

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Indian Queens Primary School
Number of pupils in school	354
Proportion (%) of pupil premium eligible pupils	30% (106 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Autumn 2022-Autumn 2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Becky Thorp
Pupil premium lead	Mark Harding
Governor / Trustee lead	Aspire Trust Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,230
Recovery premium funding allocation this academic year	£14,790
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£157,020

Part A: Pupil premium strategy plan

Statement of intent

Indian Queens School is located in central Cornwall south of Newquay. The information below shows the 'Lower Super Output Areas' (LSOAs) comparison for Indian Queens against the rest of the country. The locality is amongst the lowest 50% most deprived in the country and the lowest 20% in terms of adult training and skills.

<p>Index of Multiple Deprivation – measures the overall deprivation of an area.</p> <p>In 2019, this LSOA is ranked 13,499 out of 32,844 LSOAs in England; where 1 is the most deprived LSOA. This is amongst the 50% most deprived neighbourhoods in the country. In 2015, this LSOA was ranked 13,269 out of 32,844- amongst the 50% most deprived neighbourhoods.</p> <p>Cornwall 019F is one of 326 LSOAs in Cornwall local authority district. Using the IMD rank of average summary measure, this local authority ranked 67 in 2015 and 83 in 2019, out of 317 local authorities.</p> <p>This chart shows the percentage distribution in 2019 and 2015 of LSOAs within Cornwall, in each decile of the Index of Multiple Deprivation (IMD).</p>  <p>10% most deprived 10% least deprived</p> <p>2019</p> <p>2015</p> <p>0 25 50 75 100</p> <p>Percentage of LSOAs</p>	<p>Income Deprivation Domain – measures the proportion of the population experiencing deprivation relating to low income, including those people out of</p> <p>In 2019, this LSOA is ranked 14,322 out of 32,844 LSOAs in England; where 1 is the most deprived LSOA. This is amongst the 50% most deprived neighbourhoods in the country. In 2015, this LSOA was ranked 13,236 out of 32,844- amongst the 50% most deprived neighbourhoods.</p> <p>Cornwall 019F is one of 326 LSOAs in Cornwall local authority district. Using the IMD rank of average summary measure, this local authority ranked 67 in 2015 and 83 in 2019, out of 317 local authorities.</p> <p>This chart shows the percentage distribution in 2019 and 2015 of LSOAs within Cornwall, in each decile of the Income Deprivation Domain.</p>  <p>10% most deprived 10% least deprived</p> <p>2019</p> <p>2015</p> <p>0 25 50 75 100</p> <p>Percentage of LSOAs</p>
<p>Employment Deprivation Domain – measures the proportion of the working age population in an area involuntarily excluded from the labour market</p> <p>In 2019, this LSOA is ranked 13,553 out of 32,844 LSOAs in England; where 1 is the most deprived LSOA. This is amongst the 50% most deprived neighbourhoods in the country. In 2015, this LSOA was ranked 12,896 out of 32,844- amongst the 40% most deprived neighbourhoods.</p> <p>Cornwall 019F is one of 326 LSOAs in Cornwall local authority district. Using the IMD rank of average summary measure, this local authority ranked 67 in 2015 and 83 in 2019, out of 317 local authorities.</p> <p>This chart shows the percentage distribution in 2019 and 2015 of LSOAs within Cornwall, in each decile of the Employment Deprivation Domain.</p>  <p>10% most deprived 10% least deprived</p> <p>2019</p> <p>2015</p> <p>0 25 50 75 100</p> <p>Percentage of LSOAs</p>	<p>Education, Skills and Training Domain – measures the lack of attainment and skills in the local population</p> <p>In 2019, this LSOA is ranked 6,446 out of 32,844 LSOAs in England; where 1 is the most deprived LSOA. This is amongst the 20% most deprived neighbourhoods in the country. In 2015, this LSOA was ranked 10,645 out of 32,844- amongst the 40% most deprived neighbourhoods.</p> <p>Cornwall 019F is one of 326 LSOAs in Cornwall local authority district. Using the IMD rank of average summary measure, this local authority ranked 67 in 2015 and 83 in 2019, out of 317 local authorities.</p> <p>This chart shows the percentage distribution in 2019 and 2015 of LSOAs within Cornwall, in each decile of the Education, Skills and Training Domain.</p>  <p>10% most deprived 10% least deprived</p> <p>2019</p> <p>2015</p> <p>0 25 50 75 100</p> <p>Percentage of LSOAs</p>

This shows the challenges facing many of our children. Our locality has an Education, Skills and Training Domain rank of 1167 out of 32844 resulting in implications for a number of our pupils around the capacity for support from parents at home, job ambition and aspiration, role models as well as the wider impact of deprivation.

At Indian Queens School, our intention is to ensure that all children - irrespective of their socio-economic background – make good progress and receive an interesting and broad curriculum where they are given the opportunity to achieve high attainment and flourish in a caring environment. The core ethos of our Pupil Premium Strategy is to support disadvantaged pupils to achieve these goals by focusing on teaching, targeted academic guidance and removing barriers with an aim to support our pupils and the community with enriching cultural capital experiences, building self-esteem and developing career aspirations making learning a rewarding gateway to future success.

Our strategy is also integral to wider school plans for education recovery related to the pandemic for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges, flexible (being dependant on individual needs) and rooted in diagnostic assessment, not assumptions or stigma about the impact of 'being disadvantaged'. High-quality teaching is at the heart of our approach – this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all the pupils in our school. This will lead to our pupils knowing more and remembering more while also encouraging pupils to be inquisitive and build their resilience so they can overcome future challenges.

All members of staff accept responsibility for 'disadvantaged' pupils and are committed to meeting their pastoral, social and economic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and fulfil their potential. To achieve this, Indian Queens will:

- Ensure disadvantaged pupils experience high-quality teaching while being challenged and supported holistically within the school community.
- Build relationships and provide support for disadvantaged families (signposting towards support services) to improve attendance and remove barriers to learning.
- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils throughout the school and by the end of Key Stage Two.
- Never confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged pupils to achieve the highest levels.
- Analyse which pupils are underachieving in English and Maths and why.
- Draw on research evidence (such as EEF) and the experiences of ourselves and others to allocate funding to the activities that were most likely to have a significant impact on improving achievement.

- Make sure that staff are highly trained and understand their role in helping pupils to achieve.
- Systematically focus on giving pupils clear, useful feedback about their work and ways they could extend their learning.
- Ensure that teachers, and teaching assistants, know which pupils are eligible for Pupil Premium so that they can take responsibility for accelerating their progress.
- All children are given rich opportunities to develop early language and communication skills through the use of a synthetic phonics programme, identified by the DfE, alongside high-quality teaching.
- Metacognition and self-regulation strategies are embedded to enable children to become well-rounded and proactive learners.

Challenges

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

Challenge number	Detail of challenge
1	<p>Many of our disadvantaged pupils have disrupted or challenging home experiences; including social care involvement (Early Home Hub/ Family Social Worker or other agencies), SEND and experienced school mobility at some point (or repeatedly). This will impact on their learning, progress and attainment.</p> <p>64.32% of PP who have had safeguarding/social care concerns/ My Concern reports or SEND involvement (2022-2023).</p> <p>28% of PP pupils are SEND, rising to 37.6% with On Alert status being taken into account.</p> <p>38.16% of our PP pupils (2021-2022) have experienced school mobility and joined the school later than Reception. Our location is a popular location for people to move to post-pandemic.</p>
2	<p>Children enter the setting working below age related expectations. Assessment, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many pupils from Reception to Y6 which is more prevalent among our disadvantaged pupils than their peers.</p> <p>On entry to Reception, communication and language skills are an issue. 39% of pupils working below, or well below the expected standard in Communication and Language of which 3% are disadvantaged. 31% working below, or well below the expected standard in Personal, Social and Emotional Development of which 6% are disadvantaged.</p> <p>Of the children who are eligible for SALT support in Reception (17%/36% on alert) – 6% of these are disadvantaged.</p>
3	<p>Assessment, observations, and discussions with pupils suggests disadvantaged pupils generally have a lower self-esteem and the need</p>

	to be successful can deter them from challenge. They can lack the learning behaviours (self-regulation/metacognitive strategies and resilience) to approach learning. This links to the Education, Skills and Training Domain mentioned above.
4	Absence of our Pupil Premium children is a greater concern than their non-PP peers; attendance data for 2021-22 shows that attendance for non-PP was 93.38% with 1.29% unauthorised compared to PP which was 89.87% with 2.87% unauthorised.
5	<p>Assessment, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. We aim to continually develop our phonics teaching to ensure we are at least in line or better than national averages for the Y1 Phonics Screening Check.</p> <p>For primary pupils from disadvantaged backgrounds, the DfE report Understanding Progress in the 2020/21 Academic Year - Complete findings from the spring term Oct-2021 (publishing.service.gov.uk) finds on average 0.5 months more learning loss in reading and 0.7 months more in mathematics compared to their non-disadvantaged peers.</p>
6	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies such as the EEF study that found:</p> <p><i>“significantly lower achievement”, with a “large and concerning gap” for disadvantaged pupils following lockdown. Overall performance in both reading and mathematics in autumn 2020 was found to be significantly lower compared to the 2017 cohort, with pupils, on average, making two months less progress in both subject areas compared to the standardisation sample. Worryingly, the study finds that a very large number of pupils were unable to engage effectively with the tests. The study also finds a large and concerning gap between the attainment of disadvantaged pupils and non-disadvantaged pupils. For both reading and maths this gap is estimated to be the equivalent of seven months’ learning”</i></p> <p>This has resulted in significant knowledge gaps leading to disadvantaged pupils falling even further behind age-related expectations.</p> <p>Writing development, including stamina for writing, and mental arithmetic. Supporting recovery as a result of school closures. Pupils have been absent from school for long periods due the school closures linked to COVID19. Children’s progress and attainment has been affected as a result of the pandemic. We have identified through our assessment that this has had a negative impact on their progression throughout the curriculum, particularly with writing and mental arithmetic. To support recovery vocabulary, a focus on mental arithmetic and feedback strategies will be used to support high-quality wave one teaching and to close the gap. These findings are supported by national research undertaken by: DfE, Rising Stars, NFER and FFT state that the impact of COVID 19 means that that the gap is widening. Best</p>

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. Children identified as having multiple barriers due to SEND/PP/mobility are supported through a multi-agency approach.	Pupil progress for these pupils will be tracked to ensure progress will not be affected by these experiences. Percentage of PP pupils achieving the expected standard in reading, writing and maths is comparable with similar schools. Families of Schools Database Education Endowment Foundation EEF
2. Improved language and communication skills for pupils eligible for Pupil Premium. Pupils to communicate verbally and non-verbally confidently. Pupils to have a firm grasp of communication and show an ability to work collaboratively in groups by supporting each other and making their thinking explicit to their peers.	Pupils in all year groups who are eligible for Pupil Premium make rapid progress by the end of KS2 so that all pupils who are eligible for Pupil Premium meet age related expectations at least. Children leaving EYFS will be working at the Expected Standard for Listening, Attention and Understanding, unless a SEND need is identified. During lesson observations and pupil conferencing, pupils are observed as having a breadth of vocabulary that reflects their experiences and children will be observed to connect ideas orally and explain what is happening coherently. The amount of pupils who have achieved GLD by the end of Reception will be in line with, or above, non-PP pupils nationally.
3. Improved children's self-regulation and metacognitive strategies. Remove barriers and support SEMH needs of pupils. To encourage ownership of learning and a desire to continue learning from all stakeholders.	Children are using self-regulation strategies effectively and applying themselves to challenges and their learning. Children are independent learners who feel that they are 'in charge' of their learning and are proactive in challenging themselves to do their best. Children will have the necessary desire to extend their learning. This will be evidenced through pupil conferencing and children's success in their books. Development of whole school SEMH provision (PSHE, nature based learning, pastoral support). Families feel well supported and invested in their child's education. Pupils feel a sense of achievement and have aspirations for their future.

<p>4. Increased attendance rates and punctuality for pupils eligible for Pupil Premium.</p>	<p>Increase attendance of PP pupils to be inline with non-PP (target 92%). School to work in collaboration with EWO to provide support for families where attendance is lower than expected (specific cases). School-based support, such as access to wrap around care (Breakfast/Nurture Club), in place for identified families.</p>
<p>5. Pupils eligible for Pupil Premium, who do not also have SEND, will pass the Y1 Phonics Screening Check.</p>	<p>A higher percentage of PP children will pass the Y1 screening. 4 pupils did not pass and is PP. 2 did not pass the resit in Y2 and 1 of these is PP.</p>
<p>6. To close the gap between PP and non-PP peers widened by the pandemic.</p> <p>Improved writing stamina and attainment for pupils at the end of KS2.</p> <p>Improved maths attainment (particularly in mental arithmetic) for pupils at the end of KS2.</p>	<p>Additional funding to be deployed to offer tuition and resources to close the gap. Percentage of PP achieving EXS or GDS in reading, writing and maths is comparable to similar schools.</p> <p>Increase in the percentage of passing the Y4 multiplication check will be in line, or exceeding, national averages.</p> <p>KS2 mental arithmetic data will show an improvement and progression compared to baseline data. PP and non-PP data will show the same progress.</p> <p>Families of Schools database EEF (educationendowmentfoundation.org.uk)</p>

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: £ 92,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching. High quality, bespoke staff CPD programme. Targeted through staff meetings and in response to monitoring. Fund ongoing teacher training release time for support staff.	<p>Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment, including the EEF publication 'Using your Pupil Premium Effectively'</p> <p>Using pupil premium EEF (educationendowmentfoundation.org.uk)</p> <p>Teachers will evaluate effectively to ensure misconceptions are addressed and personalised learning is available. Focus to include: English, Maths, Metacognition & SEND.</p> <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3, 4, 5 and 6
Academic tuition by school staff	<p>In the EEF, there is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 6
Comprehensive training in new, validated phonics scheme to ensure that the Little Wandle Scheme is introduced with fidelity, closely monitored and pupils making below expected progress are identified.	<p>EEF- phonics has high impact for low cost +5 months</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Studies show that pupils eligible for free meals typically receive similar or slightly greater benefit from phonics interventions. Some disadvantaged children may not have developed phonological awareness at the same rate to other pupils, having been</p>	1, 2 and 5

Purchasing of new books for after phonics	exposed to less vocabulary and fewer books read at home.	
Retention of an additional adult for all KS2 classes for learning and interventions taking place in the afternoons and for pastoral support of PP pupils	<p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact (+4 months) on attainment and progress.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p> <p>An increase of 4 months with a focus on social and emotional learning.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3 and 6

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

Budgeted cost: £ 35,020

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure use of language and communication support (early intervention, NELLI / WellComm project) with focus on developing vocabulary and accelerating progress	<p>EEF and Ofsted have identified this as a high impact, low cost strategy (+6months)</p> <p>EEF recently reported that those starting school recently needed additional support with communication and language development because of lockdown.</p> <p>Communication and language approaches EEF (educationendowmentfoundation.org.uk)</p>	1,2 and 5
Where appropriate, small focus groups to promote learning and make links to previous learning and promote resilience. 1:1 used for reading and phonics catch up.	<p>EEF research evidence of high quality 1:1 support that is purposeful and focused has a high impact (+5 months).</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Reading comprehension strategies (+6 months) using challenging texts and questioning.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 5 and 6
Deployment of additional teaching staff to lead targeted curriculum support in	Teacher-led support has a high impact on outcomes for pupils. Teachers know their pupils well, have identified misconceptions and next steps and have a secure understanding of the National Curriculum	1,2, 3 and 6

identified areas (Year 5 and 6 catch-up).	for the year group they are teaching. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils (+4 months). Small group tuition EEF (educationendowmentfoundation.org.uk)	
Use of Learning by Questions in KS2 to boost attainment and progress in maths and English.	Experience in the school has shown an increase in attainment since LbQ has been incorporated into learning. Combined EXS: 2018 – 27% 2022 – 48% Progress 2022: Reading - +0.6 Writing - +2.7 Maths - +2.7	1, 3, 4 and 6

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue as a school to use the TIS approach to meet the emotional needs of children. Provide tailored small groups to support emotional wellbeing and develop social and interaction skills. Work with Primary Mental Health practitioner to provide bespoke 1:1 sessions for individual identified children. ACEs to be tracked.	TISUK's training is highlighted in the DfE advice to schools: Mental Health and Behaviour in Schools as supporting and promoting positive mental health. The ACE's study is one of the biggest Public Health studies of all time (17,000 people). The study found that ACEs are a leading determiner of the most common forms of physical illness, mental illness and early death in the Western World. Research studies on social buffering, show that 'protective factors', namely interventions by emotionally-available adults, before the age of 18, can interrupt the trajectory from childhood adversity to challenging behaviour, learning difficulties, long-term mental, physical and societal ill-health.	1, 3 and 4
Safeguarding Lead and SENDCo will efficiently complete necessary referrals to access support.	Multi Agency Support Team Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social Emotional Learning can lead to learning gains of +4 months over the course. Specialist advice and services can be sought from external therapy services,	

	<p>family and behaviour support, EP or other agencies.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	
<p>Identified families will receive support in school attendance (Education Welfare Service EWO support), with the aim of increasing attendance % and reducing persistence absence.</p>	<p>The attendance gap between our disadvantaged and non-disadvantaged pupils is a contributing factor for the lower % of progress and attainment. 3.51% gap in attendance between PP and Non-PP pupils in 2021/22.</p> <p>Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%. Improving 'Attendance Guidance Report' and 'Working with Parents to Support Children's Learning Guidance Report' from the EEF suggests that effective parental engagement can lead to learning gains of +4 months over the course of a year.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Case studies demonstrated that specific support for attendance led to a decrease in persistent absenteeism.</p> <p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p>	3 and 4
<p>Enhance pupils' cultural capital by providing a breadth of experiences and ensuring the curriculum is balanced, carefully sequenced and allows opportunities for cultural development.</p> <p>Development of outdoor learning area to promote nature-based learning and exploration.</p>	<p>EEF evidence the positive impact of outdoor and enrichment activities on well-being and development.</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p>	1, 3 and 4
<p>Transition and small group support for identified pupils</p>	<p>Transition is especially important for pupils with SEND and those from disadvantaged backgrounds. Additional support with transition, particularly for identified Year 6 pupils transferring to secondary school.</p>	1,2, 3 and 4
<p>Data analysis to diagnose barriers and gaps for our disadvantaged pupils</p>	<p>The 'Closing the Attainment Gap' document produced by EEF shows that targeted small group and 1:1 intervention has the largest potential</p>	1,2,3 and 6

Year group moderation opportunities.	for immediate impact on attainment. Accurately identifying the next steps and appropriate interventions for these pupils is key to closing the gap.	
Revision materials in the build up to SATs. SATs revision club led by teachers from across the school.	The lack of revision opportunities can hinder the progress and life-chances for PP children as outlined in: Protocol-review-of-socioeconomic-disadvantage-and-the-attainment-gap.pdf (d2tic4wvo1iusb.cloudfront.net)	1, 3 and 6

Total budgeted cost: £ 157,020

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 2021 to 2022 academic year.

In 2021-2, Pupil Premium children received opportunities for enhance learning opportunities, including additional whole class, small group or individual support as required to maximise learning. Pupil Premium children were encouraged to attend school during lockdown and those who did were able to receive additional support in smaller classes. Those who did not attend school were provided with Chromebooks where necessary to ensure that they were able to continue their learning at home. Vulnerable children were regularly contacted and had tailored work and support where a need was identified.

Desired outcome	Impact:	Lessons learned:
Improve the standards of teaching and learning in mathematics, with support from academy trust maths lead	<ul style="list-style-type: none"> - School took part in SSIF project which has led to significant training for maths lead - Maths lead able to cascade learning from SSIF project to all staff through regular staff training (teaching staff) - Fortnightly TA training has increased skills of staff for whole class lessons and interventions. - Purchase of additional manipulatives, a non-negotiable in mathematics lessons 	<ul style="list-style-type: none"> - School will continue to work closely with academy maths lead, this will continue to support the school with improving maths teaching. - Organising staff non-contact in order to allow all staff to attend TA training was challenging but the benefits for the children of all staff using common resources and vocabulary makes it worth continuing with - All classes now have a good selection of manipulatives that can be used for lessons. Need to continue to monitor that they are being used consistently across the school.
Improved oral language skills and mathematics knowledge in Foundation Stage.	<ul style="list-style-type: none"> - Staff trained in 'Time to Talk' and running this programme with identified children has greatly supported the oral language skills of those children involved. - Skills learnt by staff running this programme has supported the development of S&L in the Reception classes. - Early Years lead ran specific training for Early Years TAs to support and develop skills - TAs from Early Years also attended maths training from maths lead. 	<ul style="list-style-type: none"> - Continue to develop use of 'Time to Talk' to support identified EYFS children. School also to participate in NELLI project. - Extend EYFS interventions, with early identification of difficulty with phonics and reading allowing children to keep up with their peers, negating the need for later catch up. Clear focus on children who receive limited support at home. - Early Years Lead to continue developing a programme of training for EYFS staff to ensure that all staff are working consistently to achieve the best results for all children. - Target EYFS to reach national standard of GLD with a clear focus on mathematics and language and literacy.

<p>Increased progress for disadvantaged children to diminish the difference between them and their peers</p> <p>Funding of staff to continue to implement and monitor regular reading with all PP children to promote and support accelerated learning for all relevant pupils, including the more able.</p>	<ul style="list-style-type: none"> - Despite no external assessments, due to Covid, teacher assessments suggest standards in reading increased in both Year 2 and Year 6 for all children. However the number of disadvantaged children reaching EXS were not as high as expected, so will continue to be a school focus, particularly the number of disadvantaged children reaching GDS. 	<ul style="list-style-type: none"> - Increase numbers of interventions that are teacher led, as the impact of the reading programmes could be higher. - Year 2 and Year 6 children to work in small groups with teacher to promote writing skills, particularly those children identified as having potential to reach GDS - Teacher led intervention for children identified as not at ARE in phonics in both year 1 and 2. - PP children reading 1:1 regularly with adult in school to promote understanding, inference and deduction.
<p>Increased access to extra-curricular activities</p>	<ul style="list-style-type: none"> - Pupil Premium children given opportunity to take part in the extra-curricular clubs that they have selected with no charge. More PP children have taken up this since the charges have been removed. - Encouragement for more PP children to take musical instrument lessons, shows an increasing number of children participating in guitar, keyboard and drum lessons. 	<ul style="list-style-type: none"> - Continue to offer subsidised clubs to PP children and give them priority when places are being allocated to ensure that they get their first choice of activity. - PP lead to conference PP children to discover other extra-curricular clubs that they would be interested in attending, to ascertain whether these can be offered by staff. - Plan assemblies where musical instruments are demonstrated to encourage more PP children to participate in lessons, making it clear to PP children that these can be funded for them.

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