

# Pupil premium strategy statement - Glade Hill Primary School

This statement details our school's use of pupil premium and recovery premium for the 2023 to 2024 academic year to improve outcomes for 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	Glade Hill Primary School
Number of pupils in school	393
Proportion (%) of pupil premium eligible pupils	39.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021.22 2022.23 2023.24
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Anna Stapleton (Headteacher) Governing Body (4/12/23)
Pupil premium lead	Rachel Want (Deputy Headteacher)
Governor / Trustee lead	Nicola Anderson

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£238,175
Recovery premium funding allocation this academic year	£23,200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£261,375

# Part A: Pupil premium strategy plan

## Statement of intent

*At Glade Hill Primary School our ultimate objectives for our disadvantaged pupils are to raise aspirations, make good progress in all subject areas, reach their full academic potential and overcome barriers.*

*We believe that being ambitious for our pupils and providing high quality learning and teaching are the most important factors in reaching our aims. We intend for our disadvantaged pupils to access quality first teaching to equip them with the skills and knowledge required to be successful both academically and in later life. We plan teaching and learning to ensure those who have gaps in skills and understanding are prioritised for intervention so they can keep up and where necessary catch up. Robust assessment systems and pupil progress reviews are in place to ensure pupils are identified and key teaching and learning strategies are quickly and effectively employed. We identify high attaining pupil premium children and target them to achieve the higher standards of attainment by ensuring they make good progress and raise their aspirations.*

*We use our pupil premium funding to address barriers in pupil achievement and personal and social development. Some of the barriers are addressed through our curriculum drivers so therefore providing a high-quality curriculum with quality first teaching and learning, alongside adaptive teaching, is a core part of our strategy. (See Curriculum Statement).*

*At Glade Hill we are Golden and we Sparkle. We strive to ensure pupils from disadvantaged backgrounds have the skills to be Golden citizens alongside developing the learning attributes of **Self-motivation**, being **Polite**, **Ambition**, **Resilience**, **Kindness**, being a good **Learner** and being **Enthusiastic**. **SPARKLE***

Our objectives are in line with the school improvement plan and focus on the key challenges to achievement for our disadvantaged pupils. We acknowledge that nationally children from disadvantaged backgrounds have been most affected by the pandemic and our school data is in line with these findings. We therefore ensure that our pupil premium children are prioritised in our keep up and catch-up plans. We have a school focus on giving children the best start, and aim for all children to develop key reading and maths skills and develop their understanding by the time they leave KS1.

Our school improvement priorities are summarised as follows

- *To review current policy and improve provision to raise attainment in reading in KS2*
- *To develop assessment strategies across the curriculum to ensure pupils secure key learning milestones through quality first teaching and purposeful and timely interventions*
- *To continue to raise attendance levels across the school, further reducing the absence rates and supporting persistent absentees to attend school more regularly.*

At Glade Hill we will also use the grant for other vulnerable pupils who are not eligible for the funding but may require additional support due to other factors such as being part of a large family or having a social worker.

We believe that knowledge is gained from rich experiences so we also use some of our funding to ensure pupils from disadvantaged backgrounds can access these experiences and opportunities.

#### IDACI

Glade Hill Primary & Nursery School is located within the City of Nottingham. Nottingham ranks 6<sup>th</sup> out of the 317 districts in England of Income Deprivation Affecting Children (ID 2019: IDACI, Rank of Average Score).

Pupils attending Glade Hill have an average IDACI deprivation score of 0.305 (based on residence). This means that 30.5% of pupils may be experiencing family income deprivation in comparison with 29.9% of pupils for Nottingham overall and 15% Nationally.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Low starting points in EYFS.</b> Entry data shows that the % of pupils with a good level of entry (GLE) into F2 is currently 35% and only 9% of PP enter F2 with a GLE. Approximately only 2/3 of the pupils who start in F2 attend our nursery and pupils have a range of experiences when they start F2. This makes early intervention challenging. The attainment gap is therefore present when the pupils first start school.
2	<b>KS1 and KS2 Attainment –</b> Retention of key knowledge and understanding has an impact on attainment and progress. Early reading, phonics and maths programmes alongside key interventions are planned to ensure children master the basic skills by the time they leave KS1.

	The proportion of disadvantaged pupils achieving the expected standard in reading, writing and maths following the pandemic reduced and the gap between non-disadvantaged and disadvantaged pupils in core subjects post pandemic widened. This is particularly the case for the current Y4/5/6 pupils.
3	<b>Communication, speech and language.</b> There has been an increase in pupils who attend the setting that are from disadvantaged backgrounds and a number of children have speech, language and communication difficulties
4	<b>Attendance</b> - Analyses of data identifies some pupil premium families with low attendance and persistent absence. Prior to the pandemic the attendance of disadvantaged pupils had improved since the employment of the school's attendance officer and this is therefore a proven impactful pupil premium grant strategy which we will continue to target identified families.
5	<b>Some children lack resilience and aspiration.</b> Internal monitoring such as lesson observations, learning walks and pupil voice has found some pupils avoid challenges, problem-solving and lack vision for their future. This prevents them from fulfilling their potential within the opportunities provided by the curriculum. <b>Many children have limited life experiences,</b> which has prevented them developing an in-depth knowledge of the wider world.
6	<b>Mental health</b> – Some children and families are facing mental health difficulties which are a barrier to learning. Although this is not widespread across all children, it is essential that timely support for those who need it must be in place.

## Intended outcomes – 3 Year Plan

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
<b>To close the gap between disadvantaged pupils in the school and other pupils Nationally in all subjects, by accelerating the progress of all pupils.</b>	<ul style="list-style-type: none"> <li>School data shows year on year improvement at closing the gap between disadvantaged pupils (DP) and other pupils nationally in all year groups, subjects and subjects combined.</li> <li>The in-school gap between non-disadvantaged and disadvantaged pupil in school is closed</li> <li>DP make good and better than good progress in all subjects resulting in +ve progress scores in KS2.</li> <li>Average standardised scores increase in all subjects and are closer to National other pupils</li> <li>DPs at Glade Hill perform better than other DPs Nationally – Like for Like comparison</li> <li>DPs achieve their FFT Estimates</li> </ul>
<b>Improve the quality of teaching and learning for all pupils in the school and to specifically raise standards for disadvantaged pupils</b>	<ul style="list-style-type: none"> <li>Teaching and learning are developed through quality CPD. Evidenced through monitoring</li> <li>Teachers reflect and improve practice supported by the Senior Leadership Team</li> <li>Behaviour for learning is outstanding, children are motivated to succeed, have higher aspirations and demonstrate improved resilience</li> <li>Pupils learn more and remember more through quality first teaching</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupils who are under attaining and /or are making slow progress are quickly identified and intervention improves outcomes</li> <li>• Feedback and marking has a direct impact on standards</li> <li>• Children develop knowledge and skills through a well-planned, taught and developed curriculum and learning sequence</li> </ul>
<b>To improve outcomes for disadvantaged pupils in reading particularly low / SEN/D and those with multiple barriers to learning</b>	<ul style="list-style-type: none"> <li>• The Little Wandle phonics scheme is implemented and impactful</li> <li>• The % of pupils achieving the phonics standard in Y1 and Y2 is in line with National other pupils</li> <li>• All DPs who attain the phonics standard in Y1 achieve the expected standard in reading in Y2</li> <li>• The % of DPs achieving the expected standard in Y2 and Y6 is closer to National for all pupils and is above like for like National comparisons</li> <li>• The % of DPs achieving the expected standard in reading in EYFS will be in line with National</li> <li>• All DPs without additional barriers reach age related standards in reading in all year groups.</li> <li>• DPs identified as being of higher ability achieve GDS in reading in Y2 &amp; Y6</li> <li>• Average standardised scores in reading increase in all year groups in National tests and internal NTS assessments</li> </ul>
<b>To improve outcomes for disadvantaged pupils in Maths</b>	<ul style="list-style-type: none"> <li>• The mastering number scheme is fully embedded and impactful.</li> <li>• The % of DPs achieving the expected standard in Y2 and Y6 is closer to National for all pupils and is above like for like National comparisons</li> <li>• The % of DPs achieving the expected standard in maths in EYFS will be in line with National</li> <li>• All DPs without additional barriers reach age related standards in maths in all year groups.</li> <li>• DPs identified as being of higher ability achieve GDS in Maths in Y2 &amp; Y6</li> <li>• Average standardised scores in maths increase in all year groups in National tests and internal NTS assessments</li> </ul>
<b>To improve outcomes for disadvantaged pupils in Writing</b>	<ul style="list-style-type: none"> <li>• The % of DPs achieving the expected standard in Y2 and Y6 is closer to National for all pupils and is above like for like National comparisons</li> <li>• The % of DPs achieving the expected standard in writing in EYFS will be in line National</li> <li>• All DPs without additional barriers reach age related standards in writing in all year groups.</li> <li>• DPs identified as being of higher ability achieve GDS in writing in Y2 &amp; Y6</li> </ul>

## 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: £ 102,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time supply teacher to deliver tutoring 5 days per week (some costs from NTP not PPG)	National Tutoring Programme  <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1 2 5
SLT / Phase leaders / Curriculum lead CPD support  Teacher Review Days  Monitoring and feedback of learning  Performance appraisal / Coaching meetings  Professional development for ECT	To improve the quality of teaching, learning and assessment so that all pupils make good or better progress. SLT/ Phase leaders lead CPD. This includes the development of the teaching reading and improved pedagogy with an emphasis on formative assessment.  High percentage of pupils in school in receipt of PPG therefore improved teaching and learning for all should have a significant impact on disadvantaged pupils  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	1 2 5
English and Maths Specialists CPD sessions – Whole staff and individual Teachers / TAs  <i>Nottingham Schools Trust CPD for subject leads</i>  <i>The science of learning CPD programme</i>	As above. Specific CPD on reading to improve pedagogy and assessment to identify next steps for pupils to accelerate their learning, raising attainment and close the widening reading attainment gap.  Maths and English leads attend training and networks to support internal CPD  Improve pedagogy	1 2 5

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>	
Fluency reading project and Decodable reading Groups CPD for TAs and teachers	<p>All these strategies aim to improve the teaching of reading for individuals and therefore of benefit to those in receipt of the PPG. Proven strategies in school</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	1 2 3 5
Little Wandle Phonics programme and further development training for all staff	<p>Early reading and writing is fundamental to raising standards across the school. A consistent approach will improve outcomes for pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	1 2 3 5
FFT Lightning Squad – Purchase of online platform	<p>Scheme ran with external tutor and in school staff. Using employed staff proved to be more impactful so platform will continue to be purchased for school use this year.</p> <p><a href="https://www.operameducation.com/">School Tutoring Programme - Operam Education Group</a></p>	
<p>Mastering number project (NCETM)</p> <p>CPD for TAs and teachers</p> <p>Project aimed at F2/Y1 and Y2 children</p> <p>Tackling Tables CPD and Resources</p>	<p>Number fact fluency is a key area for pupil progress and has been a barrier to maths attainment particularly for low and middle prior attaining disadvantaged pupils. The project aims to ensure all pupils are fluent in additive facts by the end of KS1. The similar Nottingham city project is continually developed and used as intervention for PP children who are not fluent in KS2</p> <p>All children in Y2/3/4 use Tackling Tables to develop their multiplication and division skills in order to increase the % of pupils achieving 20+ in the Y4 check. Children in Y5/6 who did not achieve 20+ in Y4 receive Tackling Tables intervention</p>	1 2 5

	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p><a href="#">Mastering Number   NCETM</a></p>	
<p>Full time SENCO teaching pupils with complex needs and providing curriculum support and CPD for all staff to meet the needs of pupils with SEN/D</p>	<p>High proportion of disadvantaged pupils also have SEN/D. Improved teaching and learning for pupils with multiple barriers is essential to improving outcomes</p> <p><a href="#">Special Educational Needs in Mainstream Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Counting Collections Project in EYFS 1 staff member assigned to the year-long project to improve interventions and outcomes for pupils in F1 and F2.</p> <p>White Rose Maths CPD and resources purchased to further improve outcomes in Maths</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	<p>1 2 5 6</p>
<p>Purchase NTS tests and diagnostic QLA tool MARK</p> <p>Purchase of Shine intervention programme that provides tools for teaching the identified gaps with follow up assessment</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Purchase of online Ready to progress diagnostic tool to identify maths gaps and target provision</p>	<p>NTS standardised test alongside QLA to identify gaps in learning. Pupils are identified and reviewed at pupil progress meetings. Standardised testing alongside teacher assessments and AFL have ensured pupil data is accurate and diagnostic</p> <p>Ready to progress materials are used as part of the maths prioritisation curriculum so to use them for intervention means the children will have a consistent approach.</p> <p><a href="https://www.gov.uk">Teaching mathematics in primary schools - GOV.UK (www.gov.uk)</a></p>	<p>2</p>

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

Budgeted cost: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
FFT Lightning Squad – Reading intervention 1:6  15-hour block tuition  National Tuition partners	More impactful last year when ran by school staff instead of external tutor  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1 2 3 5
Maths target groups – based on class post unit assessments	<a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1 2 5
One to one and small group conferencing with Class teachers. Teachers to have up to ½ day per week non-class based for feedback and conferencing with pupils from own class	Impact reports from previous years show that class teacher conferencing and feedback time was the most significant in raising attainment. EEF Research Focus on writing conferencing to close the gap.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a>  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	1 2 5
Targeted in class reading, writing, spelling, phonics and maths groups – Class teacher and TA led adaptations and intervention groups  Shine interventions	Teacher and TA led keep up and catch-up groups are key to meeting the needs of disadvantaged pupils. The school has a wide range of abilities in each class and adapting teaching alongside support staff is a proven strategy. Targeted groups based on assessment information e.g., NTS and Shine are impactful strategies when raising attainment.	1 2 3 5
NELI - Speech and language assessment and Early Intervention	One of the key barriers to learning for our children is speech and language. We have tried to address this through TA led interventions for disadvantaged pupils but have not met the desired outcome. Training and focus on early intervention in EYFS should improve impact for those in receipt of the PPG	1 2 3 5

	<a href="#">Early Years Toolkit   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a> Communication and language	
3x per week or weekly one to one reading depending on need  Includes fluency project and precision teaching	To ensure children from disadvantaged backgrounds read on a one-to-one basis at least weekly regardless of ability and home support.  <a href="#">Teaching Assistant Interventions   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>	1 2 5
Focused Maths intervention and conferencing – Arithmetic, Shine, Tackling Tables and Fluency project	QLA shows many of the pupils from disadvantaged backgrounds lack in basic fluency skills and using inefficient methods. <a href="#">Teaching and Learning Toolkit   EEF</a> ( <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	1 2 5
After school one to one tuition / small group	Targeted one to one and small group support for identified disadvantaged pupils.  Targeted phonics group for Y1/2  Top up of NTP grant  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a>  <a href="#">One to one tuition   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>	1 2 5
Breakfast club tuition	To extend the learning day for pupils from disadvantaged backgrounds. Teachers to plan work specific to pupils' areas of need  <a href="#">Extending school time   EEF</a> <a href="http://educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>	1 2 5
Monitoring the impact of pupil premium spending, Assessments of pupils and intervention planning with teachers. Pupil progress meetings and teacher review days	To ensure spending targets actions with high impact. Outcomes are measured and provision is reviewed. Focused and improved intervention	1 2

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral team lead and pastoral team provide individual and small group behaviour support</p> <p>Break time and lunch time activity lead supporting behaviour and cooperative play</p>	<p>To provide specialist bespoke support for disadvantaged children experiencing social, emotional, behavioural or mental health needs. This enables these children to make progress in these areas, which in turn makes them more able to access the learning in the classroom for improved life chances.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1 2 5 6</p>
<p>Mental Health support for families and children</p> <p>4 x Trained Mental Health First Aiders</p>	<p>To provide specialist bespoke support for disadvantaged children experiencing social, emotional, behavioural or mental health needs. This enables these children to make progress in these areas, which in turn makes them more able to access the learning in the classroom for improved life chances.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1 2 5 6</p>
<p>ELSA – Increase the number of staffed trained to three</p> <p>Staff training and time for those trained to provide emotional support to pupils who need this intervention</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1 2 3 5 6</p>
<p>Attendance officer</p> <p>Headteacher</p> <p>Admin assistant</p> <p>Monitor and intervene to continue to improve attendance and punctuality</p>	<p>Prior to the pandemic, attendance rates for disadvantaged pupils improved with the strategies employed therefore these strategies will continue. Some additional strategies to be launched.</p> <p><a href="https://www.gov.uk">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p> <p><a href="#">FFT Aspire Attendance Tracker - FFT</a></p>	<p>1 2 4</p>
<p>Funding for revision books, Homework supplies, PE kits, home</p>	<p>To ensure pupils from low-income families are fully equipped for school and are able to access further home learning</p>	<p>1 2 5</p>

learning packs Equipment  Electronic Devices		
Funding for residential and other educational visits	To provide enrichment and develop speaking, listening and learning skills. School audit findings show many disadvantaged pupils have very little access to enrichment activities	3 5
Music Tuition	To provide enrichment  School audit findings show many disadvantaged pupils have very little access to enrichment activities	5
Ice Skating	To provide enrichment  School audit findings show many disadvantaged pupils have very little access to enrichment activities	5
After School Clubs- Targeting pupils' interests and talents	To provide enrichment  School audit findings show many disadvantaged pupils have very little access to enrichment activities	5
Breakfast Club - Free meal places  Breakfast – Free bagels for all pupils	To target learning  To improve punctuality  To provide breakfast for pupils who may not have a breakfast at home.	1 2 4 5

**Total budgeted cost: £262,000**

## 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.

We have analysed the performance of our disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are now required to publish their 2022/23 key stage 2 results for the first time since the pandemic. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it continues to be difficult to interpret why the results are as they are using the data alone.

The following statement from the DFE advises caution over the use of data in 2022/23.

#### **Use 2022/23 school and college performance data with caution**

School performance data for the 2022/23 academic year should be used with caution given the ongoing impacts of the COVID-19 pandemic, which affected individual schools and pupils differently.

School performance data should be considered alongside a range of other information about the school, which could include looking at school websites, reading Ofsted reports, and speaking to the school directly. Conclusions should not be drawn on a single piece of data alone.

At the point of writing this impact statement not all data for disadvantaged pupils has been released by the DFE therefore internal school analysis has been used. For this reason, exact figures have not been published in this impact statement.

Although historically pupil premium data has been compared to all non-disadvantaged pupils nationally this level of analysis proves less useful following the pandemic, as it is widely known that nationally the gap between disadvantaged pupils and all other pupils remains wide. This is also the case at Glade Hill Primary School. In order to have information that supports a purposeful Pupil Premium Strategy Plan for this academic year we have compared disadvantaged pupils at Glade Hill with disadvantaged pupils nationally. This has helped us to identify impact and areas for future development. See below for data comparisons.

Data sets where disadvantaged pupils at GH perform less well than disadvantaged pupils nationally	Data sets where disadvantaged pupils at GH perform in line with disadvantaged pupils nationally	Data sets where disadvantaged pupils at GH perform better than disadvantaged pupils nationally
KS1 Reading and Maths attainment  KS2 RWM attainment  KS2 Reading and Writing attainment	KS1 Writing attainment  KS2 Maths attainment  KS2 Reading Progress	Y1 Phonics attainment  KS2 Maths Progress  KS2 Writing Progress

Data from tests and assessments show that despite the disruption to education some aspects of the Pupil Premium Strategy have continued to be impactful, particularly KS2 Progress figures and Y1 phonics attainment. Writing was the main focus of the pupil premium strategy last year and impact is evident through data and other accountability measures.

Progress and attainment of the school's disadvantaged pupils in 2022/23 in other areas are below our expectations. This has been the case for KS1 pupils in maths and for standards in reading across KS1 and KS2. Standards in reading which fell in 2022/23 had a direct impact on the percentage of pupils from disadvantaged backgrounds achieving the expected standard in reading, writing and maths combined. Our 2023/24 strategy takes this into account and has been amended accordingly. Our analysis suggests that the reason for this, alongside the ongoing impact of COVID-19, was that some of the identified approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

Absence among disadvantaged pupils was 2.5% higher than non-disadvantaged pupils in 2022/23. Approximately 35% of disadvantaged pupils' attendance was below 90%. We have therefore continued to focus on raising the attendance of our disadvantaged pupils and specifically those with persistent absence in our current plan.

Our observations and assessments demonstrated that challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

The analysis of other internal data suggests we are not at present on course to achieve the outcomes that we set out to achieve by 2023/24, as stated in the intended outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the *activity in this academic year* section above.

## 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*

<b>Programme</b>	<b>Provider</b>
The Lightning Squad	FFT

## Service pupil premium funding (optional)

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

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