

# Pupil premium strategy statement

## Year 2 Update – 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the **2022 to 2023** 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	Hilton Lane Primary School
Number of pupils in school	221
Proportion (%) of pupil premium eligible pupils	63.6% (Ever6)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 to 2024-25
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	FGB
Pupil premium lead	H Kearsley (Headteacher)
Governor / Trustee lead	P Henderson-Griffith (Chair)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£166,567.00
Recovery premium funding allocation this academic year	£8,625.00
Pupil premium funding carried forward from previous years	£19,118.00
<b>Total budget for this academic year</b>	<b>£194,310.00</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Hilton Lane Primary School we strive to ensure that high-quality teaching, targeted academic support and wider strategies lead to our disadvantaged and vulnerable pupils achieving outcomes that are at least in line with their non-disadvantaged peers.

Our ultimate objective is to diminish the attainment gap between disadvantaged and non-disadvantaged pupils over time, evidence and research is drawn upon, including the EEF, shows that using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. The background for many of our children can include disadvantage, poor attendance, SEND, EAL, lack of wider world knowledge and experience and involvement of other services such as Early Help and Social Care. Much of this contributing to gap between our disadvantaged and non-disadvantaged children, but also our overall outcomes (this is true for the expected and greater depth standard).

We will consider the challenges faced by our disadvantaged pupils in the creation of this plan and then consideration how the allocation will be spent. Our current pupil premium strategy plan works towards achieving this by prioritising the development and improvement of teaching across the school, including highly effective interventions and the removal of additional non-academic barriers for our pupils. These have proven to have the greatest impact on diminishing the attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach is responsive to common challenges identified and individual needs, rooted in robust assessments, and is not based on assumptions about the impact of disadvantage. All approaches adopted in this statement and in Hilton Lane Primary School, complement each other with the aim to help pupils excel. To ensure they are effective, we will:

- Ensure all children have access to quality first teaching
- Support our families to thrive and value education
- Support individuals with specific needs including mental health and barriers to learning
- Ensure our school promotes the extensive personal development of our pupils
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Commit to the development of staff in all areas of the school
- Provide targeted provision as part of the national recovery programme

In tackling these objectives we do not only look at the academic provision and outcomes for each child, though this is an important part of our strategy. We also consider other factors which impact on learning

some of which have been referenced above- such as how well our children can speak and listen when they first arrive at school, how good their attendance is (to be a successful learner you have to be in school almost all of the time), worries that children might carry with them that impact on their wellbeing and their readiness for learning (not always school-based worries), the skills of our staff in delivering what the children need and how we can help those with Special Educational Needs and Disabilities.

## Challenges

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

Challenge number	Detail of challenge
1 SAL levels	Low levels of <b>speaking and listening skills</b> for many the children. This is evident from Reception outcomes, including Wellcomm and TALC data, and is prevalent throughout KS1 and KS2, particularly in disadvantaged pupils.
2 Attainment outcomes: R/W/M end of key stage outcomes	<b>Low baseline of attainment on entry</b> to EYFS. Evident from the Reception baseline assessment.  Low starting points and other external factors impacting overall outcomes. Evident from the poor phonic screener results and end of KS1 outcomes. This improves over time by KS2 but not yet at national, however the gap between disadvantaged and non-disadvantaged remains a concern.
3 High proportion of PP who are also SEND	Additional barriers to learning for disadvantaged children due to their <b>SEND needs</b> . Evidenced due to the high proportion of children with SEND (34.9% at the time of writing). Because of the make-up of our school, inevitably many of these children are also disadvantaged. On average 75-80% of children with SEND are also disadvantaged.
4 Parental engagement	<b>Lack of engagement by some parents</b> along with their perceived low importance of educational outcomes. Evident with the low level of attendance at some school educational events by parents, as well as engagement with external services, school based meetings and offers of Early Helps. This also impacts attendance of children.
5 Attendance	<b>Low levels of attendance</b> compared to National, particularly persistent absenteeism. Evident from the fact our reported attendance data over the last 3 years places us in the bottom 20% nationally. In school data shows on average a 2% negative gap between those who qualify for pupil premium and their peers. Persistent absentees stand at 13.4% in 20-21. This will be contributing to levels of attainment.

## 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																																	
Challenge 1 SAL levels	<p>Wellcomm (nursery) and TALC (reception) assessments at the end of the academic year evidence improved outcomes at age appropriate milestones from starting points.</p> <p>Across the rest of the school improved vocabulary knowledge and pupil verbal contributions can be evidenced formatively through monitoring and evaluation schedules. This will positively impact English outcomes at key assessment points to be more in line with national data.</p> <p><b>Starting point 2021-22</b></p> <table><tr><th>At age appropriate</th><th>Autumn 21</th><th>Summer 22</th><th>Autumn 22</th><th>Summer 2023</th></tr><tr><td>Nursery</td><td>0%</td><td>67%</td><td></td><td></td></tr><tr><td>Reception</td><td>5%</td><td>23%*</td><td></td><td></td></tr></table> <p><b><u>KS1 - Talk Boost</u></b></p> <p>Data to be added upon completion</p>	At age appropriate	Autumn 21	Summer 22	Autumn 22	Summer 2023	Nursery	0%	67%			Reception	5%	23%*																				
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Challenge 2 Attainment outcomes	<p>Writing- Outcomes at Y6 in 2025 show that the gap between our disadvantaged pupils and their peers is narrowing at the expected standard and is 25% or less.</p> <p>Phonics- Outcomes at Y1 in 2025 show that the gap between disadvantaged pupils and their peers closes to less than 10%.</p> <p>Maths- Outcomes in EY in 2025 are within 8% or less of national.</p> <p><b>Starting point 2021-22</b></p> <table><tr><th rowspan="2"></th><th colspan="2">Summer 2022</th><th colspan="2">Summer 2023</th></tr><tr><th>Disadvantaged</th><th>Non Disadvantaged</th><th>Disadvantaged</th><th>Non Disadvantaged</th></tr><tr><td>Y6 Writing</td><td>63/0</td><td>71/7</td><td></td><td></td></tr><tr><td>Y2 Phonics</td><td>68</td><td>92</td><td></td><td></td></tr><tr><td>YR Number</td><td>60</td><td>73</td><td></td><td></td></tr></table> <table><tr><th rowspan="2">KS2 (21-22)</th><th colspan="2">2021-2022</th><th colspan="2">2022-2023</th></tr><tr><th>Disadvantaged</th><th>Non Disadvantaged</th><th>Disadvantaged</th><th>Non Disadvantaged</th></tr></table>		Summer 2022		Summer 2023		Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged	Y6 Writing	63/0	71/7			Y2 Phonics	68	92			YR Number	60	73			KS2 (21-22)	2021-2022		2022-2023		Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged
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	Reading  (59%)	53%	65%						
	Writing  (63%)	60%	65%						
	Maths  (72%)	67%	76%						
	KS1  (21-22)	2021-2022		2022-2023					
		Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged				
	Reading  (43%)	33%	54%						
	Writing  (43%)	47%	38%						
	Maths  (50%)	40%	62%						
	Phonics	2021-2022		2022-2023					
		Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged				
	Year 1  (57%)	50%	70%						
	Year 2  (82%)	73%	92%						
	Challenge 3 High proportion of PP who are also SEND	Regular review of IEP targets evidences progress in small steps at each round of renewal and monitoring activities confirm this. <b>Starting point 2021-22</b> <table><tr><td></td><td>Summer 21</td><td>Summer 22</td><td>Summer23</td></tr></table>						Summer 21	Summer 22
	Summer 21	Summer 22	Summer23						

	<table><tr><td>Meeting all IEP targets</td><td>63%</td><td>85%</td><td></td><td></td></tr></table> <p>New tracking systems for SEND attainment, implemented in September 2022, will make the closer monitoring of these children much easier and enable smaller steps of progress to be seen.</p>	Meeting all IEP targets	63%	85%																	
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Challenge 4 Parental engagement	<p>Sustained offer of help to families up to summer 2025 and provision of well-being support to children via the learning mentor throughout this period.</p> <p>The learning mentor and family liaison officer will work closely with families, build relationships and identify barriers to learning and attendance.</p> <p>Impact assessed through-</p> <ul style="list-style-type: none"><li>• Feedback from multi-agency meetings and case closures</li><li>• Exit evaluations on learning mentor interventions and groups</li><li>• Improved attendance of children in school</li><li>• Improved attendance of families at school events</li></ul> <table><tr><th>Event</th><th>Numbers Attending</th></tr><tr><td>Event 1 - HT meet and greet</td><td>12</td></tr><tr><td>Event 2 - Nursery Stay and Read</td><td></td></tr><tr><td>Event 3 - Reception Stay and Read</td><td></td></tr><tr><td>Event 4 - Year 1 Stay and Read</td><td></td></tr><tr><td>Event 5 -</td><td></td></tr><tr><td>Event 6 -</td><td></td></tr><tr><td>Event 7 -</td><td></td></tr><tr><td>Event 8 -</td><td></td></tr><tr><td>Event 9 -</td><td></td></tr></table>	Event	Numbers Attending	Event 1 - HT meet and greet	12	Event 2 - Nursery Stay and Read		Event 3 - Reception Stay and Read		Event 4 - Year 1 Stay and Read		Event 5 -		Event 6 -		Event 7 -		Event 8 -		Event 9 -	
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Challenge  
5  
Attendance

School absence has moved closer to the national average - there is a gap of 0.3% or less.  
The rate for persistent absentees has dropped to 13% or less

**Starting point 2021-22**

Disadvantaged pupils	Autumn 21	Summer 22	Autumn 22	Summer 22
Attendance	92.2%	91.9%		
Persistent Absentees	30%	29.5%		

Attendance	2021-2022		2022-2023	
	Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged
Whole School	91.8%	94.8%		



## 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: Approx £70k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources:</p> <ul style="list-style-type: none"> <li>The EEF's <a href="#">guidance reports</a> offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The <a href="#">EEF Toolkit</a> includes summaries of the best available evidence on approaches.</li> <li>Evidence Based Education's <a href="#">Great Teaching Toolkit</a> provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness.</li> <li>Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF '<a href="#">Cognitive Science Approaches in the Classroom: A Review of the Evidence</a>' summarises the evidence for teachers.</li> </ul>	<p>1 &amp; 2</p> <p>Training for QFT (£10K)</p> <p>HO contribution (18K)</p>
Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning	<p>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. Supporting resources:</p> <ul style="list-style-type: none"> <li>The <a href="#">EEF Toolkit</a> and <a href="#">guidance reports</a>.</li> <li>The EEF's '<a href="#">Effective Professional Development</a>' guidance report offers support in designing and</li> </ul>	<p>1&amp;2</p> <p>General training/ resources for interventions allowance:</p> <ul style="list-style-type: none"> <li>Phonics</li> <li>Reading</li> <li>Writing</li> </ul> <p>Specific SEND training (Approx £8-10k)</p>

	<p>delivering PD and selecting external PD.</p> <ul style="list-style-type: none"> <li>The EEF has developed support tools to go alongside the 'Effective Professional Development' guidance, such as <a href="#">'Considering a balanced design'</a>, and more <a href="#">here</a>.</li> </ul>	
Mentoring and coaching	<p>A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach. Supporting resources:</p> <ul style="list-style-type: none"> <li>The EEF guidance on 'Effective Professional Development' is accompanied by a poster to help consider the <a href="#">'Effective Mechanisms of PD'</a> - i.e. what are the essential elements that make mentoring or coaching more likely to be effective.</li> </ul>	<p>1, 2 &amp; 3 ECT mentor support (NR and HO time)</p> <p>(Approx £1k)</p>
Recruitment and retention of teaching staff	<p>Schools can motivate teachers to enter the profession by ensuring that careers in teaching are attractive, sustainable and rewarding. Managing workload and supporting the delivery of effective professional development are key to retaining great teachers. Investing in additional recruitment strategies, or boosting retention via high quality professional development, may be practical approaches selected by school leaders. Supporting resources:</p> <ul style="list-style-type: none"> <li>The EEF's <a href="#">'Effective Professional Development'</a> guidance report.</li> </ul> <p>Schools may choose to refer to other tools to manage workload, including the DfE's <a href="#">'Reducing School Workload Collection'</a>, which offers support and practical resources</p>	<p>1, 2 &amp; 3 Specific TA support: (Approx 15k)</p> <p>ER (Approx 15k)</p>
Technology and other resources focussed on supporting high quality teaching and learning	<p>Schools use technology in many ways and with a wide range of aims. These vary from seeking to change classroom practice directly, to others that support schools more broadly, for example by tracking pupil data. To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged pupils, and use technology in a way that is informed by effective pedagogy. Supporting resources:</p> <ul style="list-style-type: none"> <li>The EEF's <a href="#">'Using Digital Technology to Improve Learning'</a> offers the best evidence available and includes a number of practical examples of technology being used in ways which support improved teaching and learning.</li> <li>The EEF's <a href="#">short summary</a> of the 'Remote Learning: Rapid Evidence Assessment' presents the key findings from the report on strategies to support remote learning.</li> </ul>	<p>1, 2 &amp; 5 Insight tracking</p> <p>(Approx 1k)</p>

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

Budgeted cost: Approx £14k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support language development, literacy, and numeracy	<p>Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. Supporting resources:</p> <ul style="list-style-type: none"> <li>The EEF's '<a href="#">Selecting Interventions</a>' tool offers evidence-informed guidance to select an apt programme.</li> <li>The EEF has dedicated web pages on effective approaches to support <a href="#">literacy</a> and <a href="#">numeracy</a>.</li> </ul>	<p>1 &amp; 2 TALC Wellcomm</p> <p>(Approx £4)</p>
Activity and resources to meet the specific needs of disadvantaged pupils with SEND	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Supporting resources:</p> <p>The EEF guidance report on <a href="#">Special Educational Needs in Mainstream Schools</a> includes 5 evidence-based recommendations to support pupils with SEND</p>	<p>1 &amp; 2 SALT buy in service – targeted support</p> <p>(Approx £8k)</p>
Teaching assistant deployment and interventions	<p>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources:</p> <ul style="list-style-type: none"> <li>The EEF guidance report on <a href="#">Making the Best Use of Teaching Assistants</a> includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction.</li> <li>The EEF Toolkit has a strand on <a href="#">teaching assistant interventions</a>.</li> </ul>	<p>1 &amp; 2 Purchase of interventions</p> <ul style="list-style-type: none"> <li>- Reading</li> <li>- Maths</li> </ul> <p>(Approx £2k)</p>
One to one and small group tuition	<p>Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those</p>	

	<p>delivering tuition are well-prepared, and monitoring impact. Supporting resources:</p> <ul style="list-style-type: none"> <li>The EEF Toolkit has a strand on <a href="#">one to one tuition</a> and <a href="#">small group tuition</a>.</li> </ul>	
Peer tutoring	<p>Peer tutoring includes a range of approaches in which pupils work in pairs or small groups to provide each other with explicit teaching support. Such an approach is likely to require careful coordination, training and development, along with assessment that is likely to require teacher leadership. Supporting resources:</p> <ul style="list-style-type: none"> <li>The EEF Toolkit has a strand on <a href="#">peer tutoring</a>.</li> </ul>	N/A

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

Budgeted cost: Approx £74k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. Supporting resources:</p> <ul style="list-style-type: none"> <li>The EEF guidance report on <a href="#">Improving Social and Emotional Learning in Primary Schools</a> includes 5 core competencies to be taught explicitly.</li> <li>The EEF guidance report on <a href="#">Improving Behaviour in Schools</a> includes 6 recommendations to support evidence-informed decisions about behaviour strategies.</li> </ul> <p>The EEF Toolkit has a strand on <a href="#">social and emotional learning</a> and <a href="#">behaviour interventions</a></p>	<p>Learning mentor</p> <p>(Approx £7k recovery and £10k PP)</p>
Supporting attendance	<p>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Supporting resources:</p> <p>The EEF guidance report on <a href="#">'Working with Parents to Support Children's Learning'</a> includes a focus on offering more intensive support, which can include approaches to support attendance</p>	<p>Family Liaison Officer EWO Incentives and rewards (Approx £43k)</p>
Extracurricular activities, including sports, outdoor activities, arts, culture and trips	<p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider</p>	<p>Wow curriculum – cultural capital opportunities</p>

	<p>how increased engagement will be translated into improved teaching and learning. Supporting resources:</p> <ul style="list-style-type: none"> <li>The EEF Toolkit has a strand on <a href="#">arts participation</a>.</li> </ul>	(Approx £3k)
Extended school time, including summer schools	<p>Extended school time encompasses purposeful changes to the school day or the school calendar. This can extend upon core teaching, such as targeted after school programmes of tuition, homework, or additional summer school programmes. Such programmes are more likely to foster academic benefits when clearly structured, linked to the curriculum and led by well-qualified and well-trained staff. Schools should consider the cost and implications on teacher time when considering extended school time approaches. Supporting resources:</p> <ul style="list-style-type: none"> <li>The EEF Toolkit has a strand on <a href="#">extending school time</a>, <a href="#">summer schools</a>, and <a href="#">homework</a>.</li> </ul>	N/A
Breakfast clubs and meal provision	<p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance. Supporting resources:</p> <ul style="list-style-type: none"> <li>The EEF has independently evaluated the <a href="#">Magic Breakfast programme</a>.</li> </ul>	Breakfast club staff wages (Approx £9k)
Communicating with and supporting parents	<p>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. Supporting resources:</p> <ul style="list-style-type: none"> <li>The EEF Toolkit has a strand on <a href="#">parental engagement</a>.</li> <li>The EEF guidance report on '<a href="#">Working with Parents to Support Children's Learning</a>' offers practical approaches and insights for communicating and supporting parents.</li> </ul>	Spelling and maths shed. Bug club etc (Approx £2k)

**Total budgeted cost: £158k**

Contingency: Approx £38k

## 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 2020 to 2021 academic year.

#### Challenge 1:

To improve attendance for disadvantageded children over time and sustain gains.

##### Success Criteria:

School attendance has moved closer to the national average - there is a gap of 0.3% or less.

The rate for persistent absentees has dropped to 13% or less

##### Starting Point 2021-22

D pupils	Autumn 21	Summer 22
Attendance	92.2%	91.9%
Persistent Absentees	30%	29.5%

##### Comment:

Despite the efforts from school, overall attendance remains an area of focus. This including specifically disadvantaged children.

#### Challenge 2:

To offer and sustain help for families and for children with their emotional well-being.

##### Success Criteria:

Impact assessed through-

- Feedback from multi-agency meetings and case closures
- Exit evaluations on learning mentor interventions and groups

##### Comment:

There was a range of support offered to families, some of which engaged well. Parent voice survey Autumn 2022, shows that parents generally feel very supported and know where they need to go for help should they require it. This remain a continued focus, as many parents continue to require out Early Help offer. Moving forward, we are going to shift the parental focus to getting their support and involvement with children's in learning and academic school life.

#### Challenge 3:

Improved attainment of disadvantaged children (D), especially in

- writing at KS2
- phonics
- maths in EY and KS1

##### Success Criteria:

- **Writing-** Outcomes at Y6 in 2025 show that the gap between our disadvantaged pupils and their peers is narrowing at the expected standard and is 25% or less.
- **Phonics-** Outcomes at Y1 in 2025 show that the gap between disadvantaged pupils and their peers closes to less than 10%.

- **Maths-** Outcomes in EY in 2025 are within 8% or less of national.

#### Starting point 2021-22

	Dec '21		July '22	
	D pupils %	Not D pupils %	D pupils %	Not D pupils %
Y6 Writing	27/0	46/0	63/0	71/7
Y2 phonics	62	83	68	92
YR Number	55	42	60	73

#### Comment:

Progress in Y6 writing shows improvements for both disadvantaged and non disadvantaged children, however the gap remains at 8%.

The gap between disadvantaged and non disadvantaged remains too big for phonics, with not enough disadvantaged children achieving the expected standard. This remains a prime focus moving forward.

#### Challenge 4:

Improved speaking skills for children leaving early years after interventions and improved understanding of vocabulary across school.

#### Success Criteria:

Wellcomm and TALC assessments at the end of the academic year evidence improved outcomes at age appropriate milestones from starting points

#### Starting Point 2021-22

At age appropriate	Sept 21	July 22
Nursery	0%	67%
Reception	5%	23%*

#### Comment:

- 73% of pupils have made 1+ levels progress
- 27% have made 2+ levels progress
- 5% have made 3 levels progress

Despite this, end of Reception outcomes are a significant concern. Too many children entered Y1 without achieving the expected standard on the TALC assessment.

#### Challenge 5:

Clear and measurable progress at the appropriate level for children with SEND who are disadvantaged.

Number of SEND children- 79

Number of SEND and disadvantaged-62

#### Success Criteria:

Regular review of IEP targets evidences progress in small steps at each round of renewal and monitoring activities confirm this.

**Starting Point 2021-22**

	Summer 21	Summer 22
Meeting all IEP targets	63%	85%

**Comment:**

It is pleasing to see that more SEND children are achieving very small steps of progress against their IEP targets, however this is not having an impact on overall outcomes which remain poor. The new system for tracking the progress of overall SEND outcomes should make this easier to monitor and appropriate next steps to be planned during pupil progress meetings.

## 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 – 2021-2022	Provider
Rapid Reading, Writing and Phonics	Pearson
Maths 1:1 tuition	3 <sup>rd</sup> Space Learning
Number Stacks	Number Stacks

## Service pupil premium funding - N/A

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	



## 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.*