

Regent Farm First School



Pupil Premium Strategy Statement 2023 – 2024

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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

School Overview

Detail	Data
School name	Regent Farm First School
Number of pupils in school	334 (inc nursery)
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers	2023 - 2024
Date this statement was published	5/12/23
Date on which it will be reviewed	March 2024
Statement authorised by	Tim McHanwell (Chair)
Pupil premium lead	Helen Moore
Governor / Trustee lead	Clare Elliot

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,175
Recovery premium funding allocation this academic year	£11,116 (school led tutoring)
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	£179,291

Part A: Pupil premium strategy plan

Statement of intent

At Regent Farm we know it is not the funding itself which will make a difference to our children, it is how we choose to spend it therefore these decisions are made carefully considering children, families and barriers to learning.

We recognise that each child is unique and will have different needs. We also acknowledge that these needs will vary throughout their learning with us and we need to adapt accordingly. We feel that children who may have barriers to learning need support to perform as well as, or better than, their peers so that they can be successful in the next stages of their education and in their future career.

Some of the pupils for whom the Pupil Premium provides support are working below the level of their peers and the school needs to identify the most appropriate support for them.

Some pupils may be experiencing social, emotional or psychological barriers to learning as a result of experiences in their lives. Again, it is essential that we explore these issues so school can find the best way to support them.

There are also other pupils who are attaining well at school, either at the same level or higher than their peers. However, these children may still need additional support or additional opportunities to improve their learning and enhance their experiences.

Our Ultimate Objectives are:

To ensure that through quality first teaching, Disadvantaged pupils achieve results in Reading, Writing and Maths in line, with non-Disadvantaged peers.

To ensure that Disadvantaged children are provided with the opportunities to catch up on lost learning as a direct result of school closures and lost learning. Through quality catch-up tutoring, children will recover in order that they can continue learning and attain in line with their peers across all areas of the curriculum.

To ensure that Disadvantaged pupils fully engage with our six topics throughout the year in order to experience the world around them in multiple different ways through the variety of well-chosen and planned activities and experiences.

To ensure that through building relationships, parents of Disadvantaged pupils are provided with the requisite academic, emotional, social and financial support wherever the need is identified, in order that they can fully engage with the school and support their children in becoming the best they can possibly be within our school community.

To ensure that through interventions children are fully supported with any social and emotional needs in order that they know the school will always be there for them notwithstanding any challenges they may face, and that together we can strive to face and overcome those

challenges in order that they can continue to fully immerse themselves with our curriculum offer, both academically and extra-curricular.

Challenges

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

Challenge number	Detail of challenge
1	Attainment for some Disadvantaged pupils in reading is lower than non-Disadvantaged. Often this is due to weaker retention of phonics and a reduced parental engagement with reading. The percentage of Disadvantaged pupils achieving the expected standard is significantly below non-Disadvantaged pupils.
2	Overall attainment in maths is lower than non-Disadvantaged. Monitoring shows this is primarily due to a lack of fluency and poorer reasoning skills. The percentage of pupils achieving the expected standard in maths needs to increase as it is currently just below the national average.
3	Overall attainment in writing is lower than non-Disadvantaged. The percentage of pupils achieving greater depth in writing, in particular by the end of KS1 needs to be targeted in order to increase this in line with the national average. This may be due to a lack of writing stamina in some children and reduced physical development, possibly linked to higher screen time.
4	Attendance is lower than non-Disadvantaged
5	Small group work necessary in order to meet learning needs
6	Additional emotional support may be necessary
7	Life experiences of Disadvantaged pupils may not be equal to those of their non-Disadvantaged peers. Therefore, they may require additional financial support in order to take advantage of the school curriculum offer.
8	Disadvantaged pupils may have a poor diet or have a lack of food which in turn may impact upon their ability to concentrate and may lead to challenging behaviour. Therefore, they may require access to breakfast, additional fruit and vegetables and access to a full school lunch.
9	Home factors continue to be a challenge for some of our Disadvantaged pupils. Parents may have had a poor experience at school themselves therefore do not value education; home life may be chaotic and there may be significant involvement from Children's Services or other professionals.

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
Progress in maths for Disadvantaged pupils to accelerate and attainment gap to narrow.	The gap between the attainment in maths of Disadvantaged children and non-Disadvantaged will narrow, through an increased percentage of Disadvantaged pupils reaching the expected standard as well as an increased number reaching greater depth. The progress of Disadvantaged pupils from their relative starting points will accelerate.
Progress in reading and phonics will be accelerated enabling more Disadvantaged children to reach EXS.	Numbers of Disadvantaged children reaching national phonics standard at the end of Y1 and Y2 will increase. Also there will be an improvement in the depth and understanding of Disadvantaged pupils in reading, reflected in teacher assessments and PIRA outcomes.
Progress in writing for Disadvantaged pupils will increase, narrowing attainment gaps. Indeed GDS is continuing to increase	The gap between the attainment in writing of Disadvantaged children and non-Disadvantaged will narrow, through an increased percentage of Disadvantaged pupils reaching the expected standard as well as an increased number reaching greater depth. The progress of Disadvantaged pupils from their relative starting points will accelerate.
Attendance	Attendance and punctuality will be at least 95%, and the punctuality of Disadvantaged children will improve.
Mental health and well-being	Children in need of additional support will have accessed appropriate provision to support them with their social and emotional needs through either school support or wider professional involvement.
Access to vital life experiences	Children in need of additional cultural capital will have accessed the same life experience of their non-Disadvantaged peers, financial support for which to be provided by the school where necessary. Specific enhancement experiences will be added into the curriculum.

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: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employment of a qualified teacher plus an to take on the role of catch-up tutor across three afternoons as well as delivering targeted interventions. The teacher is also class-based throughout the week.</i>	<p>Rationale: Children identified as falling below the expected standard require additional small group tutoring in order to plug gaps in learning. Some children require specific intervention, for example, speech and language intervention in order to reduce or remove barriers to learning.</p> <p>Evidence EEF 'One to One / Small Group Tuition' Impact Score +5 /+4</p>	1, 2, 3, 5
<i>CPD</i>	<p>Rationale: CPD is necessary for Teachers and teaching assistants both to incorporate into lessons as well as small group/one-to-one interventions. High quality CPD is delivered through staff meetings and training days; both with in house specialists and external providers.</p> <p>Evidence: EEF Toolkit impact score +7 Very high impact for little cost</p>	1, 2, 3, 5

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Read Write Inc</i>	Rationale:	1, 3

	<p>Read Write Inc is a structured programme which teaches children phonics systematically and enables learned sounds to be matched with suitable decodable reading material in order to practise and imbed knowledge. Children in EYFS and KS1 get to read and write using the scheme consistently every day. RWI is also used in later year groups as an intervention where phonics has not yet been fully grasped.</p> <p>Evidence:</p> <p>EEF Toolkit impact score +5, high impact for very low cost based on extensive research.</p> <p>There is on-going research by the EEF into the effectiveness of RWI on KS2 interventions, due to be completed in 2023.</p>	
<i>CPD for staff:</i>	<p>Rationale:</p> <p>By providing good quality CPD to teaching Assistants in Maths and Writing, children will make accelerated progress through targeted and well-structured fun and engaging lessons.</p> <p>Evidence:</p> <p>Extensive evidence for the effectiveness of CPD and the impact on pupil attainment. Recent evidence carried out by EPI in collaboration with Ambition Institute, and commissioned by the Wellcome Trust. This study found that <i>'35 hours of high-quality continuing professional development (CPD) a year could also improve teacher retention and is almost as effective for improving pupil outcomes as having a teacher with 10 years' experience in the classroom.'</i></p>	1, 2, 3
<i>Provision of high quality one to one and small group tuition targeting specific needs of pupils through school led tutoring.</i>	<p>Rationale:</p> <p>Education Endowment Foundation: 'One to One / Small Group Tuition' can help the recovery for children who were impacted by school closures/change to education.</p> <p>Evidence</p> <p>Impact score = +5 / +4 <i>'Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to</i></p>	1, 2, 3, 5

	<i>those identified as having low prior attainment or at risk of falling behind.'</i>	
<i>English interventions: Lexia and Nessy</i>	<p>Rationale: Children identified as requiring extra support and practise in English are given regular opportunities to practise. Lexia is an adapted blended learning program to develop literacy skills. Nessy helps children children with dyslexia to develop skills enabling them to read, spell and write.</p> <p>Evidence: Lexia is multi award-winning program with extensive case studies detailing its successes as well as extensive independent research carried out into its effectiveness.</p> <p>The Nessy Reading and Spelling program has been recommended as a high-quality evidence based program by AUSPELD and DSF(1), global partner of the International Dyslexia Association. It has been awarded the British Dyslexia Association mark of quality assurance and is winner of the Educational Resources Award.</p> <p>Further to this, strong independent research collected worldwide shows that SSP programs provide the best opportunity to produce significant literacy improvement. As a structured synthetic phonics (SSP) program, based upon the principles and findings of extensive research, Nessy Reading and Spelling is evidence based.</p>	1, 3
<i>Reciprocal Reading</i>	<p>Rationale: Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves (see also metacognition and self-regulation).</p>	1, 3, 5, 6

	<p>Strategies are often taught to a class and then practiced in pairs or small groups (see also collaborative learning approaches).</p> <p>Evidence EEF Toolkit impact score +6, very high impact for very low cost based on extensive evidence.</p>	
<p><i>Teaching Assistants deliver targeted interventions across a range of areas from academic input to addressing emotional needs of children.</i></p>	<p>Rationale: Teaching Assistants are deployed effectively taking instruction from and monitored by children in order to consolidate children's learning and/or provide other relevant support as identified.</p> <p>Evidence: EEF Toolkit impact score +4, moderate impact based on moderate evidence</p>	1, 2, 3, 5, 6
<p><i>Early Speaking and Listening Intervention through specific, part-time, role in school which has been set up in 2021.</i></p>	<p>Rationale: Many of our children start school with a reduced vocabulary and/or low language and communication skills which impacts their ability to access the curriculum. In 2021 64% of our Disadvantaged pupils started school working below the expected level in this area.</p> <p>Evidence: EEF toolkit impact score +6, high impact for very low cost based on extensive evidence.</p>	1, 2, 3, 5
<p><i>Social and emotional learning interventions, Teaching Assistants and Family Support Adviser.</i> <i>Children identified as needing additional support to engage in activities such as drawing and talking, creating social stories as well as time out to engage in other activities.</i></p>	<p>Rationale: Our interventions are school-level programmes aimed at developing a positive school ethos as well as supporting greater achievement in learning. We have trained staff, counsellors and a THRIVE practitioner in school.</p> <p>Evidence 'Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of</p>	6, 9

	<p><i>emotions, rather than focusing directly on the academic or cognitive elements of learning.</i>’ EEF Toolkit impact.</p> <p>EEF Toolkit impact score +4, moderate impact for very low cost, based on limited evidence.</p>	
<p><i>Increased experiences to contribute towards cultural capital, where such experiences are vital to provide a solid basis in order to shape children’s futures. Children undertake external visits as well experiences being held in school.</i></p>	<p>Rationale:</p> <p>A wide range of experiences is necessary in order to boost children’s cultural capital, for example, planned visitors/workshops e.g. Rock Pool School, the Planetarium, yoga, karate, violins, chalumeau.</p> <p>Evidence</p> <p>Evidence shows that children with limited experiences are placed in a more Disadvantaged position compared with those pupils who have a wider range of experiences. This can impact upon their ability to perform well in school, interact with different social groups, restrict the chances of accessing higher education and ultimately limit the ability to achieve career success.</p>	1, 2, 3, 4, 7

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employment of Family Support Adviser</i>	<p>Rationale:</p> <p>The FSA liaises with parents on a range of issues, building relationships to provide support to parents in order to provide encouragement with learning as well as providing support for families in crisis. This in turn impacts on pupils across areas such as attendance, attainment and behaviour.</p> <p>Evidence:</p> <p>EEF Toolkit impact score +4, moderate impact for very low cost based on extensive evidence.</p>	1, 2, 3, 4, 5, 6
<i>CPOMS</i>	<p>Rationale:</p> <p>All staff members are able to record incidents so that the school has a log. Members of staff are therefore able to identify areas of concern, providing effective safeguarding for children.</p> <p>Evidence:</p>	6, 8, 9

	CPOMS is a whole school system to allow staff to securely record, track and monitor the well-being of pupils in school. Thus an effective system is necessary to ensure safeguarding monitoring in school is consistent amongst all staff. Section 1.1 and 1.2 Safeguarding Record Keeping Guidance for Education Settings sets out the importance of record keeping and the implications of not keeping effective records.																																			
Access to breakfast though Busy Bees breakfast club, a full school lunch and breaktime fruit and vegetables across the school	<p>Rationale:</p> <p>Evidence shows that children who do not eat a nutritious breakfast may have difficulty concentrating throughout the school day. Parents may require financial support and funding is therefore available in the event of this in order to ensure children receive sufficient nutrition in order that they are prepared for the school day.</p> <p>Evidence:</p> <p>Two systematic reviews report that children and adolescents who habitually consume breakfast (including ready-to-eat-cereal) have reduced likelihood of being overweight (Szajewska and Ruszczynski, 2010; de la Hunty et al., 2013). Breakfast consumption is also associated with other healthy lifestyle factors. Children who do not consume breakfast are more likely to be less physically active (Sandercock et al., 2010). There is also evidence that breakfast positively affects learning in children in terms of behaviour, cognitive, and school performance (Hoyland et al., 2009).</p>				1, 2, 3, 4, 8, 9																															
Access to a wide range of subsidised breakfast and afterschool clubs	<table><tr><th>Name of Club</th><th>Day and Times</th><th>Year Groups</th><th>Provider and Cost (if applicable)</th></tr><tr><td>KS1 Football Skills</td><td>Monday 8:00 – 8:40am</td><td>Year 1 and 2</td><td>Lee Sterry Coaches £10 (for the term)</td></tr><tr><td>Eco Stars</td><td>Monday 3:15 – 4:15pm</td><td>Year 1,2,3 and 4</td><td>Mrs Foster</td></tr><tr><td>Girls Football</td><td>Monday 3:15 – 4:30pm</td><td>Year 3 and 4</td><td>Lee Sterry Coaches £10 (for the term)</td></tr><tr><td>Running Club</td><td>Tuesday 8:00 – 8:40am</td><td>Year 1,2,3 and 4 (& parents)</td><td>Mr Hudson</td></tr><tr><td>Year 4 Football</td><td>Tuesday 3:15 – 4:30pm</td><td>Year 4</td><td>Mr Hudson</td></tr><tr><td>Year 3 Football</td><td>Tuesday 3:15 – 4:30pm</td><td>Year 3</td><td>Lee Sterry Coaches £10 (for the term)</td></tr><tr><td>Karate</td><td>Wednesday 8:00 – 8:40am</td><td>Year 2, 3 and 4</td><td>Lee Sterry Coaches £10 (for the term)</td></tr></table>	Name of Club	Day and Times	Year Groups	Provider and Cost (if applicable)	KS1 Football Skills	Monday 8:00 – 8:40am	Year 1 and 2	Lee Sterry Coaches £10 (for the term)	Eco Stars	Monday 3:15 – 4:15pm	Year 1,2,3 and 4	Mrs Foster	Girls Football	Monday 3:15 – 4:30pm	Year 3 and 4	Lee Sterry Coaches £10 (for the term)	Running Club	Tuesday 8:00 – 8:40am	Year 1,2,3 and 4 (& parents)	Mr Hudson	Year 4 Football	Tuesday 3:15 – 4:30pm	Year 4	Mr Hudson	Year 3 Football	Tuesday 3:15 – 4:30pm	Year 3	Lee Sterry Coaches £10 (for the term)	Karate	Wednesday 8:00 – 8:40am	Year 2, 3 and 4	Lee Sterry Coaches £10 (for the term)			1, 2, 3, 4, 8, 9
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Movement to Music	Wednesday 3:15 – 4:30pm	Year 1 and 2	Lee Sterry Coaches £10 (for the term)
Gymnastics	Wednesday 5:30 – 7:00pm	Age 5 – 9	This club is run by Grassroots. To book a place, please TEXT the name of your child, year group and class followed by 'Gosforth Gym' to 07846 539 221.
Yoga	Thursday 12:15 – 12:45pm	Year 3 and 4	Geordie Kids Yoga
Debating Club	Thursday 3:15 – 4:15pm	Year 3 and 4	Mrs Pack
Spanish	Thursday 3:15 – 4:15pm	Year 1,2,3 and 4	You can book a place with Lingotots using the link https://www.lingotot.com/centre/tyne-and-wear and searching for the club by typing NE33PE into the location.
Archery	Thursday 3:15 – 4:30pm	Year 3 and 4	Lee Sterry Coaches £10 (for the term)
Skippping	Friday 12:15 – 12:45pm	Year 3 and 4	Skip4Fit

Wide range of clubs on offer before and after school across years 1 – 4.

49% of Pupil Premium children currently attend an extra-curricular club. This is to become a target in order to increase uptake of clubs for pupil premium children.

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.

SUMMARY INFORMATION					
Academic Year	22/23	Total PP Budget	£169,340	Percentage of school	39%
Total number of pupils	335 (inc nursery)	Number of pupils eligible for pp	131		

At Regent Farm we know it is not the funding itself which will make a difference to our children, it is how we choose to spend it therefore these decisions are made carefully considering children, families and barriers to learning.

We recognise that each child is unique and will have different needs. We also acknowledge that these needs will vary throughout their learning with us and we need to adapt accordingly. We feel that children who may have barriers to learning need support to perform as well as, or better than, their peers so that they can be successful in the next stages of their education and in their future career.

Some of the pupils for whom the Pupil Premium provides support are working below the level of their peers and the school needs to identify the most appropriate support for them.

Some pupils may be experiencing social, emotional or psychological barriers to learning as a result of experiences in their lives. Again, it is essential that we explore these issues so school can find the best way to support them.

There are also other pupils who are attaining well at school, either at the same level or higher than their peers. However, these children may still need additional support or additional opportunities to improve their learning and enhance their experiences.

Key Objectives in spending Pupil Premium Grant 2022-2023:

- Progress in maths for Disadvantaged pupils to accelerate and attainment gap to narrow.
- Progress in reading and phonics will be accelerated enabling more Disadvantaged pupils to reach EXS.
- Progress in writing for Disadvantaged pupils will increase narrowing attainment gaps.
- Attendance

- Mental health and well-being.
- Access to vital life experiences.

Summary of the use of Pupil Premium Grant 2022-2023:

- Teaching Assistants employed (at least one per class) in order to support the class teacher during the mornings in delivering high quality teaching to all pupils, whilst delivering targeted interventions in the afternoons.
- Pupils were provided with catch-up tutoring from a qualified teacher.
- Children were offered places on a range of before and after-school clubs, subsidised with 20% paid towards cost
- Subject blocks of CPD were delivered to staff across maths, English, History and Geography in order to ensure staff are continuing to provide the best opportunities for children from all backgrounds to continue to learn
- THRIVE training delivered to staff in order to positive mental health and emotional wellbeing in our children.
- Specialist support services including Speech and Language and Occupational Therapy
- Specialist support provided for children and families through employment of full time Family Support Advisor.
- Subsidy for Breakfast Club for Pupil Premium Children.
- Support staff trained and delivering a range of interventions including Speech and Language, Box Time, Lexia, Third Space Learning, Lego Therapy, Pirate Writing, Drawing and Talking and Reciprocal Reading.
- Continued development and maintenance of well-being and sensory spaces in school – a calm room/ therapeutic space and a sensory dark room.
- Children provided with a range of clubs to support physical and mental well-being.
- Home visits, parent drop-ins and telephone support provided by FSA.

Impact:

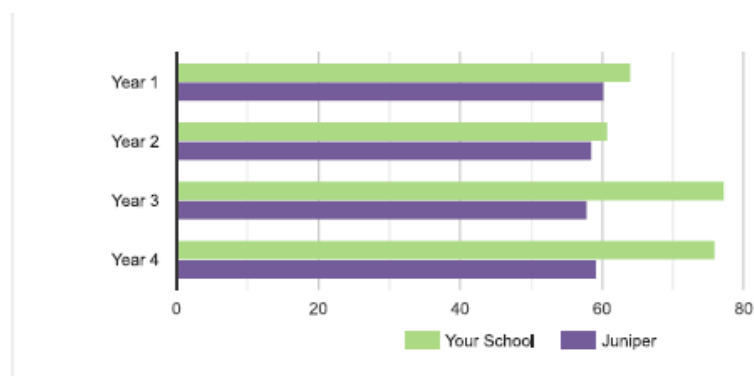
Key Objective	Impact/Progress
Challenge 1 Progress in reading and phonics will be accelerated enabling more Disadvantaged pupils to reach EXS.	<ul style="list-style-type: none"> • 87.5% of the Year 1 Disadvantaged cohort achieved the expected standard in Phonics, 21 pupils out of 24. This is 5.3% higher than the national Non-Disadvantaged cohort at 82.2%. • The school's gap to Non-Disadvantaged pupils nationally has improved by 34.4% from -29.1% in 2021/22, to +5.3% in 2022/23. • The Year 1 Disadvantaged cohort's Phonics Expected Standard has increased by 37.5% from 50.0% in 2021/22 to 87.5% in 2022/23. • 60.0% of the Year 2 Disadvantaged cohort achieved the expected standard in Phonics, 9 pupils out of 15. This is 2.1% lower than the national Non-Disadvantaged cohort at 62.1% • The school's gap to Non-Disadvantaged pupils nationally has improved by 11.9% from -14.0% in 2021/22 to -2.1% in 2022/23. • The Year 2 Disadvantaged cohort's Phonics Expected Standard • Has increased by 26.7% from 33.3% in 2021/22, to 60.0% in 2022/23.

- 80.0% of the **End of Key Stage 1** Disadvantaged cohort achieved the expected standard in Phonics, 24 pupils out of 30. This is 11.1% lower than the national Non-Disadvantaged cohort at 91.1%
- The school's gap to Non-Disadvantaged pupils nationally has improved by 1.5% from -12.6% in 2021/22 to -11.1% in 2022/23.
- **The End of Key Stage 1** Disadvantaged cohort's Phonics Expected Standard has increased by 2.7% from 77.3% in 2021/22, to 80.0% in 2022/23.

Reading Key Stage 1

- 53.3% of the Disadvantaged cohort achieved the expected standard in Reading, 16 pupils out of 30. This is 19.5% lower than the national Non-Disadvantaged cohort at 72.8%.
- The school's gap to Non-Disadvantaged pupils nationally has decreased by 11.7% from -7.8% in 2021/22 to -19.5% in 2022/23.
- The Disadvantaged cohort's Reading Expected Standard has decreased by 10.3% from 63.6% in 2021/22 to 53.3% in 2022/23.

Overall Sonar data user Pupil Premium comparison



Key Stage 2

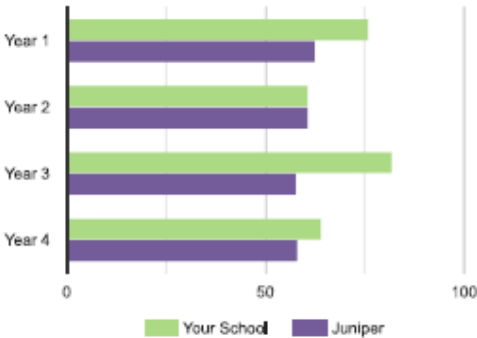
In Year 3, 77.3 % of Disadvantaged pupils and in Year 4 76% of Disadvantaged Pupils achieved the expected standard compared to 57.9% of Sonar data users' reported data for Disadvantaged pupils in Year 3 and 52.2% of Sonar data users' reported data for Disadvantaged pupils in in Year 4. 81.4% of the total cohort in Year 3 and 82.3% of the total cohort in Year 4 achieved the expected standard. **This comparison is based on schools using Sonar as a tracking system.**

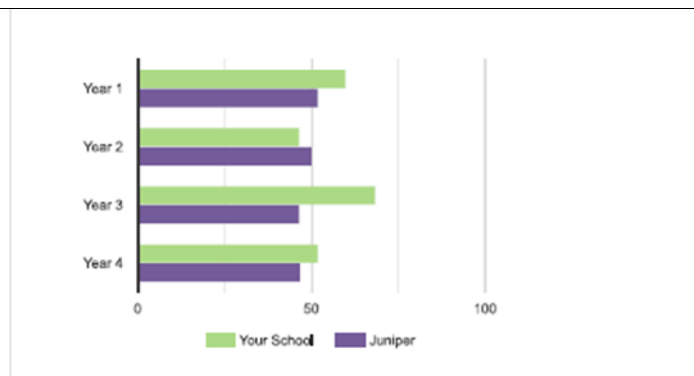
Challenge2

Progress in maths for Disadvantaged pupils to accelerate and attainment gap to narrow.

Key Stage 1

- 53.3% of the school's Disadvantaged cohort achieved the expected standard in Maths, 16 pupils out of 30. This is 21.7% lower than the national Non-Disadvantaged cohort at 75.0%.

	<ul style="list-style-type: none"> • The school's gap to Non-Disadvantaged pupils nationally has decreased by 26.8% from +5.1% in 2021/22 to -21.7% in 2022/23. • The Disadvantaged cohort's Maths Expected Standard has decreased by 24.0% from 77.3% in 2021/22 to 53.3% in 2022/23. <p>Overall Sonar data user Pupil Premium comparison</p>  <p>Key Stage 2 In Year 3, 81.8% of Disadvantaged pupils and in Year 4 64% of Disadvantaged Pupils achieved the expected standard compared to 57.9% of Sonar data users' reported data for Disadvantaged pupils in Year 3 and 58% of Sonar data users' reported data for Disadvantaged pupils in Year 4. 83.1% of the total cohort in Year 3 and 77.4% of the total cohort in Year 4 achieved the expected standard. This comparison is based on schools using Sonar as a tracking system.</p>
<p>Challenge 3 Progress in writing for Disadvantaged pupils will increase narrowing attainment gaps.</p>	<p>Key Stage 1</p> <ul style="list-style-type: none"> • 53.3% of the cohort achieved the expected standard in Writing, 16 pupils out of 30. • This is 11.7% lower than the national Non-Disadvantaged cohort at 65.0%. • The school's gap to Non-Disadvantaged pupils nationally has decreased by 8.4% from -3.3% in 2021/22, to -11.7% in 2022/23. • The Disadvantaged cohort's Writing Expected Standard has decreased by 5.8% from 59.1% in 2021/22, to 53.3% in 2022/23. <p>Overall Sonar data user Pupil Premium comparison</p>



Key Stage 2

In Year 3, 68.2% of Disadvantaged pupils and in Year 4 52% of Disadvantaged Pupils achieved the expected standard compared to 46.4% of Sonar data users' reported data for Disadvantaged pupils in Year 3 and 46.8% of Sonar data users' reported data for Disadvantaged pupils in in Year 4. 74.6% of the total cohort in Year 3 and 71% of the total cohort in Year 4 achieved the expected standard. **This comparison is based on schools using Sonar as a tracking system.**

Overall progress in Reading, Writing and Maths

Key Stage 1

- 46.7 % of the Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, 14 pupils out of 30.
- This is 14.3% lower than the national Non-Disadvantaged cohort at 61.0%.
- The school's gap to Non-Disadvantaged pupils nationally has decreased by 10.7% from -3.6% in 2021/22, to -14.3% in 2022/23.
- The Disadvantaged cohort's Reading, Writing & Maths Expected Standard has decreased by 7.8% from 54.5% in 2021/22, to 46.7% in 2022/23.

Key Stage 2

In Year 3, 68.2% of Disadvantaged pupils and in Year 4 48% of Disadvantaged Pupils achieved the expected standard compared to 42% of Sonar data users' reported data for Disadvantaged pupils in Year 3 and 42.4% of Sonar data users' reported data for Disadvantaged pupils in in Year 4. 71.2% of the total cohort in Year 3 and 64.5% of the total cohort in Year 4 achieved the expected standard. **This comparison is based on schools using Sonar as a tracking system.**

Challenge 4

Attendance

The overall percentage of pupil absence for disadvantaged pupils was 1.6% above the national average.
Persistent absence was 7.6% above the national average.
We will continue to target this in the School Improvement Plan.

	<p>OVERALL ABSENCE</p> <p>Gap-to-National +1.6%</p> <p>PERSISTENT ABSENCE</p> <p>Gap-to-National +7.6%</p> <p>UNAUTHORISED ABSENCE</p> <p>Gap-to-National -0.1%</p>
<p>Challenge 5 Small group work is necessary in some cases to meet learning needs.</p>	<ul style="list-style-type: none"> Phonics in Year 2 has been identified as a challenge and children have continued to receive additional phonics input with time given to practise applying phonics across the whole year. Those children identified as no longer requiring phonics have been provided with follow on spellings practise instead. Interventions have taken place throughout the year both before school and during the school day. Teaching assistants have been tasked with leading small group interventions, such as <i>Pirate Writing</i>, and pre-teaching or consolidating maths whenever need identified A qualified teacher has been delivering targeted small group interventions across KS1 and KS2 Additional interventions have been running to cover sensory, motor skills, as well as social interaction groups. The impact of this is improved performance by the children undertaking the interventions as evidenced by increased performance in Phonics Screening Tests as well as in writing as evidenced in books.
<p>Challenge 6 Additional emotional support may be necessary to meet learning needs</p>	<ul style="list-style-type: none"> Children have received targeted support whenever a need has been identified. Children have been given access to weekly clubs such as in order to increase resilience Children have been given the opportunity to attend afterschool clubs, such as Lee Sterry ran sports clubs before and after school. The FSA has provided support to families in need by running daily 'drop-in' clinics in order that families can reach out and receive support where necessary. The FSA has also undertaken weekly home visits where appropriate again to further support families in need, as well as providing telephone support.
<p>Challenge 7 Access to vital life experiences.</p>	<ul style="list-style-type: none"> Children from each year group have been provided with enrichment opportunities both in and out of school, in the form of school trips and special visitors, linked to the National Curriculum.
<p>Challenge 8 Disadvantaged pupils may have a poor diet or lack of food impacting on</p>	<ul style="list-style-type: none"> Fruit continued to be provided to KS2 to ensure no child is attending school on an empty stomach Staff have reported children are less likely to lose concentration and have noticed improved performance

their ability to concentrate and may lead to challenging behaviour.	
Challenge 9 Home factors continue to be a challenge for some of our disadvantaged pupils	<ul style="list-style-type: none"> FSA has continued to work alongside parents, supporting families with their emotional needs whenever the need has arisen.