

# Pupil premium strategy statement

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.

## School overview

Detail	Data
School name	Rose Hill
Number of pupils in school	274
Proportion (%) of pupil premium eligible pupils	(84) 31%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/24 to 2026/27
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Georgie Bright, Principal
Pupil premium lead	Luke Hyland
Governor / Trustee lead	Gina Rowlands

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,860
Recovery premium funding allocation this academic year	£11,165
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£145,025

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention at Rose Hill is that all pupils are given the necessary support in order to be successful and to feel emotionally confident, regardless of their background or the challenges they face outside of school. We strive to ensure that all pupils have the best support in order to make good progress and achieve high attainment in all areas of the curriculum. The purpose of this pupil premium strategy is to support all disadvantaged pupils in achieving these intentions, including those who are already high attainers.

We will take in to account the challenges that the children at our school face, and our activities are intended to support all pupils whether they are disadvantaged or not.

Quality-first teaching is integral to this plan, ensuring that pupils are being exposed to a high-quality, broad and balanced curriculum and that teachers are adapting their approach to meet the needs of their pupils and targeting support where it is needed most. Outlined within this strategy is the intention that non-disadvantaged pupils' attainment and progress will also benefit alongside that of their disadvantaged peers.

Our plan also supports the aim to support education recovery and works alongside approaches such as the National Tutoring Programme for pupils whose education has been the most negatively impacted across our school community, including non-disadvantaged pupils.

Our strategy carefully considers the challenges and individual needs of the pupils at Rose Hill, and our chosen actions have been decided upon through analysis of assessment data and a wide range of research. These approaches support one another and we believe they give all pupils the best opportunities to achieve and excel. To ensure they are effective, we will:

- Monitor approaches regularly and adapt any that are having little impact on progress and attainment.
- Provide challenge for all pupils to inspire safe risk-taking.
- Provide opportunities for promoting cultural capital.
- Adopt a whole school approach in which all staff take responsibility for raising expectations and outcomes of disadvantaged pupils.

## Challenges (Pupil Premium)

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

Challenge number	Detail of challenge
1	In some cases, level of attainment and rate of progress is below national expectations due to gaps in learning.
2	In some cases, spoken language skills and vocabulary need developing, due to low baseline and EAL pupils, which impacts upon reading comprehension and learning.
3	In some cases, pupils' social, emotional and mental health issues can impact on readiness to engage with learning.
4	In some cases, effective behaviours for learning needs embedding.
5	In some cases, attendance is below national expectations
6	In some cases, a lack of regular routines (including reading and homework) is below expectations.
7	In some cases, a lack of experiences and life skills is below expectations which impacts on confidence, self- esteem, resilience etc
8	In some cases, pupils come to school without items that aid the running of the school day such as uniform items, water bottle, book bag etc.

## 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
<p>1) Disadvantaged pupils' outcomes will meet or exceed national expectations for attainment and progress.</p> <p>Teachers will accurately assess gaps in pupils' knowledge and plan and deliver learning sequences to address these.</p> <p>Teachers/Support staff will respond rapidly with targeted teaching for pupils who are at risk of under achievement.</p>	<p>Outcomes for disadvantaged pupils match or exceed national expectations for non-disadvantaged learners.</p> <p>Termly gaps analysis shows progression in pupils' knowledge.</p> <p>Book scrutiny shows progress in pupils' books.</p> <p>SLT monitoring shows that 100% of teaching is at least good over time and across the curriculum so that needs of all pupils are being met.</p>

	<p>Intervention records show that pupils with misconceptions / gaps in learning are making accelerated progress to close gaps having received planned intervention.</p> <p>Teachers to use small step targets to ensure disadvantaged pupils' outcomes meet or exceed national expectations for attainment and progress.</p>
2) Pupils' oral and written vocabulary will be increased, and they will be able to use this to learn more effectively.	<p>Disadvantaged pupils will meet or exceed national expectations for High Frequency Words reading and spelling.</p> <p>The quantity of pupils reading (at age related expectations) will increase (evidenced through Read, Write, Inc Phonics, Accelerated Reader, reading objectives and internal testing data such as SATS and NTS tests.)</p> <p>Pupils reading books will be matched to their phonics level or STAR test level.</p> <p>Summative assessments of reading and phonics will meet or exceed national expectations.</p>
3) To ensure physical, behavioural, emotional and social needs are met (or mitigated) to enable pupils to learn.	<p>Pastoral lead will support pupils with behavioural, emotional and social needs and will log support/impact which will decrease over time.</p> <p>Pupils will spend more time engaged in learning. More disadvantaged pupils attend breakfast club consequently resulting in more pupils being ready to learn.</p> <p>Increase structured learning time available at breakfast club through use of multiple adults and supporting resources.</p>
4) To improve resilience of learners by increasing the level of self-regulation and increasing enrichment experiences.	<p>Increasing opportunities for self and peer assessment</p> <p>Increasing opportunities for pupils to articulate their learning both orally and in written form.</p> <p>All children are aware of the 3 school rules (be kind, be safe, be ready to learn) and school values (6 R's) and can articulate and display their meaning consistently.</p>
5) To ensure that attendance of disadvantaged pupils meets or exceeds national expectations for non-disadvantaged pupils.	<p>Increased number of pupils attending breakfast club</p> <p>Attendance of disadvantaged pupils meets or exceeds the national average of 92.8% (based on 2022 FFT data).</p> <p>Termly report with RAG rated attendance to be sent to all families, and more regularly meetings with parents if attendance becomes a concern.</p> <p>Incentives and rewards used to increase attendance of disadvantaged pupils.</p> <p>Information shared with parents/ carers to ensure they are aware of Rose Hill expectations.</p> <p>Regular meetings with SLT to discuss attendance and a structure system to communicate with parents introduced (below 94% - phone call from teacher, below</p>

	92% - phone call from SLT, below 90% - first letter from school liaison officer).
6) To ensure that pupils have the opportunity to complete homework and additional reading.	<p>Disadvantaged pupils invited to attend breakfast club where they will receive support to complete homework, read and partake in Mathletics, Spelling Shed and Rockstars.</p> <p>All disadvantaged pupils will read 2 times a week to an adult.</p> <p>Disadvantaged pupils access opportunities to improve cultural capital through extra – curricular activities including homework club.</p> <p>Introduction of Boom Reader to encourage additional home and school reading.</p>
7) To expose children to different experiences and responsibilities to develop confidence, self- esteem and increase aspirations.	<p>Healthy eating to be promoted on the website through video tutorials outlining how to cook healthy and affordable meals for the family.</p> <p>Disadvantaged pupils to form 30% of the student council to ensure equal representation and pupil voice.</p>
8) To ensure that pupils have everything they need in readiness to engage with the school day.	Disadvantaged families issued with a 'stamp book' which entitles them to a free item of uniform, water bottle, trips, free breakfast club space and story book. Disadvantaged families take up this opportunity and pupils are ready and equipped for the school day.

## 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)

### Pupil Premium

Budgeted cost: £20,004

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use structured weekly CPD for class teachers to ensure teaching is at least good over time and across curriculum.</p> <p>Fortnightly support staff CPD meetings with a focus on supporting disadvantaged pupils that are at risk of underperforming.</p> <p>Weekly phonics training for teachers and support staff on teaching Read, Write, Inc.</p>	<p>DFE Disadvantaged Pupils Good Practice Research Report (Nov 2015) identified the importance of the focus on high quality teaching.</p> <p>July 2016 DFE standard for teachers' professional development state that: Professional development must be prioritised by school leadership.</p> <p>Sutton Trust found that, '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
<p>Teachers to adapt teaching sequences based on formative and summative assessment, including termly data drops, daily and weekly AFL.</p> <p>Maths planning is adapted and revised to include Ready to Progress Criteria (White rose Maths).</p> <p>Timetable Rock stars to be used to ensure pupils understand and can apply times tables to 12 by the end of Year 4.</p> <p>Accelerated reader is used to ensure a high frequency of reading and regular comprehension quizzes from Year 3- Year 6. Read, Write, Inc texts to be taken home by KS1 pupils that are matched to phonics levels to ensure high frequency of reading and</p>	<p>Pupils need a sound understanding of number bonds and times tables to free the working memory to successfully apply more complicated maths operations.</p> <p>A sound foundation of phonics is essential. EEF research has found that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches)</p> <p><b>Read Write Inc. Phonics teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step</b></p>	1

<p>accurate tracking of pupils' progress.</p> <p>Read, Write, Inc to be embedded consistently across the school with the main focus on EYFS and KS1, with pupils in LKS2 significantly behind peers accessing too. Read, Write, Inc Lead to monitor and deliver coaching/team teaching where necessary.</p>		
<p>Accelerated reader is used to ensure a high frequency of reading and regular comprehension quizzes from Year 3- Year 6. Read, Write, Inc texts to be taken home by KS1 pupils that are matched to phonics levels to ensure high frequency of reading and accurate tracking of pupils' progress.</p> <p>To ensure that tier 2 and 3 vocabulary is taught explicitly in lessons and pupils have opportunities to use and apply vocabulary orally and in written work. This is mapped through curriculum subjects and challenging class texts provide exposure of new vocabulary during reading for pleasure sessions.</p> <p>Key vocabulary displayed and accessible to pupils e.g. year group spelling lists and subject specific terminology.</p> <p>English lead to audit reading and spelling to see how taught across the school and as a result of this plan CPD to build on strengths and develop areas of weakness. This should then inform actions for the Teaching and Learning Lead.</p> <p>English lead to review, revise and embed the Rose Hill Reading journey to ensure children are receiving at least good teaching of reading.</p> <p>Wellcomm to be used as a language assessment tool for</p>	<p>DfE Updated Departmental Plan January '18, Priority 1: Closing the word gap. Boosting access to high quality early language and literacy both in the classroom and at home ensuring more disadvantaged children leave school having mastered the basics of literacy that many take for granted.</p> <p>DfE Reading Framework 2022: High-quality class or group teaching is an efficient and effective way of ensuring good progress for the majority of children, 'given the expense and impracticality of delivering instruction individually'. This should not undermine, however, the value of one-to-one or small-group support for the few children who need extra help to keep up.</p> <p>Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum.</p> <p>Education Endowment Foundation found that disadvantaged pupils can make 5+ months progress using Accelerated Reader.</p> <p>Accelerated Reader diagnoses ranges of books appropriate for pupils, who then complete quizzes on books they have read. Teachers are able to closely track quantity of reading and analyse comprehension of texts. This can be used as a tool to inform future teaching.</p> <p>Isabel Beck is an advocate for the importance of good-quality teaching of reading and <b>robust vocabulary instruction</b> which "involves directly explaining the meanings of words along with thought-provoking, playful and interactive follow-up".</p> <p>The EEF states 'Language and literacy are grouped together... as they are closely related. Language is especially <u>important in the Early</u></p>	<p>2</p>

<p>EYFS pupils entering reception to target pupils with a vocabulary deficit.</p>	<p><u>Years</u> and it continues to be important through primary and secondary education. The EEF's <u>science literature review</u> found that students reading capability was the best predictor of later science achievement. We also know that a focus on language and literacy is especially important for pupils with <u>English as an Additional Language</u>.'</p> <p>The Imagination Tree website outlines that by becoming familiar with 5 favourite books, the children become empowered and are able to "read" and re-tell stories from a young age, and it also makes them very fluent in a range of text types and literature styles.</p>	
<p>Teachers to increase opportunities for self and peer assessment and increase opportunities for pupils to articulate their learning both orally and in written form.</p> <p>Regular leader monitoring to ensure all subjects show at least good teaching and expected progress.</p>	<p>Sutton Trust research has found that metacognitive approaches have proved to be high impact and low cost.</p> <p>John Hattie's research revealed that feedback was one of the most powerful influences on achievement.</p> <p>Self and peer assessment allow children to take ownership of their learning.</p> <p>The EEF outline the importance of metacognition to support pupil progress.</p>	<p>4</p>

## Recovery Funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching sequence has been adjusted.</p> <p>Redeployment of qualified teachers to provide sufficient phonics groups so that all pupils are being taught in a group that matches their level.</p>	<p><i>Read Write Inc.</i> <b>Phonics teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their ideas step-by-step.</b></p> <p>A sound foundation of phonics is essential. EEF research has found that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches)</p>	<p>1</p>
<p>School tutoring delivered by school staff at either 1:1 or small group to support children falling behind in Reading / Writing / Maths</p>	<p>DfE Reading Framework 2022: High-quality class or group teaching is an efficient and effective way of ensuring good progress for the majority of children, 'given the expense and impracticality of delivering instruction individually'. This should not undermine, however, the value of one-to-one or</p>	<p>1</p>

	small-group support for the few children who need extra help to keep up.	
Teaching and Learning lead in place to work alongside subject leads. Used to tailor, mentor and develop CPD for staff and deliver by SLT and subject lead as appropriate.	Teachers need to be fully equipped to ensure inclusive teaching and consistent Quality of Education in every classroom.	1
All teachers to have additional support to monitor their specific subject provided by teaching and learning.  Subject leads will have the opportunity to join senior leaders and subject governors in deep dives.  Subject leads will use deep dive evaluations to update termly action planning in their subject.	Teachers need to be fully equipped to ensure QFT and consistent Quality of Education in every classroom.	1

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

### Pupil Premium

Budgeted cost: £67,677

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support staff within allocated phases to have access to class teacher expertise to support them in running planned interventions where necessary.  Support staff to have fortnightly CPD to develop subject knowledge and recommendations from EEF guidance report 'Making Best Use of Teaching Assistants.'	The Education Endowment Foundation 'Making Best Use of Teaching Assistants' Guidance Report advocates ensuring support staff are fully prepared and focused on supporting pupils in developing independent learning skills and manage their own learning.  High quality assessment for learning, alongside high expectations, ensures learning is appropriately pitched, positively impacting on rates	1

<p>This will be led by: Maths lead/ SENCO / English lead / Phase Leader based upon staff CPD needs.</p> <p>One-page profiles and small step targets for disadvantaged pupils. CT ownership and accountability for all pupil outcomes – Teacher Standards</p> <p>Targeted phonics 1:1 tutoring for KS1 PP children and 1:1 reading support where necessary.</p> <p>Fresh start intervention programme to support targeted pupils in Years 5-6. Extend RWI offer to LKS2 including 1:1 tutoring intervention programme to support targeted pupils in years 3-4.</p> <p>Stock more texts suitable for boys in the school library such as graphic novels and comics, and invite an external provider to deliver drama workshops across the school to engage boys with reading and writing.</p> <p>Reintroduce whole school writing days to encourage enthusiasm for writing.</p>	<p>of progress and overall attainment. Sutton Trust found that, '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> <p>Read, Write, Inc is a successful, systematic approach to the teaching of phonics and reading.</p> <p>'Only 1 in 4 boys read outside of class every day.' National Literacy Trust research.</p> <p>Research from Literacy Trust – Boys' Reading Commission. 'In my school, boys' achievement in English is high because they are involved in so much drama, dialogue and speaking' - Research from Literacy Trust – Boys' Reading Commission.</p>	
<p>To ensure that targeted disadvantaged pupils attend breakfast club.</p> <p>SENCO / Pastoral lead will liaise with professional agencies to support families / pupils.</p> <p>Pastoral lead will proactively engage with 1:1 pupils or groups as appropriate.</p>	<p>Education Endowment Fund: A child with self-regulatory skills is able to focus his attention, control his emotions and manage his thinking, behaviour and feelings.</p> <p>Maslow's Hierarchy of Need: Basic needs must be met before self-actualisation (and learning) can take place.</p>	3

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

### Recovery Funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition 1:1 tutoring	EEF small group tuition. Phonics screening.	1,2,6

	<p>Gaps in learning and lack of practice at home leading to pupils regressing in phonic knowledge.</p> <p>Pupils have gaps and year 3 unable to complete national standard assessments.</p>	
Year group specific teaching of year 1 and year 2 pupils for English and Maths where possible.	<p>EEF small group teaching.</p> <p>Support effective transition from KS1 to KS2.</p>	1,2
1:1 tuition and small group tuition.	<p>EEF small group tuition.</p> <p>Pupils must be secondary ready to ensure they have additional catch up learning to prepare them for secondary school – EEF.</p>	1,2,6

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

### Pupil Premium

Budgeted cost: £46,179

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral Lead to work with children on a 1:1 basis or within small groups on a needs basis.</p> <p>Teachers explicitly refer to the school values (6 R's) within learning sequences. This approach to be supported by regular assemblies and celebrated on a weekly basis.</p> <p>Carry out weekly class assemblies to discuss inspirational people (chosen by class teachers/children)</p> <p>Introduce Seeds to Citizenship to promote cultural capital for all pupils.</p> <p>Specialist music teacher to teach all classes across the</p>	<p>The OFSTED framework requires a broad and balanced curriculum to inspire pupils to learn.</p> <p>Education Endowment Fund: Emphasizing the school values encourages meta-cognitive talk, and enhances pupils own self-regulation and ability to plan, monitor, evaluate and make changes to their own learning behaviours.</p> <p>The DfE have allocated £25 million to ensure the teaching of music is non-negotiable as they state, 'It has also been proven that music plays a key role in brain development. This is because it helps with the nurturing of language, motor skills, emotional intelligence and collaboration skills. Music education is not just an 'optional extra' or something just for after school or at weekends. Music is at the heart of a school and its wider community. It is part of the National Curriculum from the age of 5 to 14, and it should be taught in a carefully planned, sequenced way just like maths, English or science.'</p>	4

<p>school to promote cultural capital.</p>		
<p>Pastoral lead to monitor attendance on a weekly basis and proactively engage with families of targeted pupils to offer support to improve attendance.</p> <p>Pastoral lead to work alongside Educational Welfare Officer to address difficult cases in line with school attendance policy.</p> <p>To raise parental awareness of attendance through termly, personalised RAG rated attendance sheets.</p> <p>Continue to celebrate attendance through termly certificates / celebration.</p> <p>Increase the number of disadvantaged attending before school provision to encourage and promote better attendance.</p>	<p>Addressing any attendance concerns is a key step to improving progress and attainment. Pupils must be in school to access learning and avoid gaps occurring.</p> <p>The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months per year.</p> <p>Breakfast clubs improve attendance and punctuality. A 2016 survey (by Magic Breakfast) of school leaders found that 89% reported that their breakfast provision had led to improved levels of attendance at school.</p>	<p>5</p>
<p>To create additional structured times before school for children to read, learn times tables and complete homework. E.g. through laptops to access times tables rockstars / accelerated reader</p> <p>Class teachers to promote reading within the class and to ensure that pupils are reading three times a week to an adult by checking the diaries. Create opportunities for those pupils who are not reading to read 2 times a week.</p> <p>Homework support clubs offered to pupils during lunchtimes.</p>	<p>Studies indicate that when children spend 25 minutes a day reading suitably challenging books which they successfully comprehend they make good progress.</p> <p>Pupils need a sound understanding of number bonds and times tables to free the working memory to successfully apply more complicated maths operations.</p>	<p>6</p>
<p>Pupils in KS2 to take part in 13 Fitness P.E sessions to promote a healthy lifestyle.</p> <p>To offer music sessions across year groups led by a music specialist.</p>	<p>The OFSTED framework requires a broad and balanced curriculum to inspire pupils to learn.</p> <p>It is important to give children the opportunity to be successful outside core subjects in order to increase confidence, self- esteem and independence.</p>	<p>7</p>

	Rosenshine's research (Principles of Instruction) found that when pupils achieve a high success rate, they make more progress. To ensure this in class a teacher must ensure the pitch and challenge is appropriate. The research found the optimal success rate to be 80%.	
<p>Continue to promote a 'stamp book/ stamp' system for disadvantaged families containing vouchers for uniform, water bottle, school trips, PTA events etc.</p> <p>Continue to promote SWERL approach at lunchtimes to prepare children for being ready to access afternoon learning.</p> <p>Additional training for MDSAs on new behaviour policy to promote positive relationships with pupils.</p> <p>Staff to undertake Trauma-Informed Schools training to support with pupil wellbeing and manage behaviour.</p>	<p>It is important to engage with families and offer support where possible to foster positive home to school relations.</p> <p>It is important pupils have all necessary equipment they need to engage with the school day. This could also lead to improved attendance.</p> <p>Research (and common sense) tells us that families and parents are critics to pupils' attainment. Feinstein and Symons (1999) found that parental interest in their child's education was the single greatest predictor of age 16 achievement. Parental involvement positively affects children's academic performance and is a more powerful force for academic success than other family background variables, such as social class, family size and level of parental education</p>	8

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

### Recovery Funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff trained in bereavement and counselling and offering grief support 1:1</p> <p>THRIVE trained staff delivering sessions to those most vulnerable</p>	1:1 support EEF some individual cases of parents and carers reporting to have anxiety issues.	3,4,5
Community shop in place in school office so that parents can top up on basic food / hygiene / uniform options.	DFE guidance / pupil premium research shows that children need to have basic needs met. Without having basics, they can't access learning.	8

**Total Pupil Premium budgeted cost: £133,860**

**Total Recovery Premium budgeted cost: £11,165**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

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

Our internal assessments of core subjects during 2022/23 showed that performance of disadvantaged pupils was varied across the school, with disadvantaged pupils in some year groups outperforming their non-disadvantaged peers, and others performing significantly lower. In-year progress data across the school however showed that disadvantaged pupils were making similar progress to their peers and making some progress towards reducing the attainment gap. Unfortunately, it was not quite at the accelerated rate that would put them back in line with the attainment of previous years, therefore meaning that our intended outcomes were not fully realised.

The reasons for these outcomes are primarily due to the continuing impact that COVID-19 had on progress and attainment in all subject areas, although to differing extents. Across this academic year, there were considerable absences of pupils and staff meaning that cover lessons were provided, and some interventions were not able to be consistently carried out with fidelity. In addition, the desired outcome of splitting years 2 and 6 into discrete year groups was not sustained for the whole of the year. The impact was mitigated by our resolution to maintain a high-quality curriculum and ensuring that pupils were accessing quality-first teaching and additional tutoring was taking place after school to address identified gaps in learning.

Attendance of disadvantaged pupils decreased again this year showing a 3-year trend from 94.6% (2020-2021) to 92.2% (2021-2022) and to 90.1% (2022-2023), which is below the national average for non-disadvantaged pupils of 92.8% (based on 2022 FFT data). Due to the percentage of disadvantaged pupils being around 3% less than the national average, we are keeping attendance as a key priority of our current plan.

Over the course of this academic year, assessments and observations of pupil behaviour have indicated that wellbeing and mental health have been significantly impacted over the past three years due to the effects of COVID-19. This has had a significant impact on our disadvantaged pupils. Due to this, THRIVE and other targeted interventions will be continued through pupil premium funding in order to support our most vulnerable pupils with their personal wellbeing and readiness to learn.

## Externally provided programmes

Programme	Provider
Read, Write, Inc	Ruth Miskin
Number Stacks	<a href="https://www.numberstacks.co.uk/">https://www.numberstacks.co.uk/</a>

## Further information (optional)

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