

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Crawford Primary School
Number of pupils in school	379
Proportion (%) of pupil premium eligible pupils	47.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 / 2022, 2022/2023 and 2023 / 2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Victoria Shires
Pupil premium lead	Louise Williams
Governor / Trustee lead	Patrick Brione

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£270,185
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£270,185

Part A: Pupil premium strategy plan

Statement of intent

At Crawford school we aim that by the end of Year 6 all pupils, including those from disadvantaged backgrounds, have the academic, social, and emotional skills to be successful at their next stage of education.

Our current pupil premium strategy document works towards achieving these aims by focusing first on universal approaches to ensure the best outcomes for disadvantaged children whilst benefitting all children in our school. Our strategy does not make assumptions about disadvantaged children but is based on our in-depth knowledge of our school community.

The key principles of our strategy plan are:

- High quality whole class teaching for all which focuses on the needs of our disadvantaged cohort
- To ensure EYFS provision is excellent to close the gap between disadvantaged and non-disadvantaged at the earliest point and build firm foundations
- That targeted interventions are evidence based and do not remove children from class unnecessarily
- The focus of provision is based on diagnostic assessment and not assumptions about disadvantaged children and their families.

Challenges

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

Challenge number	Detail of challenge
1	Assessment and observations indicate a significant number of pupils, including a high proportion of disadvantaged children are entering the school at Reception with a baseline in speech and language and school readiness significantly behind their peers. This continues to impact their progress and attainment throughout their school life.
2	The numerous lockdowns have had a big effect on the attainment of the 2020 / 2021 reception cohort. Only 33% of disadvantaged children achieved GLD at the end of reception in 2021. Comprehension and word reading was the largest area which prevented disadvantaged children from achieving GLD.
3	Teacher conferences, observations and behaviour analysis shows a significant number of pupils experience social and emotional barriers to their learning affecting their access to the curriculum which has continued impact on their attainment as they move up through the school. This has been further exacerbated by the lockdowns with more children displaying mental health problems and being referred to CAMHS.
4	Assessment shows that the gap in attainment for disadvantaged children compared to non-disadvantage children increases in key stage 2. This gap has become more apparent since the lockdowns.

5	Internal assessment data shows that non-disadvantaged children are twice as likely to be working at greater depth in Maths in key stage 2 than children from a disadvantaged background.
6	Internal assessment data shows that children from disadvantaged backgrounds are more likely to be working below age related attainment in reading than children from non-disadvantaged backgrounds and are less likely to be assessed as working at greater depth. Teacher observation, monitoring and pupil conferences highlights a lack of vocabulary as a significant barrier to children achieving in reading.
7	A much higher percentage of disadvantaged children are not working at age related expectations in writing in key stage 2 compared to non-disadvantaged children.
8	Communication and interaction is the highest SEN need in the school, with a high proportion of children from disadvantaged background being identified as having a communication and interaction need
9	Children who are classed as ever FSM are more likely to have lower attendance. Temporary housing and being moved out of the area are 2 of the barriers facing families getting to school. A higher rate of parental mental health problems also affects the attendance of this group of children.
10	Families in our communities face a number of additional pressures (e.g. housing, high mobility, financial etc.) that can be barriers to providing the support they would like to provide to their children in school

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
The gap in pupils' language skills closes; pupils have the speech and language skills necessary to access the curriculum and learning in school. Specific speech and language needs are identified to ensure early intervention is put in place.	Tracking of speech and language groups evidences high levels of accelerated progress. Evidence through teacher interviews, lesson observations, learning walks, books etc. demonstrates that all pupils are fully engaged in their learning and have the necessary skills to access and maximise learning opportunities throughout the school day. Children with identified speech and language needs receive appropriate provision and intervention early in their school careers for maximum impact on progress and attainment.
Higher percentage of children eligible for pupil premium finish Year 1 at age related expectations	Data tracking demonstrates a higher percentage of children eligible for pupil premium at age related expectation from Year 1 and the gap closes as the children move up through the school.
Pupils are able to focus on their learning during the school day; pupils who transition from our schools are resilient, know how and when to ask for help and are able to make informed, healthy and safe choices; pupils with specific social and emotional health needs access targeted and specialist support.	Low level of incidence of disruption to teaching and learning. Evidence, through books, pupil interviews and lesson observations, demonstrates: high levels of engagement of all pupils in their learning; resilient attitudes to facing and overcoming challenges; and pupils able and confident to take risks. When faced with a difficult situation, children are able to reflect on and articulate difficult decisions. Children, identified as needing specialist provision, receive appropriate provision and intervention in a timely manner for maximum impact on their outcomes.
The gap between children from disadvantaged background reaching high related expectations or	Data demonstrates that the gap between disadvantaged and non-disadvantaged children achieving at least age-related expectations decreases.

greater at the end of key stage 2 compared to those from non-disadvantaged backgrounds decreases.	
Increase the amount of children achieving at greater depth for Maths by the end of key stage 2 with the gap closing between these 2 groups.	Data demonstrates that the gap between disadvantaged and non-disadvantaged children achieving at least age-related expectations decreases.
The gap in attainment for reading closes as the children move up the school. Children leave our schools as fluent readers with a love of reading.	End of key stage data reflects an increasing number of children leaving Year 6 at age-related expectation for reading, moving towards 90% of children achieving ARE.
Children's attendance to be 96% or above and no noticeable difference between non-disadvantaged and disadvantaged children	Over the year, attendance percentage of children within each year group and across the school to rise so that it is 96% or above.
Families are able to access support both in school and externally with the conflicting pressures that they are facing so that they are in a better position to be able to support their children and participate in school life.	Increased number of families of pupils eligible for pupil premium engaging in parent workshops, parent activities e.g. reading in school. Increased engagement in family learning. Higher school attendance for identified families. Families, in need of more targeted support, accessing appropriate internal and external support.

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: £ 121,477

Activity	Evidence that supports this approach	Challenge number(s) addressed
Letters and Sounds (Little Wandle) phonics scheme in place for all EYFS and KS1 children. All staff have continual, specific CPD to ensure high quality consistent approach taken to phonics and to ensure sustained and embedded practice from last year.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Phonics approaches have been consistently found to be highly effective in teaching the basics of reading. Research has highlighted that children who are eligible for FSM receive similar or greater benefits from phonics approaches	2, 4 and 6
Purchase of phonics readers for children to access reading books in line with their phonological awareness as well as to ensure phonic home readers can be sent home for children to practice and be supported by parents at home.	Evidence shows that for phonics to be effective the approach must be consistent with children able to access texts where they can practice their phonological awareness with books at an the correct instructional level.	2, 4 and 6
Enhancing of teaching and curriculum planning for English and Maths in line with EEF guidance. Teacher release time and CPD funded to embed key elements of guidance.	Wide range of research evidencing impact of classroom focused CPD and coaching models for improving classroom practice and therefore pupil outcomes.	4, 5, 6 and 7
Daily Supported Reading programme in place for all Year 1 children and Reception children from the Spring/Summer term as well as targeted children in Year 2. Coordination, monitoring and support for this programme is an integral part of phonics and reading lead.	Evidence-based programme created by Hackney Learning Trust and implemented in Hackney with proven long-term impact on reading outcomes. This is a long-standing programme that has had impact over a number of years across our schools. There have been external visits to objectively audit the implementation and impact of the provision.	2, 6
Destination Reader programme in place from Year 2/3 upwards throughout the school. All staff have continual, specific CPD to ensure high quality consistent approach taken to the teaching of reading year 2 and beyond.	Evidence-based programme created by Hackney Learning Trust and implemented in Hackney with proven long-term impact on reading outcomes. This programme has been embedded and progress in books and children's effective engagement in and enjoyment of reading has been evidenced. There have been external visits to objectively audit the implementation and impact of the provision.	4, 6, 7

Purchase of high-quality home reader texts for Key stage 2 to ensure wide selection of home readers and engaging and correctly pitched texts for all children	Reading for pleasure shown to have a direct impact on children's reading attainment, vocabulary development as well as attainment in other subjects National Literacy Trust https://files.eric.ed.gov/fulltext/ED521656.pdf	4, 6, 7
Investment in library to ensure all children have access to high quality texts	Reading for pleasure shown to have a direct impact on children's reading attainment, vocabulary development as well as attainment in other subjects National Literacy Trust https://files.eric.ed.gov/fulltext/ED521656.pdf	4, 6, 7
Independent speech and language therapist team employed by our federation of schools. Dedicated time within this team to develop and implement universal services to improve speech and language outcomes for all children e.g. Chatterbugs groups in EYFS; development of communication friendly environments; parent workshops and programmes; staff training etc.	Universal approaches put in place are all evidence-based and reflect best practice recommended by e.g. The Communication Trust. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. This rises to six months for children from disadvantaged backgrounds (EEF, 2021b).	1, 2, 3, 4, 8
SEN practitioners on each site support the independent speech and language therapist team in the development and implementation of universal services to improve speech and language outcomes for all children.	As above. The SENP model creates capacity to ensure that universal approaches are fully rolled out across all sites and are monitored and modelled to reflect best practice and to have the desired and intended impact on pupil outcomes.	1, 2, 3, 4, 8
Specialist music teaching for EYFS to support them with language development. All year 4 learn an instrument with lessons provided by a specialist music teacher. Specialist music teachers run weekly singing assemblies for all pupils.	Access to high quality music teaching has been proven to have a positive impact on pupils' outcomes in a range of curriculum areas e.g. maths, English etc. Singing assemblies also support children's language acquisition and development.	1, 4, 6, 8
Implementing the teaching of tier 2 vocabulary through creation of vocabulary packs, teaching resources, CPD and planning support.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2?utm_source=/education-evidence/guidance-reports/literacy-ks2&utm_medium=search&utm_campaign=site_search&search_term=improving%20literacy EEF report on Literacy in Key Stage 2 highlighted the importance of developing pupil's language capabilities for writing. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. Research shows that children from disadvantaged background have lower vocabularies which widens through school. Focus on language and oracy is seen as a key way to support children from disadvantaged backgrounds – Marc Rowland Addressing Disadvantage in Schools and Colleges.	6, 7 and 8
Maths Mastery specialist is providing strategic provision in teaching and learning of Maths to ensure progress for specific groups of children	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 Report from the EEF highlighted many of the components of Maths Mastery as being key to success in Maths in key stage 2 and 3. Wide range of research evidencing impact of classroom focused CPD and coaching models for improving classroom practice and therefore pupil outcomes.	5
Concrete Maths resources to ensure all children have access to resources required to understand mathematical concepts	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 Report from the EEF highlighted many of the components of Maths Mastery as being key to success in Maths in key stage	5

	2 and 3. Wide range of research evidencing impact of classroom focused CPD and coaching models for improving classroom practice and therefore pupil outcomes.	
Additional EYE deployed to reception	Early years intervention showed to be key to children closing gaps and academic success at school. Additional adults allows the school to give appropriate support and put in place appropriate and targeted interventions using MITA training but also support in children's language and personal and social development.	1, 2,3,4,5,6,7,8
Enhancing of teaching through developing the use of oracy and dialogic teaching in class through CPD and teacher release time.	Evidence shows that a greater focus on oracy can narrow the attainment gap between them and more advantaged peers https://oracy.inparliament.uk/why-oracy-matters#:~:text=Research%20shows%20a%20greater%20focus,them%20and%20more%20advantaged%20peers. Dialogue that encourages pupils to reason, discuss, speculate, argue and explain can boost primary pupils' Maths, Science and English results. Education Endowment Foundation (EEF). ' 2017	1, 4, 5, 6, 7, and 8
Enhancing of EYFS provision through the use of high quality 1:1 adult interactions through CPD and teacher and adult release time. Funding an extra adult in EYFS to allow for more high quality 1:1 adult interactions.	Children who were supported with communication and language approaches in EYFS (Early Years Foundation Stage) made seven months' additional progress or more (EEF, 2023). While they issue the caveat that few studies have focused precisely on the impact for disadvantaged students, 'studies that have taken place in settings with a higher proportion of children experiencing socio-economic disadvantage tended to have above average effects suggesting that this is likely to be a beneficial approach for this group' (EEF, 2023). https://educationendowmentfoundation.org.uk/news/eef-blog-supporting-high-quality-interactions-in-early-years	1, 2,3,4,5,6,7,8
All staff receive training on HL Reading Fluency project – cost of training, release time and purchasing of resources.	Research shows that fluent reading supports reading comprehension by supporting the cognitive load of reading and allowing children to focus on comprehension. https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency Herts for learning reading fluency project showed that on average KS2 children made an average of 2 years and 3 months progress in reading comprehension https://www.hfleducation.org/reading-fluency	4,5, 7

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

Budgeted cost: £ 122,241

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creative Arts Therapy team to deliver specialist support for children with social and emotional health	Very few primary school children are meeting threshold for support for CAMHS despite the high level of need. Social	3

needs and also support with delivery of CPD (newsletters, training etc.)	and emotional difficulties are a very significant barrier to some of our pupils' ability to access and engage with the curriculum, therefore preventing them from meeting their full potential. Creative Arts Therapy provision in our schools targets these children.	
Targeted HLTA and TA support in class and for focused interventions	MITA research has been used to shape the model for targeted HLTA and TA support and interventions to bring about maximum impact on pupil outcomes. Interventions are evidence-based and support staff receive targeted training to deliver interventions e.g. lego-therapy, target readers, precision teaching	1, 2, 4
FRIENDS resilience intervention programme to decrease anxiety based on CBT.	Evidence shows that disadvantaged children are more likely to have weaker social and emotional skills and specific interventions support these skills. There is a great deal of evidence that CBT has positive effects mental well-being.	3, 4
Targeted SENP Speech and Language support interventions	A number of children at Crawford have speech and language needs but do not meet the threshold to have NHS support. SENPs deliver support and intervention from a qualified speech and language therapist who oversees the intervention and support given.	4, 8
Small groups for pupils who are working towards age related expectations and who have made less than expected progress taught by SENCO and deputy headteachers.	Children facing the most complex barriers to their learning should be taught by the most qualified. SENCOs and deputy headteachers are all outstanding classroom practitioners prior to appointment into role	1, 2, 4
Chill-out provision at lunchtime for key groups and responsive support for key children run by SENPs to support with SEMH need	Key times of the day and key times in the school year can be particularly difficult for some children to manage. By providing preventative support at these times for pupils, they are better equipped and able to engage in the curriculum and their learning.	3, 4
Independent Education consultant employed by school to give advice and further support to teachers and SENCO regarding specific children or groups of children who are struggling to access the curriculum or make progress	Approaches put in place are all evidence-based and reflect best practice recommended by e.g. The Communication Trust.	2, 3, 4, 6 and 7
Lego therapy resources and training to support children with social and communication skills	Lego therapy is an evidence-based approach widely used across school. https://www.autism.org.uk/advice-and-guidance/professional-practice/lego-pilot	1,3 and 8
Rapid Scheme phonics intervention programme and training for staff Targeted provision for children in year 2 and above who cannot read at age-related expectations and phonics is their barrier Intervention programme is part of the Little Wandle phonics scheme school follow to ensure consistent approach.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Phonics approaches have been consistently found to be highly effective in teaching the basics of reading. Research has highlighted that children who are eligible for FSM receive similar or greater benefits from phonics approaches	3,4,6 and 7
Precision Teaching training Evidence-based structured teaching method to improve accuracy and fluency in reading, spelling and maths. Training delivered by Education Psychologist.	Evidence-based approach to ensure consistent, structured key skills children need in order to access learning. Ensures best use of TAs and impact on learning according to MITA research https://maximisingtas.co.uk/	3, 4, 5,6 and 7
Trained staff member in dyslexia support and screening	Allows children to have correct assessment in place and ensure correct provision to support with specific literacy difficulties.	3, 5, 6, and 7
Dyslexia reading interventions, such as Toe-by-Toes for children in KS2 with dyslexia / dyslexic traits to support them in catching up in their reading progression.	Phonological approach been provided to support children with dyslexia or specific learning difficulties. https://toe-by-toe.co.uk/wordpress/wp-content/uploads/2021/04/Toe-By-Toe-Academic-Research-Data-.pdf	3, 5, 6, and 7

	https://www.hertfordshire.gov.uk/microsites/local-offer/media-library/documents/resource-area-documents/spld-phonological-awareness-pack-pdf-6mb.pdf	
HfL Reading fluency intervention programme delivered to children working towards tin reading in KS2 by teachers	<p>Reading fluency intervention trialled last year at Crawford in years 5 and 6 and children overall made 14 months progress 1 reading comprehension. Intervention programme being expanded to children working towards or below in yrs 4, 5 and 6.</p> <p>Research shows that fluent reading supports reading comprehension by supporting the cognitive load of reading and allowing children to focus on comprehension. https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency</p> <p>Herts for learning reading fluency project showed that on average KS2 children made an average of 2 years and 3 months progress in reading comprehension https://www.hfleducation.org/reading-fluency</p>	3, 5, 6, and 7

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

Budgeted cost: £ 48,831

TOTAL

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training delivered to all staff on containment and support for children with SEMH needs and support with de-escalation	Relationships and relational approaches are highlighted as a key component of supporting children from disadvantaged background – Marc Rowland Addressing Disadvantage in schools and colleges.	3
Embedding attendance analysis and procedures introduced last year to continue to identify key groups and provide targeted support.	Large body of evidence shows what a detrimental effect poor attendance at school has on children's attainment and progress. Importance of early intervention and working with families to prevent persistent absence.	9
To continue with a graduated approach to attendance with more targeted support for families where attendance drops	Falling attendance often requires more targeted and specific support, individualised to the family and their needs	9
Partnership with Future Men for a full-time project worker across all the sites in the federation	Transition from Year 6 to secondary school has been identified as a particularly vulnerable time for a number of pupils. Evidence-based programme and approach to prevent incidents of exclusion, anxiety, school refusal etc.	3, 4, 10
Consultant support for bespoke needs-led PSHEE curriculum development based on recommendations from PSHEE association as well as a cross-federation needs analysis to support whole-school social and emotional wellbeing. Consultant support targeted to support new teachers, NQTs, whole-school training and target classes with high level of need. Consultant works on projects identified specific to	Evidence-base from a range of research as referred to by PSHEE Association.	3, 4, 10

the school e.g. reducing down bullying.		
Dedicated Family Services Officer role on each site to support families to support their children to achieve best possible outcomes	Importance of holistic view to addressing social and emotional barriers to children's learning.	10
Whole school approach to universal intervention for positive mental health underpins a wide range of strategies used in school, to support the development of emotional literacy and well-being: This includes Emotional Explorers, Zones of Regulation, Restorative Approaches to support behaviour, relationships, conflict resolution and wellbeing.	These are evidence-based programmes that have staff have received training in to support with conflict and emotional regulation.	3, 4, 8
Beacon School Support Training support for staff with emotional and responsive support for children with SEMH needs as well as class and school behaviour and children with additional needs	Evidence-based training that support children. Taking a relational approach to behaviour and focusing on underlying needs as well as using language to de-escalate is proven to support children with behaviour as well as emotional regulation.	3,4 and 8
Pupil empowerment lead to carry our projects with specific groups of children to ensure that pupils can use their voice effectively and build in self-esteem and confidence. Lead trains a group of peer mediator children to support with conflict resolution and provides training to staff on pupil empowerment.	Oracy also improves a student's sense of self-efficacy, which has been identified as a significant factor in attainment for disadvantaged students (Gross 2022). Extending oracy teaching beyond the classroom into unstructured times supports children in making and maintaining those important friendships – for example, lunchtime talk tasks, conversation corners and family dining all take oracy into wider school life.	3,4 and 8

Total budgeted cost: £ 292,549

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.

Overall, the strategies we put in place to support the progress and attainment for disadvantaged pupils have had a positive impact.

Reading

We invested heavily in early reading as we know this is an area of need for children at Crawford but especially following lockdowns where comprehension and word reading was the biggest area which prevented children from reaching GLD at the end of 2021.

70% of disadvantaged children reached GLD at the end of 2023 - slightly above national - despite their very low starting points.

Overall 78% of children at the end of Year 1 passed the phonics checker, which was in line with national and 95% of our children from disadvantaged backgrounds passed the phonics checker, outperforming national data.

Our Year 2 cohort for 2023 had a particularly high level of SEN need, with a number of children working significantly below. Only 37% of this cohort had reached GLD but 59% of disadvantaged children were at expected standard in reading, 50% in writing and 68% in Maths and so had made accelerated progress from their starting points.

Our KS2 reading data was less favourable with only 51% of disadvantaged children reaching the expected standard in reading compared to 64% of non-disadvantaged children. Our Year 6 cohort in 2023 had a high number of EHCPs and a high percentage of children on the SEN register with C&L and SEMH need.

Speech and Language

Communication and interaction is the biggest area of SEN need at Crawford, with a high proportion of children from a disadvantaged background affected. Evidence shows the importance of intervening early to ensure gaps in speech and language do not widen. A high percentage of children did not reach GLD at the end of EYFS in 2021 and their starting points with language and language acquisition were low. We have invested in a speech and language team, headed up by a speech and language therapist to implement universal services, including a speech and language programme (chatterbugs) in EYFS. 100% of chatterbug participants gained additional communication skills and 100% of pupil premium children who took part gained additional skills, with all of them reaching the expected standard in speaking and

listening and 85% of those children gaining GLD.

Our speech and language therapist team also provides individual and group speech and language intervention for children with an identified need in from Year 1 to year 6 as well as providing class support and training to teachers and support staff to implement universal support to children. We know that poor speech and language effects children progress and achievement I all areas of the curriculum. The impact of this provision can be seen in our internal KS1 and KS2 data where there is not a comparable difference between the progress made by those on pupil premium compared to those children who are not in reading, writing and maths. Attainment for non-pupil premium children continues to be higher than pupil premium children which is why this continues to be an area of focus for the school.

Maths

We have invested in training a staff member to become a maths mastery specialist. They have supported year groups with planning as well as delivering training to teachers and support staff to ensure high-quality whole class provision. We have also invested heavily in maths resources to ensure children have the correct equipment to support them in their learning. Our internal data shows that pupil premium pupils made the same amount of progress than children who are not pupil premium. At the end of KS1, 68% of pupil premium children reached the expected standard in maths compared to 62% of non-pupil premium children Whilst there is a gap between disadvantaged children who reached the expected standard compared to non-disadvantaged, more disadvantaged children gained greater depth in maths.

Class-based teaching interventions

We have invested in support staff to deliver evidence-based interventions, including precision teaching and targeted readers. All support staff receive regular training and support from our SENCO in the delivery of these interventions and the impact of them are assessed half-termly. Year groups with children identified as having the biggest gap also receive small group teaching from our SENCO and deputy head. As a result of this, our internal data for progress shows no comparable difference between pupil premium and non-pupil premium pupils. At Key stage 1 there is no comparable difference in attainment between pupil premium and non-pupil premium children but the attainment gap between these 2 groups widens at key stage 2.

SEMH Support

A high proportion of our children have SEMH needs and this has grown since COVID, with children showing low levels of resilience concerning work and high levels of emotional dysregulation. Children came back from lockdowns with limited confidence and resilience which had an impact on their learning and work completion. As result school have invested in SEMN support, including emotional literacy programmes,

Zones of Regulation and restorative approaches. These provisions support children in helping to identify and regulate emotions as well as give them the skills to deal with conflict, which can often impact on learning. We have also given training to all staff through Magic Behaviour limited on behaviour support and approaches in best practice in responding to dysregulated behaviour and ways to decrease these incidences. SEMH is the second biggest SEN need for our children, with a high proportion of these children from disadvantaged backgrounds. The school have invested in evidence-based intervention programmes including FRIENDs (which supports with resilience), a nurture type provision and Future Men. As a result of these initiatives children are more able to be in the correct state to access learning and has helped build their resilience skills.

Year	Over-all EXS+ GDS	Disadvantaged vs not		SEN vs not		EAL vs not		Boys vs girls		Previous HA	Previous LA	Ethnicity		
		Disadv	Not	SEN	Not SEN	EAL	Not EAL	Boys	Girls			BCRB	BAFR	WBRI
GLD	70%	70%	79%	0% (6)	86%	79%	70%	62%	78%	/	/	/	74	80
Yr 1 phonics	78%	95%	70%	0% (3)	85%	73%	85%	76%	79%	/	/	89	93	/
KS1 Sats Reading	56%	59%	54%	50%	62%	52%	63%	52%	59%	/	29%	/	59%	/
KS1 Sats Maths	65% 2%	68% 5%	62% 0%	50% 0%	68% 3%	52% 3%	84% 0%	67% 5%	63% 0%	/	46% /	/	59% 5%	/
KS1 Sats Writing	42%	50%	38%	0%	55%	48%	37%	29%	56%	/	1%	/	36%	/
KS2 Sats Reading	59% 14%	51% 6%	64% 19%	45% 6%	63% 16%	57% 19%	60% 11%	57% 14%	60% 13%	93% 40%	36% 0%	30% 0%	84% 17%	40% 0%
KS2 Sats Maths	59% 11%	55% 13%	62% 10%	33% 11%	67% 11%	70% 8%	53% 13%	55% 9%	63% 5%	100% 47%	0% 0%	30% 0%	17% 0%	40% 40%
KS2 Sats Writing	70% 15%	58% 10%	79% 19%	22% 0%	85% 20%	69% 23%	71% 11%	57% 20%	82% 11%	100% 40%	7% 0%	60% 0%	50% 17%	80% 0%

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

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.