

Pupil Premium Strategy Statement

2023-24



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our 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. The strategy is based on the research findings of the Education Endowment Foundation (EEF) as outlined in their Teaching Toolkit.

School overview

Detail	Data
School name	Newlands Junior School
Number of pupils in school	240 (110 PP)
Proportion (%) of pupil premium eligible pupils	45.83%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024 (year 3 of 3)
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Alison Castledine, Head Teacher
Pupil premium lead	Karen Elliott, Assistant Head Teacher
Governor / Trustee lead	Mark Herrington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,145
Recovery premium funding allocation this academic year	£13,448
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	£155,593

Part A: Pupil premium strategy plan

Statement of intent

At Newlands Junior School, we foster an ethos of high attainment for all pupils, irrespective of circumstances, backgrounds or challenges. Research has identified that disadvantaged children have been worst affected by the pandemic, in particular through lost learning opportunities. Our aim is to provide the acquisition of knowledge through high-quality teaching, seen as the key to social mobility. By doing this, we will ensure that our disadvantaged pupils are doing as well as our other pupils and the attainment gap will narrow. In order for this to happen, the way in which we spend the Pupil Premium Grant is tailored to the specific requirements of our pupils. We recognise the importance of working alongside them to assess and understand pupils' individual needs, enabling them to have a voice. All assessments are based on factual information, not assumptions about the impact of disadvantage. We are fully aware, at Newlands, of the barriers our children, and families, face within our school context. Because of this, Newlands Junior School is not just about attainment, it is about delivering a well-designed, well-taught curriculum that gives children the essential knowledge and cultural capital that they need to succeed in becoming well-rounded, informed citizens. We will provide experiences for disadvantaged pupils in order to remove barriers to accessing and understanding the wider world. We will expose children to cultural experiences and background knowledge that those from better off homes take for granted. However, to enable all of this to happen, we recognise the importance of providing a range of well-being programmes, delivered by a group of highly skilled staff, to make sure that pupils are in a place where they are ready for the next step in their educational journey.

Key objectives to ensure Pupil Premium children are successful at our school. We will:

- Promote and foster the social and emotional wellbeing of all pupils to ensure basic needs are met and they are able to access the curriculum fully.
- Understand and identify the barriers to pupils' learning.
- Foster independent learning skills and resilience required in future experiences, particularly a strong foundation within reading, resulting in all pupils being able to read fluently and access the curriculum.
- Facilitate a broad and balanced curriculum, which also enhances pupils' cultural capital, providing experiences, which would not be facilitated at home.
- Track Pupil Premium children closely, ensuring that the attainment gap between disadvantaged pupils and other groups is narrowed, moving in-line with national figures.

The key objectives will be achieved by:

- Social and emotional wellbeing needs being identified early and targeted support delivered by trained staff
- Assessments and pupil voice carried out termly (or half termly where the need arises) to identify barriers to learning
- Learning powers and character education is interweaved throughout the curriculum
- Targeted phonics and reading sessions delivered to accelerate the reading process
- Visitors and visits are booked for every topic to enhance children's cultural capital and experiences
- Pupil Premium children in need of additional, targeted support will be identified early due to tracking by Pupil Premium Lead.

Links have also been made to the most recent School Improvement Plan (SIP) 2023-2024 and school priorities.

Challenges

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

Challenge number	Detail of challenge
1	<u>Phonics</u> When children enter Y3, there has historically been a high percentage who haven't passed the Phonics Screening at KS1. Our phonics assessments in Y3 (September 2023) clearly identified 16 pupils (26% of Y3) who had not passed phonics at KS1, due to the continuing impact of extended school closures due to Covid-19, 10 of these are pupil premium children. Additionally, there are also 2 Y4 children, 1 of whom is pupil premium and 1 Y5 child. This has resulted in pupils being unable to access even basic texts due to their limited knowledge and understanding of decoding, segmenting and blending.
2	<u>Attendance</u> Attendance data for the past year in particular shows that our PP children (92.5%), although they were above the National figure of 88.6%, were significantly below our attendance target of 96% and our non-PP children (96.4%), resulting in missed learning opportunities.
3	<u>Reading comprehension/attainment</u> Assessments indicate that our attainment in UKS2 has improved and PP children are broadly in line with non-PP children (our SATs in May 2023 resulted in 78% of DPs reaching expected standard), however attainment in LKS2 shows a significant number of PP children working significantly below non-PP children and national expectations.
4	<u>Maths attainment and knowledge retention</u> Assessments indicate that our attainment in UKS2 has improved and PP children are broadly in line with non-PP children (our SATs in May 2023 resulted in 72% of DPs reaching expected standard), however attainment in LKS2 shows a significant number of PP children working significantly below non-PP children and national expectations. We have identified that children lack rapid recall of key facts as well as times tables knowledge and 4 number operations and due to this, maths is a focus of our SIP this year.
5	<u>Writing attainment and content</u> Assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils across school. Assessments indicate that a lack of grammar knowledge (how to apply specific age related grammar expectations) and rich vocabulary as well as the lack of free writing opportunities given to the children, affects children's ability to make their writing interesting and develop their own creative flair.
6	<u>Wellbeing</u> Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, due to the ongoing impact which is being seen now of school closure, as well as a lack of enrichment opportunities to develop children's cultural capital, that could not take place due to closures. These challenges particularly affect disadvantaged pupils, including their attainment. The impact of extended school closures is only now becoming apparent and we are aware that the full impact is not yet known. We are also seeing an impact on mental health and wellbeing due to the current financial climate and the stress this is putting on parents/carers which is then impacting on the children. Many of our children need help to develop character traits to support them as they go through life including positivity, resilience and determination. They lack motivation and many display a negative attitude towards learning which has an impact on their learning.

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
Children will have an increased knowledge of phonics.	The majority of children will pass the Phonics Screening Assessment by the end of Y3. Increased phonetical knowledge will enable children to show accelerated progress. This will be evident when triangulated with other sources of evidence, including formative assessments, pupil's engagement and progress in reading, pupil voice and observations.
PP children's attendance will improve.	The attendance of our PP children will improve and be in line with our non-PP children as well as being above our whole school target of 96%. This will be evident in their academic progress and attainment as instances of missed learning will have decreased and there will be more opportunities for them to access learning due to improved attendance.
Improved reading attainment among disadvantaged pupils particularly in LKS2.	Termly assessments will show progress. Additionally, these, in conjunction with formative assessments, will be used to inform in-class provision as well as identify areas of need for targeted interventions. KS2 reading outcomes in 2023/24 will show that at least 83% of disadvantaged pupils met the expected standard. End of Y3 reading outcomes will show at least 65% and end of Y4 outcomes will show at least 85% of disadvantaged pupils met at least ARE.
Improved maths attainment among disadvantaged pupils particularly in LKS2.	Termly assessments will show progress, including rapid recall & times tables assessments. Additionally, these, in conjunction with formative assessments, will be used to inform in-class provision as well as identify areas of need for targeted interventions. KS2 maths outcomes in 2023/24 will show that at least 80% of disadvantaged pupils met the expected standard. End of Y3 maths outcomes will show at least 80% and end of Y4 outcomes will show at least 80% of disadvantaged pupils met at least ARE.
Improved writing attainment among disadvantaged pupils.	Termly assessments will show progress. Additionally, these, in conjunction with formative assessments, will be used to inform in-class provision as well as identify areas of need for targeted interventions. Greater exposure to rich vocabulary during Close Reading sessions, as well as across the curriculum, will have resulted in children using richer language within their writing. Greater emphasis and targeted teaching of grammar content, specific to each year group, as well as frequent revisiting of prior knowledge will have resulted in the retention of grammar knowledge and the application of this knowledge into children's writing, improving outcomes across school. KS2 writing outcomes in 2023/24 will show that at least 80% of disadvantaged pupils met the expected standard. End of year outcomes for disadvantaged pupils across other year groups will show at least: Y3 - 40%, Y4 – 65%, Y5 – 65% meeting at least ARE.
Improved wellbeing and resilience among disadvantaged pupils.	Needs will be identified by all staff and acted upon, to provide the right support for individual pupils, as the need arises, in conjunction with parents/carers. Targeted interventions, based on the emotional needs of individuals, are in place and the impact of these is evident. Assessments, including wellbeing surveys, will show that the children are emotionally regulated and are able to cope with trauma in a positive manner. Their attitudes towards learning will be positive and children will be excited to learn. This will lead to a positive impact on assessment data and end of KS2 outcomes in 2023/24.
Provide trips and experiences within the curriculum which result in enhanced cultural capital	Trips and visitors are scheduled across the academic year, at least termly, which support the curriculum content being taught in class. These will also focus on the physical, social and emotional wellbeing of pupils providing strategies to manage stressful, challenging situations. Transition for all children will be supported fully to ensure that those moving on to new schools as well as transitions within school receive the support they need.

Intended outcomes

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. [Links to the most recent School Improvement Plan \(SIP\) 2023-2024](#)

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD This will be targeted to support and enhance individual needs across the school as and when identified. All training will be fed back to staff during staff meetings to provide continuous CPD across the whole school.	EEF recommends that all CPD provided should be carefully selected and tailored to the identified needs of the school. It must build knowledge, motivate staff, develop required teaching techniques and embed practice: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1 – 6 (SIP1, 2 & 3)
Whole school CPD on the teaching of writing content specific to each year group and feedback opportunities. Fund release time for co-ordinator to attend training and then to monitor the implementation and impact of this.	EEF report: Improving Literacy at KS2 recommends 7 practical evidence-based recommendations that are relevant to all children struggling with their writing content: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 EEF teaching and learning toolkit reports that feedback, has a very high impact on learning outcomes for very low cost (+6 months for primary children) provided in a variety of ways (oral and written). They report that low attaining pupils benefit from explicit feedback/feedforward: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1 – 6 (SIP1, 3)
Vocabulary & Grammar CPD training for whole school strategies to develop the use and understanding of vocabulary to support reading for understanding. CPD training for whole school strategies to develop grammar knowledge, retention and the application of this to writing.	Developing vocabulary knowledge not only supports the understanding of texts that are read, but also enables the reader to use new, rich vocabulary they are exposed to, in their writing. Developing grammar knowledge and then equipping children to retain this knowledge supports children's ability to apply a variety of grammatical features to their writing and support them to develop their own flair and style: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1, 3, 4, 5 (SIP 1, 2, 3)
Forest Schools CPD training. We will fund weekly release time for our Forest Schools	Physical activity plays an important role in the social and emotional development of children. Getting outside in the fresh air stimulates endorphins, which help enhance mood:	1 - 6 (SIP 3)

and Outdoor Learning Co-ordinator to work with groups of children across the school. Co-ordinator will also deliver CPD to the whole school as well as individual staff to ensure the programme is rolled out across school.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity Forest School enables the children to feel part of the school community by creating areas of learning for all participants and providing opportunities for children to excel and learn through physical, active learning: https://www.marjon.ac.uk/professional-development-for-teachers/better-forest-school/#:~:text=It%20is%20an%20ethos%20that,centred%20learning%2C%20exploration%20and%20play	
Metacognition and self-regulation refresher CPD All staff will receive training to update their existing knowledge. Children will be taught/reminded 'how to learn' by teaching strategies to help them assess their own learning and how to improve this. They will also develop a range of strategies to help self-regulate.	EEF teaching and learning toolkit reports that this has a very high impact on learning outcomes for very low cost (+7 months for primary children). They report that LA children are less likely to use metacognition and self-regulation strategies unless they are explicitly taught: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Developing a growth mind set approach has been proven to enable children, in particular disadvantaged children, to have a more positive attitude towards their learning which leads to accelerated progress and outcomes, positively impacting on their lives. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/changing-mindsets	1 – 6 (SIP1, 2 & 3)
Developing cultural capital, experiences of the wider world and raising aspirations. We will fund an additional clerical assistant to organise visits and visitors, directed by teachers.	Developing cultural capital and character is most effective when it is linked to learning within the curriculum, according to EEF findings: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills	2 – 6 (SIP 1, 2)
Enhancement and further development of our curriculum. Planning opportunities for children to experience the best that has been thought and said, so that they become educated citizens. We will fund co-ordinator release time to enable our existing curriculum to be further refined, after discussion with all participants, which supports our ethos of attainment for all, tailoring teaching to support the needs of all pupils and share best practice, making links across the curriculum.	Government research indicates that children have lost significant amounts of learning, due to the pandemic. It is vital that we tailor our curriculum to meet the needs of all children so that we can replenish lost learning and stimulate our children's minds. This is a whole school approach and must be based on what has been lost, using the findings of a range of assessments (quizzes, written and verbal questions etc): https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-2?utm_source=/news/eef-blog-assessing-learning-in-the-new-academic-year-part-2&utm_medium=search&utm_campaign=site_search&search_term=lost%20learn It is recognised that for a curriculum to be fit for purpose, there is a need for frequent refinement to reflect on the ever-changing needs of the children being taught and the diverse school community: https://thirdspacelearning.com/blog/beginners-guide-curriculum-development/	1 – 6 (SIP1, 2 & 3)

Technology All children have access to an individual iPad in school and we intend to update and replace iPads, as needed, to enhance and improve the learning experience within the classroom as well as supporting teacher assessments.	Guidance produced by the EEF advises that the use of technology can support the delivery of lesson content and modelling, whilst supporting the workload of staff. Used correctly, it can also motivate and enhance the learning experience of all children, including disadvantaged children: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	1, 3 – 6 (SIP 1, 2)
Staff retention To ensure that all staff look after their mental health and wellbeing, we will provide cover for each staff member so that they can have their birthday off work (this can be booked for another suitable day should the staff wish to). Many of our pupil premium children are also on the SEN register and each teacher is required to write and review termly support plans for each child. We will provide cover for each teacher so that they can work alongside the school SENCO to write these together.	Government guidance for school leaders outlines the need for leaders to identify factors within school/teaching that have a direct impact on the mental health and wellbeing of staff. The DfE has provided a toolkit to assist leaders to address factors which arise and provide examples of how other schools have successfully made changes: https://www.gov.uk/guidance/school-workload-reduction-toolkit	1 – 6 (SIP1, 2 & 3)

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

Budgeted cost: £ 30, 593

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions Delivery of FFT Success for All Phonics programme to Y3 & Y4/5 children who haven't passed KS1 Phonics Screening.	FFT Success for All Phonics programme is fully endorsed by the DfE: https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes#list-of-validated-systematic-synthetic-phonics-ssp-programmes Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks, on average 5+ months additional progress:	1 (SIP 2)

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Comprehension strategies Taught across all year groups during Close Reading sessions, as well as in targeted interventions, based on the needs of the children.	EEF report: Improving Literacy at KS2 recommends 7 practical evidence-based recommendations that are relevant to all children struggling with their writing content and is closely linked to the teaching of reading and comprehension-based activities to support writing: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 As outlined by the EEF, the development of understanding written text is vital and can be taught through a range of strategies, including: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers as well as developing questioning strategies. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1, 3, 5 (SIP1, 3)
Small group/1:1 tuition Small groups within the classroom, delivered by both teachers and TAs, focussed on specific skills. Small groups outside of the classroom to both prepare the learners for the next session (pre teaching) or to consolidate learning already taken place that day as an immediate intervention. Many of our pupil premium children are also on the SEN register and have additional needs which impact on their ability to access the curriculum independently.	EEF recommend this as an effective strategy to ensure effective progress. Delivered either within or outside of the classroom, to enhance the learning of a number of children on specific objectives/skills: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition EEF recommends the use of teaching assistants to deliver quality targeted interventions provided that the teaching assistants are skilled in delivery and report an impact of up to +5 months: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions The EEF recommends the use of teaching assistants alongside teachers to ensure that the curriculum is fully accessible to those children who are pupil premium but also have additional needs: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send?utm_source=/education-evidence/guidance-reports/send&utm_medium=search&utm_campaign=site_search&search_term=special	1 - 6 (SIP 1, 2 & 3)
Recovery Teacher (school-led tutoring) Small group work (writing/ maths/ reading). Tuition targeting specific learning and gaps in knowledge and skills.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1 – 6 (SIP 1, 3)

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

Budgeted cost: £ 50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Attendance</u> Close tracking and monitoring of children to ensure no child has unnecessary days away from learning. Introduction of incentives and closer communication with parents.	EEF research shows the high impact of tracking attendance and working closely with parents/ carers in order to ensure good attendance for children: Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk) EEF reports that with positive parental engagement, schools can see a marked improvement in attendance when schools and parents/carers work in partnership together and this in turn has a positive impact on progress (+4 months): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2 (1, 3 - 6) (SIP 1, 2)
<u>Wellbeing support:</u> ELSA Support for small group or individual children, including pupil premium children, who are experiencing any form of emotional difficulty. Mentor Provide both 1:1 and small group sessions, focussing on the identified needs of individual children, including pupil premium children, based on Motional assessments. Play Leaders Support children throughout the school during unstructured times of the school day, organising activities around the school grounds as well as indoor, which create challenge, competition and enjoyment of active learning.	EEF report that strategies put in place to support social and emotional wellbeing help to develop a positive school ethos in which children feel more ready to learn and enable them to engage with this learning: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning EEF reports that physical activity plays an important role in the social and emotional development of children. Active participation stimulates endorphins, helping enhance mood, which in turn supports children being more open to the learning taking place as well as preparing them for the learning which will take place after the activity is complete: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	6 (1 - 5) (SIP1, 2 & 3)
Cultural Capital – visits and visitors We will subsidise the cost of visits to enable all pupil premium children to participate and in some cases, for example residential visits, we will fully fund to ensure all children have the opportunity to have	Developing cultural capital and character is most effective when it is linked to learning within the curriculum, according to EEF findings: https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills	1 – 6 (SIP1, 2 & 3)

the experience alongside their peers. We will fully fund the cost of visitors to the school in order to enhance the children's experiences and fully immerse them in the learning.		
Breakfast club (staffing and food) Free breakfast club for all pupil premium children to ensure they are in time for school, have a good start to the day and have had a good breakfast so they are ready to learn. Our mentor is also on hand to support children's SEMH needs if a child needs to talk about a problem to someone.	EEF research suggests that providing a breakfast club to ensure that children have eaten before school ensures that children can concentrate more during lessons and that behaviour is improved. This all has a positive impact on children's academic outcomes as well as their social and emotional wellbeing: https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&utm_medium=search&utm_campaign=site_search&search_term=breakfast	1 – 6 (SIP1, 2 & 3)
Reading for pleasure Buy additional banded books as well as topic books to support our daily DEAR (Drop Everything And Read) sessions to develop a greater love of reading in all children as they read either independently or with a peer. This will also provide a greater selection of books for the children to choose to take home and read with parents/carers.	The EEF recommends the use of collaborative learning approaches and reports an impact of +5 months when used effectively. During a reading session, it is vital that the child reading has a book matched to their ability that they can access in order for this to be successful: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches The National Literacy Trust outlines the importance it places on reading for pleasure in developing the ability of children to develop their phonics and comprehension skills: https://literacytrust.org.uk/resources/developing-whole-school-reading-environment-primary/ https://literacytrust.org.uk/research-services/research-reports/reading-pleasure-research-overview/	1, 3, 5, 6 (SIP 2)
Life Skills Primary Programme (formerly Da.A.R.T) Provide Y6 children with essential life skills to support their transition to secondary school.	Learning embedded and extended through real first-hand experiences with purposeful and relevant learning opportunities in a safe environment. It will equip the children with knowledge about drugs, alcohol and substance misuse, who to contact if they find themselves in a situation where they feel threatened or unsafe and will support them to use this knowledge to make safe and informed choices. Raised aspiration and cultural capital: https://lifeskillseducation.co.uk/resources/the-daart-primary-programme/	6 (SIP 2, 3)

Total budgeted cost: £ 155,593

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

The Pupil Premium Co-ordinator continues to analyse Pupil Premium data. Disadvantaged pupils are maintaining very similar attainment to their peers. We will continue to monitor and push for more disadvantaged pupils to progress to ensure more are ARE or GD in all subjects.

		Y3 (23 PP)			Y4 (28 PP)			Y5 (23 PP)			Y6 (22 PP)		
		Be-low	At	Above	Be-low	At	Above	Be-low	At	Above	Be-low	At	Above
Read-ing	PP	52%	22%	26%	29%	11%	61%	9%	57%	35%	23%	46%	32%
	Non-PP	27%	18%	55%	19%	13%	69%	11%	43%	46%	9%	42%	49%
Writing	PP	57%	39%	4%	54%	25%	21%	30%	70%	0%	23%	59%	18%
	Non-PP	33%	30%	37%	50%	16%	34%	34%	60%	6%	9%	61%	30%
Maths	PP	48%	44%	9%	32%	43%	25%	17%	44%	39%	23%	55%	23%
	Non-PP	30%	33%	36%	16%	44%	41%	9%	49%	43%	9%	52%	39%

Phonics

Our phonics assessments in Y3 (September 2022) clearly identified 16 pupils (27% of Y3) who had not passed phonics at KS1. Our results at the end of the academic year 2022-23 show that only 2 of the 16 identified children didn't pass their phonics screening (3% of Y3). This indicates that our Y3 cohort have an increased knowledge and understanding of phonics and this will continue to support their reading skills and comprehension knowledge. We must also ensure that those children who did not pass the assessment continue to receive the support they need in the coming year.

Vocabulary

During the Autumn term, book scrutinies and formal assessments suggested that not enough focus was being given to exposing our children to the rich vocabulary they were lacking knowledge of. It was decided that we would restructure the way in which Close Reading was being taught, as well as the content of other lessons, so that we put a weekly, often daily, emphasis on rich vocabulary exposure. Currently, every Close Reading session has a specific vocabulary focus and all subjects have key vocabulary lists for each year group and sticky knowledge sheets which children have access to and staff use to recap everything which has been taught. Lesson observations, book scrutinies and pupil voice now indicate that everything which has been put in place is having a positive impact on children's knowledge and understanding. Children can recall sticky knowledge and use rich vocabulary when discussing learning.

Reading comp

This year our reading attainment improved and the adaptation in our Close Reading methods and strategies taught are having a noticeable impact across school, in particular in our Reading SATs results in May 2023, 78% of our disadvantaged pupils reached expected standard. This indicates that everything we have put in place has improved the reading attainment among our disadvantaged pupils and this will continue over the coming year.

Maths

In Maths, 72% of disadvantaged pupils reached at least expected standards at end of KS2. All disadvantaged pupils received a programme of targeted interventions as well as pre-teaching of lesson content to ensure the learning is accessible as well as to address any misconceptions. This has led to improved maths attainment among disadvantaged pupils across the school. This will continue next year.

Writing

We are starting to see that gaps are closing between pupil premium and non-pupil premium pupils, which indicates improved attainment among disadvantaged pupils, however attainment is low for all pupils across school and this will remain a focus. KS2 outcomes in 2022-23 showed that 77% of disadvantaged pupils met the expected standard, the same as the previous year. Attainment in writing, compared to maths and reading, is lower across school and writing is one of our SDP priorities for the coming year.

Wellbeing

Targeted sessions have been provided with our ELSA/Mentor, after children have been identified by staff and then assessed to decide on the best course of intervention to meet their needs. Wellbeing surveys show children feel settled and they have adults who they can go and talk to if they feel worried. Our PSHE curriculum content is interweaved throughout the entire curriculum, to equip children with the tools they will need to develop into emotionally resilient young people, including developing different strategies to help them with their feelings. This has also supported the children to develop positive attitudes towards their learning and the majority of our disadvantaged children are excited to engage in the learning taking place. This suggests that everything we have in place has led to improved wellbeing and resilience among disadvantaged pupils.

Extra transition visits for children moving year groups, both within school and those joining in Y3/moving on to Y7, enabled the children to be fully supported and their emotional needs were fully met.

Cultural Capital

A number of our disadvantaged children have been fully financed to attend trips, including the Y6 residential and Y5 London theatre experience, which has enabled them to fully immerse themselves in the experiential learning and they have gained so much from these experiences within the curriculum which have resulted in enhanced cultural capital.

We schedule all trips and visitors across the academic year, at least termly, which support the curriculum content being taught in class. These also focus on the physical, social and emotional wellbeing of pupils, providing strategies to manage stressful, challenging situations. Many visits and visitors came into school during this school year. Every year group visited a multicultural place of worship related to the religion their year group studies. Partake Theatre Company came in to school and delivered a Roman Day for Y4 and a Mayan Day for Y5. Y5 also experienced a Rainforest Explorer day, whilst Y4 experienced an evacuation day and Y3 visited the local headstocks during their local history topic. Y6 visited Newstead Abbey to experience the Victorian Christmas and also visited the Galleries of Justice in Nottingham on a different occasion.

Recovery Premium

This was used towards funding a catch-up teacher who was employed 3 days a week who focussed on writing within the school day. There has also been after school boosters for years 3, 4 and 5. The table below shows the progress of pupils who have been in an intervention funded by this over the last term.

	Y3				Y4				Y5			
	No of pupils	Below	At	Above	No of pupils	Below	At	Above	No of pupils	Below	At	Above
Writing Attainment	29	28	1	0	24	24	0	0	29	24	5	0
		Below	At	Accelerated		Below	At	Accelerated		Below	At	Accelerated
Writing Progress		3	6	20		11	4	9		3	11	15

Externally provided programmes

Programme	Provider
Take Five	Each Amazing Breath
CPD	National College Sherwood Area Partnership
ELSA	ELSA Network support, Nick Edwards, Educational Psychologist
Forest Schools	Forest School Association (support for our Forest Schools Leader)
The Great Project	Equation, Nottingham
DaART	Life Skills Education Ltd