

Ernesettle Community School

Pupil Premium Strategy Statement

2021 – 2024



*...always striving to be outstanding, transforming
the aspirations of a community.*

Reviewed December 2023

Pupil Premium Strategy Statement – Ernesettle Community School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	555
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Aaron Meredith
Pupil premium lead	Kirsty Field
Governor/Trustee lead	Paula Frankis/Paul Chapman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£247,350
Recovery premium funding allocation this academic year	£25,810
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£273,160

Part A: Pupil premium strategy plan

Statement of intent

Closing the attainment gap between disadvantaged pupils and their peers has long been one of the greatest challenges in our education system. Furthermore, there may be increases in the level of disadvantage in many school communities as a result of the Covid-19 pandemic. Addressing disadvantage in our schools and classrooms is challenging but we are not powerless in this and believe that inclusive teaching and learning can change lives. It is a process, not an event and to better support our disadvantaged pupils, Ernesettle Community School has drawn together a set of key principles, rooted in evidence and national 'best practice', to address educational disadvantage.

At Ernesettle Community School, we aim to help our children achieve the highest possible standard and provide a rich, broad, and balanced curriculum. Inspiring experiences and visits are a vital part of our children's education. Our school has a wealth of resources to engage the children in activities which will prepare them for the next stage of their learning. We seek to help our children develop lively, creative, enquiring minds and provide them with the skills and knowledge which will prepare them for successful, healthy lives in the ever-changing world in which they live. Our high quality and committed staff provide a first-class educational experience for all learners and continue to embed our key principles as we know what happens in the classroom matters most. We aim to develop very positive and productive relationships with our pupils and families.

Throughout our Pupil Premium strategy, we have focused on national, evidence-based practice to help us address disadvantage and raise the attainment of our pupils, leading to better life chances, life choices and opportunity. This is from an inspirational curriculum which gives children experiences on which to base their learning and their future life choices, to a strategic staffing, recruitment and CPD plan which ensures that all teachers and staff members continue to have the highest expectations of all pupils. When making decisions about Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. Strategies should focus on the needs of the pupils, not labels, and one size cannot fit all. Common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, poor language development and comprehension, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. Educational disadvantage cannot be tackled in isolation so we will ensure that all teaching staff are involved in the analysis of assessment to ensure they are fully aware of what we need to address across the school.

Our school will:

- Have a designated Senior Leader who contributes to termly review of impact and the sharing of best practice.
- Have a named Governor for Disadvantaged.
- Have a costed Pupil Premium Strategy that uses a consistent framework based on the three areas of need identified through the EEF research. This plan will be available on the website and reviewed termly by Senior Leaders and Governors.

- Provide funding for pupils to access extra-curricular opportunities and ensure they are represented in every aspect of school life.

In addition, we will use the following guiding principles as part of our work in supporting Disadvantaged children:

- Ensure all staff have a collective understanding of how disadvantage impacts on pupils' learning and how the school is addressing that impact.
- Use assessment to support learning, inform high-level decisions and inform classroom practice. Excellent teaching is at the heart of disadvantaged learners' success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable students.
- Build strong relationships with pupils, gaining knowledge of their subject strengths and areas for development, their individual contexts, and aspirations.
- Provide pupils with a rounded education that is well taught, well-resourced, and properly funded.
- We know that high-quality teaching is adaptive and meets the needs of the learner. Differentiations is about 'scaffolding up' and not setting limitations on what pupils can achieve.
- Explicitly teach metacognitive skills within subject domains to support pupils in recognising their strengths and weaknesses and motivating themselves to engage in, and improve, their learning.
- Address financial and practical barriers to learning and enrichment.
- Understand that attendance is fundamental to student success and intervene early and positively when students are absent and ensure that any barriers to excellent attendance are addressed.

Challenges

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

Challenge number	Detail of challenge
1	Weak Language and Communication Skills - most children are working within Birth to Three and are unlikely to have the breadth of vocabulary that reflects their experiences upon entry to reception.
2	Low attainment on entry to the Early Years Foundation Stage in all areas but particularly listening, attention and understanding. Most children are working within Birth to Three on entry to Reception.
3	Poor language development and comprehension - children's use of Tier 2 and 3 vocabulary is lacking in all year groups.
4	Basic number facts – by the end of Year 1 last year, 12/29 disadvantaged pupils could confidently count to and across 100, forwards and backwards from any given number, 11/29 were working towards this and 6/29 pupil had not begun achieving this objective. 6/29 disadvantaged pupils in Year 1 were able to confidently count in multiples of twos, fives, and tens from 0 and 18/29 were working towards this. 5/21 disadvantaged pupils did not begin

	working towards this objective. 20/29 disadvantaged pupils in Year 4 were working towards recalling multiplication and division facts for multiplication tables up to 12 × 12 but had not achieved this.
5	Metacognition and self-regulated learning – some pupils tend to be over-reliant on teacher affirmation as a measure of success, rather than developing their own independent learning skills by planning, monitoring, and evaluating their own approach to a task.
6	More frequent behaviour difficulties. Disadvantaged pupils are more likely to get a Red Card/Time Out Card; this has an effect on their academic progress and that of their peers.
7	Parental engagement and support from home.
8	Attendance and punctuality issues. Number of Persistently Absent Pupils from Reception – Year 6 is 51. 24/51 of these pupils are disadvantaged (48%).
9	Complex family situations. On average, pupils from disadvantaged backgrounds at Ernesettle Community School have experienced more Adverse Childhood Experiences.
10	Accumulation of skills and experiences needs to improve social and cultural capital and life aspirations.

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
Improved language and communication skills for disadvantaged pupils.	Disadvantaged pupils make rapid progress by the end of KS2 and meet age related expectations. Children leaving EYFS will be working at Blanks Level 4 unless a SEND need is identified. During pupil conferencing and lesson observations 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.
Higher rates of progress across EYFS especially in understanding, listening and attention.	Early intervention and targeted support for the children who need it most will lay the foundations that they need to be ready for school. Children from disadvantaged backgrounds make as much progress as their peers across EYFS and those who are identified as low prior attaining make accelerated progress. Progress will be visible in learning walks, lesson observations and in learning journeys. The number of pupils who are GLD by the end of reception will be in line or above non-disadvantaged pupils nationally. During observations, pupils will be observed to be concentrating and listening attentively. By the end of EYFS, all disadvantaged pupils will have achieved these objectives unless a SEND need has been identified.
Approaches to language development and comprehension to be school-wide and rooted in evidence and good practice.	Teachers, Leaders, and Governors to focus on addressing the language gap during strategy review evaluations.

	<p>Pupils across EYFS, KS1, and KS2 to be provided with interesting examples of the use of new words and lots of encounters with new words. Teachers to reward the use of new words both in and outside of the classroom. This will be visible in learning walks, lesson observations, pupil conferencing and book looks.</p>
<p>Recommendations for developing the maths skills of 3–7-year-olds to be implemented across all year groups.</p>	<p>Professional development will be used to raise the quality of Teacher’s and Support Staff’s knowledge of mathematics, children’s mathematical development and of effective mathematical pedagogy. Trust Maths Leader, Mrs. Emma Phillips, to monitor the implementation of Power Maths across KS1 and KS2 support teachers in delivering this programme.</p> <p>Effective strategies for assessment, including retrieval practice and progress tests, to be implemented across all year groups to ensure that teaching builds on what children already know.</p> <p>When tested at the end of Year Four, pupils from disadvantaged backgrounds will know their tables up to 12x12 fluently.</p>
<p>Teachers to explicitly teach metacognitive skills within subject domains.</p>	<p>Curriculum Leader and Unit Leader/Year Group Leaders to monitor the implementation of Lesson Elements across all year groups to ensure all teachers are scaffolding up and using modelling and worked examples.</p> <p>Lesson Elements used to support pupils to develop their own independent learning skills by planning, monitoring, and evaluating their approach to a task. This will be visible in learning walks and lesson observations.</p>
<p>Behavioural issues addressed.</p>	<p>Update to the Positive Behaviour Policy to be made by the Behaviour Lead to ensure consistency for staff, pupils, and parents/carers.</p> <p>Fewer Red/Time Out cards recorded for pupils from disadvantaged backgrounds.</p> <p>All disadvantaged pupils in EYFS will meet the expected standard for managing feelings and behaviours unless a SEND need is identified.</p>
<p>Increased parental engagement and support from home.</p>	<p>Increase in the number of families attending Parent/Carer Meetings.</p> <p>Class Dojo to build classroom communities that encourage pupils and engage parent/carers with home learning activities.</p> <p>Home Learning books to be brought into school daily to support the delivery of the curriculum.</p>
<p>Increased attendance rates and punctuality for disadvantaged pupils.</p>	<p>Overall attendance for disadvantaged pupils Number of disadvantaged pupils receiving attendance letters reduces.</p> <p>Attendance Officer to monitor attendance weekly and share figures with Senior Leadership Team.</p> <p>Family Support Advisor, SENCO, Unit Leaders/Year Group Leaders, and Class Teachers to discuss attendance with Parents/Carers to support where</p>

	necessary to reduce the number of persistent absentees among disadvantaged pupils.
Families identified as having complex family situations are supported through a multi-agency approach.	Parent voice will be captured, and pupil progress will not be affected by adverse childhood experiences. Disadvantaged pupils with complex family situations will be supported as part of an EHAT or TAM.
All staff to take responsibility for better outcomes for disadvantaged learners and support them to accumulate the skills and experiences needed to improve social capital and life aspirations.	Increased access for disadvantaged pupils for the accumulation of skills and experiences needs to improve social capital and life aspirations. Pupil conferencing on life aspirations. KS2 secondary destination choices more diverse. Reports on whether these children attend university or further education in the future. Over 75% of pupils from disadvantaged backgrounds will attend a club.

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: £136,580

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality Teaching	De-emphasising or replacing high-quality teaching with other activities will only worsen educational disadvantage. Focusing on raising aspirations and improving parental involvement will be unlikely to lead to success if it is not built on success in the classroom. Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment including the EEF publication 'Closing the Attainment Gap'. To maintain high quality teaching, continued professional development must be embedded and three members of the leadership team have attended training on Leading Learning with an EEF Research Network School. Professional development to help teachers implement the core teaching elements (metacognition and self-regulated learning, and language development and comprehension) will be a priority. Embedding the use of formative assessment strategies across the school will support teachers to identify gaps in learning and address the needs of all learners.	1-5

The Inspire Multi Academy Trust Graduated Approach to Inclusion	<p>Having a consistent approach to identifying need and supporting children, that fits in with the local authority/Code of Practice, will provide evidence of provision implemented for a child and is a helpful tool when looking at how a child can be supported. Training opportunities and high-quality CPD will continue to be offered to all teaching staff to make a real difference to the life chances of all pupils.</p> <p>Staff will be supported by the Trust SENCO to use the GATI documentation to address the needs of individual pupils and encourage them to participate fully in school life. Exposure to different approaches to learning will enrich the educational experiences of everyone, promote character development and support our school's ethos and values.</p>	1-5, 7
Communication Friendly Setting	<p>The EEF's guidance report on 'Preparing for Literacy', recommends high quality interactions between adults and children. We do not want to rely on our least qualified members of staff to have these quality interactions so by using our in-school SALT we will be able to upskill teachers and support assistants to ensure staff are trained to engage and encourage these high-quality interactions.</p> <p>The school's Lead Communication Practitioner will deliver the 'Communication Counts' course to all EYFS practitioners to support them in developing children's communication skills and speech and language.</p>	1-3
Additional adults in EYFS and KS1 ensuring there is a sharp focus on children acquiring a wide vocabulary and communicating effectively.	<p>The 'Closing the Attainment Gap' document produced by EEF shows that targeted small group and 1:1 intervention has been shown to have the largest potential for immediate impact on attainment. The EEF document 'Preparing for Literacy' recommends that high quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.</p> <p>Adults have a vital role to play in modelling effective language and communication and language provides the foundation of thinking and learning and should be prioritised.</p>	1-3
Support for Early Career Teachers	High quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds. Early Career Teachers will have access to high-quality training and support. WalkThrus such as scaffolding, live modelling, backward fading and positive relationships will be used by the school's mentor to support early career colleagues to bring to life the ECF statements.	3-7
WalkThrus CPD and Incremental Coaching	To maintain high quality teaching, continued professional development must be embedded. Incremental coaching is a form of teacher	1-5

	development based on an approach to observation and follow-up conversations.	
Read Write Inc.	The delivery of Read Write Inc. to support and improve reading data. All staff received two training days and the Reading Leader, Miss. Lauren Rowe, will continue to complete coaching sessions to support the implementation of this programme.	1, 3

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

Budgeted cost: £68,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapy	<p>The EEF Toolkit shows that communication and language approaches used in the early years has high impact for low cost based on extensive research.</p> <p>Education Endowment Foundation EEF</p> <p>Last academic year all disadvantaged pupils entered EYFS working well below ARE for Communication and Language. At least 5 pupils have been identified as needing specialist SALT support and many pupils need SALT support at a targeted level. Not all of these pupils will meet the threshold for NHS SALT so an in-school therapist will be able to screen all pupils on entry and identify those that need 1:1, small group or whole class support, train staff and provide appropriate resources.</p>	1, 2
Academic Mentor and Tuition	<p>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>	1-5
Times Table Rock Stars	<p>Research on Rosenshine's Principles of Instruction and Willingham's fluency and drilling show that pupils' confidence and fluency will improve through independent practice. Children will need to retrieve the number facts from their long-term memory whilst playing this game which will boost learning and support them to remember more.</p>	4

Read Write Inc. Intervention Champions	<p>Teaching Assistants who have received additional training to deliver Read Write Inc intervention to provide additional and intensive support to individual pupils who have been identified through end of term assessments by the Reading Leader. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £68,290

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra-Curricular Activities and Curriculum Enrichment	<p>One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances. Both visits and visitors can enhance and deepen knowledge, but only if they are planned and connected to the subject. However, too many visits and visitors are stand-alone activities and when this happens, it means missed opportunities for learning. Visits and visitors can provide opportunities for generating questions, further research, and extended writing opportunities. Curriculum enrichment is considered by subject leaders and class teachers to support our pupils to develop the knowledge and skills they need to enable them to understand the world just that little bit better. Pupils at Ernesettle Primary School need access to experiences to enable them to accumulate these skills.</p>	10
Educational Welfare Service	<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 +3 months over the course of a year.</p> <p>Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	8

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 of a year. When behaviour needs cannot be met at a universal or targeted level and the school has followed the Graduated Approach, specialist advice and services can be sought from the MAST team including support at TAMs and EHATS, therapy services and family support.	9
Mental Health Training Opportunities	The EEF's guidance report on 'Improving Social and emotional Learning in Primary School' states that there is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk) Place2Be's Senior Mental Health Leads training (DfE assured) to be prioritised to support the school's approach in addressing SEMH in all aspects of school life, inside and out of the classroom. All children and adults in school will be supported with SEMH. Through healthy relationships we can intentionally teach and support social skills, emotional well-being, resilience, confidence, and self-esteem.	5, 6, 8, 9
Free PE Kits	The report, 'An Unequal Playing Field', shows huge disparities in children's participation rates across a wide range of extra-curricular activities depending on their social background. As a school, we continue to run extra-curricular activities to support pupils to gain confidence and build up their social skills which is much sought after by employers. Pupils are also more likely to aspire to go on to higher or further education. We continue to encourage pupils from disadvantaged backgrounds to participate in sport related extra-curricular activities as well as in arts, music, and voluntary work. Extra-curricular activities, soft skills and social mobility - GOV.UK (www.gov.uk)	10

Total budgeted cost: £273,160

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that pupils make outstanding progress by the end of key stage two and achieve either in line with or above national averages for all pupils. To help us gauge the performance of our disadvantaged pupils we compared their results to those of disadvantaged and non-disadvantaged students at a national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils. 84% of our disadvantaged pupils achieved a scaled score of 100 or more in reading and mathematics and were teacher assessed at the expected standard or above in writing. This data demonstrates that our disadvantaged pupils out perform all students nationally by the end of key stage 2 and in writing and mathematics when comparing outcomes to our non-disadvantaged pupils.

The data demonstrated that attendance for disadvantaged pupils is an area for improvement alongside behavioural issues being addressed and fewer Red/Time Out cards being recorded for pupils from disadvantaged backgrounds in comparison to our non-disadvantaged pupils.

Our evaluation of the approaches delivered last academic year indicates that our teaching and wider strategies have been particularly successful and we have created an action plan to meet our intended attendance outcomes led by our Attendance Officer. Professional Development for the 2023/24 academic year will begin with a focus on Positive Relationships and Rehearsing Routines to ensure every pupil has a supportive relationship with a member of school staff and classroom management strategies support good classroom behaviour for all pupils.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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

Intended Outcome	Success Criteria	21-22	22-23	23-24
Improved language and communication skills for disadvantaged pupils.	<p>Disadvantaged pupils make rapid progress by the end of KS2 and meet age related expectations.</p> <p><i>22-23: 84% pupils made expected standard in reading and mathematics. 68% pupils made expected standard in writing. Out of these pupils, 32% achieved a higher standard in reading, 36% received a higher</i></p>			

	standard in writing and 28% received a higher standard in mathematics.			
	Children leaving EYFS will be working at Blanks Level 4 unless a SEND need is identified. 21-22: 61.3% pupils met the expected standard in comprehension. 22-23: 90% pupils met the expected standard in comprehension.			
	During pupil conferencing and lesson observations 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.			
Higher rates of progress across EYFS especially in understanding, listening and attention.	Early intervention and targeted support for the children who need it most will lay the foundations that they need to be ready for school. 22-23: On average, 93.8% pupils met the expected standard in Listening, Attention and Understanding.			
	Children from disadvantaged backgrounds make as much progress as their peers across EYFS and those who are identified as low prior attaining make accelerated progress. Progress will be visible in learning walks, lesson observations and in learning journeys. 21-22: On average, 40% of pupils eligible for PP achieved their ELGs in all areas. (+28% from previous academic year). 22-23: On average, 62.5% of pupils eligible for PP achieved their ELGs in all areas. (+22.5% from previous academic year).			
	The number of pupils who are GLD by the end of reception will be in line or above non-disadvantaged pupils nationally. During observations, pupils will be observed to be concentrating and listening attentively. By the end of EYFS, all disadvantaged pupils will have achieved these objectives unless a SEND need has been identified. 21-22: On average, 86% of pupils eligible for PP progressed by 6 steps or more.			

Approaches to language development and comprehension to be school-wide and rooted in evidence and good practice.	Teachers, Leaders, and Governors to focus on addressing the language gap during strategy review evaluations.			
	Reception and Year 1 pupils to take part in the Nuffield Early Language Intervention to improve the language skills of pupils with relatively poor spoken language.		No longer taking place due to implementation of RWI interventions.	
	Pupils across EYFS, KS1 and KS2 to be provided with interesting examples of the use of new words and lots of encounters with new words. Teachers to reward the use of new words both in and outside of the classroom. This will be visible in learning walks, lesson observations, pupil conferencing and book looks.			
Recommendations for developing the maths skills of 3–7-year-olds to be implemented across all year groups.	Professional development will be used to raise the quality of Teacher's and Support Staff's knowledge of mathematics, children's mathematical development and of effective mathematical pedagogy. Maths leader, Mr. Tim Jeffery, to implement Power Maths across KS1 and KS2 and support teachers in delivering this programme. 21-22: Trial period for Reception, Year 2, and Year 5. Programme to be implemented across all year groups from September 2022.			
	Effective strategies for assessment, including retrieval practice and progress tests, to be implemented across all year groups to ensure that teaching builds on what children already know.			
	When tested at the end of Year 4, pupils from disadvantaged backgrounds will know their tables up to 12x12 fluently. 2022-23: 70% of pupils eligible for PP could recall their times tables up to 12x12 fluently.			
Teachers to explicitly teach metacognitive skills within subject domains.	Lesson Elements to be implemented and used across all year groups to ensure all teachers are scaffolding up and using modelling and worked examples.			
	Lesson Elements to be implements and used to support pupils to develop their own independent learning skills by planning, monitoring, and evaluating their approach to			

	a task. This will be visible in learning walks and lesson observations.			
Behavioural issues addressed.	All staff to assess the wellbeing of learners so that they are able to provide effective and timely support after the lockdown period.			
	Fewer Red/Time Out cards recorded for pupils from disadvantaged backgrounds.			
	<p>All disadvantaged pupils in EYFS will meet the expected standard for managing feelings and behaviours unless a SEND need is identified.</p> <p>21-22: 22/31 pupils (71%) eligible for PP met their ELGs in Personal, Social and Emotional Development.</p> <p>22-23: On average, 84.4% of pupils eligible for PP met expected in all displayed aspects in Personal, Social and Emotional Development.</p>			
Increased parental engagement and support from home.	<p>Increase in the number of families attending Parent/Carer Meetings.</p> <p>21-22: Percentage of families attending (Feb 2022) 93.90%.</p> <p>22-23: Percentage of families attending (Feb 2023) 98.05%</p>			
	Class Dojo to build classroom communities that encourage pupils and engage parent/carers with home learning activities.			
	Home Learning books to be brought into school daily to support the delivery of the curriculum.			
Increased attendance rates and punctuality for disadvantaged pupils.	Overall attendance for disadvantaged pupils continues to be above 96% and reaches 98.5%. Number of disadvantaged pupils receiving attendance letters reduces.			
Families identified as having complex family situations are supported through a multi-agency approach.	Parent voice will be captured, and pupil progress will not be affected by adverse childhood experiences. Disadvantaged pupils with complex family situations will be supported as part of an EHAT or TAM.			
All staff to take responsibility for better outcomes for disadvantaged learners and	Every pupil eligible for PP will attend at least four trips per year.			

support them to accumulate the skills and experiences needed to improve social capital and life aspirations.				
	KS2 secondary destination choices more diverse. Reports on whether these children attend university or further education in the future.			
	Over 75% of pupils eligible for PP will attend an extra-curricular activity.			
Success criteria met	On Track to meet success criteria	Started but not on track to meet success criteria	Not yet started	

Externally provided programmes

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

Programme	Provider
Jigsaw	Jigsaw PSHE Ltd
Get Set 4 PE	GetSet4PE
Language Angels	Nubridge Publishing
Power Maths	Pearson
Charanga	Charanga Ltd
Times Table Rockstars	Maths Circle Ltd
Read Write Inc	Ruth Miskin Literacy Ltd

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Family Support Advisor Themed Books Links with NS FPS Military Kids Club MAST ELSA
The impact of that spending on service pupil premium eligible pupils

Pastoral support was offered to families during challenging times. Additional information regarding events taking place for service families are shared through our 'Family Support Advisor – The Inspire Multi Academy Trust – South West' Facebook page.

The school have purchased a number of books which are used to support children who are struggling with a parent's deployment.

Through our links with the British Legion, MAST, NS FPS, and other charities we have been able to offer key worker support to families in need whilst on deployment or on the lead up to a deployment.

ELSA sessions offered to pupils during challenging times.