

## 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   | Lincoln Gardens Primary School  |
| Number of pupils in school  | 420                             |
| Proportion (%) of pupil premium eligible pupils   | 126                             |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2020-2023                       |
| Date this statement was published   | Sept 2022                       |
| Date on which it will be reviewed   | Sept 2023                       |
| Statement authorised by   | Andrea Nuttall<br>(Headteacher) |
| Pupil premium lead  | Craig Jackson                   |
| Governor / Trustee lead   | Emma Doyle                      |

### Funding overview

| Detail  | Amount    |
|---|-----------|
| Pupil premium funding allocation this academic year   | £174,510  |
| Recovery premium funding allocation this academic year  | £ -       |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £ 0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 174,510 |

# Part A: Pupil premium strategy plan

## Statement of intent

We love to **LEARN** and every experience is a learning opportunity

We **GROW** by unlocking our potential

We **PARTICIPATE** fully in all aspects of school life

We **SUCCEED** through determination and effort

Our Pupil premium strategy is based on what we know is best for our pupils. Every pupil matters regardless of vulnerability, background or starting point and all are afforded the opportunity to learn, grow, participate and succeed. Our curriculum is coherently planned to meet the unique & differing needs of all our learners; academically and personally. Through well-planned targeted support, we aim to diminish gaps in attainment to ensure that disadvantage does not impact on pupil achievement; we want all our pupils to succeed. We strive to ensure our pupils are equipped with the necessary knowledge and provided with opportunities to enhance their skills to progress in all aspects of school life. Through promoting emotional well-being and positive attendance, we ensure equality of opportunity for all our pupils. Commitment to our pupils is fulfilled through our high aspiration, passion and drive to ensure all our pupils participate in varied rich learning experiences within the school community and beyond through trips, visits and first-hand experiences.

### Our ultimate objectives are:

- To continue to narrow the attainment gap between disadvantaged and all pupils.
- For all disadvantaged pupils to make or exceed nationally expected progress levels.
- To improve attendance of disadvantaged pupils so that it is at least in line with all pupils nationally.
- To provide aspirations and awareness of all children by promoting opportunities within and beyond the local community.
- To provide targeted pastoral care to support children's emotional health and well being to ensure they can access our whole school curriculum.
- To provide a high level of care, through the One Family Approach, ensuring our families are in receipt of swift informal and formal support.

### We will achieve this by:

- Ensuring quality first teaching is at least good or better.
- Employ a Targeted Support Teacher to provide additional targeted support for identified pupils.
- Providing 1:1 and small group nurture sessions
- Creatively designing a timetable that maximises adult support for targeted children.
- Provide access to a full range of extra-curricular clubs.
- Rigorous Managing a graduated attendance system to support all families.
- Provide access for all pupils to high-quality literature, as part of the taught curriculum or during reading for pleasure activities.
- Employ a skilled pastoral manager to support families in need.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <i>The increased number of children joining the school in September with speech and language needs.</i>  |
| 2                | <i>Despite the good gains made last academic year, the systems and teaching of phonics is not yet fully embedded across the school.</i>                                      |
| 3                | <i>Too few disadvantaged children achieve age related expectations in reading across school when compared to both national disadvantaged and non-disadvantaged children.</i> |
| 4                | <i>A high proportion of disadvantage children in year 4 (36% of the cohort) fail to achieve age related expectations in all areas of the curriculum, including phonics.</i>  |
| 5                | <i>End of key stage 2 results fail to achieve age related expectations in all areas of the curriculum</i>  |
| 6                | <i>For many pupils, poor emotional wellbeing and home circumstance present a barrier to learning in school which for some has been further exacerbated by the pandemic.</i>  |
| 7                | <i>For many pupils, access to additional opportunities and wider experiences are limited.</i>  |
| 8                | <i>For many pupils, aspiration for life-long learning and employment within the family and the wider community are low.</i>  |
| 9                | <i>Punctuality and attendance for all children, including disadvantaged pupils is below national and persistent absence is higher than national.</i>                         |

## 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   |
|--|--|
| A - Ensure that all children, including disadvantaged children, are receiving a consistently high-quality provision in phonics across the school.  | All pupils (EYFs, KS1 and KS2), including those who are disadvantaged, gain the phonics knowledge they need to be able to read and those identified with additional barriers are supported to diminish the gaps in their phonics knowledge and skills. |
| B - Ensure that all children, including disadvantaged children, are receiving a consistently high-quality provision in reading to allow them to read as fluently as possible and be motivated to continue reading. | To improve attainment in reading in each year group so all children, including vulnerable groups, meet their aspirational targets.   |
| C - Ensure that all children, including disadvantaged children, in year 6 maximise their learning potential  | To at least meet national benchmarks in reading, writing, maths and combined.  |

|   |  |
|---|--|
| in all areas of the curriculum.   |  |
| D - Ensure that all children, including disadvantaged children, in year 2 maximise their learning potential in reading, writing, maths and combined.  | To at least meet national benchmarks in reading, writing, maths and combined.  |
| E - Ensure that all children in year 4, including the significant number of disadvantaged pupils (39%), make accelerated progress to achieve their aspirational targets.  | Contextualised aspirational targets are met in writing, reading and maths.   |
| F - Raise aspirations and provision of opportunities for all children, including disadvantaged children, by promoting experiences within school and the local community and beyond.                                   | All children, including disadvantaged pupils, are afforded a variety of experiences that are considered important to develop the holistic child. (LGPS PP).  |
| G – Ensure that enhanced approaches to dealing with attendance and punctuality are consistently executed with a targeted focus on improving attendance and punctuality of all pupils, including disadvantaged pupils. | Improvement in whole school attendance and in line with national benchmarks.<br><br>Rates of persistent absence reduce are in line with national benchmarks. |

## 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:£125,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>A</p> <ul style="list-style-type: none"> <li>• Phonics Audit from the English Hub</li> <li>• RWI Leadership Day</li> <li>• RWI whole school training</li> <li>• Audit of phonics resources</li> <li>• Purchasing of additional phonics resources.</li> <li>• Phonics Lead daily release time to support and coach staff</li> <li>• Fortnightly coaching meetings</li> <li>• 1:1 RWI fast track phonics tutoring</li> <li>• Phonics parent meetings</li> <li>• Subscription to RWI phonics tutoring</li> <li>• RWI books sent home to support phonics</li> <li>• Half Termly assessments for all children</li> <li>• 3 weekly</li> </ul> | <p>The National Literacy Trust highlights significant research which shows that children who do not develop as proficient readers by the end of KS1 will not become habitual readers.</p> <p>EEF research shows that Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches),</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>Synthetic phonics approaches have higher impacts –</p> <p>Sound phonetic knowledge and reading fluency ensures full access to the curriculum for all pupils</p> <p>The average impact of Oral language interventions is approximately an additional six months' progress</p> | <p>1, 2, 3 and 4</p>          |

|  |   |                |
|--|---|----------------|
| <p>assessments for children behind expectations</p> <ul style="list-style-type: none"> <li>• Review meeting with English Hub</li> <li>• Daily RWI groups in year 3/4</li> <li>• Fresh start programme for years 5 and 6.</li> <li>• Identification of children requiring additional speech and language support</li> <li>• Referrals made for speech and language.</li> <li>• Delivery of weekly packages to children.</li> </ul>  | <p>over the course of a year and approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p>   |                |
| <p>B</p> <p>Non negotiables of reading used and embedded in all year groups.</p> <ul style="list-style-type: none"> <li>-Relaunch reading companions across whole school with consistent explanation and Makaton symbol for each.</li> <li>-Promote reading for pleasure through daily class read.</li> <li>-Launch reading book boxes for the playground to promote a love of reading.</li> <li>-Introduce outdoor book loan scheme for parents and families to promote further reading at home.</li> <li>-Whole school book reviews to promote the sharing of books</li> <li>-Author of the term to celebrate and acknowledge diversity of authors and poets.</li> </ul> | <p>The National Literacy Trust highlights the importance of children becoming proficient readers during KS2 as a key driver of success during secondary education.</p> <p>EEF research identifies that on average, reading comprehension approaches deliver an additional six months' progress.</p> <p>January 2021 interim assessment EEF suggests that primary aged pupils 'have significantly low achievement in both English and Maths' due to the disruptions in the 2020 Spring and Summer Terms.</p> | <p>3, 4, 5</p> |

|  |  |  |
|--|--|--|
| <p>-Reinvigorate class reading corners to enhance knowledge through texts linked to the curriculum and revisit books that have been previously read.</p> <p>- Termly assessments to inform pupil progress – barriers and next steps.</p> |  |  |
|--|--|--|

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

Budgeted cost: £25,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>C</p> <ul style="list-style-type: none"> <li>• Daily bespoke groups for reading and mathematics</li> <li>• Purchase of resources to support learning (CGP)</li> <li>• Targeted Support Teacher small group sessions for ARE and GDS writing</li> <li>• National Tutoring Programme for ARE reading, maths and GDS reading and maths.</li> <li>• Personalised attitude trackers and countdown rewards.</li> <li>• Sports coach to lead learning allowing staff to work with targeted children.</li> </ul> | <p>Gaps identified in formative assessment allow for precisely targeted teaching to address these. EEF identify that small group tuition has an impact of +4 months.</p> <p>EEF identify that the impact of collaborative approaches on learning is consistently positive and appears to work well for all ages. When done well, collaborative learning has an impact of +5 months.</p> <p>It is also identified that peer tutoring approaches appears to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress.</p> <p>EEF identify that short, regular sessions of tutoring (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Also tuition in groups of two or three has been equally or even more effective.</p> <p>It is also noted that experienced and specifically trained teachers can have a greater impact on outcomes than teaching assistants or volunteers. The EEF identify that tutoring has an impact of 5+ months.</p> | <p>3, 5.</p>                  |
| <p>D</p> <ul style="list-style-type: none"> <li>• Targeted support Teacher to</li> </ul>  | <p>The teaching of phonics should be explicit and systematic to support children in making</p>  | <p>2, 3</p>                   |

|   |   |       |
|---|---|-------|
| <p>work with small groups. ARE for maths (arithmetic) GDS reasoning and ARE for reading.</p> <ul style="list-style-type: none"> <li>• Targeted Support Teacher to work with priority readers on a daily basis</li> <li>• Sports coach to lead learning allowing staff to work with targeted children.</li> <li>• HLTA to work with targeted children on handwriting skills and letter formations.</li> <li>• RWI fast track phonics tutoring for identified children</li> </ul> | <p>connections between the sound patterns they hear in words and the way that these words are written.</p> <p>Synthetic phonics approaches have higher impacts.</p> <p>Sound phonetic knowledge and reading fluency ensures full access to the curriculum for all pupils.</p> <p>EEF identify that the impact of collaborative approaches on learning is consistently positive and appears to work well for all ages. When done well, collaborative learning has an impact of +5 months.</p>  |       |
| <p>E.</p> <ul style="list-style-type: none"> <li>• Daily phonics for targeted children.</li> <li>• Targeted Support Teacher to lead learning allowing staff to work with targeted children.</li> <li>• Targeted Support teacher to work with ARE maths.</li> <li>• Play therapy and Sensory circuit sessions for targeted children.</li> </ul>  | <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>Synthetic phonics approaches have higher impacts.</p> <p>Sound phonetic knowledge and reading fluency ensures full access to the curriculum for all pupils</p> <p>EEF identify that the impact of collaborative approaches on learning is consistently positive and appears to work well for all ages. When done well, collaborative learning has an impact of +5 months.</p> | 4,3,2 |

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

Budgeted cost: £20,000

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>F</p> <ul style="list-style-type: none"> <li>• LGPS PP launch.</li> <li>• Enrichment opportunities during lunch time and after school.</li> </ul> | <p>The Cultural Learning Alliance highlights work which champions the importance of transferred cultural capital in enabling children to be successful in school and in life. PPG children often have less opportunity to build cultural capital which in turn impacts on their attainment.</p> | 6,7,8                         |



|  |  |          |
|--|--|----------|
| <ul style="list-style-type: none"> <li>• Completion and implementation of whole school annual plotter identifying trips, visitors, enterprise and community link</li> <li>• Targeted nurture provision with Inclusion Assistant and play therapist.</li> <li>• Completion of sensory garden through enterprise activities.</li> <li>• Exposing children to a variety of careers related activities to raise aspiration.</li> <li>• Provide leadership opportunities for children e.g. whole school ambassadors, class champions, sport leaders.</li> <li>• Development of outdoor playground.</li> <li>• Half termly whole school well being afternoons.</li> <li>• Personalised bespoke well being strategies for identified. E.g. well being hub, gardening, breathing, walk and talk, mindfulness colouring, lego etc.</li> </ul> | <p>The EEF identify that both targeted interventions and universal approaches for behaviour have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p>  |          |
| <p>G.<br/>Attendance lead to monitor attendance on a weekly basis, identify concerns and swiftly intervene where appropriate and liaise with external agencies</p> <p>Targeted support plans for the parents of children who are persistently absent.</p> <p>Promote attendance in school through different initiatives.</p>   | <p>Research from the DfE points to an irrefutable link between high attendance and attainment.</p> <p>They state that Pupils with <b>no absence</b> are 1.3 times more likely to achieve age related expectations or above, and 3.1 times more likely to achieve greater depth, than pupils that missed 10-15% of all sessions.</p> <p><a href="#">Working together to improve school attendance document</a></p> <p>Research into <a href="#">Improving Attendance in School Serving Deprived Areas</a> identified that regular school attendance and educational attainment are inextricably linked. Regular attendance ensures that pupils get the best possible outcomes from their period in compulsory education</p> | <p>9</p> |

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**Total budgeted cost: £170,00**

## 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.

#### Phonics – partially met

Phonics delivery has continued to strengthen across the school (Positive OFSTED endorsement- May 23). The outcomes for phonics in year 1 and year 2 are below local authority and national outcomes. However, PPG children in year have exceeded their non DV peers by 10% as well as the DV average score being 31.1 which exceeded local and national (29.8 and 29.9)

|                        | Y1 (49)        | Y2 (15)       |
|------------------------|----------------|---------------|
| Target                 | 76%            | 77%           |
| Outcome                | 69%            | 53%           |
| Local Authority - 2023 | 76%            | 62%           |
| National (PL) - 2023   | 79%            | 59%           |
| DV                     | 75%<br>(9/12)  | 50%<br>(4/8)  |
| Non DV                 | 65%<br>(24/37) | 57%<br>(4/7)  |
| SEND                   | 29%<br>(2/7)   | 100%<br>(1/1) |
| Non SEND               | 76%<br>(32/42) | 50%<br>(7/14) |

#### Reading – partially met

##### End of year outcomes

Year 1

ARE 61% (68%)

ARE PPG – 50% (54% national)

GDS 16% (19%)

GDS PPG – 6% (9% national)

Year 2

ARE 68% (68%)

ARE PPG – 49% (54% national)

GDS 31% (19%)

GDS PPG – 10% (9% national)

Key stage one shows positive reading outcomes for both all children and PPG children. Year 1 children are broadly in line with national outcomes. Year 2 shows real strength with all children being at national for ARE and the PPG children being broadly in line with national. The GDS outcomes exceed national for all children as well as the PPG children.

### Year 3

ARE 67% (73%)

ARE PPG – 57% (59% national)

GDS 29% (29%)

GDS PPG – 24% (17% national)

### Year 4

ARE 57% (73%)

ARE PPG – 52% (59% national)

GDS 13% (29%)

GDS PPG – 12% (17% national)

### Year 5

ARE 53% (73%)

ARE PPG – 50% (59% national)

GDS 15% (29%)

GDS PPG – 15% (17% national)

### Year 6

ARE 63% (73%)

ARE PPG – 37% (59% national)

GDS 22% (29%)

GDS PPG – 5% (17% national)

End of year 3 results show positive outcomes for all children and PPG children. Years 4 and 5 outcomes identify that the PPG children are broadly in line with national benchmarks for ARE and GDS. All children in years 4, 5 and 6 (except year 6 GDS) all fell below national benchmarks as well as the PPG children for both ARE and GDS

### Year 6 – partially met

#### Contextual Overview

- One child was not able to access the reading or SPAG SAT papers due to their limited English (arrived in England during Spring Y6). This child did complete the x3 maths papers.
- Two children were disapplied from sitting their SATs due to working significantly below the Y6 curriculum. Both have EHCPs.
- X6 children had SLD- high dyslexic tendencies which impacted on their progress.
- X2 more children had EHCPs – both for ASD and other barriers to their learning. One of these children has recently returned from Alternative Provision and was not targeted to be ARE in any subjects.

Throughout the academic year, many different strategies are used to maximise the learning of the children, and these are reviewed and developed during half termly pupil progress meetings. Some of the strategies are well embedded but others are new to meet the needs of the cohort. Some strategies include:

- PE coach time to free up teachers to carry out bespoke targeted support.
- Rewards half- termly. This gave the children a sense of motivation throughout the year and made sure that they always had something to work towards and gave them recognition that their hard work was being recognised.
- Bespoke writing targets for each child.
- Maths booster groups every Tuesday after school to focus on arithmetic.
- Dinnertime homework sessions

## Year Outcomes

|                          | ARE     |         |       |          | GDS     |         |       |          |
|--------------------------|---------|---------|-------|----------|---------|---------|-------|----------|
|                          | Reading | Writing | Maths | Combined | Reading | Writing | Maths | Combined |
| <b>Targets</b>           | 83      | 81      | 81    | 75       | 40      | 28      | 33    | 20       |
| <b>School Outcomes</b>   | 63      | 80      | 80    | 57       | 22      | 17      | 23    | 7        |
| <b>LA Outcomes</b>       | 70      | 74      | 74    | 61       | 27      | 17      | 22    | 8        |
| <b>National Outcomes</b> | 73      | 71      | 73    | 59       | -       | -       | -     | -        |
| <b>School Outcomes</b>   | 63      | 80      | 80    | 57       | 22      | 17      | 23    | 7        |

| PP Children (19 children)                   | ARE |    |    |     | GDS |   |    |     |
|---|-----|----|----|-----|-----|---|----|-----|
|   | R   | W  | M  | RWM | R   | W | M  | RWM |
| <b>Target</b>                               | 53  | 53 | 53 | 47  | 12  | 6 | 12 | 6   |
| <b>End of Key Stage Outcomes – LA</b>       | 55  | 59 | 59 | 45  | 18  | 8 | 12 | 4   |
| <b>End of Key Stage Outcomes – National</b> | 59  | 57 | 58 | 43  | 17  | 6 | 13 | 3   |
| <b>Summer Term</b>                          | 37  | 58 | 58 | 32  | 5   | 5 | 5  | 5   |

The year 6 outcomes were strong in maths and writing for all children in both ARE and GDS. The PPG children met national for ARE writing and maths as well as GDS writing.

Reading was the limiting factor which ultimately affected the overall combined. From the analysis of the tests, 5 children failed to reach ARE by one mark and this was due to the increased number of inference style questions and the challenges in finishing the test due to the increased number of words in both the reading texts and answer booklet.

## Year 2 – met

### Contextual Overview

- This academic year we lost four children, x3 to relocation and x1 to home schooling. Of these, x3 were targeted to be ARE in all subjects.
- We gained 5 children; one was a return from being home schooled who was away from us for a term and this pupil achieved ARE across the board; all these children joined at February half term or later. The other four children who we received are all working below in all subjects.

|                          | ARE     |         |       |          | GDS     |         |       |          |
|--------------------------|---------|---------|-------|----------|---------|---------|-------|----------|
|                          | Reading | Writing | Maths | Combined | Reading | Writing | Maths | Combined |
| <b>2022/2023</b>         |         |         |       |          |         |         |       |          |
| <b>Targets</b>           | 70      | 68      | 75    | 68       | 23      | 18      | 29    | 17       |
| <b>School Outcomes</b>   | 68      | 63      | 65    | 63       | 31      | 19      | 27    | 17       |
| <b>LA Outcomes</b>       | 65      | 59      | 68    | 54       | 18      | 10      | 15    | 7        |
| <b>National Outcomes</b> | 68      | 60      | 70    | 56       | 19      | 8       | 17    | 6        |

| PP Children (22 children)                   | ARE |    |    |     | GDS |    |    |     |
|---|-----|----|----|-----|-----|----|----|-----|
|   | R   | W  | M  | RWM | R   | W  | M  | RWM |
| <b>Target</b>                               | 58  | 53 | 68 | 53  | 16  | 18 | 29 | 17  |
| <b>End of Key Stage Outcomes – LA</b>       | 50  | 43 | 54 | 37  | 10  | 4  | 9  | 3   |
| <b>End of Key Stage Outcomes – National</b> | 54  | 45 | 56 | 40  | 9   | 3  | 8  | 2   |
| <b>Summer Term</b>                          | 49  | 41 | 52 | 37  | 10  | 4  | 9  | 3   |

The end of year group outcomes for all children are positive as they are in line, or exceed national and local benchmarks at both ARE and GDS. This is the same for PPG children in all subjects as they are broadly in line with national benchmarks for ARE and exceed national benchmarks for GDS.

#### **Year 4 – PPG pupils; Not Met**

39% of the cohort are identified as PPG which is the highest in the school. At the beginning of the academic year, aspirational targets are set for each child. This year group has a high vulnerable profile due to the high number of PPG and SEND.

| PP Children<br>(25 children)                | ARE |    |    |     | GDS |    |    |     |
|---|-----|----|----|-----|-----|----|----|-----|
|   | R   | W  | M  | RWM | R   | W  | M  | RWM |
| <b>Target</b>                               | 68  | 59 | 64 | 64  | 18  | 14 | 18 | 14  |
| <b>End of Key Stage Outcomes – LA</b>       | 55  | 59 | 59 | 45  | 18  | 8  | 12 | 4   |
| <b>End of Key Stage Outcomes – National</b> | 59  | 57 | 58 | 43  | 17  | 6  | 13 | 3   |
| <b>Summer Term</b>                          | 52  | 36 | 64 | 32  | 12  | 12 | 20 | 4   |

From the PPG outcomes, maths was a real strength with the aspirational target being met for ARE and exceeded for GDS. These maths outcomes also exceed local and national benchmarks. Reading, writing and combined for ARE was significantly below target and national and local benchmarks.

Raise aspirations and provision of opportunities for all children, including disadvantaged children, by promoting experiences within school and the local community and beyond. – Partially Met

**Enrichment opportunities during lunch time and after school.**

| Clubs 2022-23      | Attendance                     |
|--------------------|--------------------------------|
| Ks1 Choir          | 13 children<br>5 PPG children  |
| KS2 choir          | 27 children<br>13 PPG children |
| Year 6 Football    | 13 children<br>6 PPG children  |
| Year 2 Football    | 16 children<br>4 PPG Children  |
| Dance – KS2        | 15 children<br>4 PPG children  |
| Mindfulness – Y5   | 24 children<br>9 PPG children  |
| Computer Club – Y4 | 17 children<br>11 PPG children |

**• Completion and implementation of whole school annual planner identifying trips, visitors, enterprise and community**

Each year group completed their annual planners. Every child in every year group experienced either a school trip or wow event in school.

**• Provide leadership opportunities for children e.g. whole school ambassadors, class champions, sport leaders.**

2 Whole School Pupil Ambassadors were elected

8 class champions  
 10 house captains  
 26 Sports Leaders  
 Subject Ambassadors

• **Personalised bespoke well being strategies for identified pupils. E.g. well being hub, gardening, breathing, walk and talk, mindfulness colouring, lego etc.**

### Attendance – Partially met

Attendance is rigorously monitored on a weekly basis by the attendance team and any identified concerns are swiftly dealt with.

### Academic Year 21/22 Headline Figures

- Whole School Attendance -92.9%
- FFT National Attendance - 93.8
  
- School PPG Attendance – 91.7%
- FFT National PPG Attendance – 91.3.6%
  
- **Whole School Persistent Absence – 23%**
- FFT National Persistent Absence – 19%

## 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 |
|-----------|----------|
| N/A       |          |
|           |          |

## 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.*