

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. This is the first year of a three year strategy focussing on identified areas of need for 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	Pear Tree Community Junior School
Number of pupils in school	360
Proportion (%) of pupil premium eligible pupils	74% (265)
Academic year/years that our current pupil premium strategy plan covers	Year 1 of a three-year strategy
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Governors
Pupil premium lead	S C Hickey
Governor / Trustee lead	Jill Wilkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£380,482
Recovery premium funding allocation this academic year	£44, 783
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£425, 265

Part A: Pupil premium strategy plan

Statement of intent

Pear Tree Community Junior School's ultimate objectives are in line with the whole school development plan and can be summarised into the following:

- To improve outcomes in Reading, Writing and Maths through quality first teaching and targeted academic support.
- To develop strong use of vocabulary within all area of spoken and written work by teaching evidence-based Oracy strategies and to ensure these skills are transferred to written work to improve outcomes.
- To provide high quality targeted support and interventions, ensuring children are taught the right concepts at the right time to make accelerated progress.
- To adopt a range of wider strategies based on evidence, to improve attendance, behaviour and ensure pupils' personal development.

Our strategy is aligned to our vision, values and ethos, which are built on 'Trust, Care and Grow'. Disadvantaged pupils are entitled to and taught a rich curriculum, which is relevant to modern Britain, meets their needs and allows children to invest in their education. The most vulnerable pupils have access to quality first teaching every day, timely interventions, which are closely evaluated for their impact and delivered effectively. Our Inclusion and Wellbeing Team ensure that every child's needs are met, working closely with targeted pupils and their families. The community is supported to raise aspirations for all pupils through a range of engagement strategies.

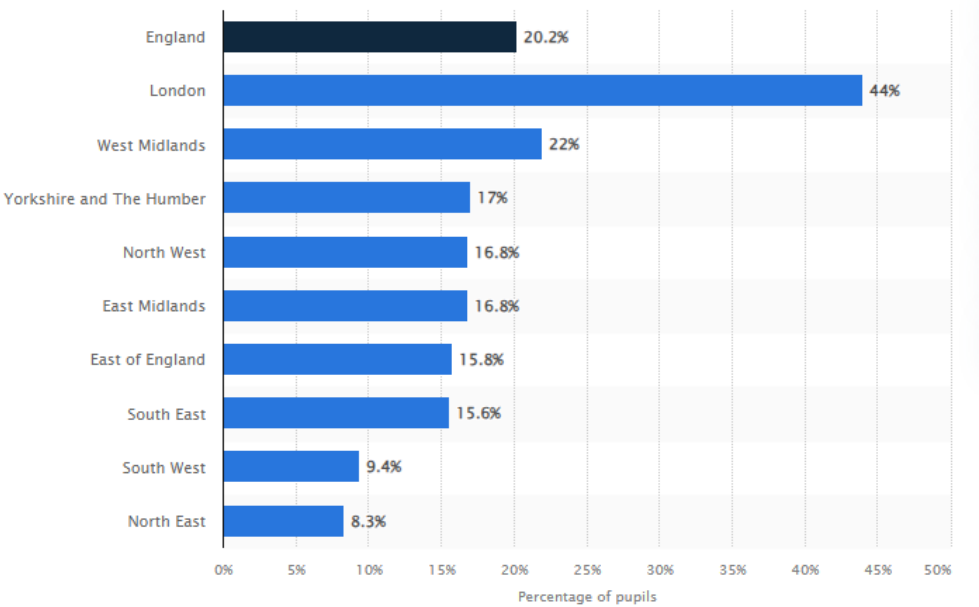
Our school's strategy is rooted in an inclusive approach, where every child is cared for and given the support to grow and flourish. We have high expectations of all pupils and support them to make accelerated progress from their starting points.

The strategy is based on a tiered approach, making sure that the challenges disadvantaged pupils face are addressed and overcome. We have a whole school approach with staff having a strong understanding of the challenges that disadvantaged pupils face. A key principle underpinning the strategy is for our staff to have a strong insight into the issues around disadvantaged pupils and having ambition for all.


Challenges

Our Pupil Premium students are not a homogeneous group. The causes and consequences of their disadvantage are varied and wide-reaching. Furthermore, alongside disadvantage, other powerful factors may contribute to their risk of underachievement. For example, SEND students and boys underperform relative to their peers. When these factors overlap with being disadvantaged, the risk of underachievement is amplified. This is something to which we are alert and which we factor into our Pupil Premium strategy.

Whilst the causes of disadvantage are varied and wide-reaching, the same is also true of its consequences. The consequences of disadvantage take many forms and present themselves as a diverse range of barriers to learning. This requires the school to adopt a multi-faceted approach to its Pupil Premium strategy, that extends beyond academic intervention and incorporates broader forms of pastoral guidance and support services. Some key challenges specific to our disadvantaged children and families include:

Challenge number	Detail of challenge																						
1	<p>Many of our children live in houses where they are not surrounded by books, reading or immersed in the English language. 80% of our pupils are identified as speaking English as an additional Language. Below is a graph showing the percentage of pupils whose first language is known or believed to be other than English in England in 2022/23, by region (www.statista.com)</p>  <table border="1" data-bbox="327 696 1310 1301"> <caption>Percentage of pupils whose first language is known or believed to be other than English in England in 2022/23, by region</caption> <thead> <tr> <th>Region</th> <th>Percentage of pupils</th> </tr> </thead> <tbody> <tr> <td>England</td> <td>20.2%</td> </tr> <tr> <td>London</td> <td>44%</td> </tr> <tr> <td>West Midlands</td> <td>22%</td> </tr> <tr> <td>Yorkshire and The Humber</td> <td>17%</td> </tr> <tr> <td>North West</td> <td>16.8%</td> </tr> <tr> <td>East Midlands</td> <td>16.8%</td> </tr> <tr> <td>East of England</td> <td>15.8%</td> </tr> <tr> <td>South East</td> <td>15.6%</td> </tr> <tr> <td>South West</td> <td>9.4%</td> </tr> <tr> <td>North East</td> <td>8.3%</td> </tr> </tbody> </table> <p>On review of national figures produced in 2023, a significantly higher percentage of children at our school - when compared to other schools in the East Midlands area - face the barrier of English being an additional language.</p> <p>Our children arrive with oracy skills that are below expected standards, with little or limited language skills and this makes accessing the curriculum difficult for them. In addition, this means that children at Pear Tree Community Junior school have a lower-than-average range of vocabulary on entry which is an identified barrier to learning.</p>	Region	Percentage of pupils	England	20.2%	London	44%	West Midlands	22%	Yorkshire and The Humber	17%	North West	16.8%	East Midlands	16.8%	East of England	15.8%	South East	15.6%	South West	9.4%	North East	8.3%
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2	<p>There is a high level of mobility within the school year across all year groups. In the year-to-date (December 2023) there have been 34 new starters and 25 leavers, 48% of whom have moved out of scope.</p> <p>Mobility is high, for example:</p> <ul style="list-style-type: none"> • 27% (24 pupils) of Y6 joined after Y3 admission • 15% (13 pupils) of Y5 joined after Y3 admission • 10% (9 pupils) of Y4 joined after Y3 admission 																						

3	<p>Attendance rates of many pupils is below expectations, current rates of persistent absence = 20.38%, this is a result of numerous factors including a lack of awareness concerning the impact of missing education, health factors and family circumstances. This situation is currently being compounded by overwhelmed local housing issues.</p> <p>Whole school attendance year-to-date (7/12/23) = 93.3% with 86 persistently absent (PA) children (attendance below 90%). Attendance for children eligible for pupil premium for this period is 91.28%, however, 81 of all 86 PA children are eligible for pupil premium funding.</p> <p>Supporting evidence from ‘Persistent Absence for Unauthorised Other Reasons: who is at risk? (Persistent absence for unauthorised other reasons: who is at risk? (publishing.service.gov.uk)) Suggests that children who fall into a number of identified categories are more at risk of becoming persistently absent, these risk categories include the following:</p> <ul style="list-style-type: none"> • Being eligible for free school meals in the previous year • Being a child in need or on a child protection plan in the previous year • Being of Gypsy/Roma or Irish traveller ethnicity • Girls <p>School demographic – Roma = 33% WOTH = 13%</p> <p>The current demographic of disadvantaged children fall into multiple risk factors identified above.</p>
4	<p>The social and emotional development of some of our disadvantaged pupils is below expectations as indicated by school assessment data (Leuven Scales). Levels of wellbeing and involvement are inconsistent. When considering their needs reference should be made to Maslow’s Hierarchy of needs, whereby children who have a positive self-image with regard to their own self-esteem will be more successful academically if their social and emotional needs are met.</p>

	
5	<p>The knowledge of the wider world is limited in many of our disadvantaged pupils. This is not offset by the advantages of having lived in another country before moving to England (as is true for many of our disadvantaged children). They have limited enrichment opportunities outside of school.</p> <p>Many of our parents face a language barrier, have a negative view of education and are not fully engaged in their child's learning or the life of the school. This is evident from the relatively low recorded parental engagement figures. It is still true that this situation may be exacerbated as a result of some of our parents having had little or no educational experience themselves.</p>

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
At least good progress in Reading, Writing and Maths	<p>All teaching will be graded as at least effective. At least 40% of teaching will be graded as highly effective.</p> <p>All teaching will be effective in the delivery of evidence-based teaching strategies.</p> <p>All children who are new to English will make accelerated progress in the language proficiency scales.</p> <p>All interventions including school-led tutoring demonstrate pupils make at least good progress in Reading, Writing and Maths skills.</p>

	<p>Sounds Write assessment data indicates accelerated progress in the acquisition of phonics and reading fluency.</p>
<p>Increased % of pupils attaining ARE in Reading.</p>	<p>Pupil outcomes will be tracked effectively across all year groups to ensure that reading results reach at least 65% by the end of key stage two.</p> <p>The number of disadvantaged pupils who achieve ARE will increase with a narrowed gap in performance between this group and non-pupil premium children.</p>
<p>Increased % of pupils attaining ARE in Writing.</p>	<p>Pupil outcomes will be tracked effectively across all year groups to ensure that writing results reach at least 62% by the end of key stage two.</p> <p>The number of disadvantaged pupils who achieve ARE will increase with a narrowed gap in performance between this group and non-pupil premium children.</p>
<p>Increased % of pupils attaining ARE in Maths.</p>	<p>Pupil outcomes will be tracked effectively across all year groups to ensure that maths results reach at least 65% by the end of key stage two.</p> <p>The number of disadvantaged pupils who achieve ARE will increase with a narrowed gap in performance between this group and non-pupil premium children.</p>
<p>Attendance for Disadvantaged pupils to be above 95%</p>	<p>Attendance data reviewed daily to offer support to the most vulnerable.</p> <p>Attendance data reviewed weekly with interventions for targeted families.</p> <p>Class competitions renewed half-termly with incentives implemented every week.</p> <p>Governor attendance reviews completed with key actions and progress.</p> <p>Attendance casework completed on a weekly basis to monitor and provide bespoke intervention for disadvantaged pupils.</p> <p>Representation of disadvantaged pupils as attendance ambassadors.</p> <p>Representation of school at all external events by disadvantaged pupils.</p>

	Attendance at school events, both academic and non-academic will be at least 80%.
Reduce number of incidents of inappropriate behaviour of Disadvantaged Children to ensure learning time is maximised. Reduction in fixed term exclusions.	Reduction in the number of recorded behaviour incidents. No permanent exclusions. Suspensions will be reduced in number due to a culture having been created within school where appropriate and timely support is delivered.
Provide equal entitlement for all children to access a broad and balanced curriculum	Opportunities for all disadvantaged to access enrichment activities. Curriculum is not narrowed for any pupil and access to a full school curriculum is guaranteed. Pupil Development opportunities are accessed by the most vulnerable pupils. Identification of individual need and provision of resources and materials to enable disadvantaged pupils to fully access the curriculum.

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: £133,105

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed QFT by providing CPD in Reading, Writing and Maths.	The following evidence underpins our activity: NFER Research: Leaders of more successful schools emphasise the importance of 'quality teaching first'. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research, which has found that good teachers are especially important for pupils from disadvantaged backgrounds. For poor pupils the difference between a good teacher and a bad teacher is a whole year's learning. 'Successful schools adopt a whole school approach to their use of the pupil premium that delivers on the full potential of every pupil..' (Supporting the attainment of disadvantaged pupils – DfE)	1,2

	<p>EEF's Guidance - Improving Literacy in KS2. Key considerations from the reports included:</p> <ul style="list-style-type: none"> • language acquisition must be a high priority in schools, with explicit strategies for extending vocabulary as well as a language rich environment; • Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication. • Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text. <p>EEF's Guidance - Improving Mathematics in KS2/3. Key considerations from the reports included:</p> <ul style="list-style-type: none"> • Use assessment to build upon pupils' existing knowledge and understanding. • Manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas. • Teach strategies for solving problems. • Enable e pupils to develop a rich network of mathematical knowledge. • Develop pupils' independence and motivation. • Use tasks and resources to challenge and support pupils' mathematics. <p>The CPD offer at Pear Tree Community Junior School includes the provision of additional professional development time for all teachers and Tas. This time is provided once a fortnight.</p>	
<p>Review the 'Sounds Write' Programme to ensure it is improving reading and phonics .</p>	<p>'Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.'</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>'There is every reason to think that those who complete the 'Sounds-Write' training, and subsequently put it into practice, will be in a strong position effectively to deliver teaching that will achieve the outcomes of the DfE core criteria.'</p> <p>(Report by DfE on Sounds-Write)</p>	<p>1,2</p>
<p>Monitor and ensure that pupils are empowered to use their voice and improve Oracy skills through effective speaking and listening skills.</p>	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills – hence the need for developing oracy. Studies show that effective delivery of Oracy sessions has a high impact.</p> <ol style="list-style-type: none"> 1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. 2. The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oracy</p>	<p>1,2</p>

	evidence/teaching-learning-toolkit/oral-language-interventions	
Increase Leadership capacity to strengthen QFT by target setting and effective pupil progress meetings.	NFER Research shows: Senior leaders in more successful schools ensure that staff are willing to do whatever it takes to help each pupil to succeed. They hold every staff member accountable for pupils' progress. They train staff to provide high quality feedback to pupils and adopt the same approach themselves when providing feedback to staff. Having members of SLT leading the development of our Pupil Premium provision will mean that it is high profile across the school https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/a-schools-guide-to-implementation/EEF-Implementation-Recommendations-Poster.pdf	1,2
Embed the role of T&L Lead to deliver Instructional coaching	Use evidence informed teaching strategies based on a range of studies looking at improving the quality of teaching in key areas such as: - Behaviour and Relationships - Explaining and modelling - Questioning and Feedback - Practice and Retrieval – Building secure long-term memory and fluency.	1, 2
Use of additional teachers to reduce class sizes and positively impact on the wellbeing of children within target year groups	Ensure that teacher allocation across year groups is data driven. This academic year, Attendance, academic and sociological has led to the addition of a 4 th Year 6 class. This reduction in class sizes is designed to have a positive impact on the following: <ul style="list-style-type: none"> • Academic outcomes (including reading, writing and maths) • A reduction in instances of seclusion. • An improvement in self-esteem and motivation within lessons. • An improvement in attendance due to more opportunities for class teacher interaction with parents. Additional teaching capacity supports meeting the needs of our most vulnerable learners. https://www.gov.uk/guidance/supporting-pupils-wellbeing	1, 2, 3, 4

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

Budgeted cost: £93, 217 + £44, 783 (Recovery Premium) = £138, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Implement a system of targeted interventions</i>	EEF Toolkit: Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.	1, 2,

<i>using the Shine resources from Rising Stars. (Training)</i>	Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.	
<i>Interventions (Led by TA and additional teachers)</i>	TA's will be deployed by class teachers to deliver 'pre-teach' sessions as well as 'pick up' any misconceptions from lessons following assessment and feedback. The evidence below highlights the impact Tas can have when deployed effectively. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2
Additional Teaching Capacity (Over staffing & Tas)	Additional teaching capacity supports meeting the needs of our most vulnerable learners. https://www.gov.uk/guidance/supporting-pupils-wellbeing	4
<i>Implement a programme of tutoring</i>	By using Pupil Premium funding to subsidise a program of School Led Tutoring we ensure targeted pupils access and benefit from additional 1:1 or small group tutoring sessions. Data analysis based on KS 1 and EYFS milestones are used to create individual flightpaths for pupils which are then used to target support where it is most needed. EEF – https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2

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

Budgeted cost: £154, 160

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance – daily monitoring including home visits and incentives.</i>	https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014 Higher overall absence leads to lower attainment at KS2 and KS4 There's a clear link between poor attendance and lower academic achievement.	3

	<p>Pupils with persistent absence are less likely to stay in education.</p> <p>NFER research shows: more successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school</p> <p>Working together to improve school attendance – GOV.UK (www.gov.uk)</p> <p>Systems and processes developed and maintained within school are aligned with the above guidance document (as of Sept. 2022). Daily home visits and monitoring of attendance is designed to create a more open and articulate channel of communication with families.</p> <p>Funding is utilised to support attendance incentives. The effectiveness of these incentives is regularly monitored, and reasonable adjustments are made.</p>	
<i>Attendance – Weekly / Half termly monitoring providing support and advice to persistent absentees</i>	<p>The document outlines the benefit of regular monitoring, reinforcing expectations and putting whole school strategies in place to improve attendance.</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>Working together to improve school attendance – GOV.UK (www.gov.uk)</p> <p>The above document clearly outlines the expectations of all stakeholders with respect of attendance. Making clear the importance of regular analysis and action planning to reduce the instances of persistent absenteeism.</p>	3
<i>Behaviour</i>	<p>NFER Research shows: Pupils have to be in school and able to pay attention before they can access learning. More successful schools make sure they have really effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. They also have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	3, 4
<i>Wellbeing</i>	Bespoke PSHE curriculum based on our school context is key in	4, 5

<p><i>MarvellousMe Curriculum</i></p>	<p>addressing the specific issues based on our cohort.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p><i>Individual Support and counselling</i></p>	<p>Place2Be counselling services brought in utilising Pupil Premium funding.</p> <p>Leuven Scales are utilised to identify most vulnerable pupils. Wellbeing compass provided by (Evolve) Place2Be.</p> <p>Wellbeing team and Health mentors provide support for children with multiple needs including disadvantaged pupils with SEND.</p> <p>GL PASS surveys are utilised to identify disadvantaged pupils attitudes to school and their learning. This information, and associated supporting materials from the GL website are utilised at whole school, class and individual levels to support children in being ready and at their best in school. This information also supports attendance monitoring and intervention planning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>4</p>
<p><i>Community Communication through regular newsletters, parents workshops, meetings and working with the New Communities team.</i></p>	<p>EEF: Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with children’s academic outcomes. Schools can support parents to engage with their children’s learning in a wide range of ways, for example, by:</p> <ul style="list-style-type: none"> • providing regular feedback on children’s progress, • offering advice on improving the home learning environment <p>https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf</p> <p>Working together to improve school attendance – GOV.UK (www.gov.uk)</p> <p>In line with the above attendance guidance, we strive to create a support network whereby confidence in working with the school increases and families are offered appropriate and accessible workshops and sessions designed to raise the profile and importance of children attending school regularly.</p>	<p>3,4</p>
<p><i>Breakfast Club</i></p>	<p>Department for Education Research Report Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation Research Report March 2017</p> <p>6.1 Hunger and eating habits All the case study school interviewees reported that breakfast clubs were having a real impact on reducing the numbers of children being hungry in the morning. They all believed many of their pupils would not be</p>	<p>3,4</p>

	eating breakfast if the breakfast club was not available. Nearly all of the pupils interviewed said that eating breakfast in school stopped them feeling hungry in class.	
<p><i>Targeted Enrichment Activities</i></p> <p><i>Trips/Residential</i></p>	<p>Subsidise trips and residential visit for all children. Disadvantaged children to have equal access to after school clubs and other curriculum enrichment</p> <p>Since 2009, Paul Hamlyn Foundation's Learning Away initiative has sought to define and evidence the impact of high-quality residential learning and to encourage schools across the UK to commit to providing these experiences for all students.</p> <p>In June 2015, York Consulting published its final independent evaluation of Learning Away residentials, identifying their impacts as well as what it is about the overnight stay that can bring about such positive powerful outcomes for young people long after their return to school.</p> <p>Learning Away full report</p> <p>In addition to supporting the subsidising of school trips. Throughout the school year, funding is utilised to reduce barriers to attending school through the purchase of necessary school uniform and resources required to support disadvantaged pupils in attending school.</p>	5

Total budgeted cost: £425, 265 (costs rounded up)

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 over the period 2020-23 as an analysis of the impact of the last three year strategy.

Reading - Attainment of PP group average = 44% ARE+ (55%)

- Data analysis has shown that there has been a narrowing of the gap over the three year period when comparing the percentages of children attaining EXS and GDS in children who were in years 3 and 5 in 2020-21.

- Data analysed from the 2020-21 year 3 cohort shows that a higher percentage of PP children (children eligible for PP funding) than non-pp children achieve EXS and GDS in reading. This trend has been maintained across the three years of the current strategy.
- The 2020-21 year 5 cohort saw the most positive impact on reading attainment percentages during the three years, narrowing the gap in the percentage of pp children attaining ARE from -21% when compared to non-pp children in the first year to +3% in the second year.
- Likewise the gap was narrowed from -9% to -1% when compared to non-pp children achieving GDS.
- The 2020-21 year 4 cohort saw a widening of the gap in attainment when looking at the percentage of pp children who achieved ARE and GDS moving from -15% when compared to non-pp children in year 1 to -22% in the final year of the strategy. They did, however, show the most positive results in terms of narrowing the gap in attainment with respect of writing.

Writing – Attainment of PP group average = 44% (55%)

- Data analysed for the 2020-21 year 3 cohort shows there has been a closing of the gap for GDS writers, moving to a point in the third year of the strategy where in the second year the performance of pp writers is 7% higher than that of non-pp children and in the third year is in line with performance of non-pp writers.
- The gap in attainment of PP writers in year 3 achieving ARE in writing has marginally widened.
- For the 2020-21 year 4 cohort, statistically the gap has closed, with a difference of -20% achieving ARE in writing when compared to non-pp children in the third year, which is an improvement on the -35% difference when compared to non-pp writers in the first year of the strategy.
- The gap has closed more significantly in pp writers attaining GDS when compared to non-pp where the difference was -21% in year 1 of the strategy when compared to -4% difference in the final year of the strategy.
- There are mixed results in data analysed for the 2020-21 year 5 cohort where the gap widened in the percentage achieving ARE when compared to non-pp writers but narrowed to the point that a higher percentage of pp-writers achieved GDS in the second year of the strategy than their non-pp peers.

School-led Tutoring

Number of children tutored during academic year 2022/23: 155

- Three different Tutoring models were trialled across the year, one per term. Following every iteration an evaluation was completed to help refine the systems and processes around the tutoring program. By the end of the summer term, evaluation and analysis of summer data was completed, and a plan was put in place for tutoring in academic year 2023/23.
- Summer term groups ran with initial and end assessments being completed to track progress linked directly to the tutoring. of these groups the following is true:

Group	Year Group	Progress	% of group who made progress	No Progress

Reading	3	14	82%	3
Maths	3	14	82%	3
Writing	3	8	62%	5
Reading	5	18	95%	1
Maths	5	8	66%	4
Writing	5	8	62%	5

- A significant number of children who received tutoring in the run up to the SAT's were able to achieve their desired outcomes, this information is shown in the below table:

EXS Missed	EXS Achieved	% Achieved	GDS Missed	GDS Achieved	% Achieved
4	13	76%	16	13	45%

Attendance

- Whole-school data trends show an improving trend in attendance figures over the period of the strategy.

Year	Whole school	PA figure
2020-21	91.66%	35.25%
2021-22	91.44%	34.99%
2022-23	92.32%	27.78%

- Whole school attendance this year to date is 93.09% (as of 23/11/23 Heads up doc).
- Current percentage attendance for children eligible for pp funding = 91.2%
- Current percentage attendance for non-pp children = 96.7%
- Positive strategies are currently having a greater impact on non-pp children. This is a situation the new three-year-strategy will seek to address.

Behaviour and Personal Development

- There have been a total of 33 instances of fixed term exclusions recorded on ScholarPack over the three years of the strategy, see table for details:

Year	frequency	No. of pupils	PP	Non-pp	% pp
2020-21	7	5	5	0	100%
2021-22	18	11	9	2	81%
2022-23	8	5	2	3	40%

- Over the three-year strategy, social and emotional support for PP children has led to achieving the 50% (actual percentage 40%) pp children receiving fixed term exclusions figure stated.
- During the third year of the strategy there were only 2 children subject to exclusions who had previously received this sanction.
- Place2be has proved to be an effective use of PP funding in reducing the instance of exclusion through engagement with families and individuals.
- Our bespoke Marvelous Me curriculum has enabled us to create a bespoke model of PSHE that adapts to the needs of the children.
- Re-introduction of Monday assemblies and the Superhero curriculum has raised the level of pride felt by pupils.
- Data collected using PASS Surveys illustrates the impact social interventions, the Superhero curriculum and the use of Place2Be and Brighter Futures has had on PP children's view of the school and of learning with all bar one of the factors being in the top 20 percentiles of all survey data returned in 2023 as shown below:

Free school meals percentiles									
PASS Factor	1	2	3	4	5	6	7	8	9
	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
Yes	27.8	35.2	32.3	32.8	48.4	39.0	37.1	34.8	30.6
No	41.6	52.5	42.5	54.6	48.4	39.0	60.1	46.5	30.6

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
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Place 2 Be – Counselling services	Place 2 Be
Brighter Futures Mentor Programme	Brighter Futures
New Communities	Local Authority

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Narrative about how the trust works. PP peer review.