

## Pupil premium strategy statement

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 the outcomes for disadvantaged pupils last academic year.

### School overview

| Detail                                                                                                          | Data             |
|-----------------------------------------------------------------------------------------------------------------|------------------|
| Number of pupils in school                                                                                      | 96               |
| Proportion (%) of pupil premium eligible pupils                                                                 | 20%              |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2021-2024        |
| Date this statement was published                                                                               |                  |
| Date on which it will be reviewed                                                                               | 31.10.2023       |
| Statement authorised by                                                                                         | K Magner/J Haigh |
| Pupil premium lead                                                                                              | K Magner         |
| Governor / Trustee lead                                                                                         | J Anderson       |

### Funding overview

| Detail                                                                                                                                                                                                                                                                                                                                                  | Amount  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Pupil premium funding allocation this academic year                                                                                                                                                                                                                                                                                                     | £27'660 |
| Recovery premium funding allocation this academic year                                                                                                                                                                                                                                                                                                  | £2'755  |
| Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )<br><br><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £0      |
| <b>Total budget for this academic year</b><br><br><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>                                                                                                                                                                  | £30'415 |



## Part A: Pupil premium strategy plan

### Statement of intent

At Shardlow Primary School we want all pupils to Aspire, Achieve and Thrive during their time with us and beyond.

Our ultimate aims for all of our children are;

- Aspire- to develop a long term love of learning and a desire to achieve
- Achieve- to fulfil their potential; achieving their best across the curriculum
  - Thrive- for all of our children to feel happy, healthy and safe.

We aim to do this by;

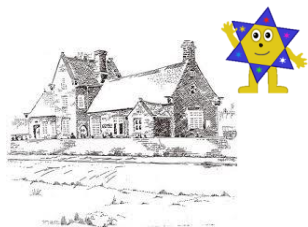
- Creating a kind, caring, positive and nurturing school community where every child feels valued
- Providing a rich, stimulating curriculum delivered through high quality teaching
- Having a secure understanding of the needs of our pupils; using swift intervention and support where any of the above aims could be compromised

We recognise that our pupils in receipt of the pupil premium face specific barriers to achieving our ultimate aims and at Shardlow Primary School we are determined to use our Pupil Premium funding to provide the support and opportunities necessary to help our children overcome these barriers.

We do this by ensuring our pupil premium strategy follows these core principles;

- We use the latest Education Endowment Foundation Guide to develop an evidence informed approach
- Barriers, challenges and successes are identified and measured using a range of information including summative and diagnostic assessment information which identifies needs in different areas including both academic and social and emotional needs.
- High quality teaching is at the heart of our approach- this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

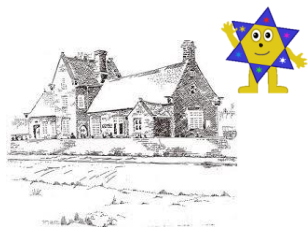
Staff delivering targeted academic support are given appropriate support and training



## Challenges

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

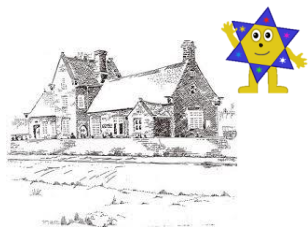
| Challenge number | Detail of challenge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This is also reflected in our locality where this is core focus for the Derby Social Mobility group. This under development impacts upon all areas for the curriculum and notably attainment in Reading, Writing and Maths.                                                                                                         |
| 2                | Assessment information (internal; summative and diagnostic), indicates that attainment in Reading, Writing and Maths has dropped for disadvantaged pupils in since 2019. Attainment for pupils in Key Stage 1 appears to have been more affected by the school closures than other phases and this is reflected nationally (EEF: Assessing the impact of Covid-19 school closures on pupil outcomes in Key Stage 1).                                                                                                                                                                                                             |
| 3                | Assessment information (internal data; summative and diagnostic) and discussions with staff show that disadvantaged pupils have greater difficulties with reading fluency (including but not limited to phonics) than their peers.                                                                                                                                                                                                                                                                                                                                                                                               |
| 4                | Assessment information and observations indicate that in the last three years pupils in EYFS are starting with greater needs in the prime areas of the EYFS curriculum, with 25% of disadvantaged pupils in the last three years needing additional support in the three prime areas and this is an upward trend. This is considered to be as a result of inequalities in school preparedness and access to high quality early years provision prior to starting school.                                                                                                                                                         |
| 5                | Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to a lack of social engagement and enrichment opportunities during school closures. These challenges particularly affect disadvantaged pupils, including their attainment.<br><br>Referrals for support have markedly increased during the pandemic. 37% pupils (21% of whom are disadvantaged) currently require additional support with social and emotional needs, with 20% (37% of whom are disadvantaged) receiving small group interventions. |
| 6                | Recent attendance monitoring shows that there is an emerging concern around the percentage of disadvantaged pupils identified for persistent absence and persistent lateness compare with non-disadvantaged pupils. Currently 6% of pupils have been identified as at risk of persistent absence and or persistent lateness (Covid exceptions applied) and of these children 67% of them are disadvantaged pupils.                                                                                                                                                                                                               |



## 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                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Improved oral language and vocabulary skills amongst disadvantaged pupils.                                                              | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.                                                                                 |
| Improved attainment for disadvantaged pupils in key stage 1 in reading, writing and maths.                                              | Attainment for disadvantaged pupils in Key Stage 1 is above national average in 2024.                                                                                                                                                                                                                                                      |
| Disadvantaged pupils reading fluently allowing them to comprehend and engage with texts at a deeper level.                              | By 2024-<br>All disadvantaged pupils pass the year 1 phonics screening check.<br>All disadvantaged pupils in Year 2 upwards have an oral reading fluency score above 90.<br>All disadvantaged pupils are assessed by their teachers to be reading with age related prosody.                                                                |
| Disadvantaged pupils leaving EYFS have the knowledge and skills for them to access the Key Stage 1 curriculum.                          | By 2024-<br>All pupils in EYFS (including disadvantaged pupils) achieve a good level of development by the end of EYFS, despite individual starting points.                                                                                                                                                                                |
| Disadvantaged pupils' social and emotional needs are understood and swift, supportive intervention helps to ensure these needs are met. | Pupil voice shows that pupils feel happy, healthy and safe in and out of school. Where intervention has occurred these have shown positive outcomes for pupils and that needs are being met.<br>Following consistent access to face to face education, there has been a reduction in the number of referrals for group and/or 1:1 support. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.                                       | By 2024;<br>No pupils are persistently absent or late, including disadvantaged pupils<br>Disadvantaged pupil attendance is in line with non-disadvantaged and above 97% overall.                                                                                                                                                           |



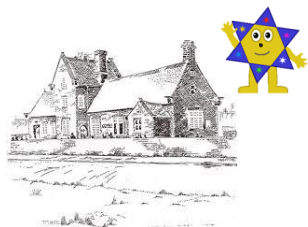
## Activity in this academic year

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: £12'500

| Activity                                                                                                                                                                                                                          | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Continue to embed the Read, Write Inc phonics programme including development training.                                                                                                                                           | The EEF Read, Write, Inc Phonics Summary shows a positive impact on disadvantaged pupils in Key Stage 1.                                                                                                                                                                                                                                                                                                                                                                                                                         | 1, 2, 3                       |
| Implementation of the 'Shardlow Primary School adaptive teaching strategies.                                                                                                                                                      | Many of the strategies identified                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 2                             |
| Improving the delivery of mental wellbeing within the curriculum. We will fund the Senior Mental Health Leader training for our PSHE lead (HT completed last year using DfE funding) We will purchase supporting resources/books. | <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>                                                                                                                                                                                                                                                                      | 5                             |
| Development and implementation of key recall facts in Mathematics.                                                                                                                                                                | Internal diagnostic assessment information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 2                             |
| Continuing to embed and provide monitoring and training in whole class guided reading                                                                                                                                             | In 2019/2020 the school took part in the PALS reading research project, which was identified by the EFF as a promising project. The outcomes of the research are not yet published, due to the school closures in 2020 and 2021; however we found a significant improvement in the reading fluency of our pupils who took part at the time. Repeated Oral Reading is also a strategy recognised in 'The Art and Science of Teaching Primary Reading' and this is cited as being an evidence informed approach in this text also. | 1, 2, 3                       |
| Continuation of Accelerated Reader to support diagnostic reading assessment and formative monitoring and assessment in reading from Year 2-6                                                                                      | Accelerated Reader is shown by the EFF to have average an impact of 3months progress on disadvantaged pupil attainment. The school has been using accelerated reader for 3 years and has seen excellent outcomes in terms of pupil engagement with reading and an improvement in teaching knowledge and understand of a child's independent reading.                                                                                                                                                                             | 2, 3                          |

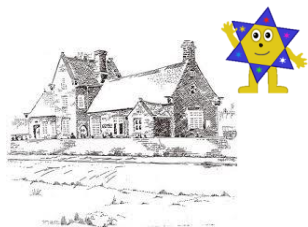


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| <p>Embed the Shardlow Primary School 3 Phase Approach to Writing, which was developed following the aim last year- "Introduce a consistent approach to the teaching and delivery of Grammar across school."</p> | <p>The EEF Literacy Guidance for Key Stage 2 and 1 puts a strong emphasis on the need to develop transcription and sentence construction skills through extensive practice. The chosen Grammar strategy is a progressive model across school, embeds repeated practice, and has a strong focus on deepening understanding for long term memory. There are also oracy based lessons/activities each week which aims to further support memory and the development of oral literacy skills.</p> <p>We will use the EEF CPD model to implement and support the roll out of the agreed approach.</p> | <p>1, 2</p> |
| <p>Specialist Knowledge for Teaching Mathematics Primary Teaching Assistant Work Group Training</p>                                                                                                             | <p>This project will be delivered by our local mathematics hub who use researched informed approaches to training. It will also be centered around Mastery Mathematics- the evidence for which can be found here</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>                                                                                                                                    | <p>2</p>    |



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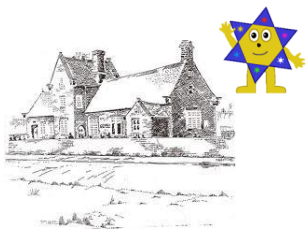
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £7836

| Activity                                                                                                                                                                                                                  | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Challenge number(s) addressed |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Introduce the Read, Write, Inc fast track phonics programme for 1:1 intervention and support                                                                                                                              | The EEF Read, Write, Inc Phonics Summary shows a positive impact on disadvantaged pupils in Key Stage 1.                                                                                                                                                                                                                                                                                                                                                                                                                                               | 1, 2, 3                       |
| Continuation of the Nessy programme to support pupils (including pupil premium pupils) who are diagnostically assessed as being at risk of dyslexia and time for SENDCO to analyse the outcomes and reprioritise support. | <p>"The Nessy Reading and Spelling program has been recommended as a high-quality evidence based program by AUSPELD and DSF(7), global partner of the International Dyslexia Association. It has been awarded the British Dyslexia Association mark of quality assurance and is winner of the Educational Resources Award."</p> <p>The approach is phonic based but individualised to the pupil to meet their needs.</p>                                                                                                                               | 3                             |
| CPD to develop a specialist speech and language teaching assistant to deliver 1:1 and group intervention.                                                                                                                 | <p>The EEF identifies the importance of speech and language (including vocabulary) in many of its guidance reports, including but not limited to Preparing for Literacy</p> <p>Improving literacy in Key Stage 1</p> <p>Improving literacy in Key Stage 2</p> <p>Improving mathematics in the early years and key stage 1</p> <p>Ensuring that our school has sufficiently trained staff to support pupils with emerging and or deeper, speech and language needs will continue to be a high priority for future attainment across the curriculum.</p> | 1, 2, 3, 4                    |
| Reading fluency interventions                                                                                                                                                                                             | Developing pupil's reading fluency is a key recommendation on the EEF guidance for Literacy in Key stage 1 and 2. Targeted intervention to meet the needs of individual pupils who aren't identified as reading fluently will be key to their future success in reading.                                                                                                                                                                                                                                                                               | 2, 3                          |

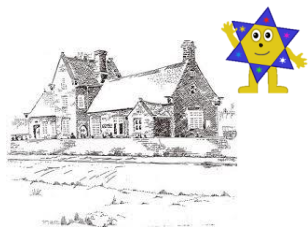


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| Physical Literacy Interventions | <p>The EEF states that the overall picture for physical literacy interventions is positive and that of physical activity can have positive outcomes on cognition.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/physical-development-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/physical-development-approaches</a></p> <p>There is limited evidence for specific interventions however internal monitoring of these interventions will be in place to monitor the impact on a smaller scale.</p> | 2, 4, 5 |
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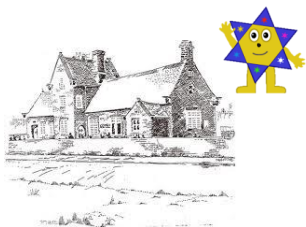
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7'324

| Activity                                                                                                          | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Challenge number(s) addressed |
|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Needs based access to breakfast and after school club to support families.                                        | <p>A number of EEF projects around breakfast clubs have been identified as 'promising projects'. The EEF evaluation on breakfast clubs has recently been revised due to errors in the way the research was completed but continues to show a positive outcome in attendance and attainment in reading, writing and mathematics for pupils in Key Stage 1. There is some evidence that these benefits also correlate to Key Stage 2 but this is not fully confirmed.</p> <p>Prior experience of such strategies in our setting has always shown to have a positive impact on the child and family and in many cases means that parents who previously might not have been able to work can now do so and in the longer term we believe this will improve a child's prospects.</p> | 2, 4, 5, 6                    |
| Delivery of social and emotional interventions including (but not limited to) Lego Therapy, Blossom Nurture Group | <p>Social and emotional interventions, when delivered effectively, can have an impact of up to 4 months progress on a pupil's academic outcomes, as well as wider benefits such as pupils being better able to manage their emotions.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>                                                                                                                                                                                                                                                                     | 5                             |
| Curriculum parent information evenings                                                                            | <p>EEF: "Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year".</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 1, 4, 5, 6                    |
| Introduction of parent and carer termly support group                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1, 2, 3, 4, 5, 6              |
| 1:1 Parent support including attendance panel meetings.                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 5, 6                          |



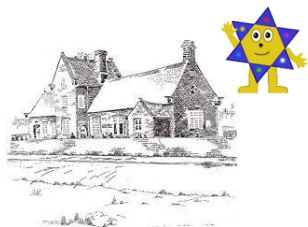
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|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
| Continue to provide access to lunchtime and after school clubs | <p>Sports clubs</p> <p>The EEF recognises the benefits of physical activity on both academic performance (additional 1 month's progress) and health and well-being.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p> <p>Arts based clubs</p> <p>The EEF evidence suggests that participation in arts based clubs can have a positive impact on academic outcomes in other areas of the curriculum and wider benefits such as more positive attitudes to learning and wellbeing.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p>Pupils will access the clubs on a needs basis</p> | 5 |
| Forest School Teacher training                                 | <p>Outdoor Adventure Learning can provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>                                                                                                                                                                                                                                                                                                                       | 5 |
| Funding residential trips on a needs based approach            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |   |

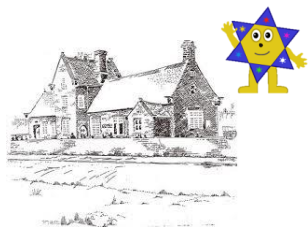
**Total budgeted cost: £27'660**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

| Intended outcome                                                                                           | Success criteria                                                                                                                                                                                                                                           | End of 2022                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Improved oral language and vocabulary skills amongst disadvantaged pupils.                                 | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment. | 100% of disadvantaged pupils with specific speech difficulties made good progress in their external and internal interventions.<br><br>Disadvantaged pupils in Reception met the early learning goal for communication and language. Disadvantage pupils across school showed improved vocabulary in English and Science but this is yet to be reflected in their assessments in areas such as inference in reading. |
| Improved attainment for disadvantaged pupils in key stage 1 in reading, writing and maths.                 | Attainment for disadvantaged pupils in Key Stage 1 is above national average in 2024.                                                                                                                                                                      | In the 2022 Key Stage 1 SATS disadvantaged attainment was lower than previous years but in line with national attainment in reading and maths and slightly above in writing. (This data has a low confidence score due to the small cohort size).                                                                                                                                                                    |
| Disadvantaged pupils reading fluently allowing them to comprehend and engage with texts at a deeper level. | By 2024-<br>All disadvantaged pupils pass the year 1 phonics screening check.<br><br>All disadvantaged pupils in Year 2 upwards have an oral reading fluency score above 90.                                                                               | 50% of disadvantaged pupils passed the screening check (cohort of 2 pupils).<br><br>67% of disadvantaged pupils were assessed to have a fluency score of                                                                                                                                                                                                                                                             |

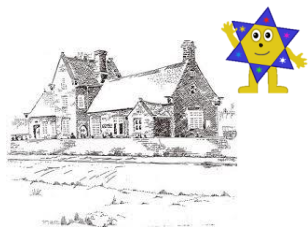


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|                                                                                                                                         | All disadvantaged pupils are assessed by their teachers to be reading with age related prosody.                                                                                                                                                                                                                                            | 90 or above.<br>61% were assessed to be reading with age related prosody.                                                                                                                                                                                                |
| Disadvantaged pupils leaving EYFS have the knowledge and skills for them to access the Key Stage 1 curriculum.                          | By 2024-<br>All pupils in EYFS (including disadvantaged pupils) achieve a good level of development by the end of EYFS, despite individual starting points.                                                                                                                                                                                | Redacted due too small cohort size.                                                                                                                                                                                                                                      |
| Disadvantaged pupils' social and emotional needs are understood and swift, supportive intervention helps to ensure these needs are met. | Pupil voice shows that pupils feel happy, healthy and safe in and out of school. Where intervention has occurred these have shown positive outcomes for pupils and that needs are being met.<br>Following consistent access to face to face education, there has been a reduction in the number of referrals for group and/or 1:1 support. | 84% of disadvantaged pupils reported feeling happy about coming to school.<br>Pupils who took part in blossom nurture group all reported feeling happier about coming school and their friendship groups and learning.                                                   |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.                                       | By 2024;<br>No pupils are persistently absent or late, including disadvantaged pupils (Covid exemptions apply)<br>Disadvantaged pupil attendance is in line with non-disadvantaged and above 97% overall.                                                                                                                                  | Disadvantaged pupil attendance for the academic year 2021-<br>Official figures<br>Disadvantage pupils- 88.07%.<br>Non-disadvantage- 93.41%<br><br>Internal figures (with traveller/part-time pupils removed)<br>Disadvantage pupils- 93.36%<br>Non-disadvantage- 93.63%. |



## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

| Programme          | Provider             |
|--------------------|----------------------|
| Accelerated Reader | REN Learn            |
| White Rose Maths   | White Rose Resources |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

|                                                                             |
|-----------------------------------------------------------------------------|
|                                                                             |
| <b>The impact of that spending on service pupil premium eligible pupils</b> |
|                                                                             |