

Pupil premium strategy statement – St Francis C of E School

Before completing this template, read the Education Endowment Foundation’s guidance on [using your pupil premium funding effectively](#) and DfE’s [using pupil premium guidance](#), which includes the ‘menu of approaches’. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school’s use of pupil premium (and recovery 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	421
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Rachel Marsh/Hannah Stevens
Pupil premium lead	Laura Badger
Governor / Trustee lead	Scott Wilson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£62,565.00
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£7,105.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£69,670

Part A: Pupil premium strategy plan

Statement of intent

Statement of intent

At St Francis, our aim is to provide effective teaching and support that allows all our pupils to gain a wealth of experiences and progress academically, physically and emotionally.

*At St Francis, our vision is: **Every person matters, every person helps, every person succeeds so that each of us can “live life in all its fullness”. (John 10:10).***

This is the ultimate objective for all of our pupils here at St Francis and underpins our strategy. A great education gives you the choice and opportunity to improve your life prospects and we aim to achieve this for all of our children.

Quality first teaching is at the centre of our approach and is supported by our ambitious learning culture, rich curriculum and high expectations. This, along with timely, targeted and purposeful support ensures that all pupils make good progress. At St Francis, we get to know our disadvantaged children, their families and community context fully. This ensures we understand their barriers and experiences and enables us to build a clear picture of their needs, so that we can support them to overcome barriers. This allows us to fulfil our role as educators and life changers. We make strong links with parents by welcoming them into our school as part of our St Francis family community to build strong and healthy relationships. We will continue to provide an intensive pastoral service for pupils and parents when needed through our Pastoral Lead and Trauma Informed Schools approach.

We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and wellbeing - encouraging them to try new things, take risks and develop a growth mindset. We are incredibly proud of our outstanding Personal Development Programme.

We know it is important that all children are at school every day, on time and learning ready so we aim for all disadvantaged pupils to increase their attendance at school, therefore closing the gap and thus enabling them to access the full learning offer at St Francis.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low attendance rates and poor punctuality</p> <p>From analysis of attendance data, the school has identified that there is a gap between the attendance of Pupil Premium children and all other pupils. We also know that Pupil Premium children have more late marks than all other pupils. This is a priority for development as identified in the school development plan.</p>
2	<p>Low Social and Communication skills – including emotional literacy</p> <p>From Baseline Assessments completed on entry into Reception, we know that many children start St Francis at a level lower than expected. As language is the key to learning, this is a key element of our strategy.</p>
3	<p>Key Skills Attainment – reading, spelling, number facts</p> <p>Our data demonstrates that our disadvantaged children have poor recall of the key learning needed to build depth of understanding. Many of our disadvantaged children, struggle with the recall of key maths facts, which inhibits their progress in Maths.</p> <p>8% of disadvantaged pupils passed the MTC with 100% compared to 26.2% across the whole cohort.</p> <p>Many of our children don't read regularly or widely and have a limited knowledge of authors and books. There was also a gap between our DP and non DP children in the Phonics Screen with 63% passing compared to 83% across the whole cohort.</p> <p>A focus on key skills and intervention is a fundamental strategy to build the foundation steps of learning and our strategy places great emphasis on improving maths key skills and reading across the school.</p>
4	<p>Belonging, enriching (including parents)</p> <p>At St Francis, we value our wider school community and strive towards building excellent relationships with our children's families. "Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes" (EEF 2023). One of our priorities is to continue to strengthen valuable relationships with our families so that children and their parents/carers feel like they belong in our school community, as part of our St Francis family.</p>
5	<p>Outcomes across the school</p>

	At St Francis, we are passionate in our mission for all of our children to achieve highly and we strive to improve the outcomes of all of our children. Our data shows that fewer DP children achieve ARE in Reading, Writing and Maths than our Non- DP children and we aim to close this gap.
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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
All children (including those classed as PP), attend school 'On time, every day, learning ready.'	<ul style="list-style-type: none"> • Attendance will improve and be in line with national expectation. • Attendance of disadvantaged pupils will improve and be in line with national expectation. • Percentage of disadvantaged pupils in school on time, ready for learning will increase resulting in less lost learning time. <p>How: The attendance of all disadvantaged pupils is rigorously monitored weekly by SLT. Swift, robust action is taken when pupils are not in school and lost learning and non-attendance will be pursued following our attendance policy. All class teachers are vigilant of attendance rates. Pupil Premium Lead tracks attendance in conjunction with the attendance lead Every DP child has a learning mentor who conducts half termly pupil voice, to ensure barriers are identified early and these children feel supported and listened to at school.</p>
Low Social and Communication skills	<ul style="list-style-type: none"> • DP pupils leave EYFS having reached the ELG for Speaking and Listening. • All pupils including DP are assessed in language comprehension on entry to the school. Those who require it, receive intensive provision to help close the gap as quickly as possible • Voice 21 CPD allows all staff to provide whole-class quality first teaching and learning in oracy. • Children are proficient in oracy skills • Development of oracy skills leads to greater academic achievement and boosts a whole range of social, emotional and interpersonal skills, including self-confidence, self-awareness, resilience and empathy.

	<p>How:</p> <ul style="list-style-type: none"> • A comprehensive PSHE programme in place, delivered by an expert teacher as part of our Ex-Day provision. • Quality first teaching includes opportunities for learning together in groups and partners. • Trauma Informed Schools is embedded throughout the schools' culture, and remains a key priority. • Language Link assessments and interventions in KS1. • Voice 21 CPD provided to all staff to increase oracy across the school. • Let's think lessons are planned half termly to provide children with opportunities to develop their oracy and higher level thinking skills.
<p>Disadvantaged pupils' key skills have improved acquisition and application across the curriculum.</p>	<ul style="list-style-type: none"> • Percentage of disadvantaged pupils passing the phonics screening test will increase and be in line with or above the national average. • Percentage of disadvantaged pupils passing the MTC will increase and be in line with or above the national average or that of non DP pupils. • Increased MTC scores will therefore provide children with greater confidence in Maths and improved outcomes for all. Through monitoring, it is evident that the skills are used confidently across the curriculum. • Children's oracy skills will improve. • The percentage of DP children achieving ARE in Reading, Writing and Maths will be in line with the national average. <p>How:</p> <ul style="list-style-type: none"> • Freshstart interventions will be used to support children with phonological gaps to make accelerated progress in KS2. • Language Link Assessments and interventions (Infant and Junior) • Read Write Inc. CPD to all staff to ensure high quality delivery of Read Write Inc. • Read Write Inc. sessions increased to 45 minutes daily. • The development of an expert team who deliver high quality Read Write Inc. • Speed reads in place for children who need to increase fluency. • Freshstart interventions for chn with phonological gaps in KS2.

	<ul style="list-style-type: none"> • The implementation of Mastering Number and Numbersense will strengthen maths skills across the school. • Numbersense data will be monitored closely to target timely interventions where they are needed to close gaps before children are left behind. This will result in increased MTC scores, therefore providing children with greater confidence in Maths and improved outcomes for all. Through monitoring, it is evident that the skills are used confidently across the curriculum. • KIRFs have been mapped across the school to support children’s Maths skills with time allocated to work on these daily. They are also sent out to parents (printed for those who need it).
<p>Disadvantaged pupils and their parents will have a sense of belonging within the school community. Pupils will have the confidence, knowledge and cultural capital they need to succeed in life. This will be developed through a strong Personal Development Curriculum and a wide range of life experiences.</p>	<ul style="list-style-type: none"> • The percentage of disadvantaged pupils attending KS2 residential will be in line with non-disadvantaged pupils. • 100% of disadvantaged pupils will attend all school trips. • Percentage of disadvantaged pupils attending extra-curricular activities will increase. • Pupil surveys will show that pupils enjoy school. <p>How:</p> <ul style="list-style-type: none"> • A range of clubs will be offered with more disadvantaged children accessing them. • DP will be consulted on the extra-curricular offer and activities/suggestions responded to. • Increased financial support for trips/residential will mean that no child will miss out on enrichment opportunities for financial reasons. • Subsidised Rocksteady places will be offered to some DP children. • School community events will continue to provide enrichment and all children will take part in a whole school musical. • All DP children are assigned a mentor who will support their wellbeing as well as their learning. • Parents of DP children will be prioritised when booking Parents’ Evening. appointments, to ensure they can access the most suitable appointment time and have back to back appointments for siblings. • Parents are invited to attend assemblies (twice a year) and open afternoons (3 times a year). • Workshops will be offered to help support parents with their child’s learning and build relationships.

	<ul style="list-style-type: none"> • The Friends of St Francis will continue to hold social and fundraising events to build relationships with parents in the school community. • POP up uniform shop is held half termly to ensure uniform is accessible.
<p>Outcomes across the school</p>	<ul style="list-style-type: none"> • Data will show improved outcomes for our disadvantaged pupils. Learning outcomes reflect quality learning showing our school vision of ‘every person matters, every person helps, every person succeeds’. • % of DP pupils achieving ARE in Reading, Writing and Maths will at least be in line with the national average. • % of DP children passing the phonics screen will at least be in line with the national average. • % of DP children passing the MTC will at least be in line with the national average. <p>How:</p> <ul style="list-style-type: none"> • A ‘reading for pleasure’ culture will be established; teachers will enthuse, inspire and motivate children to form strong reading habits through ‘Drop Everything and Read’. • Children will be encouraged to read at home and complete accelerated reader quizzes. Pupil Premium Lead will monitor AR and ensure that DP children are accessing quizzes. Additional opportunities to read with an adult will be provided in school. • Freshstart interventions will be used to support children with phonological gaps in KS2. • The implementation of Mastering Number and Numbersense will strengthen Maths skills across the school. • Formative assessment will be used in Maths to ensure disadvantaged children progress and purposeful interventions are used to close gaps before children are left behind (ACPs and DIT). • Data analysis will be used to inform teacher planning. • Disadvantaged pupils are prioritised for school led tutoring. • All DP children are assigned a mentor to identify individual barriers to learning and work to overcome these – this will include engagement with parents.

	<ul style="list-style-type: none"> All school staff will continue to build relationships with parents and the school community through open afternoons, assemblies and school community social events.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus on Quality First Teaching of the full curriculum to ensure good progress and that children are happy to be in school	<p>EEF guide to pupil premium – tiered approach - teaching is the top priority, including CPD.</p> <p>Sutton Trust (2011) The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year. These pupils gain 1.5 years' worth of learning with very effective teachers.</p>	1, 2, 3, 4, 5
Schedule of CPD for all staff – with time built in for dissemination and building key learning into practice	Sutton Trust – quality first teaching has direct impact on outcomes	2, 3, 5
<p>CPD in the teaching of reading</p> <p>RWI Development Days to ensure high quality delivery</p>	<p>DfE – The Reading Framework – Teaching the foundations of literacy (July 2021) RWI – Ruth Miskin training</p> <p>Closing the disadvantaged gap is dependent on children's ability to read (Rowlands, 2023) Mark Rowlands – Closing the Disadvantaged Gap Training</p>	3, 5

<p>CPD in the teaching of Maths facts</p> <ul style="list-style-type: none"> • Mastering Number • Numbersense 	<p>Secure knowledge of known facts frees up working memory to focus on higher order mathematical thinking. Memorisation of key facts can also support children to build confidence in their own mathematical ability (Coker, 2023)</p>	
Voice 21	<p>Spending more class time on meaningful dialogue that encourages pupils to reason, discuss, speculate, argue and explain can boost primary pupils' Maths, Science and English results (EEF, 2017)</p> <p>If we can close the language gap, then we have a better chance at everything else (Rowlands, 2023) Mark Rowlands – Closing the Disadvantaged Gap Training</p>	2, 3, 5
Implement an outstanding and rich PSHE curriculum with specialist teacher	EEF – social and emotional learning – improves interaction with others and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment	1, 4, 5
Audit and purchase IT equipment to enable Quality First Teaching for staff and pupils	EEF Evidence - Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months'	3, 5

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Progress Meetings track progress of PP pupils	In school knowledge and understanding of all pupils so that effective interventions can be planned and reviewed. In-school	1, 2, 3, 5

and used to identify next steps	intervention tracking sheets show impact of interventions across the school.	
<p>Parent workshops and purchase of web-based programs to be used in school and at home:</p> <ul style="list-style-type: none"> - Nesy - MyOn - Timestables Rockstars - Numbots - Read Write Inc. 	<p>EEF – toolkit – parental engagement</p> <p>EEF guide to pupil premium – targeted academic support</p> <p>EEF – digital technology – clear evidence technology approaches are beneficial for writing and maths practice</p> <p>Parent surveys</p>	1, 3, 4, 5
<p>Develop Oracy approach across the school.</p> <p>Language interventions using 'Language Link' and employment of Teaching Assistant to deliver the programme</p>	<p>EEF – oral language interventions consistently show positive impact on learning.</p> <p>If we can close the language gap, then we have a better chance at everything else (Rowlands, 2023)</p> <p>Mark Rowlands – Closing the Disadvantaged Gap Training</p>	2, 3, 5
<p>1:3 tuition for identified pupils</p> <p>#</p>	<p>EEF evidence - indicates that small group tuition can be effective, delivering approximately five additional months' progress on average. Results from studies is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.</p>	1, 2, 3
<p>Early Reading Lead and Reading Beyond Phonics Lead to monitor teaching, track pupils etc.</p>	<p>The DfE Reading Framework – Teaching the foundations of literacy (July 2021)</p> <p>Closing the disadvantaged gap is dependent on children's ability to read (Rowlands, 2023) Mark Rowlands – Closing the Disadvantaged Gap Training</p>	2, 3, 5

Loan laptops to support families without the technology at home to access digital interventions/home learning.	EEF Evidence - Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. Evidence suggests that technology approaches should be used to supplement other teaching.'	2, 3, 4, 5
Providing breakfast clubs for siblings to secure attendance at tutoring.	EEF evidence - indicates that small group tuition can be effective, delivering approximately five additional months' progress on average. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.	1, 3, 5
Leadership time allocated for half termly individual pupil voice with every disadvantaged child to identify barriers to learning.	Assessment not assumption is critical. We must get to know our pupils really well to identify their barriers to learning (Rowlands, 2023) Mark Rowlands Closing the Gap Training	1, 4, 5

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cultural Capital experiences promoted in the curriculum	Ofsted (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils	1, 4, 5
Reduction in trip cost is reduced for PP pupils – no child will miss out due to financial reasons	Engagement of pupil premium children in trips, clubs and residential visits.	1, 4, 5
Sports events promoted to PP and they are prioritised to attend.	EEF – sports participation increases educational engagement and attainment	1, 4, 5

Outdoor Learning	EEF – outdoor adventure learning shows positive benefits on academic learning and self-confidence	4, 5
Rocksteady (subsidised places)	EEF - Extracurricular activities are an important part of education in their own right and increase engagement in learning	1, 4, 5
Leadership time allocated for half termly wellbeing meetings with every disadvantaged child.	Assessment not assumption is critical. We must get to know our pupils really well to identify their barriers to learning (Rowlands, 2023) Mark Rowlands Closing the Gap Training	1, 4, 5
Weekly time allocated for Pupil Premium Lead to track attendance, monitor pupil progress and enrichment.	It is critical that key staff meet regularly to look at the progress and wellbeing of their Pupil Premium students. This helps build up a detailed picture of the personal circumstances and barriers faced by each student. In turn, support and interventions can be appropriately matched to individual needs (Howe, 2019)	1, 3, 4, 5

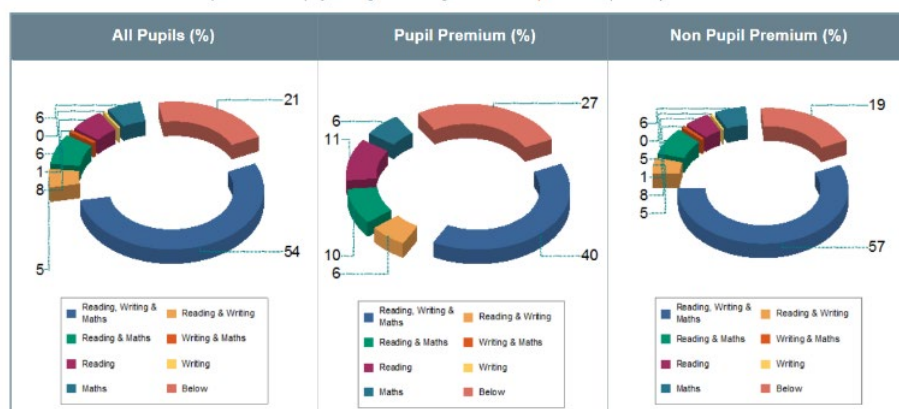
Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome: Pupils make good progress across the curriculum

Success criteria: Gaps will close in progress made by PP and non-PP children Books will show high quality learning for all pupils and pupils will be proud of their outcomes



The % of children working below expected in Reading, Writing and Maths was 27% for PP pupils compared to 30% in July 2022 so the gap between our DP and non DP pupils has narrowed. The % of children working below in Reading, Writing and Maths is 21% for the whole school so there is still a difference in outcomes for our disadvantaged pupils and their non disadvantaged peers.

2022-23 Data

Year 1 Phonics Screening

Focus for next year:

63% of disadvantaged pupils passed the phonics screen, the pass rate across the cohort was 83%.

- RWI development days have taken place to ensure high quality delivery.
- Daily sessions have been increased to 45 minutes
- Children’s progress is tracked and closely monitored
- Interventions/Tutoring for children who did not pass the phonics screen
- Fresh start for children with phonological gaps in KS2

Year 4 MTC 8% of DP pupils passed the MTC with 100%

26.2% of the cohort passed the MTC with 100%

Focus for next year:

- *Numbersense has been rolled out across Years 3 and 4 to ensure good progress towards the MTC.*
- *Trackers and used and interventions implemented to ensure children keep up.*
- *Parents workshop is planned for Spring*

- *KS2 relaunch of TT Rockstars with incentives to encourage online practise.*
- *Year 5 are using Numbersense consolidation units to strengthen times tables knowledge. Progress is being monitored closely.*
- *Mastering Number in KS1 to strengthen number skills*
- *Whole school KIRFS mapped– worked on daily in school and sent home.*

Year 6 Data Summer 2023 (% reaching expected – excluding disapplied)

	DP	All pupils	National Average
Reading	67%	75%	73%
Writing	67%	75%	71%
SPAG	67%	74%	72%
Maths	56%	75%	73%

School-Led Tutoring funding continues to be used by the school to prioritise intervention and tutoring for our Pupil Premium pupils to continue to raise their attainment and, therefore, begin to close the gap. The school has an internal tracker which is updated termly with attendance, attainment and progress. Any attainment or progress which is less than expected is then followed up on by our PP Lead, who ensures that intervention is in place so that gaps in learning can begin to close.

The Writing Team have worked hard to raise standards in writing this year. They have carefully mapped and reviewed the curriculum. Feedback and marking has been reviewed across and includes using marking stickers and the Babcock. All staff have attended RWI CPD to ensure high quality delivery. Sessions have been increased to 45 minutes and will include 'Hold a sentence'. All children in KS1 will have a Language Link assessment and intervention will be put in place where needed.

As outlined above, we are embedding Mastering Number and Numbersense to strengthen Maths skills across the school, to improve outcomes in Maths.

[Intended Outcome: Increase overlearning and reinforcement in reading, spelling and number facts at home and school](#)

[Success criteria: Increase in reading ages, spelling and mental maths ability for PP pupils Pupil voice will show a love of reading has developed.](#)

[Key Data Outcomes – July 2023:](#)

- Y1 Phonics – 83% (DP 63%)
- Y2 Reading – 68% (DP 50%) with 15% working at GDS
- Y2 Phonics – 75 % (DP 66%)
- Y2 Maths – 75% (DP 67%) with 3% working at GDS
- Y4 Multiplication Check – 26.2% scored full marks (8% DP)
- Y6 Reading – 75% (DP 67%) with 33% working at GDS
- Y6 Maths –75% (DP 56%) with 11% working at GDS
- Y6 SPAG – 74% (DP 67%) with 30% achieving GDS

[Focus for next year:](#)

Number facts:

- KIRFS have been mapped across the school in line with White Rose/Numbersense. These may be reviewed again in line with Mastering Number in KS1
- Teachers have implemented a daily key skills KIRFs lesson and children record KIRF learning in books. KIRFs are sent home to parents by email and printed for those who need it.
- Times tables: Numbersense to be implemented from September 2023.
- Y4 will start with the Getting Going Programme.
- Y3 will start with the Y3 plan. KIRFs have been amended so that they are in line with the programme and will be reviewed again before Sept 2024.
- Mastering Number to be rolled out from Sept 2023

Reading:

- RWI sessions extended to 40 mins to include 'hold a sentence'.
- KS2 Guided Reading lesson procedure implemented to ensure consistency (Lesson objective to be clear, all children have a reading ruler, choral reading)
- Fresh Start to close phonological gaps for KS2 children

Intended Outcome: Pupils access a wide range of interventions to meet their needs – both academic and emotional

Success criteria: Good progress is made and Stakeholder voice informs us that children are happy at school

100% of our parents tell us in a recent survey (Oct 23) that their child is happy at St Francis school.

Focus for next year:

To consult DP children on extra curricular offer and suggestions responded to. To continue to develop the role of the Learning Mentor to engage with and support our DP pupils.

Intended Outcome: PP attendance increases and improved punctuality

Success criteria: Attendance gap between PP and non-PP pupils is reduced

Whole school - 95.86%

PPG = 97.89%

FSM children = 95.14%

Service = 95.14%

Attendance updated Nov 19th 2023

Focus next year:

- Attendance remains a focus point across the whole school – it is monitored weekly by SLT
- Communication has been sent to all parents regarding the new KL attendance strategy.
- A part-time timetable was used to try and secure attendance for one child – this was successful and he is now back to a full time table and attendance has significantly improved.
- Attendance clinics will be held – DP prioritised. We will be looking at barriers to attendance and what support can be offered e.g. breakfast club etc.
- With a minibus being purchased we will also be able to support parents that struggle to get their children into school.
- Welfare meetings being held for children whose attendance is of concern.

Intended Outcome: Pupils access a wide range of enrichment experiences both in and out of school

Success criteria:

- Pupil surveys reflect enjoyment in school and display good attitudes to learning
- Social skills, independence, perseverance and team work are well developed

A diverse range of clubs has been offered this year and some new clubs have been launched as a result of Pupil Voice (disadvantaged). Every year group has had trips/visitors to enrich their learning. In addition to this, year 4 have a day of water sports and overnight camp at school, year 5 had a three-day adventure residential to Barton Hall and year 6 had a four-day city break to Bristol for their residential. Living History Days have taken place across the school allowing children to be immersed in the topics.

The whole school took part in a Science Week and all children were given the opportunity to visit the Explorer Dome (KS1 Healthy Eating/ KS2 Space focus). In addition to this, Year 5 had a Space Day which gave them the chance to dress up, carry out Space related investigations and take part in a Zoom with a Vicky Fawcett (an astrophysicist from Newcastle University).

The Outdoor learning lead has worked hard to promote outdoor learning and we have had allocated outdoor learning days. The children have been given more opportunities to take their learning outside. We have also taken part in the 30 days wild initiative.

Focus next year: To consult DP pupils of extra curricular offering and implement suggestions.

Externally provided programmes

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

Programme	Provider
Numbersense Times Tables	
Language Link	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

Pastoral Support from trained Trauma Informed Schools practitioners
 PP pupils (inc. service) high priority for over-subscribed clubs
 Additional enrichment for all PP pupils – Multi-Sports club, music workshop, writing workshop.
 These all ran through the school day so that 100% attendance of PP pupils was guaranteed.

The impact of that spending on service pupil premium eligible pupils

Immediate access to TIS practitioners when a parent is deployed meets the emotional need of the child, so that they are better able to focus on their learning when in the classroom.
 High level of engagement in clubs and extra-curricular activities adds enrichment to the school's provision.
 Any gaps identified in learning are beginning to narrow or close due to targeted intervention.
 Children tell us they are happy in school and feel safe.

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 or recovery premium funding.

The school has a provision map in place which tracks the access PP children have to enrichment activities, after school clubs, interventions, external agency support, pastoral support and whether their parents have engaged with workshops or come to celebrate their child's learning during open afternoons in class. This has highlighted the children more readily to the staff so all are aware. It is also a visual tool which supports staff knowing next steps or supporting parents to become more involved so teachers can focus communication with these parents about future events. This, together with our pastoral offer for these children, is supporting the children in a more holistic way.

Every PP child is allocated a Learning Mentor, who undertakes pupil conferencing every half term. This ensures we know our children really well and can therefore support them to overcome academic barriers. However, there is also a focus on wellbeing and enrichment, to promote a sense of value and belonging.

An extra layer to supporting our most vulnerable pupils including some who are pupil premium is through our Health and Wellbeing grids. These documents are updated termly and provide an opportunity for school leaders and class teachers to discuss any vulnerable child in depth – looking at their barriers to learning and how best to overcome and support these. These grids are made up of children who may be pupil premium, safeguarding, EAL, summer born, SEND, accessing TIS support – those that cover not just one or two contextual groups. Each term the dialogue focuses on progress as well as social, emotional issues and access to interventions or additional pastoral support. These children are then a focus during phase meetings to look at any issues or positives to be celebrated. A simplified version of this is kept up-to-date and is called our Context Sheets where the provision in place within a classroom to meet children's individual academic and social needs is captured for 'at a glance' personalised provision.

The school has also provided financial assistance to families in greatest need through providing free school meals, toiletries and school uniform for a period of time. The school also provides sanitary products for pupils and have recently become involved with the red box project. This contextual group is also raised regularly in pupil progress meetings, leadership and staff meetings. Leaders at all levels are very effective at looking at new ways and methods to support pupils and families where issues may arise to ensure all pupils are supported with their readiness to learn.

