

## 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 pupil premium children.

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	Wallisdean Infant School
Number of children in school	156
Proportion (%) of pupil premium eligible children	29%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/2024 to 2026/2027
Date this statement was published	November 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Sandra Cammish Executive Head Teacher
Pupil premium lead	Zoe Evans Deputy Head Teacher
Governor / Trustee lead	Barry Harwood

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,020
Recovery premium funding allocation this academic year	£6,525
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£70,545

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all children, irrespective of their background or the challenges they face, make good academic and social and emotional progress. Also that they have high ambitions, beyond academic achievement to become successful citizens.

Across our Federation we develop children's skills in key areas, using The Six Strands approach. We use Learning Powers (respect, resilience, confidence, responsible, resourceful and independent) to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success and to have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

The focus of our pupil premium strategy is to support pupil premium children to achieve that goal, including progress and ambitions for those who are already high attainers.

We will consider the challenges faced by vulnerable children, such as those who have a social worker and young carers. The activities we have outlined in this statement is also intended to support their needs, regardless of whether they are pupil premium or not.

High-quality inclusive teaching is at the heart of our approach, with a focus on areas in which pupil premium children require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-pupil premium children in our school.

At Wallisdean Infant School the curriculum is designed to: recognise children's prior learning, provide first hand learning experiences and focus on the development of language and vocabulary. This will allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers. provide enrichment opportunities to engage learning.

Implicit in the intended outcomes detailed below, is the intention that non-pupil premium children's attainment will be sustained and improved alongside progress for their pupil premium peers.

Our strategy is also integral to wider school plans for education recovery.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help children excel. To ensure they are effective we will:

- ensure pupil premium children are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for pupil premium children' outcomes and raise expectations of what they can achieve

## Challenges

This details the key challenges to achievement that we have identified among our pupil premium children.

Challenge number	Detail of challenge
1	Assessments, observations and discussions with children indicate underdeveloped oral language skills and vocabulary gaps among many pupil premium children. These are evident from Reception through to KS1 and, in general, are more prevalent among our pupil premium children than their peers. A strong emphasis is needed on development of language understanding, narrative skills, speech sound pronunciation and vocabulary, including technical subject-specific vocabulary.
2	<p>Our assessments and observations still indicate that the education and wellbeing of many of our pupil premium children have been impacted by pre-school closures and national lockdowns to a greater extent than for other children. These findings are supported by national studies. This has resulted in significant gaps in both academic and social and emotional skills leading to children falling further behind age-related expectations.</p> <p><b>Autumn 1 2023 assessment</b></p> <p>Year R entry data indicates that a large number of Pupil Premium children have entered reception below age expectations. It also shows that pupil premium children have entered reception well below that of non-pupil premium children in all areas of the Early Years Foundation Stage.</p> <p>Autumn 2023 internal assessments indicate that Reading, Writing and Maths attainment among pupil premium children is below that of non-pupil premium children in Year 1. In Year 1 36% percent of pupil premium children are SEND support or have an EHCP. The focus for these children will be to try to accelerate progress to reach age expected expectations. Our Autumn 23 internal assessments indicate that Reading and Writing attainment among pupil premium children is only slightly e.g 3% below that of non-pupil premium children in Year 2 and there is no gaps in Maths.</p> <p>The focus for this Year group will be to maintain this attainment that has previously been made and also to focus on some of these Pupil Premium children achieving Greater Depth.</p>
3	Our assessments and observations indicate that many pupil premium children need support to develop their emotional literacy, social and emotional skills, positive learning behaviours and good mental health and wellbeing. Pupil premium children can often be more tired and find it harder to concentrate. Some pupil premium children lack real life experiences which build resilience and other skills needed. Turbulence affects some children who have had multiple school moves. Turbulent family situations can impact on some children's physical and emotional wellbeing. Some children require additional emotional support, particularly in starting the day.
4	Our assessments and observations indicate that many pupil premium children enter school with poor fine and gross motor skills.
5	Our attendance data from 2022/2023 indicates that attendance among pupil premium children last year was only 5% below attendance for non-pupil premium children.

	The percentage of pupil premium children who are persistently absent is high at 33%. Our assessments and observations indicate that absenteeism is negatively impacting pupil premium children' progress. Poor attendance adversely affects the progress of some children, their attitudes to learning and social and emotional development.
6	Our observations show that some pupil premium children do not come to school with suitable clothing and equipment (uniform, PE kit) to access the curriculum. They also cannot afford to pay for extra-curricular clubs or school trip.
7	Our observations show that additional emotional support for some Services children is needed. It also benefits these children to form links with other Service children.

## 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 pupil premium children.	Assessments and observations indicate significantly improved oral language among pupil premium children. This is evident when triangulated with other sources of evidence, including book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all children in our school, particularly our pupil premium children.	Sustained high levels of wellbeing from 2026/27 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from pupil conferencing, student and parent surveys and teacher observations</li> <li>significant participation in enrichment activities, particularly among pupil premium children</li> </ul>
Improved reading attainment and accelerated progress among pupil premium children.	KS1 reading outcomes in 2026/27 show that more than 85% of pupil premium children met the expected standard.
Improved maths attainment and accelerated progress for pupil premium children at the end of KS1.	KS1 maths outcomes in 2026/27 show that more than 85% of pupil premium children met the expected standard.
Improved writing attainment and accelerated progress for pupil premium children at the end of KS1. This will also show the improvement of fine and gross motor skills.	KS1 writing outcomes in 2026/27 show that more than 80% of pupil premium children met the expected standard.

<p>To achieve and sustain improved attendance for all children, particularly our pupil premium children.</p>	<p>Sustained high attendance from 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the attendance gap between pupil premium children and their non-pupil premium peers being reduced</li> <li>• the percentage of all children who are persistently absent being reduced and the figure among pupil premium children being equal to their peers.</li> </ul>
<p>To provide children with adequate equipment to access the curriculum</p>	<p>All children being able to participate in activities requiring equipment eg PE, Woodland Walk.</p>
<p>To provide emotional support for Service children and enable them to form links with other Service children.</p>	<p>Sustained high levels of wellbeing from 2026/27 for service children, demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil conferencing, student and parent surveys and teacher observations</li> <li>• significant participation in enrichment activities for Service Children.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the school curriculum. These can support children to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Speaking and listening skills are critical foundations for reading and writing, and are also essential skills for thinking and communication. A focus on developing oral language skills is particularly important for pupils in this age group. <a href="#">Improving Literacy in KS1/Education Endowment Foundation</a></p>	1
<p>Continued Purchase/Resourcing/ Training of new staff of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupil and enabling target groups for those children not at age expectation particularly those who leave Year R not achieving their Early Learning Goals and below Age related Expectation in our Autumn 1 2023 data.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for pupil premium children: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Systematic synthetic phonics programmes (SSP) are for pupils of all ages who are learning to read. These programmes have three things in common: they teach pupils GPCs, to blend phonemes into spoken words and segment spoken words into phonemes. However, programmes use programme-specific systems and terminology such as actions, mnemonics, prompts, key words and routines to teach knowledge and skills. It is important not to confuse pupils by mixing material from different</p>	2 4

	<p>programmes or across different classrooms – hence the phrase ‘fidelity to the programme’. For example, one programme might use the term ‘split digraph’, while another might refer to ‘magic e’ for the same vowel GPC in a word such as ‘late’.</p> <p><a href="#">Reading Framework 2023</a></p> <p>The purpose of phonics is to quickly develop pupils’ word recognition and spelling. This involves developing a child’s phonemic awareness, which is their ability to hear, identify, and manipulate phonemes (the smallest unit of spoken language), and to teach them the relationship between phonemes and the graphemes (a letter or combination of letters used to represent a phoneme) that represent them. There is very extensive evidence to support the use of a systematic phonics programme with pupils in Key Stage 1.2</p> <p><a href="#">Improving Literacy in KS1/Education Endowment Foundation</a></p>	
Continued purchasing of home reading books that effectively work alongside our <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupil to maintain stock and replace any damage/wear and tear.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for pupil premium children:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Decodable’ books and texts for children to read “So that beginner readers read books at the right level of difficulty, teachers should make sure their organisation of these books is matched closely to the order in which GPCs are introduced in the programme. For example, a book that includes the word ‘play’ should be placed so that children are not asked to read it until the digraph ‘ay’ has been taught”.</p> <p><a href="#">Reading Framework 2023</a></p> <p>Teachers could support pupils to practise by providing them with text containing words that can be decoded using the letter-sound patterns they have already been taught</p>	2



	<a href="#">Improving Literacy in KS1/Education Endowment Foundation</a>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff led by our mental Health Lead and Wellbeing Team</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg, improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	3
<p>Enhancement of our Maths teaching and curriculum planning in line with DfE and EEF guidance. Ensuring all staff are provided with CPD to sustain excellent maths teaching.</p> <p>We will fund leader release time to embed key elements of guidance in school and to support teachers with planning.</p> <p>This enables Maths Leader to ensure accelerated progress for Pupil Premium children who are below expectation in Year 1 from our Aut 1 23 data. Also enabling adaptive teaching to accelerate progress of Pupil premium children in Year 2 to focus on targeted Pupil Premium children from out Aut 1 23 data achieving Greater Depth in Maths.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>Early Years settings and schools should invest in developing practitioners' own understanding of mathematics, their understanding of how children typically learn, and how this relates to effective pedagogy. This is important for realising the potential of the other recommendations in this guidance report. Effective mathematics teaching requires knowledge of mathematics pedagogy and learning as well as of mathematics itself. This includes knowledge of how children learn mathematical concepts, connections between mathematical concepts, likely difficulties children may have, and different approaches to solving problems or tasks. Professional development should therefore focus on the integration of three areas: mathematics itself, children's mathematical development, and of effective mathematical pedagogy.</p> <p><a href="#">Improving Mathematics in Early Years and KS1 Education Endowment Foundation</a></p>	5



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

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding of Early Years HLTA to complete assessment and teach a programme to improve listening, narrative and vocabulary skills for pupil premium children who have relatively low spoken language skills.</p> <p>This enables a focus on those Pupil premium children who were below age expectations on entry to Year R in communication and language.</p>	<p>Oral language interventions can have a positive impact on children's language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease. Nevertheless, it is likely that a small number of pupils will require additional support—in the form of high quality, structured, targeted interventions—to make progress.</p> <p><a href="https://educationendowmentfoundation.org.uk">Improving Literacy in KS1/Education Endowment Foundation</a></p>	1
<p>Additional phonics sessions targeted at pupil premium children who require further phonics support from Aut data.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on children, particularly from pupil premium 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><a href="https://educationendowmentfoundation.org.uk">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Systematic synthetic phonics programmes (SSP) are for pupils of all ages who are learning to read. These programmes have three things in common: they teach pupils GPCs, to blend phonemes into spoken words and segment spoken words into phonemes. However, programmes use programme-specific systems and terminology such as actions, mnemonics, prompts, key words and routines to teach knowledge and</p>	2 4

	<p>skills. It is important not to confuse pupils by mixing material from different programmes or across different classrooms – hence the phrase ‘fidelity to the programme’. For example, one programme might use the term ‘split digraph’, while another might refer to ‘magic e’ for the same vowel GPC in a word such as ‘late’.</p> <p><a href="#">Reading Framework 2023</a></p> <p>There is extensive and consistent evidence of the impact of intensive small group and one-to-one support.<sup>60</sup> Significantly, this tutoring seems most impactful for younger pupils, particularly when the additional support is offered in school or when focused on reading</p> <p><a href="#">Improving Literacy in KS1/Education Endowment Foundation</a></p>	
To provide additional fine and gross motor interventions for pupil premium children who have relatively low fine and gross motor skills.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining children or those falling behind, both one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>and in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	4
To provide additional maths interventions for pupil premium children who have relatively low number sense.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining children or those falling behind, both one-to-one: and in small groups:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Settings should focus on improvements to mathematics planning and pedagogy that support all children. With this in place, the need for extra support for children should reduce. However, sometimes children will need targeted small-group or one-to-one support and attention to continue to make progress in mathematics. This is especially the case in this phase</p>	2

	<p>as children enter with a wide range of prior experiences of mathematics.</p> <p><a href="#">Improving Mathematics in Early Years and KS1 Education Endowment Foundation</a></p>	
<p>To provide a blend of tuition, and group intervention for children whose education has been most impacted by the pandemic. A significant proportion of the children who receive tutoring will be pupil premium, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining children or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> and in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Our Teaching and Learning Toolkit indicates that if tuition is high-quality and aligned to classroom teaching, pupils can make up to five months additional progress with one to one tuition and up to four months additional progress with small group tuition. For small group tuition, the smaller the group the better. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p><a href="#">Making a difference with effective tutoring. Education Endowment Foundation</a></p>	1 2 4
<p>To provide additional emotional literacy support for pupil premium children if needed due to life changes, circumstances or experiences.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg, improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	3

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued Whole staff training on behaviour management approaches with the aim of continuing to follow school ethos and sustain behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: <a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	3 2
Continue Whole school staff training and auditing of the Attachment and Trauma Approach including inducting new staff. Continuing to Audit current practice and creating an action plan to developing the use of this approach throughout the year to maintain Silver and possibly achieve Gold award.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg, improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://www.educationendowmentfoundation.org.uk/social-and-emotional-learning.pdf">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a> School level approaches to developing a school ethos, which also aim to support greater engagement in learning <a href="https://www.educationendowmentfoundation.org.uk/social-and-emotional-learning-toolkit-strand">Social and Emotional Learning  Toolkit Strand   Education Endowment Foundation   EE</a>	3
To provide for or access to equipment, uniform for pupil premium children without the correct equipment to access the curriculum.	Our own observations indicate that for pupil premium children not being provided with the correct equipment or uniform not only affects their academic progress but can impact on their social and emotional learning. Providing the correct equipment or uniform for them out of pupil premium funding means they are not impacted by lack of equipment or uniform both emotionally and academically.  There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life	6

	(eg, improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning.pdf</a> ( <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a> )	
To provide access to trips for all children to enhance the curriculum and develop their cultural capital	Both oral language and literacy research support that children need first hand experiences to develop their use of language. <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>	6
To provide funded places for pupil premium children to our range of after school clubs.	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. <a href="#">Arts participation   Toolkit Strand   Education Endowment Foundation   EEF</a>  There is some evidence that involvement in extra-curricular sporting activities might increase pupil attendance. <a href="#">Physical activity   Toolkit Strand   Education Endowment Foundation   EEF</a>	2 3
To provide parenting support from our parent support worker to families who need support with issues such as behavior, parenting and accessing/referrals to services.	Case studies from our setting show that parents being supported with routine, sleeping and behaviour strategies have impacted on children's attendance and readiness to learn.	3 5
To identify any gaps in learning service children's education caused by moving between schools and address with targeted support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining children or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> and in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	7
To provide staffing and resources for an after school club for Service children.	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. <a href="#">Arts participation   Toolkit Strand   Education Endowment Foundation   EEF</a>	7

	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg, improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://educationendowmentfoundation.org.uk/EEF-Social-and-emotional-learning/">EEF Social and emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>This enables a focus on Pupil premium children who are persistently absent from our 22-23 attendance data.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	

**Total budgeted cost: £71,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

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

Our End of Key Stage One 2023 assessment data showed that although the attainment gap between our pupil premium and non-pupil premium children had not completely closed, the attainment gap had significantly reduced in reading, writing and maths. Those pupil premium children who did not achieve Expected Standard were discussed in transition so that the gap can continue to close within KS2. It is also noted that 33% of Pupil Premium in this cohort were SEND support or had an EHCP mostly for Moderate Learning Difficulties. Some of these children did not reach age expected expectation in some areas but did all make good progress across KS1.

Our internal Year 1 End of Year assessment data 2023 showed that the significant gap between Pupil Premium and Non Pupil Premium on entry to KS1 had closed. Those pupil premium children who did not achieve Expected Standard were discussed in transition so that the gap can continue to close within Year 2. Those children will continue to receive the targeted support mentioned in the pupil premium strategy 23/24 mentioned above.

Our Early Years Foundation Stage assessment Data 2023 showed that the gap between pupil premium and no- pupil premium had reduced in all areas. The gap had closed in most areas except the areas of Word Reading, Writing and Number. The % of Pupil Premium children achieving Good Level of Development rose significantly compared to 22/23. Those pupil premium children who did not achieve Expected Standard in these areas were discussed in transition so that those children can be supported in Year 1. Pupil premium children will continue to receive the targeted support mentioned in the pupil premium strategy 23/24 mentioned above to ensure they remain at expected standard.

It is also noted that on entry to Year 1 36% of Pupil Premium in this cohort are SEND support or had an EHCP. Some of these children did not reach their Early Learning Goals in some areas but did all make good progress across Early Years Foundation Stage.

Attendance in 2022/23 among pupil premium children was only 5% less than non pupil premium children.

We used pupil premium funding to provide wellbeing support for all children, and targeted interventions where required. We continue to use that approach with the activities detailed in this plan.



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
Read, Write Inc	Ruth Miskin
Speech Link	Multimedia Ltd

## Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>One of our Teaching Assistants is dedicated to the emotional wellbeing of service children. Our Inclusion Leader is responsible for the academic achievement of our Service children.</p> <p>Service children attended a weekly after school club staffed by the designated Teaching Assistant.</p> <p>In these sessions they did activities such as crafts, sports and cooking and were supported to develop relationships with other Service children. Children created 'still photo books' to stay connected to their deployed parent, and a teddy was provided for the deployed parent to take away with them. When the parent returned they were invited to the club to share their experiences and the child shared their photo book.</p> <p>We also identified any gaps in service children's education caused by moving between schools, which we addressed with targeted support.</p>
What was the impact of that spending on service pupil premium eligible children?	<p>Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated good progress in all subject areas.</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. That will include:

- embedding more effective practice around feedback.  
[EEF evidence](#) demonstrates this has significant benefits for children, particularly pupil premium children.

### Planning, implementation, and evaluation

We continue to be a Centre of Excellence for the Inclusion Quality Mark award which includes annual reviewing our provision for pupil premium children including an annual external perspective and working with other centres of excellence to share practice.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, children and teachers in order to identify the challenges faced by pupil premium children.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on pupil premium children.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for children.