 23/24.
- Pupil attendance for PP pupils has improved and increased from 91.22% in 22/23 to 92.25% in 23/24.
- Overall absence for PP pupils has decreased from 8.78% in 22/23 to 7.75% in 23/24.
- Pupil attendance for non-PP pupils has improved and increased from 95.75% in 22/23 to 95.89% in 23/24.
- Overall absence for non-PP pupils has decreased from 4.26% in 22/23 to 4.11% in 23/24.
- Persistent absence at 90% for all pupils has decreased from 11.88% in 22/23 to 11.19% in 23/24.
- Persistent absence at 90% for PP pupils has decreased from 25.27% in 22/23 to 24.69% in 23/24.
- Persistent absence at 90% for non-PP pupils has decreased from 6.03% in 22/23 to 5.35% in 23/24.

Attendance Statistics 23/24	Attendance	Authorised	Unauthorised	Persistent Absence 90%
All	94.82%	4%	1.18%	11.19%
Pupil Premium	92.25%	5.97%	1.78%	24.69%
Non-Pupil Premium	95.89%	3.18%	0.93%	5.35%

Intended outcome	Success criteria
<p>Behaviour Develop an understanding of appropriate behaviour within school and the wider world.</p>	<ul style="list-style-type: none"> • The use of inappropriate language decreases within classrooms and during lessons. • An increased awareness of formal language use between pupils and adults. • Positive behaviour is celebrated whilst representing the school in the community.
<p>Impact</p> <ul style="list-style-type: none"> • A new behaviour policy was implemented during 23/24 which established relentless routines and key expectations of pupil behaviour within school. Positive behaviour is celebrated with a variety of rewards throughout the week. • All staff have received regular and ongoing training which has ensured that pupils are praised publicly, and restorative conversations are a priority when a child needs support with their behaviour. 	

- Learning walks and classroom observations show that pupils are ready to learn and that the policy is applied consistently.
- The introduction of OPAL play at lunchtimes has ensured that play provision is high quality and encourages the children to take risks with their play. Linked to this, there have been fewer behaviour incidents at lunchtimes and the number of accidents has reduced. Feedback from a pupil survey has included that they 'love lunchtime and all the different areas that they can play in.'
- Parent surveys from 23/24 demonstrate that 90% of families feel that pupils are well behaved and 97% of parents feel that their child feels safe at this school.

School Data 2023-24

GLD – 57.7%

End of year data for EYFS – Number of children and percentage achieving expected standard and above.

EYFS		C&L	PSED	Physical	Reading	Writing	Maths	UTW	Creative
All	78	63 81%	63 81%	70 90%	50 64%	45 58%	57 73%	61 78%	59 76%
Girls	33	29 88%	31 94%	32 97%	26 79%	25 76%	26 79%	28 85%	31 94%
Boys	45	34 76%	32 71%	38 84%	24 53%	20 44%	31 69%	33 73%	28 62%
SEND	14	6 43%	4 29%	9 64%	2 14%	0 0	6 43%	6 43%	4 29%
PP	16	9 56%	10 63%	11 69%	6 38%	5 31%	8 50%	8 50%	9 56%
Non PP	62	54 87%	53 85%	59 95%	44 71%	40 65%	49 79%	53 85%	50 81%

Y1	PHONICS	Y2	PHONICS
PP	67.6%	PP	25%
Non-PP	86%	Non-PP	38%

KS1	REA (% EXS)	REA (% GDS)	WRI (% EXS)	WRI (% GDS)	MAT (% EXS)	MAT (% GDS)
Boys	69.6	10.9	57.4	0	71.4	18.4
Girls	72.1	14	58.1	0	65.1	7
SEN	30.8	0	8.3	0	28.6	7.1
Not SEN	77.6	14.5	65.4	0	75.6	14.1
Pupil Premium	54.5	9.1	33.3	0	47.8	0

Not Pupil Premium	76.1	13.4	65.2	0	75.4	17.4
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Externally provided programmes

Programme	Provider
Lightening Squad	FFT

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. That will include:

- embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, 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.

Planning, implementation, and evaluation

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. 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.