

Pupil premium strategy statement – Marlbrook Primary School

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

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

Please note: annotations made to this document are highlighted in blue and are present as a commentary for reviewing the 2021/22 academic year. Data and statistics are for November 2022.

School overview

Detail	Data
School name	Marlbrook Primary School
Number of pupils in school	617 633
Proportion (%) of pupil premium eligible pupils	35% 41% 29% of PP are FSM
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021- September 2024
Date this statement was published	30.11.21
Date on which it will be reviewed	Feb 22 Feb 23
Statement authorised by	Tracey Kneale Executive Headteacher
Pupil premium lead	Sue Jenkins Collaboration Deputy Claire Smethurst Assistant Headteacher
Governor / Trustee lead	Joy Carroll

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£266,810 £287,135
Recovery premium funding allocation this academic year	£33,387 £0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£300,197 £287,135

Part A: Pupil premium strategy plan

Statement of intent

Within the Marlbrook Collaboration of Schools (Marlbrook Primary School, Little Dewchurch CoE School and St Martin's Primary School) we are committed to supporting all pupils to be the best they can be. The focus of our pupil premium strategy is to support disadvantaged pupils achieve their full potential, including progress for those who are already high achievers. We are aware that for this plan to have the greatest impact it needs to be an integral part of our wider school plans for education recovery for all pupils across the collaboration.

We recognise that not all pupils enjoy the same advantages in life and some will have barriers to their learning which come with living in poverty and/or experiencing levels of disadvantage. We also appreciate that some vulnerable pupils such as those with a social worker and young carers face further challenges. As a school community we are focussed on removing as many of these barriers as possible and giving pupils every opportunity we can to thrive emotionally and academically, regardless of whether they are disadvantaged or not.

Working with families and Governors we have devised a plan to use our Pupil Premium monies to support that aim. We know our children and families well and our plan reflects this. Our statement is responsive to common challenges and individual needs and is rooted in robust assessment and evidence of impact.

Funds are used to support families as well as pupils to enable our disadvantaged community to develop resilience to the challenges they face and develop skills, such as improved parenting skills; improved academic skills and improved life skills which in turn lead to the improved mental health and well being of the whole family and in turn lead to improved outcomes in school.

There is no "one size fits all" plan and we are committed to ensuring our provision is fluid and reflective at all times so we can respond effectively to pupil need promptly.

To ensure our plan works we will:

- Regular monitor and mentor staff to ensure they are providing support and challenge in lessons and that staff have high expectations for disadvantaged pupils
- Continue our school ethos of early intervention that is bespoke if necessary

- Adopt a whole school approach which makes all staff responsible for the outcomes of disadvantaged pupils.
- Robustly monitor the impact of our ~~catch up~~ **intervention** programmes and adapt them quickly if they lack impact using the cycle recommended in the EEF Pupil Premium guide – *Developing an Effective Pupil Premium Strategy*

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments and observations indicate that time in school missed due to Covid pandemic - lockdowns, self-isolation, illness and bubbles closing has impacted the education of our disadvantaged pupils more than our non-disadvantaged pupils. Our evidence suggests disadvantaged pupils' experience of home learning varied according to family circumstances and access to technology. This observation is supported by national studies. 60% of vulnerable pupils attended some school during the initial lockdown but levels of engagement from some PP pupils was patchy which has hindered their progress. Erratic attendance patterns have continued this term with pupils catching Covid or self-isolating with symptoms. Some younger pupils have missed early chances to develop basic reading/writing skills and others lost the opportunity to consolidate and embed skills. Initial attendance rates for vulnerable pupils was low at 80% for September – this rate has improved and is currently 90% for pupils receiving FSM compared with 93% for non-FSM pupils.</p> <p>While bubbles have ceased, and the periods of self-isolation have shortened, the impact of the covid pandemic being more significant on our disadvantaged pupils can still be seen – namely in the SEMH needs of these pupils and their families as expanded upon in challenge 5. Current attendance for PP children is 92%; FSM is 93% compared to 92% non-FSM</p>
2	<p>Low baseline on entry to Nursery and Reception. Pupils enter school with poor expressive and receptive language skills and poor social/emotional skills. This slows reading/writing progress. This is evidenced when assessing, observing and talking to pupils.</p>
3	<p>Inconsistent support from home, among some families, across all key stages, with reading/homework/self-regulation/organisational skills. This impacts on all areas of school life, including progress, attainment and behaviour. Some families would benefit greatly from additional support and nurture as a whole unit as opposed to school working in isolation with pupils. Literacy and numeracy levels among a significant minority of parents presents a barrier to pupil engagement and progress.</p>
4	<p>Emotional and mental health issues are prevalent among our PP pupils and their families. Discussions with pupils and families show that this has been exacerbated by Covid. Some pupils have returned to school anxious; under confident in their abilities; concerned about Covid and/or have been exposed</p>

	<p>to additional stress at home. The numbers of disadvantaged pupils being referred to our counselling/play therapy services have increased as has the need for intervention from our Student and Family Support team. 80% of the team's current caseload are disadvantaged pupils or pupils with a social worker. Referrals for anxiety have markedly increased.</p>
5	<p>26% (54) of PP pupils are also on our school SEN register and need additional support to access the curriculum.</p> <p>35% (92) of PP pupils are also on the SEN register with three pupils having an EHCP.</p>
6	<p>Internal school attainment and progress data indicates that PP pupils are working below NE in certain areas with a bigger gap of 1 year in Yr4 writing and 19% of PP pupils in Reception achieved GLD by the end of the year. There is a need to target key groups of pupils and plan for accelerated progress. This is based on TA data from July 2021. Recent assessment in November has evidence that pupils are beginning to make progress but some gaps in learning have been widened due to continued poor attendance due to Covid;</p> <p>37% of the Reception cohort were PP 2021/22 and 67% of these achieved GLD; 78% achieved ELG in communication and language</p> <p>•Maths – Yr 3 on average one term behind ARE but progress is well above NE; Yr5 on average two terms behind ARE but progress good; Yr 6 on average two terms behind ARE; progress is in line with NE</p> <p>The attainment gaps for our PP children highlighted here were closed over the course of the year. Year 2 pupil premium pupils are falling behind in their attainment (less than 50% ARE) and progress.</p> <p>•Reading - Yr3 on average two terms behind ARE ;Yr 5 on average 2 terms behind ARE; progress is in line with NE; Yr 6 on average 1 term behind ARE but progress is well above NE</p> <p>The attainment gaps for our PP children highlighted here were closed over the course of the year. Year 2 pupil premium pupils are falling behind in their attainment (less than 50% ARE) and progress. Progress is also an area of focus in Year 4, 5 and 6.</p> <p>•Writing -Yr 3 on average 2 terms behind ARE but progress is good; Yr 4 on average 2 terms behind ARE – progress is good; Yr 5 on average 1 year behind ARE progress is in line with NE; Yr 6 on average 2 terms behind ARE – progress is good</p> <p>The attainment gaps have closed for Year 4, 5 and 6 last academic year. The gap between achieving ARE is still present in Year 3 and now also in Year 2. Progress is also an area of focus for these two year groups.</p>
7	<p>Some of our pupils live in areas where poverty/deprivation is high which limits the cultural and life experiences on offer to them and their families. Discussions with teachers indicate that this impacts on pupils' ability to engage with the broader curriculum. Pre-topic assessments show their prior knowledge of science, history and geography is lower than that of non-disadvantaged pupils who may have been exposed to more learning experiences at home and in the wider world.</p>
8	<p>Vulnerable pupils' attendance is disproportionately affected by Covid and other circumstances. November 2021 data shows PP attendance is 91% compared to 93% for non-PP pupils. 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
<p>Improve language skills of pupils eligible for PP in Reception and KS1 to support pupils in the development of early phonics skills to support reading and writing. This will begin with developing good speaking and listening skills. Pupils will make accelerated progress to close the gaps create by disrupted schooling.</p>	<p>The % of pupils making GLD by the end of the year will be at least 72% the % making GLD in the areas of language and communication and making relationships will be at or above nationally expected levels.</p> <p>This will be achieved by 2024/25</p> <p>2021/22: 67% of PP children in Reception achieved GLD; 78% achieved expected level in communication and language; 81% achieved expected level in making relationships.</p>
<p>Improved reading fluency and understanding among disadvantaged pupils. All PP pupils will be targeted to achieve the expected standard for the phonics check at the end of Year 1. This will then impact on improved reading and writing scores.</p>	<p>At least 82% of PP pupils to pass the Yr 1 Phonics screening test.</p> <p>75-80% of disadvantaged pupils across all year groups will achieved ARE in terms of books bands and comprehension. This will be in line with targets set for non-disadvantaged pupils. Evidence from assessment data can be triangulated with lesson observations and reading records.</p> <p>This improvement will be achieved and show evidence of being sustained by 2024/25</p> <p>2021/22: 63% of PP children passed screening in Y1; 84% of non-PP passed screening in Y1</p>
<p>To support disadvantaged families as well as pupils with social, emotional and mental health needs so that they can enjoy fuller access to all aspects of the curriculum and make at least nationally expected progress. This will include provision for PP pupils who have developed anxieties since the onset of Covid.</p>	<p>80 % of PP children identified as having social, emotional and/or mental health issues will achieve NE progress and attainment targets.</p> <p>Improved and sustained levels of wellbeing by 2024/25 will be demonstrated by a range of sources including:</p> <ul style="list-style-type: none"> • Pupil voice surveys; family discussions and teacher feedback from observations • Increased parental engagement in pupil learning; evidence of children being read with at home, • In school there will be an increase in participation in enrichment activities,

	<p>such as school trips/music lessons/school visitors/after school clubs particularly among disadvantaged pupils.</p> <ul style="list-style-type: none"> • Coffee mornings – drop in times for parents to see a pastoral worker and share worries/concerns while seeking support and signposting to available agencies. • Play therapy available with 2 therapists in school • WEST (Herefordshire and Worcestershire Wellbeing and Emotional Support Teams)
<p>PP pupils with SEN will develop strategies and the independent learning behaviours needed to make accelerated progress.</p>	<p>100% of our PP children with SEN will make at least expected progress 3+APS in RWM by 2024/25</p> <p>Evidence of progress can also be gathered from formative assessments; lesson observations, books and pupil interviews.</p> <p>Our internal data reporting system changed in 2021/22 and 'APS' is no longer used.</p> <p>Progress of our PP children with SEN will be tracked and interrogated by our SENCo and senior management team to ensure these children are making at least expected progress within their adapted curriculum.</p>
<p>PP pupils will make accelerated progress to ensure they meet <i>at least</i> nationally expected attainment and progress targets. There will be evidence that they are confident, independent learners.</p> <p>PP pupils across KS2 will need to make accelerated progress with particular focus on PP pupils making accelerated progress in the current Yr5 where writing is 1 yr behind. The current Yr3 will need to make accelerated progress in RW&M</p>	<p>At least 85% of PP pupils will be at NE by Summer 2 2022 and this improvement will be sustained through to 2024/25</p> <p>End of KS2 outcomes 2021/22:</p> <p>Maths – 83% PP children at ARE (national 71%)</p> <p>Comprehension – 88% PP children at ARE (national 74%)</p> <p>Writing – 78% PP children at ARE (national 69%)</p>
<p>The families of our PP children develop confidence in their own literacy and numeracy skills. This will then give them the skills to support pupil learning at home.</p>	<p>Family literacy and numeracy sessions will be targeted at PP families – there will be evidence of their attendance at sessions as well as at teacher information sessions and parents' evenings.</p>
<p>Improve the range of experiences on offer for PP pupils beyond the classroom – including educational visits & visitors/tutors into school.</p>	<p>100% of PP pupils will have been on at least 4 trips or been part of experience days in school this academic year – Covid restrictions permitting. There will also be an</p>

<p>Increase school offer in terms of a broader curriculum.</p>	<p>increased number of PP pupils accessing musical provision. 2022/23: Young voices: 28 PP chn Choir: 7 PP chn Recorder: 8 PP chn Clarinet: 2 PP chn Flute: 1 PP child 2021/22 Mad science club: 3 PP chn attended</p>
<p>Improved attendance in school for all pupils, particularly our disadvantaged pupils who will be in school at least 96% of the time. The number of PA who are also disadvantaged pupils reduces to 2%.</p>	<p>Sustained high attendance among disadvantaged pupils up to and including 2024/25 will show will show disadvantaged pupils are in school 96% of the time – in line with their non-disadvantaged peers. November 2022: 92% The numbers of pupils persistently absent will reduce to less than 2% - there will be no gap in the levels of disadvantaged pupils persistently absent when compared to non-disadvantaged pupils. 2021/22: 32% PP were below 90% attendance</p>

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: £ 49,743

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ a Speech and Language therapist and 2 SALT assistants to work across the collaboration, offering specialist support and advice to staff.</p> <p>SALTA will support staff develop communication friendly classrooms and develop CPD opportunities to embed language skills in every day practice.</p> <p>Cost: £47,000</p>	<p>Oral language interventions have proved to be very successful in raising attainment and accelerating progress.</p> <p>We have also found that early intervention in Early Years accelerates progress even faster.</p> <p>Having specialist support in school ensures all staff develop the skills required to maximise progress.</p> <p>EEF – Oral Language Interventions (Toolkit) suggest pupils can make a high impact on pupil progress +7 months in a year in Early Years and +6 months in KS1 & KS2.</p>	2
<p>Purchase of a DfE validated Systematic Synthetic Phonics Programme to secure stronger phonics teaching for all pupils.</p> <p>Purchase of new reading books for all classes to create reading</p> <p>Cost: £2,743</p> <p>Purchased and embedded</p>	<p>There is strong evidence that a systematic approach to phonics supports reading fluency. It also ensures staff, including teacher assistants, have a deeper understanding of phonics progression and are more able to spot gaps and support pupils make progress. This level of support is known to specifically benefit disadvantaged pupils. Explicit, systematic teaching can accelerate progress 5+months in a year</p> <p>EEF – Phonics (Toolkit)</p>	1,2,5,6

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

Budgeted cost: £ 498,040

£421,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>The employment of 4 additional full- time teachers to support year group teams provide targeted catch up support for pupils, including the disadvantaged, across the school. This will support pupils whose education has been impacted by the pandemic. A significant proportion of this targeted support will be with disadvantaged pupils, including those who are high attainers.</p> <p>Cost: £76,890</p> <p>Ceased for academic year 2022/23</p>	<p>Teaching targeted at pupil knowledge and skills gaps is an effective method especially when delivered 1:1 or in small groups.</p> <p>Having an additional member in our year group/phase teams will facilitate this and accelerate progress.</p> <p>EEF – One to one tuition “very effective” at improving pupil outcomes. Evidence suggests an average gain of +6 months in a year. (Toolkit)</p> <p>EEF – Small group tuition “effective” and suggests an average +4 month gain in a year (Toolkit)</p>	<p>1,2,3,5,6</p>
<p>Targeted teaching of disadvantaged and non-disadvantaged pupils who need to revisit prior phonics learning. Lead Phonics TAs assigned to each year group to manage and deliver interventions in small groups 3x weekly.</p> <p>Cost : £1,350</p>	<p>There is strong evidence that targeted phonics interventions benefit disadvantaged pupils. Regular, systematic intervention groups can accelerate progress by 6+ months over a year – especially when targeted in Early Year/Yr1</p> <p>EEF - Phonics (Toolkit)</p>	<p>1,2,5</p>
<p>Improve the quality of pupils’ social and emotional learning</p> <p>A designated team of 5 workers to support pupils in class; 1:1 or in small groups to overcome emotional and behaviour barriers to learning.</p> <p>The team will also offer support to parents. This support can be informal or formal through the Early Help Assessment process.</p> <p>The team plan to run Parenting Courses in school; they will work with other agencies to</p>	<p>It is well documented that supporting the whole child’s wellbeing and not just their cognitive ability will support them to make accelerated progress and also develop key life skills that are more tricky to measure such as resilience which are key to developing successful learning behaviours.</p> <p>EEF -Social and Emotional Learning interventions have a positive impact and lead to 4+months additional progress (Toolkit)</p> <p>EEF also suggests that Behaviour Interventions when targeted 1:1 can improve progress by +4 months a year (Toolkit)</p> <p>Supporting parents to engage with school, even if to just access help at home supports pupil progress.</p>	<p>1,3,4,6,7,8</p>

<p>signpost families towards support.</p> <p>The team will also ensure proper regard is given to safeguarding concerns and act on information as set out in the school's Safeguarding Policy and Local Authority's Levels of Need model. Pupils can also access Playtherapy from our own trained therapist as well as an outside professional funded by school.</p> <p>Cost:£188,000</p>	<p>Developing, supporting the mental wellbeing of the whole family unit helps pupils to feel safe and happier in school.</p> <p>EEF - Parental engagement 4+months additional progress in a year (Toolkit)</p>	
<p>Targeted support sessions with TAs 1:1 or 1:3. This will include all pupils, including those with SEN and disadvantaged pupils.</p> <p>These sessions will also serve as catch up programmes to support those most vulnerable pupils who did not thrive during lockdown or respond to online learning.</p> <p>Staff will operate 'same day' catch up sessions alongside SEN groups to address gaps and misconceptions quickly.</p> <p>SEN pupils will have access to online programmes such as Lexia and TA-led interventions such as Direct Phonics and Precision teaching to accelerate progress in reading.</p> <p>Disadvantaged pupils with significant SEN will be seen by outside agencies (LST/EP) to ensure their programmes of support are targeted and have impact.</p> <p>Cost: £164,800</p>	<p>Teaching assistant intervention – high average impact +4 months additional progress – EEF Toolkit</p> <p>The research suggests TA interventions are only effective if carefully targeted and planned. Within the collaboration staff are highly skilled at deploying their TA teams to maximise their benefit.</p> <p>Observations and pupil feedback have shown that same day interventions have the biggest impact on disadvantaged pupils.</p> <p>In-class TA led interventions in small group work best for our SEN pupils, especially when the activities have been planned/differentiated by the class teacher.</p>	<p>1,2,5,6</p>

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

Budgeted cost: £ 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Offer family literacy and numeracy programmes. We aim to increase numbers of disadvantaged families taking exams by 50%. Our extended services manager will continue to involve parents in activities such as school discos and charity events.</p> <p>This year we plan to extend our services to include Parenting Courses run by our Student Support team.</p> <p>Cost: £53,000</p>	<p>Improving parental engagement with schools has a positive impact on pupil progress.</p> <p>Developing parents' own skills makes them more able to support their children but also improves the family's economic chances. This too has a positive impact on pupil progress as does living in a home where parents have confidence and improved self-esteem and parenting skills.</p> <p>EEF – Parental engagement =+4 months progress in a year. (Toolkit)</p>	<p>8,7,3,4,</p>
<p>Dedicated attendance officer will gather data on attendance and highlight pupils who do not come to school 96% of the time.</p> <p>Action plans for all PA will be developed and disadvantaged pupils not in school will be targeted for support.</p> <p>The data will be used to support the school's pastoral team target pupils and families unpick barriers to attendance and if necessary offer support through EHA.</p> <p>Cost: £22,500</p> <p>Undertaken by Executive Headteacher to raise profile of attendance in the school and maintain</p>	<p>DfE's guidance Improving School Attendance encourages schools to develop schools roles dedicated to focussing on attendance an the drawing up of individual support plans to get pupils into school.</p> <p>The Student and Family Support team will work to develop strong parental engagement with all families which is evidenced in the document as a key driver to improving attendance.</p>	<p>1,8</p>

positive relationships with families.		
<p>All trips to all pupils are paid for by school to ensure 100% pupil participation. Cost : £60,000</p>	<p>Disadvantaged pupils have less opportunities to enjoy a broad range of experiences outside the home because of economic restrictions. In our experience and observations of pupil interaction in and out of class pupils with a narrower range of life experiences have fewer terms of reference and less vocabulary to hand. They find it more difficult to make connections within their learning or grasp new concepts beyond the concrete. For example taking pupils to the beach supports them to write about the seaside or understand geographical maps.</p> <p>A family's economic disadvantage should not be a barrier to pupil understanding therefore PP monies is used to plug this gap for all pupils to ensure some equity of opportunity.</p>	1,6,7

Total budgeted cost: £ 622,783

Academic Year 2022/23: £545,893

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.

General overview

The performance of disadvantaged pupils in 2020/21 was hampered by a series of lockdowns and time spent away from school isolating or recovering from Covid.

Internal assessment data suggests that our disadvantaged pupils who took up the offer of a school place during lockdown did better than pupils who stayed at home. Around 60% of disadvantaged pupils attended during the lockdown periods. The main reason for the attainment gaps for those families who chose to stay at home is that they were also the families who engaged the least with our online home/school offer. Some disadvantaged pupils did not have immediate access to technology with multiple children trying to share one family laptop or use a parent's phone. This did improve with the Government's laptop programme for pupils but there was still a lag between online learning beginning and the technology being made available.

When pupils returned in the summer term we then found that the progress of some of our disadvantaged pupils who had been in school during lockdown stalled. Many found it difficult to cope emotionally with the return of pupils in large numbers. They had thrived in smaller groups in a generally quieter setting where it was easier for them to work at their own pace. This led in some circumstance to a rise in behaviour issues in class. We used pupil premium funding to provide wellbeing support for all pupils and provided targeted interventions for those most in need, funding play therapy and art therapy for those in most need. The impact of these interventions has been significant and has helped pupils settle more quickly this term (Autumn 2021)

End of Year 2 outcomes:

Maths – 69% at ARE (national 69%)

Comprehension – 74% at ARE (national 68%)

Writing – 85% at ARE (national 59%)

There was also a rise in emotional barriers for some disadvantaged pupils returning and we saw a rise in referrals from teachers concerned about the anxiety levels among pupils. Staff also reported a decline in pupils' learning behaviours with many pupils, including a significant majority of disadvantaged pupils, finding it hard to work independently or concentrate for periods of time.

Internal data highlighted progress across the school was either good or broadly in line with national expectations for the majority of disadvantaged pupils. These same pupils were

however generally working below expected levels in all areas. Disadvantaged pupils were working on average 1-2 terms behind expected levels across the school. Pupil premium monies have been used as set out in our previous plan – targeting need with early intervention. The biggest gap was in our current Yr5 cohort who ended July 2021 one year behind expected levels. Disadvantaged pupils in Reception also ended the year below expected levels with just 19% of them achieving Good Levels of Development. This was because they were not in school for large periods of time and unable to access our speech and language offer. These pupils received targeted support in the summer term. At the end of the summer term 62% (13/21) achieved expected level (Early Learning Goal) in Communication and language and 71% (15/21) achieved expected level (Early Learning Goal) in Making Relationships.

2021/22: 67% of PP children in Reception achieved GLD; 78% achieved expected level in communication and language; 81% achieved expected level in making relationships.

This cohort are now enjoying a 'hybrid' year 1 curriculum which includes an element of the Reception curriculum to allow them chance to catch up on some of the basic skills they missed including early phonics and language development.

Non -disadvantaged pupils have also benefitted from the involvement of an on-site speech specialist and have been part of small groups and 1:1 sessions. SALT has a caseload of 99 pupils – 39 of whom are PP pupils – 39%. There have also been no missed appointments with parents or pupils because meetings can take place in school and we can offer a greater degree of flexibility.

Current 2022/23 caseload: 69 children receiving therapy with 56 (81%) being PP children.

Phonics - 81% of the PP Yr2 cohort tested (no test in Yr1) passed the screening check – they benefitted from additional phonics boosters funded by the PP budget. This was very close to the target of 82% - all pupils PP and non-PP received intensive support when they returned to school in September 2020 after the lockdowns in their Yr1. Gaps were identified and pupils given additional support to catch up. We are very pleased to be so close to the pre-pandemic national averages. Pupils who still need support with phonics will continue to receive additional TA support in Yr3. A TA in each year group has been identified as a 'phonics TA' to plan and support progression of individual pupils, supported by the school's phonics lead.

2021/22: 63% of PP children passed screening in Y1; 84% of non-PP passed screening in Y1

We set a target in 2020/21 that 80 % of disadvantaged children identified as having social, emotional and/or mental health issues will achieve NE progress and attainment targets which was achieved. 75% of pupils have been teacher assessed as within expected levels for reading and maths -writing scores are lower. Disadvantaged pupils who have missed these targets are in five key families known to social care.

End of KS2 outcomes 2021/22:

Maths – 83% PP children at ARE (national 71%)

Comprehension – 88% PP children at ARE (national 74%)

Writing – 78% PP children at ARE (national 69%)

The student and family support team can be accessed by all parents. The team have worked directly with 107 disadvantaged pupils and have completed 12 EHAs supporting disadvantaged families. There have been 6 MASH referrals involving PP children. 1:1 worked has taken place with 67 disadvantaged pupils. There are currently 45 pupils in school with a social worker.

2021/22: 123 disadvantaged pupils and have completed 8 EHAs supporting disadvantaged families. There are currently 54 pupils in school with a social worker.

Disadvantaged pupils with SEN received targeted support when they were in school and participated with differentiated online learning – in Reading – 69% of PP/SEN pupils made 3+APS progress; in Writing – 80% of PP/SEN pupils made 3+APS progress and in Maths – 77% of PP/SEN pupils made 3+APS progress. This is an improvement in all areas on last year.

Covid restrictions and lockdowns impacted on attendance. 42% of disadvantaged pupils had attendance below 96%. All vulnerable pupils were offered a place in school during the pandemic but not all parents felt confident enough to take the offer up. All disadvantaged pupils were contacted weekly when not in school and engagement among disadvantaged pupils online was around 50% - the same as non-disadvantaged but slightly lower than national engagement figures.

November 2022 – 92% for PP children

Disadvantaged pupils who received 1:1 emotional support from a professional did well throughout the pandemic; 100% of pupils receiving counselling from Butterflies or our resident playtherapist made NE progress this year.

Once restrictions lifted all pupils went on at least one paid for trip in the Summer term. These trips impact positively on all pupils. It gives them experiences/opportunities their parents cannot afford to give them; provides excellent learning opportunities outside the classroom and gives pupils a chance to build the confidence and resilience to cope with new environments; settings. Pupils get the chance to socialise and develop problem solving skills. Work completed back at school after a trip is often enhanced by their experiences.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

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

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>All new service children in school are allocated a mentor from the Student and Family Support team who meet with them weekly to support their emotional wellbeing.</p> <p>Existing pupils have intensive pastoral support when their parent/parents are deployed. They have at least weekly sessions to talk to someone about their feelings and write cards and notes for parents to see when they come home.</p> <p>Support is also offered in class from a TA for those more able pupils who need to develop higher order thinking. These pupils are offered places in clubs such as Science club which is specifically designed for more able pupils.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Teachers observed improvements in wellbeing amongst service children; parents/carers left at home also reported they enjoyed support offered by the Student and Family Support team who keep in regular contact when partners are away. Assessments demonstrated progress in maths and English where extra support in class was provided.</p> <p>Ongoing</p>

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

- A whole school focus on reading recovery. All classes have received a budget to buy new books and develop a child driven class library. This will benefit all pupils but especially disadvantaged pupils who do not have ready access to a range of books at home and are not always members of the local library which is over a 2 mile walk away. [This is further support in 2022/23 with a 'rainbow reader' reward package which rewards consistent reading at home with a free book. The school purchased two vending machines to dispense the books and build excitement around the scheme.](#)
- Utilising a DfE grant to train a senior mental health lead. The training we chosen will focus on pupil need as defined by the online tool. Our programme will be looking at developing a whole school approach to cope with increasing pupil anxiety; develop ways to give pupils' a meaningful voice as we plan our mental health strategy and also to enhance our parent voice and engagement in supporting and understanding the mental health of their children. [Ruth Turner is now in post](#)
- Embedding a broad and balance curriculum which develops key skills and understanding beyond the rigors of maths and English. This focus on a skills -based curriculum should build engagement and enjoyment as well as developing pupils' skills as independent learners.

[WEST \(Herefordshire and Worcestershire Wellbeing and Emotional Support Teams\)](#)

Planning, implementation and evaluation

In planning our new pupil premium strategy statement, we consult with a range of stakeholders including parents and pupils to ensure we have a deep understanding of what it is like to experience school in their shoes. Consultation with our older disadvantaged pupils showed clearly that although they wanted intervention and support they did not want to be made to feel different and the work that had most impact was usually targeted support offered in class. Pupils welcomed 1:1 support for social/emotional issues but wanted academic gaps addressed as much as possible within the confines of their lessons to avoid being different. We have listened to this and our new plan is based on same day interventions addressing misconceptions quickly and wherever possible in class.

Phase and subject leaders continue to complete monitoring of the progress of disadvantaged pupils as part of their regular monitoring cycle and make comment on issues after a triangulation of evidence using book scrutiny, lesson observations and pupil interviews. We use our Parents Evenings to gain the views of parents.

To help us develop plans to support key cohorts we also use the EEF guide to Pupil Premium and the implementation guidance to ensure whatever activity/action we chose will have impact. We also use our half termly data points to highlight where the strategy may need tweaking to achieve maximum impact. This is a collaborative process driven by teachers who know their disadvantaged cohort best.