

Pupil Premium Strategy Statement – Lark Hill Primary School 2024 - 2027

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	641
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers	2024-27 Year 1: 2024-25
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Wendy McCormack
Pupil premium lead	Gemma Lavelle
Governor lead	TBA

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£442,578
Pupil premium funding carried forward from previous years (enter	£0
Total budget for this academic year	£442,578

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium at Lark Hill CE 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 and prior higher attainers, 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
1. Improved speech language and communication skills in EYFS.	• Reception priority: WellComm groups will continue in Reception to ensure children are accessing targeted support for gaps in language and understanding. • Speech and language priority: All staff in EYFS will have target children from the speech and language caseload to ensure these children will have additional support. • Sustained Focus: Improving speech and language skills among disadvantaged pupils will need to remain a priority due to the low levels of communication skills on entry and gaps remaining for some children.
2. Improved oral language skills.	• Oracy will remain a priority throughout school. We will expand the use of lesson studies to focus attention on how teachers can help children develop their oracy skills. • The role of Oracy Ambassadors will continue to highlight the high regard we as a school have for oracy. • The involvement of parents and the elevation of oracy as an important tool for learning and life skill should be a priority in future.
3. Improved phonics outcomes at the end of Y1 and Y2.	• Assessment using pseudo words to ensure new sounds have been embedded. • Utilise Seesaw to share Ruth Miskin portal videos with teachers. • Continued 1:1 tutoring in Year 2 to speed up word reading and improve fluency. • Continue development of QFT with the English Hub.
4. Improved reading, writing and maths outcomes by the end of Y2.	• Sustained Priority: The gap in reading, writing and mathematics will remain a focus in the next Pupil Premium Strategy, with an emphasis on early identification, small group support. • Targeted Support: Writing interventions will focus on vocabulary development and sentence construction, while reading comprehension sessions will be further developed to support greater progress. Mathematical interventions will continue to target basic fluency skills with a focus on ensuring pupils grasp basic foundational knowledge before moving on.
5. Improved reading, writing and maths outcomes by the end of Y6.	• Targeted intervention through in school tutor to continue to consider disadvantaged pupils as a priority. • Quality first teaching – all teachers to know who their disadvantaged pupils are and to continue to monitor their progress and access to in school interventions.

6. Planned first hand experiences and enrichment activities to improve mental well-being..	• Achieve Emotionally Friendly Schools Silver status. • Expand therapeutic interventions to meet increasing demand.
7. Improved attendance including reduced PA.	• SEND pupils have been identified as the Identified Vulnerable cohort with the school's Attendance Advisor. • Improve the attendance of Reception children. • Reduce whole school Persistent Absence/Severe Absence.

Activity in this academic year

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

Green – What we currently offer.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £200,000

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 planning days across the Partnership supports the development of all curriculum areas in all year groups. • LSAs have access to planning time. • Lesson enquiry; team teaching e.g. RWInc and	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	1, 2, 3 & 4

peer observations enable teachers to develop their own pedagogy, e.g. Philosophy/Oracy. • Moderation activities across Partnership; Cluster and wider LA. • Opportunity to develop this further within Cluster and through networks, e.g. Maths Hub/ TRGs. • Opportunities for shared practice within phases and paired/team teaching, research enquiry, etc. carefully planned. • NFER resources used for assessment; QLAs and targeted interventions. • 121 phonics; tutoring; precision teaching and targeted tutoring. • 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.	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. Strong Foundations in the first years of school - GOV.UK.	
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Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning • Oracy and Philosophy training remains a high priority for all	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	1, 2, 3, 4 & 5
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staff. • Maths Mastery training delivered through Maths Hub; cluster events and in-house support. • RWInc phonics training supports teachers and LSAs to deliver exactly what the pupils need. • Philosophy training in place for all new teachers and LSAs to support oracy. • Staff attend Cluster meetings across all subjects to share key messages and approaches. • TRGs and Research Enquiry to share and improve practice within the Partnership.	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'.	
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Mentoring and coaching • Coaching - planned programme of coaching – Part 1; 2 and 3. • All ECTs have a trained mentor with regular weekly meetings scheduled and termly progress reviews where coaching conversations are used to reflect on practice and develop further. Ensure all ECT mentors have completed coaching Part 1 and 2. • Continue to ensure that the 10% (ECT1) and 5% (ECT2) have coaching opportunities built within these sessions. • Implementation of Leadership Residency Pro-	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
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gramme through Challenge Partners.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £125,000

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. - Precision teaching takes place based on forensic assessment. - LSA3s have an area where they lead – Well-Comm; Speech & Language (EYFS); phonics; speech bubbles; RWI phonic catch up and the Sensory Rooms. - Trained 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.	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. Strong Foundations in the first years of school - GOV.UK.	1

Activity and resources to meet the specific needs of disadvantaged pupils with SEND • SENDCo provides support/advice to all staff, parents/carers. • 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 agencies and explore further support available. • Explore use of technology to support SEND children.	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive 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.	1, 2, 3, 4, 5 & 6
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Teaching assistant deployment and interventions • LSAs have timetables that support all learners within the class/identified groups. • 'Booster' groups for targeted support from January. • Targeted After School Clubs, e.g. Reading for Pleasure. • EYFS LSA focusing on SALT interventions with support from Speech and Language Therapists. • Continued training and coaching for LSAs, supporting within precision teaching and RWInc.	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 and one to one instruction. • The EEF Toolkit has a strand on teaching assistant interventions.	1, 2, 3, 4, 5 & 6
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Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £125,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs - Whole school CPD – attachment training; emotion coaching; trauma informed practice and behaviour (PIT Team). - Access to Place2Be and CAMHs I-Reach. - CORDS (SDQs) to identify specific needs and targets, e.g. Sensory resources; MessyPlay; PIT team interventions. - Updated behaviour policy and introduction of Class Dojo. - INSET day focused on behaviour training and all staff had input into the behaviour policy. - Embed behaviour approach -Class Dojo with regular reviews and staff/pupil voice.	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

Supporting attendance • CFO in place and works closely with Attendance Officer on attendance; and doorstep visits. • Further develop parent workshops led by the CFO with a link to life skills. • Process for escalation in place. • Support/interventions for parents/carers. • Attendance and Punctuality is discussed and celebrated in weekly assemblies and class displays. • Discussed as part of A4A meetings. • Consider new evidenced based initiatives to promote improved attendance.	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. Working Together to Improve School Attendance - GOV.UK	7
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Extra curricular activities, including sports, outdoor activities, arts, culture and trips • Range of after school clubs take place Mon-Thurs offering wellbeing, arts, music and reading. • Continually monitor clubs on offer – ensuring a range on other than sports and that children would like including lunchtime clubs. • Trips and visitors planned in to enhance the curriculum. • Continue to explore new visits and visitors. All to visit a museum/music venue during primary school years. • Residential in place for Year 6 – Lledr Hall. • Minibus to support sporting fixtures and competitions, and local area visits. • MAPAS events and WCIT lessons. • Sporting Competitions. • Fundraising /charity events e.g. Discos; Bingo; Harvest; global charities and fairs.	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
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; letters; newsletters and emails. • Learner review days twice per year. • Annual Report for parents.	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	1, 2 & 6

• Stay and play sessions for new to EYFS. • Family learning sessions with CFO. • Parent curriculum workshops – e.g. ESafety and Philosophy. • Charity/fundraisers – coffee mornings.	<u>'Working with Parents to Support Children's Learning'</u> offers practical approaches and insights for communicating and supporting parents.	
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Total budgeted cost: £450,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

Overall Comment:

The children in Nursery and Reception accessed weekly WellComm activities as part of small groups. Children who were several levels below age related expectations accessed additional 1:1 sessions and targeted support through play in provision. All children made progress on the WellComm assessments from their starting points. For some children who did not meet the age-related expectations at the end of the year, there were also additional speech, language and communication needs and some children with English as an additional language. Children with EAL who did not meet the ELG were referred for additional support with EMTAS as part of their transition to Year 1.

Successes:

- All children accessing WellComm made progress from their starting points.
- WellComm groups have been successfully implemented as part of the EYFS day with a speech and language LSA overseeing this.
- Teachers have specific weekly targets from assessments for individual children.

Areas for Further Focus:

- More children are reaching the age-related expectations, however, children with a speech, language and communication need continue to need additional support to close the gap.
- To ensure the transition for children from Reception to year 1 includes specific information about WellComm assessments and strategies to use to support children.
- Continue to engage parents through sharing assessment information and weekly targets.

Next Steps:

- **Reception priority:** WellComm groups will continue in Reception to ensure children are accessing targeted support for gaps in language and understanding.
- **Speech and language priority:** All staff in EYFS will have target children from the speech and language caseload to ensure these children will have additional support.
- **Sustained Focus:** Improving speech and language skills among disadvantaged pupils will need to remain a priority due to the low levels of communication skills on entry and gaps remaining for some children.

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

Overall Comment:

There has been significant improvement in children's oracy skills. Particularly in their confidence in speaking to different audiences and audiences of various sizes. A recent talk audit stated that there was a marked increase in productive and purposeful pupil talk; with many more confident, audible talkers. The auditor observed that in most classes children gave reasons, justifications and detailed responses. However, in some classes strategies and practices to improve oracy were still to be used routinely and become embedded.

Successes:

- We achieved a QAR Area of Excellence for 'the impact of TALK on personal development. This is particularly beneficial to many of our PP children.
- Pupils openly verbalise their learning, share it with others and use talk partners effectively.
- Talk Promises and Talk Prompts are now embedded which has led to them understanding the value of listening to others, articulating themselves well and reasoning their ideas.
- Pupils have become more aware of the four C's of thinking (critical, collaborative, caring and creative) through our focus on them and the sharing of good examples in weekly assemblies.
- The school's focus on philosophical enquiry has contributed to pupils' oracy skills, collaboration is more effective; they politely offer their own views and debate issues respectfully.
- We have developed the SOHOT (Salford Oracy and Higher Order Thinking) handbook to support all staff's understanding of oracy and to provide assessment so clear next steps can be identified for learners.

Areas for Further Focus:

- Pupils need more opportunities to repeat new or complex vocabulary, for maximum impact consider more opportunities for oral rehearsal and spoken application of focus words.
- Children should be reminded to talk to the whole class rather than just to the teacher. Teachers should use the phrase "tell us, or tell everyone" rather than "tell me".

Next Steps:

- Oracy will remain a priority throughout school. We will expand the use of lesson studies to focus attention on how teachers can help children develop their oracy skills.
- The role of Oracy Ambassadors will continue to highlight the high regard we as a school have for oracy.
- The involvement of parents and the elevation of oracy as an important tool for learning and life skill should be a priority in future.

Challenge 3: Improve 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.

Overall Comment:

Evidence from the data shows that phonics outcomes for disadvantaged pupils have improved over time, and the gap is beginning to narrow. However, the gap remains evident. Staff have acknowledged this issue and are addressing it through targeted interventions, additional phonics lessons, and support materials sent home for parents. These measures aim to further reduce the gap.

Successes:

- Coaching to support quality first teaching for ECTs, supported by the English Hub.
- Lacey Green hub grant secured to refresh and replenish resources to support QFT.
- Coaching to support ECT teachers, new to the SSP.
- SSP programme directed 1:1 intervention set up.
- Regular, termly assessment and mid assessments take place- children are moving groups in a matter of weeks.
- PSC mock data shows that 52% of Year 1 children are on track to pass the PSC 25 with a predict outcome of 74%.

Areas for Further Focus:

- Teachers to identify key priority children in Year 1 and intervene sooner to ensure children keep up, not catch up.
- Phonics interventions to continue into Year 2 to narrow the gap sooner.

Next Steps:

- Assessment using pseudo words to ensure new sounds have been embedded.
- Utilise Seesaw to share Ruth Miskin portal videos with teachers.
- Continued 1:1 tutoring in Year 2 to speed up word reading and improve fluency.
- Continue development of QFT with the English Hub.

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

Overall Comment:

Efforts to close the gap between disadvantaged and non-disadvantaged pupils in KS1 reading, writing and mathematics have shown positive results, though the gap remains. Interventions and targeted support have improved outcomes, but more work is needed to fully close the gap.

Successes:

- **Reading:** Additional support through guided reading, one-to-one tutoring, and a focus on comprehension has led to improved fluency and understanding.
- **Writing:** Interventions focused on phonics, vocabulary, and sentence structure have supported progress.
- **Mathematics:** Targeted interventions, focused on developing fluency and reasoning skills, have supported pupil confidence and wider mathematical understanding, particularly in Year 2. The introduction of Fluency Bee has supported staff CPD and provides a more robust approach.
- **Individualised Support:** Tailored strategies have been effective in helping pupils below expected levels.

Areas for Further Focus:

- The gap persists, particularly in writing, where challenges with sentence construction, spelling, and vocabulary remain.
- The gap also remains in Mathematics as challenges with recall of basic number facts and procedural fluency persist.
- Continued efforts are needed to bring disadvantaged pupils up to the level of their peers.

Next Steps:

- **Sustained Priority:** The gap in reading, writing and mathematics will remain a focus in the next Pupil Premium Strategy, with an emphasis on early identification, small group support.
- **Targeted Support:** Writing interventions will focus on vocabulary development and sentence construction, while reading comprehension sessions will be further developed to support greater progress. Mathematical interventions will continue to target basic fluency skills with a focus on ensuring pupils grasp basic foundational knowledge before moving on.

Challenge 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'.

July 22	Combined	Rd	Wr	Ma	GPS
All Y6 (GDS)	27% (0%)	50% (11%)	38% (0%)	44% (2%)	45% (5%)
Dis Y6 (GDS)	31% (0%)	50% (8%)	44% (0%)	42% (0%)	47% (3%)

July 23	Combined	Rd	Wr	Ma	GPS
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All Y6 (GDS)	37% (4%)	59% (13%)	47%(8%)	55%(12%)	59% (17%)
Dis Y6 (GDS)	33% (0%)	54%(8%)	41%(3%)	51%(5%)	51%(10%)

July 24	Combined	Rd	Wr	Ma	GPS
All Y6 (GDS)	49% (4%)	70% (11%)	55%(6%)	63%(20%)	71% (33%)
Dis Y6 (GDS)	49% (4%)	71%(13%)	53%(7%)	60%(18%)	67%(27%)

Overall Comment:

Outcomes for all children, and those who are disadvantaged, has consistently risen in Reading, Writing, Mathematics, GPS and combined. Attainment for disadvantaged children is generally in line with their peers for 2024, and shows a marked improvement in closing the gap versus 2023.

Successes:

- Tutor trust targeted to disadvantaged pupils, and this has supported an improvement in outcomes for these children against their starting points.
- Children achieving Reading, Writing and Mathematics (combined) has risen versus previous years and disadvantaged children achieved at the same standard as their peers, showing the same levels of high school readiness.
- Overall, the outcomes for disadvantaged children achieving at the Greater Depth standard, have risen, and are more in line with the whole cohort, showing there is little gap.

Areas for Further Focus:

- Although outcomes have risen and the gap has been reduced, the overall numbers are still low compared to the National Average. Increasing the number of children at each standard will be a focus for teaching and learning and Achievement for All meetings in 2024/5.

Next Steps:

- Targeted intervention through in school tutor to continue to consider disadvantaged pupils as a priority.
- Quality first teaching – all teachers to know who their disadvantaged pupils are and to continue to monitor their progress and access to in school interventions.

Challenge 6: 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.

Overall Comment:

The school offers a range of universal provisions to support all pupils' emotional, behavioural, and mental health needs, e.g. chat and play and guardian angels. These systems effectively facilitate the early identification of children requiring targeted support for their wellbeing; backed by a clear tiered approach that ensures access to targeted and specialist support when required.

Successes:

- The school works closely with key partners, including the Primary Inclusion Team, CAMHS iReach, Salford Educational Psychology Service, Place2Be, and Thrive in Education, to ensure comprehensive support for pupils' emotional and mental health needs.
- The school was awarded the Emotionally Friendly Schools Bronze Award in Autumn 2023, reflecting its commitment to fostering a supportive and inclusive environment.

- A twice-yearly whole-school assessment using the CORDS framework tracks pupil well-being, enabling the early identification of those needing additional support. Therapeutic interventions, currently provided by the Primary Inclusion Team one day per week, address identified needs.
- Collaboration between the SENDCo and CFO ensures that pupils with medical conditions have tailored individual health plans to identify and address barriers to school attendance and learning.
- The pastoral team works closely with Salford Attendance Officers to address emotional barriers to school attendance (EBSA) and collaborates with Barnardo's. Ongoing CPD on EBSA is provided by the Educational Psychology Service, while the pastoral team ensures the voice of the child is captured when directed by social services.
- The school liaises with parents to facilitate access to mental health services through GPs and the PANDA unit, ensuring families receive timely and appropriate support.
- In partnership with the University of Salford, the school participates in research on discrimination faced by the Black community within the medical field. Current and former cared-for children recently visited the university with carers, sharing their perspectives to inform the project.
- EHCP annual reviews prioritize discussions on pupils' transition to adulthood, ensuring a clear and supportive pathway for their future aspirations and needs.

Areas for Further Focus:

- Strategies and approaches developed in the Oak are shared with mainstream staff to ensure consistent and effective support for pupils across all settings.
- The impact of Place2Be on pupils' mental health is being actively explored to assess its effectiveness and inform future provisions.
- Behavioural incidents recorded on CPOMs are analysed systematically to identify trends, underlying causes, and opportunities for targeted interventions.

Next Steps:

- Achieve Emotionally Friendly Schools Silver status.
- Expand therapeutic interventions to meet increasing demand.

Challenge 7: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Overall Comment:

Attendance for the year is 92.8%. Persistent absenteeism is 31.9% (National 15%, Salford 19.2%) but when taking leavers and nursery children out would reduce to 20.6%. 70 holiday penalty notices were issued for unauthorised holidays and 6 truancy penalty notice referrals made for poor attendance. 6 EWO referrals submitted to Fast Track to prosecution. 1 Attendance Caution under PACE for failing to improve child's attendance following the Fast Track process. 15 court actions for failing to pay Holiday Penalty Notices. 2 Reduced time tables. 14 CME's. Attendance has continued to be a major concern and challenge this year and, despite continued interventions from CFO and our Attendance Officer and Attendance Advisor, it feels like there has been a distinct lack of support in this area from some parents/carers.

Successes:

- The whole school approach to attendance – all staff understand their responsibility to attendance and have been very supportive of the CFO in making telephone calls and sending texts and emails sharing school concern.
- The addition of the Attendance Administration Clerk to support the CFO who helps with calls to children where no reason has been given for absence and completing trackers to help monitor attendance and relevant actions.

- Allocated a new Attendance Officer who now comes into school on a weekly basis to support the CFO and continued access to Attendance Advisor.

Areas for Further Focus:

- SEND pupils have been identified as the Identified Vulnerable cohort with the school's Attendance Advisor.
- Improve the attendance of Reception children.
- Reduce whole school Persistent Absence/Severe Absence.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Place2Be Mental Health Practitioner	Place2Be
Children's Shakespeare Project	North West Drama
Speech Bubbles	North West Drama
TALC (Test of Abstract Language Comprehension)	Enhanced Salford NHS
SDQ Assessments	CORDS
Boxall Assessments	Boxall Profile
Educational Psychology Additional Hours	Salford EPS
Curriculum Music	MAPAS (Music and Performing Arts Service)
Oracy Project	Topsy Page
EdStart	Dance Curriculum
Tuition for Y6 Pupils	Tutor Trust
Tuition for Y5 & Y6 Pupils	Bursary Foundation

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.