

Pupil Premium Strategy Statement

Part 3 - 2023 - 2024

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Lark Hill Primary School
Number of pupils in school	645
Proportion (%) of pupil premium eligible pupils	48%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022 2022 – 2023 <u>2023 – 2024</u>
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024 – Year 3 Review
Statement authorised by	Chair of Governors Margaret Woodhouse
Pupil premium lead	Wendy McCormack Executive Headteacher
Governor / Trustee lead	Margaret Woodhouse

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£433,888
Recovery premium funding allocation this academic year	£19,792
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£453,680

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium at Lark Hill Primary School

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

The objectives for our disadvantage pupils:

- All children can communicate effectively and have the speaking and listening skills achieve in all areas of the curriculum.
- Progress by the end of each key stage is equitable for all children.
- All children are able to regulate their behaviours so that disruption to learning is minimal.
- All children have a wide range of experiences and opportunities to develop cultural capital.
- All children are meeting our attendance target of 96%.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Challenges

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

Challenge number	Detail of challenge
1	Over 50% of children in socially deprived areas may start school with impoverished speech, language and communication skills. On average children from the poorest 20% of the population are over 17 months behind a child in the highest income group in language development at age three.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils including SEND. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers including SEND. This negatively impacts their development as readers.
4	Internal and external (where available) assessments indicate that attainment in reading, writing and mathematics in KS1 among disadvantaged pupils, including SEND, is below that of non-disadvantaged pupils.
5	Internal and external (where available) assessments indicate that attainment in reading, writing, mathematics and GPS in KS2 is too low.
6	To address issues associated with mental health and disadvantage . Our assessments (including wellbeing survey and pupil voice), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to self-esteem, and a lack of enrichment opportunities as well as first hand experiences during school closure. These challenges particularly affect disadvantaged pupils, including SEND, including their attainment.
7	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 1 - 4% lower than for non-disadvantaged pupils. 7% of disadvantaged pupils have been 'persistently absent' compared to 0% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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 speech, language and communication skills among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Starting point information 2021-22 <table><tr><th>WellComm/C&L</th><th>Sept 21</th><th>July 22</th></tr><tr><td>Nursery (all)</td><td>3/46 (7%)</td><td>30/54 (56%)</td></tr><tr><td>Reception (all)</td><td>0/59 (0%)</td><td>18/59 (31%)</td></tr></table> Starting point information 2022-23 <table><tr><th>WellComm/C&L</th><th>Sept 22</th><th>July 23</th></tr><tr><td>Nursery (all)</td><td>2/59 (3%)</td><td>30/59 (51%)</td></tr><tr><td>Reception (all)</td><td>3/85 (4%)</td><td>43/82 (52%)</td></tr></table> Starting point information 2023-24 <table><tr><th>WellComm/C&L</th><th>Sept 23</th><th>July 24</th></tr><tr><td>Nursery (all)</td><td>5/53 6%</td><td></td></tr><tr><td>Reception (all)</td><td>23/78 29%</td><td></td></tr></table>	WellComm/C&L	Sept 21	July 22	Nursery (all)	3/46 (7%)	30/54 (56%)	Reception (all)	0/59 (0%)	18/59 (31%)	WellComm/C&L	Sept 22	July 23	Nursery (all)	2/59 (3%)	30/59 (51%)	Reception (all)	3/85 (4%)	43/82 (52%)	WellComm/C&L	Sept 23	July 24	Nursery (all)	5/53 6%		Reception (all)	23/78 29%	
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To increase articulation and reasoning throughout school for all pupils through the use of critical thinking and vocabulary across the curriculum where the confidence levels of children in public speaking is increased.	Pupil talk is a high priority in all lessons and pupil feedback reflects positive engagement and enjoyment in all learning. Opportunities to develop an understanding of and to use high quality vocabulary is evident in all subjects. Feedback and questioning is used effectively in all subjects to provide challenge and deepen thinking. Starting point information 2023-24 <i>TALK Assessment – 6 pupils per class assessed in the Autumn Term 2023. Pupils to be re-assessed at the end of the Summer Term 2024.</i>
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Improved phonic attainment for disadvantaged pupils at the end of Year 1 and ensure gap is closed by end of Year 2 so as not to negatively impact on development as readers.

Parents/Carers will feel fully supported during their child's early reading journey from EYFS to Y1. All applicable staff members will teach RWI to a consistent high standard. Parents will be provided with home learning resources to develop Phonics. Pupils will be able to decode in line with their Year group expectations.

Consistency in books is evident across all subjects in all year groups. KS2 reading outcomes in 2024/25 show that more than X%* of disadvantaged pupils met the expected standard.

Starting point information 2021-22

Phonics screen	Nov 21	June 22
Year 1 (all)	29%	59%
Year 2 (all)	52%	73%

Starting point information 2022-23

Phonics screen	Nov 22	June 23
Year 1 (all)	28%	53%
Year 2 (all)	59%	82%
Year 3 (all)	73%	82%

Starting point information 2023-24

Phonics screen	Nov 23	June 24
Year 1 (all)	55%	
Year 2 (all)	81%	
Year 3 (all)	87%	

To close the gap between disadvantaged and non-disadvantaged in KS1 in reading, writing and Mathematics.

KS1 reading, writing and maths outcomes in 2024/25 show that more than X%* of disadvantaged pupils met the expected standard.

Starting point information 2021-22

July '22	Rd	Wr	Ma
Year 2(all)	50%	40%	53%
Year 2 (D)	42%	36%	45%

Starting point information 2022-23

July '23	Rd	Wr	Ma
Year 2(all)	39%	27%	41%
Year 2 (D)	37%	28%	41%

Starting point information 2023-24

July '24	Rd	Wr	Ma
Year 2(all)			
Year 2 (D)			

To raise the attainment and progress of all pupils, disadvantaged and non-disadvantaged in reading, writing, mathematics and GPS by the end of KS2 at both the 'expected' standard and 'greater depth'.

KS2 reading, writing, GPS and maths out-comes in 2024/25 show that more than X%* of disadvantaged pupils met the expected standard.

Starting point information 2021-22

July '22	Rd	Wr	Ma	GPS
Year 6 (all)	51% (11%)	38% (0%)	44% (2%)	44% (5%)
Year 6 (D)	50% (8%)	44% (0%)	42% (0%)	45% (0%)

	Starting point information 2022-23				
	July '23	Rd	Wr	Ma	GPS
	Year 6 (all)	59%	44%	54%	58%
	Year 6 (D)	60%	43%	55%	50%
	Starting point information 2023-24				
	July '24	Rd	Wr	Ma	GPS
	Year 6 (all)				
	Year 6 (D)				

To address children's emotional, behavioural and mental health needs at an early stage in order to remove barriers to learning and lay the foundations for making healthy life choices in teenage and adult years.

Boxall assess all pupils to accurately target and provide emotional and therapeutic support to identified pupils and families of target PPG.

Pupil voice shows that pupils are happy to attend school, feel safe and ready to learn. Pupils are able to achieve their potential as they are ready to learn.

Starting point information 2021-23

Boxall	Summer '21	Summer '23
All	68%	
D Pupils	42%	

Starting point information 2023-24

CORDS	Autumn '23	Summer '24
All	22%	
D Pupils	24%	

Boxall assessments not taken as system to be replaced with CORDS in Autumn 2023.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Sustained high attendance from 2024/25 demonstrated by:

The overall absence rate for all pupils being no more than 10%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 8%.

The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2% lower than their peers.

Starting point information 2021-22

Attendance	Aut '21	Sum '22
Attendance (all)	93.6%	92.6%
Attendance (D)	92.4%	91.2%
PA (all)	13.5%	24.8%
PA (D)	12.7%	14.6%

Starting point information 2022-23

Attendance	Aut '22	Sum '23
Attendance (all)	91.6%	91.7%
Attendance (D)	88.3%	88.4%
PA (all)	27.9%	20.7%
PA (D)	17%	16.7%

Starting point information 2023-24

Attendance	Aut '23	Sum '24
Attendance (all)	93%	
Attendance (D)	91.2%	
PA (all)	23%	
PA (D)	15.5%	

* This will be updated when we have accurate assessment information for disadvantage and non-disadvantage.

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.

Green – What we currently offer.

Orange – What we intend to additionally offer.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £220,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils • High Quality CPD/staff training supports the development of teaching and learning. • Shared PPA across the year group and where feasible, across the Partnership supports the development of planning within all curriculum areas in all year groups. • LSAs have access to planning time. • Lesson enquiry; team teaching e.g. RWInc and peer observations enable teachers to develop their own pedagogy, e.g. P4C/TALK. • Moderation activities across Partnership; Cluster and wider LA. • Opportunity to develop this further within Cluster and through networks.	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources: • The EEF's guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches. • Evidence Based Education's Great Teaching Toolkit provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness. • Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence' summarises the evidence for teachers.	1, 2, 3 & 4

• <i>Opportunities for shared practice within phases and paired/team teaching, research enquiry, etc. carefully planned.</i> • PiXL resources used for assessment; QLAs and targeted interventions. • <i>Opportunity to further explore use of PiXL to tailor assessments into next steps/precision teaching across Year 2-6.</i> • Key Priorities are written to ensure development of high quality teaching for all learners. A KP for 'the wider curriculum and assessment' written to ensure clear next steps can be looked at for all learners.		
Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning • Talk and P4C training remains a high priority for all staff with all new starter teachers having training within Autumn 1. • Maths Mastery training delivered through NCETM/Maths Hub; cluster events and in-house support. • RWInc phonics training supports teachers and LSAs to deliver exactly	Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. Supporting resources: • The EEF Toolkit and guidance reports. • The EEF's 'Effective Professional Development' guidance report offers support in designing and delivering PD and selecting external PD. • The EEF has developed support tools to go alongside the 'Effective Professional Development' guidance, such as 'Considering a balanced design', and more here.	1, 2, 3, 4 & 5

what the pupils need. • P4C training in place for all new teachers and LSAs to support TALK. • Staff attend Cluster meetings across all subjects to share key messages and approaches. • CPD for all staff and pupils in Metacognition and self-regulation to be explored. • Vocabulary and reading comprehension training from John Murray with a focus on inference and vocabulary. • Further focus on Feedback – written/verbal and when and how this is delivered to pupils. • Research Enquiry to share and improve practice within the Partnership. • Development of mastery of writing, especially in UKS2 – English team to research what is available/plan CPD.		
Mentoring and coaching • Coaching - planned programme of coaching – Part 1; 2 or 3. • Senior Leadership team coaching. • Leadership Residency with Challenge Partners. • All ECTs have a trained mentor with regular weekly meetings scheduled and termly progress reviews where coaching	A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach. Supporting resources: • The EEF guidance on 'Effective Professional Development' is accompanied by a poster to help consider the 'Effective Mechanisms of PD' - i.e. what are the essential elements that make mentoring or coaching more likely to be effective.	1, 2, 3, 4, 5 & 6

conversations are used to reflect on practice and develop further. • Ensure all ECT mentors have completed coaching level 1 and 2. • Continue to ensure that the 10% (ECT1) and 5% (ECT2) have coaching opportunities built into these sessions. • <i>Develop Coaching pairs for all teachers to reflect on and improve own practice – this may be within school or across the partnership.</i>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support language development, literacy, and numeracy • LSAs/teachers support with targeted interventions that feed into next steps in learning from QFT. • QLAs used effectively to identify target groups and foci and recorded as part of A4A. • Precision teaching takes place using PiXL therapies. • LSA3s have an area where they lead – WellComm; Speech & Language (EYFS); phonics; speech bubbles; RWI phonic catch up. • <i>Extend this for Early Maths interventions.</i> • Trained and experienced teachers deliver School Led tutoring. • Phonics groups are assessed and streamed according to stage; groups delivered daily by class teachers and LSAs; groups changed half-termly. • <i>Further explore PiXL therapies by liaising with PiXL consultants.</i>	Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. Supporting resources: • The EEF's 'Selecting Interventions' tool offers evidence-informed guidance to select an apt programme. • The EEF has dedicated web pages on effective approaches to support literacy and numeracy.	1
Activity and resources to meet the specific needs of disadvantaged pupils with SEND	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive	1, 2, 3, 4, 5 & 6

• SENDCo provides support/advice to all staff, parents/carers. SENDCo attends A4A meetings. • A4A meetings allow achievement and progress of these pupils to be discussed and next steps to be identified. • SALT assessment and intervention supported by Speech Therapists. • Play therapy for targeted pupils. • Timetabled access to Sensory room for children across all year groups as required. • Intervention support from Primary Inclusion Team. • Access to advice and support from EP. • Continue to liaise with specialist teachers and	strategies, scaffolding, flexible grouping, and the targeted use of technology. Supporting resources: The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidence-based recommendations to support pupils with SEND	
agencies and explore further support available. • Explore use of technology to support SEND children.		
Teaching assistant deployment and interventions • LSAs have timetables that support all learners within the class/identified groups/individuals (depending on need). • 'Booster' groups for targeted support from January.	Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources: • The EEF guidance report on Making the Best Use of Teaching Assistants includes 6 recommendations, including adopting evidence-based interventions to support small group	1, 2, 3, 4, 5 & 6

- Targeted After School Clubs, e.g. Spelling Club. - LSA focusing on SALT and Phonics interventions with support from Speech and Language Therapists. Also provides feedback and resources to parents/carers. - Continued training for LSA's, supporting within precision teaching/PiXL therapies.	and one to one instruction. The EEF Toolkit has a strand on teaching assistant interventions.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs - Introduce outdoor fishing therapy for The Oak pupils to support self-regulation. - Whole school CPD – attachment training; emotion coaching; trauma informed practice and behaviour (PIT Team). - SDQs and Boxalls to identify specific needs and targets, e.g. Sensory resources; Messy Play; PIT team interventions. - Introduce CORDS (SDQs) to trial and replace Boxall where appropriate.	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. Supporting resources: - The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly. - The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies. The EEF Toolkit has a strand on social and emotional learning and behaviour interventions	6

• Access to Place2 Be – extend from one day to three day model. • Updated behaviour policy and introduction of Class Dojo. • INSET day focused on behaviour training and all staff had input into the behaviour policy. • Continue new behaviour approach - Class Dojo with regular reviews and staff/pupil voice, part of Phase Meeting agenda. • Training for staff and pupils in Self-regulation and self-calming techniques. • Social stories – training for new staff in using and writing. • Consider implementing ‘The Chimp Paradox by Steve Peters – flipping your lid (links to PIT team training at recent INSET).		
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Supporting attendance • CFO in place and works closely with EWO on attendance; and home visits. • <i>Further develop parent workshops led by the CFO with a link to life skills.</i> • Process for escalation in place. • Support/interventions for parents/carers. • Attendance and Punctuality rewards celebrated, e.g. End of term events. • <i>Consider new evidenced based initiatives to promote improved attendance.</i>	There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Supporting resources: The EEF guidance report on ‘Working with Parents to Support Children’s Learning’ includes a focus on offering more intensive support, which can include approaches to support attendance	7
Extracurricular activities, including sports, outdoor activities, arts, culture and trips • Range of after school clubs take place Mon-Thurs offering wellbeing, arts, music and spelling. • <i>Continually monitor clubs on offer – ensuring a range on other than sports and that children would like including lunchtime clubs.</i> • Trips and visitors planned in to enhance the curriculum. • <i>Continue to explore new visits and visitors. All to visit a museum/music venue during primary school years.</i> • Residential in place for Year 6 – Lledr Hall. • Minibus to support sporting fixtures and competitions, and local area visits.	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources: • The EEF Toolkit has a strand on arts participation.	1, 2, 3, 4, 5 & 6

• MAPAS events and lessons. • Lunch time Chess Club. • Sporting Competitions. • Fundraising /charity events e.g. Discos; and fairs.		
Extended school time, including summer schools • Weekly targeted intervention groups for Y5 and Y6 with focus on specific literacy skills, e.g. spelling group delivered by School Led tutor. Same for Year 3 and 4. • Holiday school with Tutor Trust used of Year 5/6. • Look at Foundation92 holiday club.	Extended school time encompasses purposeful changes to the school day or the school calendar. This can extend upon core teaching, such as targeted after school programmes of tuition, homework, or additional summer school programmes. Such programmes are more likely to foster academic benefits when clearly structured, linked to the curriculum and led by well-qualified and well-trained staff. Schools should consider the cost and implications on teacher time when considering extended school time approaches. Supporting resources: • The EEF Toolkit has a strand on extending school time, summer schools, and homework.	5 & 6

Communicating with and supporting parents • Leaders and CFO on school gates in the morning. • All teachers are available at the end of the day to speak to families. • Website; Seesaw; Teachers2Parents; letters; newsletters and emails. • Learner review days twice per year. • Annual Report for parents. • Home visits for new starters. • Stay and play sessions for new to EYs. • Consider extending stay and play sessions to once per half term. • Parent curriculum workshops – e.g. coding. • Charity/fundraisers – coffee mornings. • Opportunities to work with other agencies to support parents/carers further.	Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. Supporting resources: • The EEF Toolkit has a strand on parental engagement. • The EEF guidance report on 'Working with Parents to Support Children's Learning' offers practical approaches and insights for communicating and supporting parents.	1, 2 & 6
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Total budgeted cost: £460,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

1. Improved speech, language and communication skills among disadvantaged pupils:

On entry to Nursery, 2 children out of 49 were assessed at age related on WellComm screening. All children access weekly intervention groups with a teacher for the first term then a trained LSA for the last two terms; children more than two levels below access two intervention groups a week. Nursery staff meet weekly to share WellComm targets and focus on these in continuous provision. Class teachers identify key vocabulary using the Word Wizard approach and plan for this as part of Quality First Teaching. Talk strategies are planned for throughout all sessions. Parents receive weekly WellComm homework which is discussed in learner reviews.

100% of children have made progress. The number of children at age related has increased to 27 out of 49 children who are pupil premium, increasing from 4% to 55%. Reception continue to focus on Talk and P4C strategies to develop language and conversational skills. Children in Reception consistently show high levels of quality during lessons and all lessons including maths are adapted to include a Talk element. The role of the adult outdoor has continued to be a focus to target adult interactions and modelling of language.

All Reception children including PP

	1	2	3	4	Secure at all levels	Total
Sep-22	9	31	34	8	3 children (3.53%)	85
Jul-23	0	5	15	19	43 children (50.59%)	82
All children (85) made progress (100.00%)						
43 children are now secure at all levels (50.59%)						
12 children are almost secure at all levels (14.11%)						
14 children are on the SALT Caseload						

2. To increase articulation and reasoning throughout school for all pupils through the use of critical thinking and vocabulary across the curriculum where the confidence levels of children in public speaking is increased.

“Questioning is effective because teachers encourage pupils to expand on their answers, and the strategy they use enables others to agree, disagree or add their own extension to the original answer. In a Year 6 Philosophy 4 Children session, the teacher probed the pupils’ understanding and in doing so, broadened their horizons through the very relevant subject matter.” Feedback taken from the QAR Report in June 2023. In addition to this, high aspirations in vocabulary were evident in many classes during this Quality Assurance Review.

Oracy is still high on the agenda and this was also evident throughout classes from the Early Years to Year 6 where children are speaking in full sentences with strong scaffolds such as '*I respectfully disagree*' or '*I would like to build on*'.

New staff have been trained in P4C and TALK strategies and the Year 3 teachers are currently taking part in the Pedagogy Project involving elements of Oracy, feedback and talk within the classrooms. The P4C lead has successfully taken part in the P4C Level 2A accreditation with Sapere and the next member of the team is completing this year.

School has been awarded the Bronze accreditation for P4C by Sapere.

Through TALK and P4C development days, we were able to see the positive impact that TALK has had on our pupils throughout the school. In the most recent pupil voice we heard the following comments:

- *"Random selection is fair because it allows everyone to have a turn and I like hearing different people speak in the classroom".*
- *"Asking questions helps us to learn and it means I understand what some of the words mean".*
- *"I like seeing my friends grow in confidence with speaking".*

The first draft of our SOHOT (Salford Oracy and Higher Order Thinking) project has been approved and is in production to be publicised and shared with schools in Salford. A system for measuring progress in 'talk/speaking' is now included in the SOHOT Manual and will be introduced in the academic year 2023-24.

3. Improved phonic attainment for disadvantaged pupils at the end of Year 1 and ensure gap is closed by end of Year 2 so as not to negatively impact on development as readers:

- One to one in-house training and coaching supported progress of staff knowledge and delivery. Resources bought to enhance provision already in place. This has improved the motivation, participation and enjoyment of pupils and staff.
- Ongoing assessment as part of a systematic synthetic phonics programme enables adaptations to groupings, starting points and targets. Smaller targeted groups for pupils well below national. In between assessment points, children are moved into different groups if identified as exceeding or needing to revisit previous learning. This has meant early identification of children showing accelerated progress or those who are not making expected progress so that interventions can also be planned.
- School led tutoring used for part of the year with Year 1 and Year 2 targeted pupils.
- Parent/Carer workshop to support delivery of phonics at home.
- SeeSaw used to share Year 1 exemplar materials after parent workshop as well as paper copies provided for families struggling with technology.
- Class teachers keep a daily running record of daily reading. Parents are expected to read with their children five times per week and class teachers support parents to provide this practise for their children.
- Class teachers have updated the home learning platform weekly with retrieval and rehearsal phonics activities. (Paper based resources for children who are unable to access Seesaw).
- Relevant spellings taught as part of English lessons in KS1.
- In summary, progress in phonics has been made year on year in Year 2. This need to be replicated in Year 1.

4. To close the gap between disadvantaged and non-disadvantaged in KS1 in reading, writing and Mathematics:

Maths

- Targeted groups of children for maths. This was taught by skilled LSA in smaller groups to help 'fill in the gaps' of knowledge.
- Fluency at the start of every maths lesson (Flashback 4).
- Y1 - Children practised number formation at the start of lessons as many had reversals.
- Adapted WR curriculum, continually reviewed.
- In lessons, more fluency was taught (very limited on WR) before moving on to reasoning.
- Concrete and visual resources were used to support children's understanding.
- QFT.

Writing

- Every lesson, the children model sentences before writing (oracy).
- Children have used colourful semantics to create sentences. This has supported the EAL/SEND learners.
- Transcription and self-marking completed regularly.
- Handwriting completed daily and staff have high expectations of this. Handwriting was linked to set 3 phonic sounds
- LSA directed support.
- LTP for reading and writing has supported teacher knowledge and therefore improved.
- QFT.

Phonics

- Whole class phonics taught on Monday – targeted set 3 sounds. Tuesday – Friday daily phonics in ability groups. Phonics has improved children's decoding skills and has helped enable children to spell as well as read.
- Previous Phonics Screening Materials made available for parents. Parent phonic meetings held.

In summary, the data for 2023 is below that of 2022 although the gap between DA and non-DA has closed in writing and mathematics.

5. To raise the attainment and progress of all pupils, disadvantaged and non-disadvantaged in reading, writing, mathematics and GPS by the end of KS2 at both the 'expected' standard and 'greater depth':

Easter school offered to targeted children with a focus on PP children, to provide high quality intervention for Mathematics readiness for high school, and in preparation for SATs tests. Tutor Trust, who provided the sessions, felt that the offer was well taken up and attendance was comparably high versus other schools. These sessions continued until SATs, revising and revisiting all elements of the Year 6 curriculum. 84% of children targeted reached the Expected Standard in Mathematics, with 21% achieving the Greater Depth Standard. The children who did not achieve the standard made a gain of 7 points between their interim grade and final results. Additional tuition was offered to the Year 5 pupils from Whit school onwards, to boost their readiness for Year 6.

Teacher employed to deliver intervention to Y6 pupils until SATs for two days per week, across reading, SPAG and mathematics. This switched to a priority of reading and SPAG once Tutor Trust was in place for mathematics. Interventions targeted based on QLA of prior SATs papers and teacher assessments. Assessment for All (AfA) documents show all children making good or better progress across the year from their starting points.

The attainment gap across the cohort between disadvantaged pupils and non-disadvantaged pupils was one point on their average scores across Reading and Mathematics. The gap between disadvantaged pupils and their peers was smaller than the gap locally and nationally.

6. To raise the attainment and progress of all pupils, disadvantaged and non-disadvantaged in reading, writing, mathematics and GPS by the end of KS2 at both the 'expected' standard and 'greater depth':

Easter school offered to targeted children with a focus on PP children, to provide high quality intervention for Mathematics readiness for high school, and in preparation for SATs tests. Tutor Trust, who provided the sessions, felt that the offer was well taken up and attendance was comparably high versus other schools. These sessions continued until SATs, revising and revisiting all elements of the Year 6 curriculum. 84% of children targeted reached the Expected Standard in Mathematics, with 21% achieving the Greater Depth Standard. The children who did not achieve the standard made a gain of 7 points between their interim grade and final results. Additional tuition was offered to the Year 5 pupils from Whit school onwards, to boost their readiness for Year 6.

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The attainment gap across the cohort between disadvantaged pupils and non-disadvantaged pupils was one point on their average scores across Reading and Mathematics. The gap between disadvantaged pupils and their peers was smaller than the gap locally and nationally.

7. To address children's emotional, behavioural and mental health needs at an early stage in order to remove barriers to learning and lay the foundations for making healthy life choices in teenage and adult years:

Place2Be

One-to-one counselling intervention for children ran at full capacity throughout 2022-23 with a total of 10 children accessing this particular part of the service. Analysis of pre and post-intervention scores using the Strengths and Difficulties Questionnaire (SDQ) showed reduction of need for all pupils who received this intervention. One Year 6 pupil shared, "I love Place2Be as it's time for me and no one else". All parents engaged positively throughout their child's intervention and one parent requested additional support on parenting from the Place2Be practitioner which was offered for 10 weekly sessions.

Therapeutic Interventions

As part of our targeted offer for support pupil wellbeing, several therapeutic interventions were delivered throughout school using programmes written by the Primary Inclusion Team. Such programmes included Understanding our Emotions, Social Skills and Messy Play. The interventions were delivered by a lead therapeutic practitioner and another LSA with the aim of upskilling staff as well as supporting pupil wellbeing and last for approximately 8 weeks. Our lead practitioner was trained in a Drawing and Talking intervention, and subsequently worked 1:1 with 7 children during the summer term. We identified all children needing these interventions using a combination of teacher concern, SDQ scores and pupil logs on CPOMS. Pre and post-intervention data showed a positive impact for pupil wellbeing from all the interventions delivered.

8. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils:

Attendance

Attendance for the year is 90.9%. Persistent absenteeism is 22.9% (National 22%, Salford 19.3%) but when taking leavers and nursery children out would reduce to 20.7%. 81 holiday penalty notices were issued for unauthorised holidays and 8 truancy penalty notice referrals made for poor attendance. 17 truancy penalty warning letters were issued. 5 EWO referrals have been submitted to fast track. Attendance has continued to be a major concern and challenge this year and despite continued interventions from CFO and EWO it feels like there has been a distinct lack of support in this area from some parents/carers post-Covid. **We have** 3 families who identify as Travellers on roll. One of the families can often not advise school when they are absent. We liaise with EMTAS regularly concerning this and they been escalated to CME which effects whole school attendance. Children missing in Education and Missing out on Education continue to affect attendance and although in some cases school can back date the child's school leaver date in many case schools have to leave the children on roll for long periods of time effecting whole school attendance. 23 CME's have been submitted to the LA this academic year.

Education Welfare

Regular meetings with the EWO, attendance panels and truancy sweeps continue to take place on a half termly basis. Half termly meetings of the Attendance and Safeguarding Cluster continue. Regular Partnership meetings are also held with the EWO.

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
Children's' Shakespeare Project	North West Drama
Speech Bubbles	North West Drama
TALC (Test of Abstract Language Comprehension)	Enhanced Salford NHS
Boxall Assessment	Boxall Profile
Educational Psychology Additional Hours	Salford EPS
High Quality Talk	Topsy Page
P4C	Topsy Page

Therapeutic Play	Curiosity Project
Fishing Therapy	Fishing for Schools
CORDS Assessment (SDQ)	Mental Health Hub

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 pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. These include:
 - Chess
 - Sports (both key stages)
 - Dance
 - Cooking

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

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 disadvantaged pupils.

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 pupils.