

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 2021-22	Data 2022-23	Data 2023-24
School name	Becket Primary School		
Number of pupils in school	176	173	163
Proportion (%) of pupil premium eligible pupils	36%	36%	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2021/22 to 2024/25		
Date this statement was published		December 2022	December 2023
Date on which it will be reviewed		July 2023	July 2024
Statement authorised by	Luci Amos (Executive Head) and Zoe Bembridge (Head of School)		
Pupil premium lead	Katie Grant	Luci Amos/Zoe Bembridge	Luci Amos/Zoe Bembridge
Governor / Trustee lead	Gov Kerry Mullinder	Kerry Mullinder	Mike Puckey

Funding overview

Detail	Amount 2021-22	Amount 2022-23 Actual	Amount 2023-24
Pupil premium funding allocation this academic year	£ 77,285	£89,620	£93,035
Recovery premium funding allocation this academic year	£9,824	£9,207	£9,135
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable)	£4,586	£14,052	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£91,695 + additional £14,099 (not received until October 2022)	£112,879	£102,170

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that our disadvantaged pupils achieve as well as their non-pupil premium peers. We want to redress the imbalance between our disadvantaged pupils and other pupils in terms of life experience and cultural capital. Our aim is for our disadvantaged pupils to achieve academically, physically, emotionally and socially in line with their peers. The purpose of our strategy is to support pupils to make good or better progress and achieve expected or better attainment across all subject areas.

We will consider the range of challenges faced by our vulnerable pupils/families, for example those with social workers, young carers and mental health needs. The strategies identified in this statement are intended to support their needs, whether they are disadvantaged or not.

Quality First Teaching is integral to our approach, alongside pastoral support to ensure pupils are ready to learn and access the classroom. High quality first teaching is proven to have the greatest impact on closing the disadvantaged attainment gap, as well as benefiting all pupils.

Our strategy encompasses plans for education recovery, prioritising reading in the first instance as this is the vehicle to accessing curriculum content and improving attainment more widely across the full range of subjects.

Our approach will continue to be responsive to identified common challenges and also maintain a focus on individual's needs; systematic diagnostic assessments, conferencing and knowledge of pupils and their individual family circumstances will inform the individual approach to application of the strategies we have adopted. To ensure they are effective we will:

- act swiftly to ensure support/intervention is provided at the point a need is identified
- continually review the impact of support to ensure it is effective (formally at least 6 weekly) and adapt provision as required
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers and less opportunity to practice their phonics outside of school. This negatively impacts their development as readers. Phonic attainment in Year 1 June 2021 was 43%.
3	Our assessments, monitoring and pupil conferencing indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.

	This has resulted in significant knowledge gaps and gaps in learning strategies leading to pupils falling further behind age-related expectations, with more significant gaps in reading and writing across most year groups.
4	<p>Our pupil conferencing/wellbeing surveys, observations and discussions with pupils and families have identified social, emotional and mental health issues for many pupils, notably limited contact/interaction outside of the household, anxiety around social mixing and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>2021-22 - 20 pupils (11 of whom are pupil premium and a further 6 vulnerable for other reasons eg. Young Carer, SEND), 2022-23 – 13 pupils, currently require regular additional support with social and emotional needs, receiving small group or individual interventions. 8 families, all of whom are disadvantaged, receive regular checks in from the in school family support worker. Additional children have need based check ins or exit cards to access support when needed.</p>
5	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1.9 – 3.7% lower than for non-disadvantaged pupils.</p> <p>In the 2 years prior to this strategy being written 28 - 43% of disadvantaged pupils have been 'persistently absent' compared to 9 - 20% of their non-pupil premium peers during that period. Whilst we appreciate that the impact of COVID 19 has increased persistent absenteeism, our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved phonics and reading attainment among disadvantaged pupils.	<p>Teaching of phonics is consistent across the school.</p> <p>All staff are confident in using phonic strategies to support reading.</p> <p>Pupil make accelerated progress towards FFT 50 targets. (over 3 years FFT 20)</p> <p>Children read regularly and see themselves as readers.</p> <p>KS2 reading outcomes in 2024/25 show that more than 74% (2019 National) of disadvantaged pupils met the expected standard.</p>
Improved writing attainment among disadvantaged pupils. Improved feedback supports better outcomes.	<p>KS2 writing outcomes in 2024/25 show that more than 78% of disadvantaged pupils met the expected standard. Feedback is consistent across the school</p> <p>Feedback improves pupil outcomes in Writing.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from pupil voice, pupil and parent surveys and teacher observations/learning walks behaviour logs (bullying, racist, sexualised) <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> <p>Children develop wider life skills - Pupils participate in after school clubs eg. Sewing, cooking</p> <p>Pupils are ready to learn.</p>

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <p>Persistent absenteeism is reduced year on year.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 1%. the percentage of all pupils who are persistently absent being below 8.2% (2018/19 national figure) and reducing in line with the national figure. The persistent absentee figure among disadvantaged pupils being no more than 5% greater than their peers. (2020-21 academic year it was 11% higher than ALL persistent absentees) <p>Health Care Plans are in place, where appropriate, and outline a stepped return to full time education.</p>
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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

Budgeted cost:

2021-2022	2022-2023	2023-2024	2024-2025
£5,153	Actual £5968	£4,600	

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics Training for all staff</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Evidence suggests weaker readers, as well as children with dyslexia, perform less well on phonemic awareness tasks. Training phoneme awareness can improve word reading. Phonics Toolkit Strand Education Endowment Foundation EEF	2
<i>Purchase of standardised diagnostic assessments for Reading</i>	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	3
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Further increase range of matched books to read alongside scheme – 2023-24	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF Evidence suggests weaker readers, as well as children with dyslexia, perform less well on phonemic awareness tasks. Training phoneme awareness can improve word reading.	2
Improve the quality of social and emotional learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4
<i>Work with partner school to improve the quality of reading teaching and learning.</i>	https://d2fic4wvo1iusb.cloudfront.net/eeef-guidance-reports/literacy-ks-1/Literacy KS1 Guidance Report 2020.pdf	3

We will fund teacher release time to facilitate CPD including monitoring, coaching, observations of good practise and shared planning opportunities.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:

2021-2022	2022-2023 Actual	2023-2024	2024-2025
£ 43,504	£46,999	£42,453	

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programmes to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>NELI</p> <p>Talk boost</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>(EEF) has found that the Nuffield Early Language Intervention (NELI) boosts the language skills of four- and five-year olds by an additional three months.</p>	1
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Engaging with the National Tutoring Programme to provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p> <p>Lightning Squad in the first instance.</p> <p>School Led Tutoring – 2023-2024</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF: There is extensive and consistent evidence from at least 6 meta-analyses and reviews, including studies involving pupils aged 7-11 of the impact of structured interventions and intensive one to one support.</p> <p>EEF:</p> <ul style="list-style-type: none"> • small group tuition +4 months • 1:1 tuition +5months • Early Years interventions +5 months • Reading comprehension strategies +6 months • social and emotional learning +4 months 	2, 3

<p><i>Appoint adult/s to facilitate 1:1 daily/3x weekly reading support targeted at disadvantaged pupils with limited outside school support.</i></p> <p><i>Planned interventions matched to pupil specific gaps/needs – 2023-2024</i></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>EEF: Actively teaching reading fluency is important for all pupils and those judged to be struggling are likely to benefit from targeted support.</p>	3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost:

2021-2022	2022-2023 Actual	2023-2024	2024-2025
£ 43,218	£58,171	£55,708	

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Review of school vision and values. Develop whole school ethos.</i></p>		1,2, 4 , 5
<p><i>Review the whole school behaviour policy with the aim of improving behaviour across the school, developing our school ethos and improving positive behaviours for learning.</i></p> <p><i>Implement MAT Behaviour Curriculum (2023-2024)</i></p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>EEF: reducing challenging behaviour can have a direct and lasting effect on pupils learning.</p>	4
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve time for staff to develop and implement new procedures and the family support worker engaging persistent absentee families.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>EEF Stated: levels of parental engagement are consistently associated with children's academic outcomes</p> <p>Good attendance has a positive impact on attainment and secures better relations with peers</p>	5
<p><i>Ensuring pupils are emotionally and mentally ready to learn and access the classroom. Social anxiety strategies in place for pupils.</i></p> <p><i>Learning Mentor support through support programs – Learning mentor sessions, Hidden Chimp, Sensory circuits...</i></p>	<p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year.</p> <p>https://www.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>EEF: SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of</p>	4, 5

	<p>which may subsequently increase academic attainment.</p> <p>Young Minds research reported: emotional wellbeing is a clear indicator of academic achievement and success</p>	
<i>Ensuring disadvantaged pupils have access to a broad and balanced curriculum, including enrichment activities.</i>	EEF: enriching education has intrinsic benefits - all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.	4, 5

Total budgeted cost:

2021-2022	2022-2023 Actual	2023-2024	
£ 91,875	£111,138	£102,761	

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than non-disadvantaged in the vast majority of year groups and core subjects. Internal data on full return to school from March 2021 onwards highlighted that for most dis-advantaged pupils the gaps had increased. The outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised and the gaps remained significant.

Our assessment of the reasons for these outcomes points in part to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. We maintained a commitment to high-quality education for all, issuing families with laptops, sim cards and home visits to model how to use Teams to access online lessons, despite this some families still had limited engagement with online sessions, missing vital phonics/spelling sessions, maths skill teaching etc. Throughout the Lockdowns and partial opening periods our school family support worker and social skills LSA maintained contact with all families, inviting addition vulnerable pupils to attend school, providing paper copies of work and ensuring all had every opportunity to be able to access their learning.

Overall attendance in 2020/21 was lower than in the year preceding Covid impact, 2018/19 96%. At times since the Covid pandemic, when all pupils were expected to attend school, absence among disadvantaged pupils was 3.7% higher than for all children and persistent absence 11% higher over the last academic year. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments, surveys and observations indicated that pupil social interaction, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Pupil premium strategy progress towards intended outcomes 2021-22

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Attainment

Our internal assessments continue to show that PP pupil attainment is lower than non-PP pupil attainment with the exception of Year 2 reading, however the year 6 SAT outcomes do not show a significant difference in attainment for Reading and Maths. Y6 Reading and Maths attainment at expected standard for PP children (of which there were 4) was 75% and for Non-PP 81%, attainment of all in both subjects was 80%. In writing the difference was more significant with 25% of PP children attaining the expected standard compared to 76% Non-PP, with the overall attainment at 68%.

Phonics attainment in Year 1 has increased to 58% compared to 43% the previous year.

Lightning Squad impact averages +0.9 compared to the expected figure of +0.75, demonstrating a positive impact on pupils' progress. 17/30 children (57%) have demonstrated significant progress with reading fluency, of the 4 children making notable negative progress with reading fluency 2 are attendance concerns, 1 a new EAL child and 1 has SEND needs. Those pupils in Year 3 and 5 made the most significant gains, +1.4 and +1.7 respectively. Year 2 made under expected progress on average, there are wider factors related to attainment in this cohort.

Our Early Years Reception data shows that 61% of the cohort attained a Good Level of Development (GLD) with PP attainment at 50% and non-PP 67%. Attainment was as follows in these specific areas of learning – Listening, Attention and Understanding – 96%, Speaking – 96%, Word Reading – 87% and Writing – 65%. Of those that did not attain the expected level in these areas 1/1, 1/1, 2/3 and 4/8 are PP respectively. There is not a significant difference between PP and Non-PP attainment in these areas.

Improved well-being (Social and Emotional) and enrichment opportunities

Whilst it can be more difficult to evidence impact numerically, the voices of the children can speak volumes and clearly demonstrate the opportunities that they wouldn't otherwise have.

'In forest school I remember cutting a log and we drew on it and hung it up for Christmas at home.' (YR child)

'My favourite part was making marshmallows with biscuits, I don't get to do this at home much.' (Y3 child)

'I really want to do forest school again, it's fun and entertaining. I get to build shelters. I also wouldn't normally get to build a fire. I enjoy building things at forest school.' (Y5 child)

'Tobogganing was really fun, we chose what colour toboggan we had. I'd never done it before. Frisbee golf was tiring, but I enjoyed it.' (Y3 child)

'I want to do it again one day, I'd never done it, I really enjoyed climbing, it was fun to do something different. I enjoyed caving because you get to squeeze through gaps and explore, I haven't been caving before.' (Y5)

Rock climbing was really good, but scary at the same time. It was so high, so coming down was scary, it was the first time I tried it.' (Y4 child)

Ofsted January 2022, 'Leaders have well-thought-out plans to enhance pupils' wider experiences, so that they grow into responsible citizens.'

24 children/families have received support from the Learning Mentor or Family Support Worker on a consistent regular basis. The number of children needing to miss learning for Social and Emotional reasons has decreased as the year has progressed.

Internal monitoring completed by the CEO in Term 6 concluded that, 'Pupils' demonstrate pride in their work' as evidenced 'through interviews and lesson observations. Learning behaviours were strong.'

Demonstrating the progress made since the observations of Ofsted January 2022, 'Some younger pupils find it difficult to sustain their concentration... Low-level disruption is tolerated at times... Leaders need to ensure that staff have consistently high expectations of pupils' behaviour and conduct in key stage 1, so that all pupils can learn well without interruptions.' Support from the Learning Mentor and EAL specialist have been pivotal in bringing about these changes.

Attendance

Whilst we appreciate that Covid Outbreaks have continued to impact attendance this year, persistent absenteeism remains a significant concern. At 14.07.2022 attendance for disadvantaged pupils for the academic year 2021-2022 including former pupils was 86.84% compared to 93.61% for non-disadvantaged. This is a difference of 6.77%. Only including pupils that currently remain on role, disadvantaged pupils attendance was 88.12% compared to non-disadvantaged attendance of 94.15%, a difference of 6.03%. Of the persistent absentees 58% of these are disadvantaged. Of these disadvantaged pupils 7 out of 22 are both PP and SEND and the average attendance of these children is 79.55%, 2 attend alternative provision and have skewed the attendance data having percentages of 2.17% and 49.32%. 34% of PP children are persistent absentees and compared to 15% of non-PP children, a difference of 19%. 22% of all children are persistent absentees. The impact of this persistent absenteeism is evident in attainment outcomes. Key families have been referred to the Education Welfare Officer (EWO) and termly meetings with the EWO have sharpened practice in school with termly letters to persistent offenders showing improvements in pupil attendance. Families that require further monitoring will be reviewed with the EWO at the end of September to ensure actions are taken early at the start of next academic year where necessary.

Pupil premium strategy progress towards intended outcomes 2022-23

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Attainment

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national level where these are available (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

Our internal assessments continue to show that PP pupil attainment is lower than non-PP pupil attainment, this is replicated in Year 6 outcomes, however the year 2 outcomes show that PP pupils attained higher than non PP in Reading and Writing. Reading PP 56%, Non-PP 50% (Nat for both groups 73%) and Writing PP 67% and Non-PP 56% (Nat for both groups 65%), this demonstrates improvement on last year's attainment. Progress measures at KS1 (Based on the FFT Dashboard) for RWM also show that our disadvantaged progress (+22%) exceeded non-disadvantaged pupil progress (-1%).

Phonics attainment in Year 1 has increased for all pupils to 68% (Nat 79%) compared to 58% last year (2022) and 43% the previous year (2021). Phonics attainment of PPG pupils (8 children) was 50% (Nat 67%).

Lightning Squad impact averages +1.9, demonstrating a positive impact on pupils' progress. With year group progress being:

Y1 3 pupils – newer to LS +0.5years

Y2 – 12 pupils + 1 year 4 mths progress

Y3 – 3 pupils +1y 9mths progress

Y4 – 2 pupils +2y 1 mth progress

Y5 – 2 pupils +3y 3mths progress

Our Early Years Reception data shows that 74% (Nat 67%) of the cohort attained a Good Level of Development (GLD) with PP attainment at 80% and non-PP 71%.

The data demonstrates that strategies are having a positive impact on disadvantaged pupils attainment compared to previous years' in the EYFS, Phonics and some areas of KS1, although data does not yet reflect enough progress to narrow the gap to national attainment.

Improved well-being (Social and Emotional) and enrichment opportunities

Children's views have been sought with regard to enrichment and wider opportunities.

Forest School

'In Forest School I made stickman, Vikki, helped me, then I made one by myself. I enjoyed it, it was fun.' (EYFS child)

'I grew a plant, sunflowers. I took it home, they are really growing. We found out that plants give us oxygen. We made bread for Little Red Hen and kneaded it. We made a fire and melted marshmallows. It was amazing.' (Year 1)

'We made houses, like shelters in teams. We made smores, we made bow and arrows to link with our history. (Y4)

Mendip Days

'We made fires, we had to find sticks and use cotton wool. We lit them with a flint and steel. We went tobogganing, it was fun and Frisbee. I also lit a fire in forest school but this was the only time I had been tobogganing.' (Y4)

'On camp I liked the axe throwing, but sledding and tobogganing were the most enjoyable. I liked caving and climbing it was fun. I'd done climbing before but caving was new.' (Y6)

10 children/families have received ongoing support from the Learning Mentor or Family Support Worker on a regular basis. The Family Support Worker has increased their multi-agency work with an increasing number of Early Help referrals, Young Carer referrals and Education Welfare liaison. Their work has been supported through the allocation of a Mental Health Support Team (MHST) worker to the school one afternoon a week. The number of children needing to miss learning for Social and Emotional reasons has decreased as the year has progressed, the Learning Mentor has primarily supported children who are both PP and SEND this academic year with SEMH needs and accessing learning. Internal monitoring completed by the CEO across the year has identified positive behaviours for learning across the school, evidence of scaffolding and progress within book scrutinies.

Attendance

Persistent absenteeism remains a significant concern, we have asked for eight Fixed Penalty Fines to be issued this academic year. The EWO has been closely involved with the school from the outset of the academic year, meaning that persistent absentees from last academic year were identified early and in one instance a TAF (Team around the family) meeting was called in week 8 – attendance was 63.89% at this point and has increased to 87%. At 20.07.2023 attendance for disadvantaged pupils for the academic year 2022-2023 including former pupils was 88% (a slight increase on 2021-2022) compared to 94% for non-disadvantaged. This is a difference of 6%, again a slight decrease from last academic year. Only including pupils that currently remain on role, disadvantaged pupils attendance was 88.5% compared to non-disadvantaged attendance of 94%, a difference of 5.5%. Of the PP persistent absentees 3 children who are both PP and SEND have skewed data, one attends alternative provision and has 26.1% attendance, the second is on a gradual reintegration to the classroom as per advice and has attendance of 60.68% and the third has complex family circumstances, multi-agency involvement with the family and attendance of 27.82%. Of those that remain on role (not including former pupils) 25.99% of all children are persistent absentees. The impact of this persistent absenteeism is evident in attainment outcomes.

Based on all the information above, the performance of our disadvantaged pupils varied across the school and subject areas, we have improved outcomes in EYFS and KS1 and if rates of progress are maintained we will close the gap to national in those areas.

Our evaluation of the approaches delivered last academic year indicates that Lightning Squad, NELI and pupil gap specific interventions were the most impactful.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. We have used impact information from Provision Map and made adaptations including increasing Lightning Squad interventions, removing Talk Boost interventions and starting School Led Tutoring at the start of the academic year, evidence shows that interventions tailored to pupils' specific gaps are having higher impact than most intervention programmes.

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
Spelling Shed	Ed Shed
White Rose Maths	White Rose
Classroom Secrets	Classroom Secrets
Jigsaw – PSHE/RSE curriculum	Jigsaw – PSHE/RSE curriculum
TT Rockstars/Numbots	mathscircle.com

