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# Pupil Premium Strategy Statement

## This statement details Horton Grange Primary 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

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| Detail | Data |
| School name | Horton Grange Primary School |
| Number of pupils in school | 718 |
| Proportion (%) of pupil premium eligible pupils | 29% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Rebecca Marshall |
| Pupil premium leads | Sabia Begum |
| Governor / Trustee lead | Jennie Matthews |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 315,735 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Recovery premium funding allocation this academic year | £31,610 |
| **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 | £ 347,345 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Horton Grange Primary School is committed to ensuring that all pupils regardless of their background and individual challenges, have high aspirations for themselves and achieve academic success across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this success and support them to reach their full potential.  Our pupil premium strategy will consider the challenges faced by our disadvantaged and vulnerable pupils including the wider socio-economic challenges faced by our school community.  **Context**  The latest Index of Multiple Deprivation 2019 ranks Bradford as the 5th most income deprived district in England. There are 14 wards which fall within the 10% most deprived in England and Great Horton is one of these wards. |

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| Great Horton is in the 10% most deprived areas in England for: Employment, Income, Education Skills and Training, Crime and Living Environment. Great Horton is also in the second most deprived decile for Health and Disability.  Our strategy ensures that the barriers to education and development are identified early and addressed effectively to ensure any differences in attainment, achievement, and opportunity between those children who are disadvantaged, and other learners is diminished. At the heart of our approach is high-quality teaching, robust diagnostic assessments, high quality resources and proven strategies and programmes to support all pupils in their learning and progress. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside the progress of their disadvantaged peers.  **Overarching Aims**   * To diminish the attainment gap between disadvantaged and non-disadvantaged pupils * To build the cultural capital of children from disadvantaged backgrounds through a broad and balanced curriculum; opportunities to take part in extra-curricular activities, visits and experiences to build on skills and knowledge * To develop high levels of literacy, language and communication skills * To ensure disadvantaged pupils attend school regularly and on time * To develop stronger more supportive and nurturing home environments * To support parents in understanding and developing confidence in addressing their children’s needs * To support the well-being of disadvantaged pupils * To raise aspirations of pupils and the wider school community |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Assessments and observations suggest that disadvantaged pupils generally have greater difficulty with development of phonic skills than their peers (this has been exacerbated by COVID pandemic). This negatively impacts on their development as readers. |
| 2 | Assessments, observations and discussions with pupils indicates that in reading disadvantaged pupils find inference more difficult than their peers. This is partly contributed to limited exposure to the nuances of language used in a variety of contexts. |
| 3 | Due to the impact of the COVID pandemic, assessments and observations show that all elements of writing have been adversely affected across KS1 and KS2. Assessments and discussion with pupils indicate that they find writing more difficult than their peers. |
| 4 | Assessments and observations indicate that a greater proportion of disadvantaged pupils find reasoning and problem solving more challenging than their peers as they struggle with the language and context in which the problems are rooted. |
| 5 | Our assessments, including discussion with pupils, parents, carers and external agencies have identified an increasing number of pupils with social and emotional developmental needs. This includes dealing with anxiety, bereavement, domestic abuse and lack of social interactions beyond their immediate family. National studies also indicate that this has impacted on disadvantaged pupils to a greater extent than their peers. |
| 6 | From our day-to-day interaction with our parents, we know that a significant number lack confidence and the perquisite skills and knowledge to a) support their children with their learning at home b) to articulate their abilities and needs. |
| 7 | Persistence absence particularly due to extended leave, heightened because of COVID and families being unable to travel during the pandemic. Reduced resilience with some families and change in attitude towards importance of attendance and punctuality |
| 8 | Assessments and teacher observations indicate that the progress of higher attaining pupil premium children reaching higher standards in reading, writing and maths is lower compared to their peers. This is a result of a) a significant number of parents having low aspirations and expectations b) lack of exposure to rich vocabulary at home (is exacerbated due to COVID) c) a significant number of our pupils come from homes where English is not spoken d) a number our more able disadvantaged pupils have become more passive and lack resilience in terms of approaching cognitively challenging learning (this has become more evident following COVID pandemic) |
| 9 | Discussion with pupils supported by national research indicates that pupils from disadvantaged backgrounds have limited life experiences and opportunities to access cultural and sporting activities. |
| 10 | Observations and teacher assessments show that many children including pupil premium, enter Reception with skills below what is typical, particularly in communication and language. Underdeveloped oral language skills continue to be a barrier particularly for pupil premium pupils in KS1 and KS2 |

## 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.

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| Intended outcome | Success criteria |
| 1. Disadvantaged pupils develop high levels of literacy, language and communication skills | * Language/communication difficulties are identified early and early intervention is put in place and this is evidenced through provision mapping * Triangulated evidence from pupil observations, pupil discussions teacher observations, book scrutiny and ongoing formative assessments demonstrate disadvantaged pupils have high levels of oracy, increased confidence in communication and use a wider breadth of vocabulary * Disadvantaged pupils demonstrate increased phonics knowledge, skills and retention. As a result, a) reading fluency improves b) disadvantaged pupils' phonics screening check outcomes are inline or better than non-disadvantaged pupils nationally * Disadvantaged pupils' outcomes in writing are in line with non-disadvantaged pupils nationally including at the higher standard * A significant increase in disadvantaged pupils reading more regularly at home * Reading assessments show significant progress in fluency in disadvantaged pupils |
| 1. Disadvantaged pupils continue to attain at least in line with their non-disadvantaged peers nationally in reading, writing and maths | * The difference between disadvantaged children’s attainment and their non-disadvantaged peers in reading, writing and maths diminishes as children move through school * More able disadvantaged pupils achieve the higher standard at least in line with their non- disadvantaged peers nationally in Reading, Writing and Maths * Evidence from formative and summative assessments show that disadvantaged pupils receive targeted intervention early to accelerate progress * Impact and evaluations of interventions demonstrate that they are of a high quality and achieve targeted outcomes |
| 1. Disadvantaged pupils attend school regularly | * Disadvantaged pupils’ attendance is inline or better than non-disadvantaged children nationally * Persistence absence for disadvantaged pupils is lower than the national figure * Whole school attendance is inline or better than the national average |
| 1. Disadvantaged pupils develop high levels of cultural capital | * Parental surveys, qualitative data from pupil voice and the school's curriculum demonstrate that disadvantaged pupils have access to a wide, rich set of experiences and opportunities to develop their talents and interests within the school day and as part of extra-curricular activities beyond the school day * There is strong take-up by disadvantaged pupils of the extracurricular opportunities provided by the school * 100% of disadvantaged pupils access all school trips and visits planned for their class * School’s curriculum as evidenced by pupil voice, lesson observations and book scrutiny show disadvantaged pupils are exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) the school day * Disadvantaged pupils are able to articulate themselves confidently in a range of context * The abilities and talents of disadvantaged pupils will become more evident * Disadvantaged pupils’ aspirations will increase |

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| 1. Disadvantaged pupils access a broad and balanced curriculum | * The curriculum is ambitious for disadvantaged pupils * Monitoring and evaluation activities evidence that quality first teaching and high-quality work is embedded for disadvantaged pupils * Disadvantaged pupils have access to a rich and broad range of vocabulary * Problem solving and reasoning opportunities are key threads of curriculum implementation |
| 1. Disadvantaged pupils are supported and nurtured at home by parents who understand and are confident in addressing their child’s needs | * 100% of disadvantaged pupil’s parents/carers attend parents' evenings * Good attendance at parental workshops/ classes and assemblies and other school events by the parents of disadvantaged pupils * Parents are provided with information on how to support their child’s learning at home, including information about the school’s methods for teaching individual subjects * Parental surveys and discussions demonstrate that parents feel that the school provides them with information about how to support their child’s learning at home, including information about the school’s methods of teaching reading, writing and maths and how to help their children learn to read * Parents know what their child is learning and how to help them to improve |
| 1. Disadvantaged pupils demonstrate high levels of well-being | * Monitoring shows that all pupils including disadvantaged pupils are highly motivated and show high levels of engagement in all areas of learning * Monitoring shows that all pupils including disadvantaged pupils are resilient in the face of challenges * Qualitative data from pupil discussions and observations show pupils can recognise their own wellbeing needs and have strategies to support their own and others wellbeing * There is a good level of participation from pupils and families accessing support from external agencies and organisations means that a) pupils individual well-being needs are effectively met b) disadvantaged pupils consistently demonstrate high levels of well-being in school |

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£233,185**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Accredited training to new staff on delivering Bug Club phonics DFE Validated Systematic Synthetic Phonics Programme ‘Bug Club Phonics’ to secure strong phonics teaching for all pupils  Work alongside the English Hub to embed new phonics programme | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. Research for the OFSTED framework highlights the point that if pupils cannot read, they will not be able to access the curriculum and will be disadvantaged for life.(EEF phonics = +4 months)  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 1,2 and 3 |
| CPD to continue to ensure teachers and teaching assistants have the most current and up to date skills and knowledge to deliver quality first teaching and support across the curriculum.  Continuing to ensure new and previous initiatives are effective. | A key factor for attainment and progress is effective teaching, as highlighted by the Sutton Trust’s 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.  EEF evidence also suggests that teaching assistants have a good impact on pupils' attainment and progress if they are trained well in the interventions and support, they are delivering.  Teacher development Trusts Developing Great teaching  Department for Education Standards for Teacher’s Professional Development Implementation Guidance  [Pupil\_Premium\_Guidance.pdf (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf)  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants>  <https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/closing-the-attainment-gap?utm_source=/support-for-schools/bitesize-support/closing-the-attainment-gap&utm_medium=search&utm_campaign=site_search&search_term=well>  <https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf>  <https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf> | 1,2,3, 4, 8 and 10 |
| Purchase of standardised diagnostic assessments | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support or challenge through interventions or teacher instruction:  [Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/)  <https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/closing-the-attainment-gap?utm_source=/support-for-schools/bitesize-support/closing-the-attainment-gap&utm_medium=search&utm_campaign=site_search&search_term=well> | 1,2,3, 4, 8 and 10 |
| CPD and training in research on best pedagogy to support learning e.g. cognitive load, retrieval practice, metacognition and developing early writing, | Continue to develop staff’s understanding on how to structure and deliver new content to support pupils in acquiring and securing knowledge and skills. Evidence from Sutton’s Trust research (2011) indicates that use of proven effective pedagogy results in improved outcomes and greater progress for pupils.  Embed writing structures and effective pedagogies in developing writing skills.  <https://www.cese.nsw.gov.au//images/stories/PDF/Cognitive_load_theory_practice_guide_AA.pdf>  <https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf>  <https://educationendowmentfoundation.org.uk/public/files/Writing_Approaches_in_Years_3_to_13_Evidence_Review.pdf>  <https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1670402330>  https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy\_KS1\_Guidance\_Report\_2020.pdf | 1,2,3, 4, 8 and 10 |
| Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Including purchasing external consultancy and resources to support delivery. | Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.  We will purchase resources and fund ongoing teacher training and release time.  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2>  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1> | 2,3,10 |
| NACE accreditation programme | Ensuring curriculum continues to meet the needs of more able learners including those from a disadvantaged background who are at risk of not reaching their full potential.  Various research evidence from Suttons Trust indicates that raised teacher expectations results in higher outcomes for all pupils.  <https://www.nace.co.uk/blogpost/1814360/374979/Why-focus-on-more-able-learners>  <https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf>  [Research: the consequences of Covid for teachers and leaders (schoolsweek.co.uk)](https://schoolsweek.co.uk/what-are-the-consequences-of-covid-for-school-leaders-and-teachers/)  <https://www.nace.co.uk/page/Essentials15> | 2,3,4,6,8,9,10 |
| Accessing Music Support Service to provide music lessons so that all pupils have an opportunity to learn how to play a musical instrument across KS2. | Research would suggest that pupils from poorer backgrounds are less likely to take part in music activities and be able to access additional music classes.  <https://www.classicfm.com/music-news/poor-children-miss-out-music-dance/>  <https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility>  <https://www.ukonward.com/wp-content/uploads/2022/11/Beyond-school-enrichment-report-onward.pdf> | 9 |

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

Budgeted cost: **£ *45,160***

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Rapid Readers intervention programme.  CPD on how to deliver the intervention so that it has maximum impact.  Deployment of HLTA’s, TA’s and Teachers to deliver intervention | A key factor for attainment and progress is effective teaching, as highlighted by the Sutton Trust’s 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.  EEF evidence also suggests that teaching assistants have a good impact on pupils' attainment and progress if they are trained well in the interventions and support, they are delivering.  Teacher development Trusts Developing Great teaching  Department for Education Standards for Teacher’s Professional Development Implementation Guidance  Evidence supports that 1:1 and small group interventions, particularly structured interventions have a good impact on raising attainment of pupils struggling in aspects of literacy  <https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support>  <https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=interventions%20teac>  [Pupil\_Premium\_Guidance.pdf (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf)  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants>  <https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/closing-the-attainment-gap?utm_source=/support-for-schools/bitesize-support/closing-the-attainment-gap&utm_medium=search&utm_campaign=site_search&search_term=well>  <https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf>  <https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf> | 2, |
| Rapid Readers CPD on how to deliver the intervention so that it has maximum impact for new staff.  Deployment of HLTA’s, TA’s and Teachers to deliver intervention | Evidence supports that 1:1 and small group interventions, particularly structured interventions have a good impact on raising attainment of pupils struggling in aspects of literacy  <https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support>  <https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=interventions%20teac>  See underlying research above | 1,2 |
| Targeted intervention in maths and reading | Evidence indicates that there has been a significant impact following school closures on attainment and progress in maths and reading. On average pupils have fallen behind by 2.0 and 2.3 months of progress in reading and between 3.1 and 3.6 months in mathematics. Evidence indicates that those from disadvantaged backgrounds have had a greater impact on lost learning compared to their peers from more affluent backgrounds. Some of these pupils will require targeted intervention to close the attainment gap, particularly those pupils who are from disadvantaged backgrounds  <https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support>  <https://sandbox.educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment?utm_source=/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment&utm_medium=search&utm_campaign=site_search&search_term=COVID%20IM> | 2,4,8 |
| Recruitment and deployment of teaching assistants to deliver bespoke academic interventions across the curriculum | EEF evidence also suggests that teaching assistants have a good impact on pupils' attainment and progress if they are trained well in the interventions and support, they are delivering. EEF research suggest teaching assistants have a positive impact on pupil engagement.  <https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support>  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants>  <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback> | 1,2,3,4,5,8,10 |
| Continue to employ a Speech and Language Therapist/Language Development Worker targeting pupils with speech impediments and delays in language development as early as possible | EEF research suggests Oral language intervention can improve attainment by +6months. The EEF suggest: ‘*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, which may affect their school experience and learning later in their school lives.*  *Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.’*  <https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&utm_medium=search&utm_campaign=site_search&search_term=language> | 1,10 |

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

Budgeted cost: **£ *69,000***

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Training and deployment of Mental Health Lead, Mental Health First Aiders and Mental Health Champions | Research indicates that pupils have suffered from various traumas, insecurities, and challenges during the COVID pandemic that will impact on their social interactions with peers, transition to school and readiness and ability to learn. Pupils from disadvantaged backgrounds have been disproportionality impacted. Targeted support will be required to enable these pupils to overcome their challenges and maintain a good level of well-being.  [Impacts of lockdown on the mental health of children and young people | Mental Health Foundation](https://www.mentalhealth.org.uk/publications/impacts-lockdown-mental-health-children-and-young-people)  [Children and young people’s mental health: prevention evidence - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/children-and-young-peoples-mental-health-prevention-evidence) | 5,7 |
| Development and training of Pastoral worker x 2 | EEF recommendations ‘Working with Parents to Support Children’s Learning’ recommends offering more sustained and intensive support where needed. Pastoral Workers will support parents in accessing appropriate services, classes and workshops and will also support in building a strong, trusting relationship between parents and school.  [Pupil Premium Parental Engagement - The School Planner Co](https://www.schoolplanner.co.uk/blog/pupil-premium-engagement/)  [Impacts of lockdown on the mental health of children and young people | Mental Health Foundation](https://www.mentalhealth.org.uk/publications/impacts-lockdown-mental-health-children-and-young-people)  [Children and young people’s mental health: prevention evidence - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/children-and-young-peoples-mental-health-prevention-evidence)  <https://sandbox.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents> | 5,6,7 |
| Employing attendance officer to monitor trends in attendance and identify and intervene early to improve attendance for pupils.  Carry out regular home visits and offer appropriate support to families to improve attendance.  Refer families to appropriate agencies for support  Create robust procedures that are implemented consistently to monitor attendance  including reward systems to encourage good attendance | DFE published research that showed a link between school absence in KS2 and lower attainment results at the end of KS4. Improving attendance for pupils will improve their academic outcomes. Use of attendance officer follows DFE guidance.  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-and-KS4-2013-to-2014-academic-year.pdf>  <https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities>  <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance> | 7 |
| Maintenance of IT equipment for pupils from disadvantaged backgrounds to access learning at home | EEF and Sutton Trust research indicates that pupils from disadvantaged backgrounds did not have the same access to online learning and this increased the attainment gap.  <https://www.suttontrust.com/our-research/remote-learning-the-digital-divide/> | 9,1,2,3,4,8 |
| Resources to support learning beyond the school day including materials to write and record learning, online resources and workbooks | Research indicates that parents from poorer socioeconomic backgrounds struggle to purchase and provide their children with resources to support them with their learning at home.  <https://www.suttontrust.com/our-research/covid-19-and-social-mobility-impact-brief/> | 9,1,2,3,4,8 |
| Breakfast Club to provide pupils with a free breakfast in order to ensure good health and support pupils’ concentration levels. | EEF research indicates improved attendance, concentration and attainment, particularly for pupils in KS1 as a result of attending a breakfast club  <https://sandbox.educationendowmentfoundation.org.uk/news/eef-statement-republication-of-the-evaluation-of-school-breakfast-clubs?utm_source=/news/eef-statement-republication-of-the-evaluation-of-school-breakfast-clubs&utm_medium=search&utm_campaign=site_search&search_term=breakfas>  [Breakfast clubs work their magic in disadvantaged English schools - Institute For Fiscal Studies - IFS](https://ifs.org.uk/publications/8714) | 9 |
| Subsidising educational visits and visitors/workshops and residentials for pupils from disadvantaged backgrounds | It is widely acknowledged that children from disadvantaged backgrounds may have limited access to the cultural experiences and arts activities that children from wealthier backgrounds generally take for granted, such as family visits to theatres, museums and galleries. This is particularly true for the pupils in our school. They often lack financial support from their parents/carers for such things as extra-curricular, musical instrument tuition or performance workshops. Quite simply, they may lack the ‘cultural capital’ of their peers and their only opportunities for such activities are those provided through school. | 9 |
| After school clubs delivered by teaching staff: Sports, crafts etc. | The Social Mobility Commission report highlights disparities in children’s participation rates across a wide range of extra-curricular activities and recommends that government increases the capacity of schools to provide extra-curricular activities and provision. This will support children in developing the ‘soft skills’ such as team work, self-esteem, confidence that gives pupils the ‘cultural capita’ they need to succeed.  <https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility>  <https://www.ukonward.com/wp-content/uploads/2022/11/Beyond-school-enrichment-report-onward.pdf> | 9 |
| Delivery of SEL interventions  Training of staff to deliver SEL (Social and Emotional Learning) interventions | EEF Key findings suggests:  *‘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.*  *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.’*  <https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&utm_medium=search&utm_campaign=site_search&search_term=social> | 5 |
| Develop Positive Relational approach across school | Research suggests that positive relations between pupils and teachers; developing pupils self-regulation and reflective ability helps to embed positive learning behaviours and attitudes. It also reduces incidents of challenging behaviour in the classroom.  <https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf?v=1670402458> | 5,7 |

**Total budgeted cost: £ 347,345**

# 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.

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| We have analysed the performance of our school’s disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. To help us gauge the performance of our disadvantaged pupils, we compared their results to those for disadvantaged and non-disadvantaged pupils at national level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils within school.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **KS2** | **2023** | **Reading** | **Writing** | **Maths** | | **School**  **National** | 70  73 | 76  72 | 83  73 | | **Disadvantaged** | **School**  **National** | 62  60 | 65  58 | 77  59 | | **Non-Disadvantaged** | **School**  **National** | 75  78 | 84  77 | 87  79 | | **Progress Measure** | **School**  **School Disadvantage**  **National Disadvantage**  **School Non-disadvantage**  **National Non-disadvantage** | +1.51  +3.47  -0.86  +0.41  +0.4 | +4.32  +4.15  -0.68  +4.43  +0.34 | +7.17  +7.52  -1.04  +6.97  +0.49 |   Disadvantaged pupils progress measures are significantly above the progress measures of disadvantaged pupils nationally in reading, writing and maths. The progress measure of disadvantaged pupils compared to their non-disadvantaged peers in school is significantly above in reading and above in maths. Attainment of disadvantaged pupils in reading, writing and maths is also above the national for disadvantaged pupils for reading and significantly above in writing and maths. However, there is still a significant attainment gap between disadvantaged pupils compared to their non-disadvantaged peers nationally in reading and writing.  **Exceeding**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **KS2**  **Exceeding (Higher Standard)** | **2023** | **Reading** | **Writing** | **Maths** | | **School**  **National** | 27  29 | 24  13 | 53  24 | | **Disadvantaged** | **School**  **National** | 24  18 | 9  7 | 38  13 | | **Non-Disadvantaged** | **School**  **National** | 29  34 | 33  16 | 62  29 |   Disadvantaged pupils achieving the higher standard is significantly higher than disadvantaged pupils nationally in maths and reading and slightly above in writing. In maths, disadvantaged pupils achieving the higher standard is significantly above their non-disadvantaged peers nationally. However, significant difference remains between the percentage of disadvantaged pupils achieving the higher standard in writing and maths compared to their non-disadvantaged peers nationally and within school.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **KS1** | **2023** | **Reading** | **Writing** | **Maths** | | **School**  **National** | 61  68 | 53  60 | 62  70 | | **Disadvantaged** | **School**  **National** | 50  54 | 44  44 | 53  56 | | **Non-Disadvantaged** | **School**  **National** | 67  73 | 58  65 | 67  75 |   Attainment of disadvantaged pupils broadly in line with attainment of disadvantaged pupils nationally but there is a significant attainment gap between non-disadvantaged peers nationally. However, this is reflective of the national attainment gap difference between disadvantaged and non-disadvantaged pupils.   |  |  |  | | --- | --- | --- | | **Phonics** |  | **2023** | | **School**  **National** | 81  79 | | **Disadvantaged** | **School**  **National** | 75  67 | | **Non-disadvantaged** | **School**  **National** | 84  82 |   Disadvantaged pupils passing phonic screening check significantly above disadvantaged peers nationally. Gap between percentage of disadvantaged pupils passing phonic screening check compared to their non-disadvantaged peers nationally is significantly lower than the national trend.   |  |  | | --- | --- | | **Intended Outcome** | **Impact** | | 1. Disadvantaged pupils develop high levels of literacy, language and communication skills | -Disadvantaged pupils are performing well in their phonic screening checks with 75% passing the check at the end of Y1  - Implementation of Bug Club Phonics, CPD around early reading and quality first teaching from staff has been extremely effective and narrowed the attainment gap of disadvantaged pupils passing their phonic screening check. -Small group phonic sessions and targeted phonic interventions in year 1 and year 2 ensured disadvantaged pupils were given targeted support, which resulted in accelerated progress.  -There is an increase in the percentage of disadvantaged pupils achieving the higher standard in reading, writing and maths in KS2 compared to their prior attainment in KS1.  - Employment of speech and language therapist has ensured the early identification of speech and language impediments and delays and timely and effective support to address needs. | | 1. Disadvantaged pupils continue to attain at least in line with their non-disadvantaged peers nationally in reading, writing and maths | -The performance of disadvantaged pupils by the end of KS2 is significantly above the performance of disadvantaged pupils nationally both at the expected lever and at the higher standard. Progress of disadvantaged pupils by the end of KS2 is also significantly above the national average. The attainment of disadvantaged pupils compared to non-disadvantaged pupils is broadly in line in maths and significantly higher than their non-disadvantaged peers in the higher standard nationally. However, the attainment gap in reading and writing is still significantly below the attainment of non-disadvantaged pupils. Although the attainment gap is less than the attainment gap nationally, it is reflective of the national trend.  -Although the attainment gap for writing between disadvantage and non-disadvantaged is apparent, progress measures show that pupils are making progress from their individual starting points.  - Effective CPD offer to support staff and teaching staff has ensured consistent high-quality teaching and learning across the curriculum, particularly evident in the implementation of the mastery approach in maths. | | 1. Disadvantaged pupils attend school regularly | -Absence of disadvantaged pupils was 8.78% compared to 7.5% nationally for primary schools. The absence of disadvantaged pupils is lower than the national average for disadvantaged pupils, which was 10.8% (from the last statistics released from DFE March 2023). This demonstrates that the work being carried out is having an impact on improving attendance for disadvantaged pupils.  -Whole school absence was 7.62% , which is broadly in line with national absence but significantly lower than Bradford, which was 10%.  -Persistent absence for disadvantaged pupils is 33.05% compared to 37.2% nationally (from the last statistics released from DFE March 2023).  -This demonstrates the impact of the attendance officer to support families in building resilience and implementing robust procedures to monitor and encourage regular attendance in school.  -Effective use of breakfast club to support disadvantaged and vulnerable families to access a nutritious start to the day and encourage regular attendance and punctuality. | | 1. Disadvantaged pupils develop high levels of cultural capital | - Subsidising school residential increased the proportion of disadvantaged pupils taking part.  -All disadvantaged pupils took part in trips and visits planned for their class  -Parental surveys, qualitative data from pupil voice and the school's curriculum demonstrate that disadvantaged pupils have access to a wide, rich set of experiences and opportunities to develop their talents and interests within the school day and as part of extra-curricular activities beyond the school day. This has included: participation of pupils in wider community events such as Junior Road Safety team, creation of school anthem, taking part in debating competitions and taking part in sporting experiences. As well as visiting the theatre, art galleries and museums. | | 1. Disadvantaged pupils access a broad and balanced curriculum | -Monitoring and evaluation including external reviews such as the IQM award confirms that the curriculum is ambitious for disadvantaged pupils and all pupils.  -Observations, pupils work, discussions and external montitoring demonstrate that all pupils are accessing a broad and balanced curriculum | | 1. Disadvantaged pupils are supported and nurtured at home by parents who understand and are confident in addressing their child’s needs | -Deployment of pastoral workers to support vulnerable families in accessing services and providing opportunities for parents to develop and take part in own personal development. This has built strong relationships between school and home and also raising community aspirations.  - Data demonstrates that the majority of disadvantaged pupil’s parents/carers attend parents' evenings, those that were unable to attend received a telephone consultation so that information about their child’s progress and achievements could be shared  - High engagement and attendance at parental workshops/ classes and assemblies and other school events by the parents of disadvantaged pupils  -Positive feedback from parents about the information and resources provided to support their child’s learning at home, including information about the school’s methods for teaching individual subjects  -Parent feedback shows that parents know what their child is learning and how to help them to improve | | 1. Disadvantaged pupils demonstrate high levels of well-being | -High engagement and participation of parents in workshops and classes that have been delivered to support families. Examples include but are not limited to: Family Link Programmes/ Neessie group/ Autism awareness group and Open Classrooms.  -Early identification and timely targeted intervention for pupils requiring additional SEMH support has ensured that their individuals needs have been appropriately met.  -Pupils individual well-being needs are effectively met through use of additional support and targeted intervention accessed via: Inspiring neighbourhoods, Barnardos, Young Carers, Buddies and Bereavement support.  -Observation and monitoring demonstrate that disadvantaged pupils' show high levels of well-being in school.  -Reactive, robust and progressive PSHE curriculum supports pupils in recognising and supporting their own and others wellbeing needs demonstrated through monitoring and observations.  -Observations, monitoring and pupil discussion demonstrates that pupils are highly motivated and show high levels of engagement in all areas of learning.  -PIWS supported families in accessing relevant services and securing support packages and grants for families that required it. This included food parcels, white goods and clothing.  -Implementation of the Positive Relational Approach has facilitated pupils in managing emotions and reducing low-level disruption and distractions. |   Based on all the information above, we are at present on course to achieve many of the outcomes we set out to achieve by 2024 as stated in the Intended Outcomes section above.  Aspirations for the attainment of our disadvantaged pupils is extremely aspirational and above what has yet to be achieved nationally. Although our disadvantaged pupils are performing better than their disadvantaged peers nationally and the gap between national non-disadvantaged pupils and disadvantaged pupils nationally is decreasing, the gap in attainment still remains.  Our evaluation of the approaches delivered last academic year indicate that use of diagnostic assessments have supported in identifying the key gaps in knowledge and skills to support pupils particularly disadvantaged pupils, which resulted in accelerating their progress as demonstrated by the progress measures at the end of KS2.  We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes. |
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## 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 |
| Inclusive PE sessions all abilities. | Jasmineactive.com |
| Maths and English small group interventions. | www.risingstars-uk.com |
| Increasing pupil wellbeing and attendance. | www.marvellousme.com |
| Communication with parents | EduSpot and Marvellous Me |
| Maths Jam | Pearson |
| Maths Timetables Timetable Rockstars | Maths Circle |
| Maths Numbots | Maths Circle |
| Curriculum Maestro | Cornerstone Education |
| Language Angels | Languageangels.com |
| White Rose Maths | White Rose Education |

## 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)**

**Reviewing challenges**

**The following challenges have some additional information after review.**

**Challenge 2**

Assessments and observations continue to show that disadvantaged pupils continue to find aspects of writing challenging and this is also a result of the ongoing impact of the COVID pandemic across KS1 and KS2. Assessments and discussion with pupils indicate that they find writing more difficult than their peers.

**Challenge 5**

Current Y2, Y3 and Y4 children are displaying behaviours that challenge due to increase prevalence of ACES. Pupils in this year group were impacted by the COVID pandemic. Increase in referrals to Early help.

**Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

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 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](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation) 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.

The gap in attainment in reading and writing is the key focus for this academic year. Further CPD will be delivered to develop dialogic talk which will then support pupils in being to express their ideas and transfer this into their writing. Additional opportunities will be provided to work with authors and explore further opportunities to stimulate writing and develop writing skills.

Further opportunities to develop the love of reading through reward schemes. Targeted interventions via small group sessions and 1:1 to accelerate the progress of disadvantaged pupils and narrow the attainment gap between disadvantaged pupils and their non-disadvantaged peers.

Use of DFE grant to train a mental health lead in school to promote and facilitate the mental health and well-being of pupils

Due to the increase in pupils requiring SEMH intervention and specialist knowledge - employment of an SEMH worker to carry out 1:1 and small group interventions

Continued CPD to support in the development of knowledge and skills in adapting teaching and learning to meet the needs of pupils with SEND