

# Pupil Premium Strategy Statement 2021-24



## Year 3 of 3

Reviewed November 2022- Mrs Claire Allen

Reviewed November 2023- Mrs Claire Allen

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data		
School name	Fixby J&I School		
Number of pupils in school	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
	302	316	315
Proportion (%) of pupil premium eligible pupils	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
	73 pupils 24.2%	91 pupils 28.7%	86 pupils 27.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2024		
Date this statement was published	10.11.21		
Date on which it will be reviewed	September 2022 September 2023 September 2024		
Statement authorised by	Claire Allen (Headteacher)		
Pupil premium lead	Claire Allen (Headteacher)		
Recovery premium Lead	Claire Allen (Headteacher)		
Governor lead	Shaun Conroy) (Chair of Governors)		

## Funding overview

Detail	Amount		
	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
Pupil premium funding allocation this academic year	£63,663 (7/12s 21/22 allocation) £33,240 (5/12s 22/23 allocation)	£66,480 (2/3 22-23 allocation) £43,165 (1/3 23-24 allocation)	£86,330 (2/3 23-24 allocation) £41,225 (1/3 24-25 allocation)
Recovery premium funding allocation this academic year	£7,830	£8,047	£13,340
<b>Total budget for this academic year</b>	£104,733	£117,692	£140,895

## Part A: Pupil Premium Strategy Plan

### Statement of intent

We believe in maximising the use of the Pupil Premium Grant by utilising a long-term strategy aligned to the School Development Plan priorities. This enables us to implement a blend of short and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our PPG use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

When making decisions about using PPG, it is important to consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium Grant to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

### Principles

#### **To diminish the differences between groups of learners, by:**

- ✓ Ensuring effective teaching in all classes
- ✓ Improving communication skills and vocabulary acquisition
- ✓ Providing targeted academic support for pupils not making the expected progress

#### **To provide rich opportunities and experiences, by:**

- ✓ raising the aspirations of pupils
- ✓ offering a rich and varied menu of educational experiences

#### **To address non-academic barriers to attainment, by:**

- ✓ providing holistic support for families and pupils to remove barriers to learning
- ✓ increasing attendance and punctuality
- ✓ improving behaviour

## School Context 2023-4

Fixby J&I School is a larger than average school in the north of Huddersfield. We have a 45 PAN and have three mixed age classes and 8 pure year classes.

The proportion of Pupil Premium pupils in school is above national (27.3% in school compared to 20.8% nationally) 49% of the school (149 pupils) live in the lowest 20% areas of deprivation\*. Only a small number of these pupils are Pupil Premium, despite living in poverty. A significant portion of pupils in school are identified as 'disadvantaged' but do not qualify for the PPG.

Over half of Pupil Premium pupils have had or have safeguarding concerns, with a larger proportion of these having had social care intervention than non-PP pupils.

Almost half of the Pupil Premium pupils struggle with their emotional well-being and require additional support. This academic year, there has been a significant increase in the number of 'Children Looked After' in school.

Locally this is 0.3%, where in school it is 1%. There is also post-CLA and 2 pupils under special guardianship.

86% of pupils are of other ethnic groups, this is over double the national average at 34.1% and the local authority average, 43.2%. 47.7% of pupils are identified as EAL, this is over twice the national, 21.2%\*.

Nationally, 15% of families are lone-parent families (Office for National Statistics 2022). At Fixby approximately a quarter of families are identified as lone-parent families.

\*Kirklees Council School Profile 2022

### Current Attainment

2019		2022			2023				
	Early Years PP	Early Years Non-PP	Y1 Phonics			KS1		KS2	
			PP	Non-PP		KS1 PP	KS1 Non-PP	KS2 PP	KS2 Non-PP
% Achieving GLD	50% 50% 50%	75% 47.5% 66.7%	83 % 50% 66.7%	67% 65.5% 91.7%					
			Y2 Phonics Retakes		% achieving EXPECTED in Reading, Writing & Maths	63.6% 46.7% 44.4%	73.5% 69.2% 40.7%	84.6% 62.5% 53.3%	75.9% 76.5% 73.3%
			PP	Non-PP	% achieving EXPECTED level in Reading	72.7% 60% 77.8%	82.4% 76.9% 66.7%	84.6% 75% 60%	75.9% 85.3% 76.7%
			0 50% 62.5%	20% 66.7% 80%	Progress in Reading			1.35 1.17 -0.75	-2.35 1.1 0.16
					% achieving EXPECTED level in Writing	63.6% 53.3% 50%	76.5% 76.9% 40.7%	92.3% 75% 60%	89.7% 82.4% 86.7%
					Progress in Writing			2.49 -2.23 -0.25	-1.4 -1.13 1.68
					% achieving EXPECTED level in Maths	72.7% 66.7% 66.7%	79.4% 76.9% 55.6%	92.3% 62.5% 66.7%	93.1% 82.4% 80%
					Progress in Maths			1.4 0.78 -2.49	0.3 1.61 -0.1

### Summary of Barriers

	2020-2021		2021-2022				2022-2023			
	EAL	SEN	Medical	PA	PP Attendance	TAF	CIN	CP	Encompass	
TOTAL PUPILS	37 44 46	17 14 8	16 38 21	8 17 19	90.7% 91.3% 91.56%	4 4	2 2	3 3	2 6	
% PP PUPILS	51% 48% 53%	24% 15% 9%	22% 42% 24%	16% 27.42% 26.03%		4% 4.6%	2% 2.3%	3% 3.4%	2% 6.9%	

## Challenges- Reviewed 2022-23 Added 2023-24

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

Challenge Ref.	Details of challenges
1	<p><b>Language acquisition and communication:</b> Majority of pupils are EAL and have little experience of spoken English in their home and limited vocabulary. 48% of PP pupils are EAL. There is an increasing number of SLCN and some of which are complex. 38% of pupils with additional needs are PP.</p>
2	<p><b>SEMH</b> Since COVID, there is high proportion of pupils struggling with their mental health. A fifth of PP pupils have SEMH needs.</p>
3	<p><b>Teaching &amp; Learning:</b> Assessment data and monitoring shows an attainment gap between PP and non-PP pupils achieving GDS across KS1 and KS2 and in all subjects in KS1 and EYFS</p>
3a	<p><b>Teaching &amp; Learning:</b> Proportion of disadvantage pupils in Y1 attaining expected standard in Phonics screening is lower than non-PP</p>
4	<p><b>Attendance:</b> Attendance data shows that the attendance of our Pupil Premium children is lower than that of Non-Pupil Premium children and there is a higher proportion of PP pupils who are persistent absentees</p>
5	<p><b>Low aspirations:</b> Limited life and social experiences</p>
6	<p><b>Lack of engagement:</b> Poor levels of parental engagement with school</p>
7	<p><b>Safeguarding</b> Increasing number of Domestic Violence cases reported to school</p>
8	<p><b>Risk of Poverty</b> Research shows that pupils most risk of child poverty are working families, Black and minority ethnic groups, lone parent families and larger families. At Fixby the proportion of pupils in each of these groups is high. This is evident in the discrepancy between the number of families eligible for the PPG and the number of pupils living in the lowest 20% areas of deprivation.</p>

## Intended outcomes – Reviewed 2022-23 Added 2023-24

This explains the outcomes we are aiming for **by the end of our current three-year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p><b>Language acquisition and communication:</b> To improve pupils spoken language and understanding of and use of vocabulary in all areas of the curriculum.</p>	<ul style="list-style-type: none"> <li>Pupils speak confidently in lessons, using age-appropriate vocabulary</li> <li>Pupils outcomes in reading improve</li> </ul>
<p><b>SEMH</b> To ensure that all pupils who have SEMH needs have access to support.</p>	<ul style="list-style-type: none"> <li>SEMH interventions are effective in supporting pupils with SEMH needs</li> </ul>
<p><b>Teaching &amp; Learning:</b> The gap between KS2 PP and non-PP pupils attaining GDS narrows The gap between KS1 PP and non-PP pupils attaining ARE's narrows The gap between KS1 PP and non-PP pupils passing the phonics screening narrows</p>	<ul style="list-style-type: none"> <li>PP pupils attaining GDS in KS2 is in line with non-PP and are in line with national standards in reading and writing</li> <li>The gap between PP and non-PP pupils in KS1 narrows and PP pupils are in line with national standards</li> <li>The gap between PP and non-PP pupils in EYFS narrows and PP pupils are in line with national standards</li> <li>The gap between PP and non-PP pupils passing the Phonics screening narrows and PP pupils are in line with national standards</li> </ul>
<p><b>Attendance:</b></p>	<ul style="list-style-type: none"> <li>The gap in attendance data for PP and non-PP pupils is reduced</li> </ul>

To narrow the gap in attendance for PP pupil so that it becomes broadly in line with the attendance of non-PP pupils.	<ul style="list-style-type: none"> <li>• PP pupils attendance is broadly in line with national</li> <li>• The number of pupils classed as PA's reduces and the gap between PP and non-PP reduces</li> </ul>
<b>Low aspirations:</b> To increase opportunities for pupils to access enrichment opportunities within and beyond the school curriculum	<ul style="list-style-type: none"> <li>• PP pupils access an equal number of enrichment activities as non-PP pupils</li> <li>• The curriculum is broad to provide pupils with varied, real life experiences</li> </ul>
<b>Lack of engagement:</b> To improve parental engagement within school	<ul style="list-style-type: none"> <li>• Increased number of parents attend school event</li> <li>• Parents support pupils with their home learning</li> </ul>
<b>Safeguarding</b> To provide support to families and pupils who are victims of domestic violence	<ul style="list-style-type: none"> <li>• Pupils and families are accessing external agencies to support those at risk of DV</li> </ul>
<b>Risk of Poverty</b> To support families at risk of poverty by signposting to the appropriate charities, seeking grants in school, continually monitor the cost of coming to school and keep to a minimum.	<ul style="list-style-type: none"> <li>• All pupils can access the full school offer</li> <li>• Families have strong relationships with key staff in school to seek support</li> </ul>

### 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 2022-23: £57,000

Budgeted cost 2023-24: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching <ul style="list-style-type: none"> <li>• Effective CPD</li> <li>• Coaching</li> <li>• Effective leadership</li> <li>• Writing &amp; maths is on SDP</li> <li>• PP outcomes monitored by English and maths lead</li> </ul>	The best evidence available indicates that great teaching is the most important lever schools have to improve pupil attainment <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching?utm_source=/support-for-schools/school-improvement-planning/1-high-quality-teaching&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=high-quality">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching?utm_source=/support-for-schools/school-improvement-planning/1-high-quality-teaching&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=high-quality</a>	1,2,3,5,6
High quality Phonics teaching <ul style="list-style-type: none"> <li>• Phonics / early reading Leader in place working alongside English Lead</li> <li>• Purchase &amp; implementation of a new phonic scheme, including-               <ul style="list-style-type: none"> <li>○ CPD for all staff</li> <li>○ Resources</li> </ul> </li> </ul>	Proportions of disadvantaged Y2 pupils achieving the expected standard in retakes is lower than non-disadvantaged. EEF Teaching and Learning Toolkit, identifies phonics as the best tool for teaching reading up to the age of 10 <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> There has been a 3 year downward trend in phonics outcomes Group of children in Lower KS2 are not working at the expected standard in Phonics	1, 3

<p>To embed ELKLAN principles across school</p> <ul style="list-style-type: none"> <li>Continued training from the in-house trainers.</li> </ul>	<p>EEF Teaching and Learning Toolkit illustrates that Oral language interventions have significant impact on learning, in addition to quality of spoken language improvements</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Vast majority of pupils in school are EAL</p> <p>Analysis of reading comprehension shows 'words in context' is a weak area across school</p>	1,3
<p>CPD for teaching staff:</p> <ul style="list-style-type: none"> <li>Personal development (National College)</li> <li>Lesson Study</li> <li>Long term memory</li> </ul>	<p>Teaching in school is effective but good practice needs to be shared. QFT evidenced as highest impact approach by EEF. The EEF's report states: <i>"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, compared with 0.5 years with poorly performing teachers"</i></p>	1,3
<p>Strengthen Leadership: Phase leader roles to support QFT in all phases</p> <ul style="list-style-type: none"> <li>Leadership time for all Phase Leaders</li> <li>Joint monitoring with SLT</li> <li>Coaching CPD for all leadership team</li> </ul>	<p>One of the key principles of the EEF's PP Guide [2019] is that 'Quality teaching helps every child'. It states that <i>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the PP to improve teaching quality benefits all pupils and has a particularly positive effect on PP children.'</i></p> <p>The Lambeth research project identifies that strong leadership is a key factor in narrowing the gap. (Narrowing the achievement gap- Good practice in schools- 2015)</p>	3
<p>Pupil Progress Meetings</p> <ul style="list-style-type: none"> <li>Termly meeting with assessment / Maths and English leaders</li> <li>Termly RAP's / provision mapping</li> </ul>	<p>National College research 'Closing the gaps for groups of pupils: a primary leadership perspective' (2012) identified that where systems were in place to track individual and group performance, to identify underperformance and potential trends, the gap between groups closed.</p>	3
<p>Effective deployment of ETA's: ETA's have target pupils / groups in Reading, Writing and Maths lessons and have daily timetabled planning time with teachers</p>	<p>EEF research states that <i>'Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.'</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1,2,3
<p>CPD for non-teaching staff:</p> <ul style="list-style-type: none"> <li>Personal development (National College)</li> </ul>	<p>Research shows that quality professional development for ETA's has a greater impact on pupil outcomes <i>'Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.'</i></p>	1,2,3

<ul style="list-style-type: none"> <li>Peer observations</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	
Develop Metacognitive and Self-regulatory strategies <ul style="list-style-type: none"> <li>CPD</li> <li>Implementing in QFT</li> <li>Low stake quizzes</li> <li>Visual resources</li> </ul>	EEF identifies Metacognition as a high impact, low cost strategy to raising attainment, <i>'The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.'</i>	1,2,3
Implement Same Day Intervention in Maths in KS1 and 2.	Evidence suggests (EEF) that where SDI is implemented effectively, pupils make progress in maths. This approach has been implemented in school for 4 years and pupil outcomes in maths have increased and improvements have been sustained. (Ave SS in 2017 was 100, increased to 107.3 in 2018 and this was maintained in 2019- 107.0) <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/same-day-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/same-day-intervention</a> SDI provides instant feedback to pupils which is shown to have +6 months progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	3
Curriculum Maestro: <ul style="list-style-type: none"> <li>Curriculum is broad and balanced</li> <li>Curriculum review in all subjects</li> <li>Progression documents in place</li> </ul> (See Wider Strategies- Inspiration & Aspiration)	Research by Lambeth LA identified that an inclusive curriculum that meets the needs of disadvantaged pupils is one factor in narrowing the gap for disadvantaged pupils (Narrowing the achievement gap- Good practice in schools- 2015)	3,5

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

Budgeted cost 2022-23: £39,000

Budgeted cost 2023-24: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional ETA in target classes: <ul style="list-style-type: none"> <li>in Reading, Writing and maths.</li> <li>Targeting pupils who are underachieving based on PPMs</li> <li>Small group intervention</li> </ul>	EEF Toolkit, identifies that small group tuition has on average an impact of 4 months' additional progress over the course of a year. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>  Evidence shows that having the best teachers teaching intervention has the best progress (Narrowing the achievement gap- Good practice in schools- 2015)	1,3,

<p>After school booster groups</p> <ul style="list-style-type: none"> <li>• in Reading, Phonics and maths.</li> <li>• Delivered by class teachers</li> <li>• Targeting pupils who are underachieving based on PPMs</li> </ul>		1,3,
<p>Precision teaching- Mixed age classes Whole class strategy to develop long term memory, improve the young person's accuracy, fluency and retention of skills.</p>	<p>Recommended by Educational Psychologists for supporting pupils with retention difficulties</p>	1,3
<p>Quality ICT support and intervention material for pupils to use at home and in school</p> <ul style="list-style-type: none"> <li>• Accelerated reader</li> <li>• Reading Eggs</li> <li>• TT Rockstars</li> </ul>	<p>Carefully selected ICT materials used can raise attainment when they meet the recommendations from EEF- 'Selecting Interventions'</p>	1,3
<p>See also Action Plan for National Tutoring Programme</p>		



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

Budgeted cost 2022-23: £21,692

Budgeted cost 2023-24: £31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Establish an Attendance team</p> <ul style="list-style-type: none"> <li>• Senior leader to lead</li> <li>• Safeguarding Officer to have responsibility for attendance monitoring</li> <li>• Pastoral manager to support with vulnerable families</li> <li>• Celebrations for good / improved attendance</li> </ul>	<p>The EEF Guide to Supporting School Planning: A tiered approach to 2020-2021 states for tier 3: <i>‘Wider strategies relate to the most significant non-academic barriers to success in school, including attendance...’</i></p> <p>Punctuality is a key area of focus for a number of our disadvantaged families</p>	4
<p>Whole school approach to well-being</p> <ul style="list-style-type: none"> <li>• Mentally Healthy School Award- strive for Silver</li> <li>• Introduce Zones of Regulation (ZoR) across school</li> <li>• Embed ZoR</li> <li>• <span style="color: green;">Emotion Coaching training for all staff</span></li> </ul>	<p>‘Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.....Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores.’</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	2
<p>Behaviour &amp; Well-being interventions</p> <ul style="list-style-type: none"> <li>• Employment of a Pastoral Manager</li> <li>• Using assessment (Boxall) to identify needs and target interventions accordingly</li> <li>• Interventions including Draw and Talk</li> <li>• Working with Trailblazers, offering individual pupil support</li> </ul>	<p>EEF research shows that both targeted interventions and universal approaches have positive overall effects (+ 4 months).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p><i>‘Given the loss of routine, along with the potential for adverse experience during partial school closures, attention on supporting pupils’ social, emotional and behavioural needs ...is likely to prove an effective strategy to support learning.’</i> (EEF Guide to Supporting School Planning: A tiered approach to 2020-2021)</p>	2
<p>Parental engagement</p> <p>Pastoral manager to establish:</p> <ul style="list-style-type: none"> <li>• Parent questionnaire</li> <li>• Informal meetings with class teachers</li> <li>• Parent courses</li> <li>• Coffee mornings</li> <li>• Homework clubs with parents</li> <li>• <span style="color: green;">Liaise with community Hub leader to seek support for victims of DV</span></li> </ul>	<p>Research identifies that parental engagement has a positive impact on average of 4 months’ additional progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	6, 7

<p>Enrichment/ Inspiration</p> <ul style="list-style-type: none"> <li>• Enhance pupil's cultural capital</li> <li>• Adventurous / outside learning</li> <li>• Reduced costs for disadvantaged pupils</li> <li>• Introduce 'Fixby Passport' to offer a menu of activities and experiences that the pupils will have accessed by the end of Fixby</li> </ul>	<p>Overall, studies show that enrichment activities can improve pupil's physical and mental well-being. It has also shown to improve attendance rates. Some pupils do not have varied life experiences, and carefully planned activities, helps to close the gap for disadvantaged pupils.</p>	5
<p>Extra-curricular Opportunities</p> <ul style="list-style-type: none"> <li>• Free / subsidised enrichment clubs</li> </ul>	<p>WHO research shows clear links between regular physical activity and academic achievement. (WHO Umbrella Review) Some pupils do not access sporting activities outside of the school day.</p>	5
<p>Offering pupils struggling with punctuality a place at the school Breakfast club</p> <p>Breakfast / snacks provided for pupils who miss breakfast</p>	<p>A number of disadvantaged pupils are consistently late attending school. EEF research identifies that attending a breakfast club can improve pupil's progress in school, especially in Y2 and can have an improvement in behaviour (Magic Breakfast) <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a></p>	4
<p>Pupil Voice/leadership</p> <ul style="list-style-type: none"> <li>• School council</li> <li>• Prefects</li> <li>• Sports leaders</li> <li>• Reading Ambassadors</li> <li>• Forest School Leaders</li> <li>• Sports Ambassadors</li> </ul>	<p>Various studies have confirmed the benefits of pupil voice: increased pupil engagement, improved relationship between pupils and teachers, better communication between pupils and the school, and providing the right conditions for the school community to become a learning community (Mitra, 2001; Rudduck et al., 2003).</p>	1,2,5

	<p><b>Total budgeted cost 2022-23:</b> £117,692</p>
	<p><b>Total budgeted cost 2023-24:</b> £141,000</p>

## Part B: Review of outcomes in 2022-23

**Language acquisition and communication:**  
To improve pupils spoken language and understanding of and use of vocabulary in all areas of the curriculum.

- Pupils speak confidently in lessons, using age-appropriate vocabulary**

All staff trained in ELKLAN.  
Monitoring shows that ELKLAN strategies are embedded across the curriculum.  
Vocabulary is identified in all foundation subjects and pupils are able to use this in context when discussing their learning.

- Pupils outcomes in reading improve**

		2021-22			2022-23				
		PP	Non PP	Diff			PP	Non PP	Diff
					Y1	55%	51%	+4%	
Y1	ATT	71%	69%	+2%	Y2	81%	62%	+19%	
	PROG	-2.43	-2.1	-0.33		-2.75	-1.63	-1.12	
Y2	ATT	60%	77%	-17%	Y3	71%	93%	-22%	
	PROG	-1	-1.35	-0.35		-2.5	-0.52	-1.98	
Y3	ATT	64%	90	-26%	Y4	57%	80%	-23%	
	PROG	-1.86	-1.67	-0.19		-0.36	-0.27	-0.09	
Y4	ATT	83%	73%	+10%	Y5	63%	46%	+17%	
	PROG	-2.67	-1.08	-1.59		-4.38	-5.10	0.72	
Y5	ATT	47%	52%	-5%	Y6	60%	76.7%	-17.7%	
	PROG	-7	-6.79	-0.21		-0.75	0.16	-0.91	
Y6	ATT	75%	85%	-10					
	PROG	-0.13	-0.18	+0.05					

There is no trend in the gap between PP and non-PP.  
There is not a consistent improvement across cohorts.

**Language acquisition and communication- NEXT STEPS**

Embed vocabulary and language acquisition throughout the curriculum

**SEMH**  
To ensure that all pupils who have SEMH needs have access to support.

- SEMH interventions are effective in supporting pupils with SEMH needs**

Intervention	PP pupils	Non-PP pupils	Impact
Emotion Coaching	24/91 26.3%	10/225 4.4%	Impact is different on individual pupils (Additional Case studies are available)
Friendship	6/91 6.6%	14/225 6.2%	
Individualised support	9/91 9.9%	6/225 2.6%	

✓

	PP pupils	Non-PP pupils	Impact
Number referred to MHP	8/91 8.8%	7/225 3.1%	Pupils have been assessed by MHP and targeted support identified as needed

- ✓ Pupils are able to access learning as a result of the support received from MHP or in school
- ✓ Pastoral Manager has worked with the pupils in class to support with behaviour for learning

**Teaching & Learning:**

The gap between KS2 PP and non-PP pupils attaining GDS narrows

The gap between KS1 PP and non-PP pupils attaining ARE's narrows

- **PP pupils attaining GDS in KS2 is in line with non-PP and are in line with national standards in reading and writing**

	School			National		
	PP	Non PP	Difference	PP	Non PP	Difference
<b>Reading</b>	13.3%	30%	16.7%	17.5%	33.6%	16.1%
<b>Writing</b>	0	13.3%	13.3%	6.5%	16.0%	9.5%

The gap between PP and non-PP achieving GDS in reading is broadly in line with national.

However, the gap in writing is significantly higher

**NEXT STEPS:**

- Increase proportion of PP pupils attaining GDS in writing

- **The gap between PP and non-PP pupils in KS1 narrows and PP pupils are in line with national standards**

	School			National		
	PP	Non PP	Difference	PP	Non PP	Difference
<b>Reading</b>	78%	67%	+11%	54%	73%	-19%
<b>Writing</b>	50%	41%	+9%	41%	63%	-22%

In KS1, PP pupils are out performing non-PP pupils.

- **The gap between PP and non-PP pupils in EYFS narrows and PP pupils are in line with national standards**

	School			National		
	PP	Non PP	Difference	PP	Non PP	Difference
<b>GLD</b>	50%	66.7%	-16.7%	51.6%	71.5%	-19.9%

The gap between PP and non-PP attaining GLD in EYF is marginally better than national

**TEACHING & LEARNING NEXT STEPS:**

**Further exploration why the gap between PP and Non-PP in KS2 writing is higher than KS1/EYFS**

**Attendance:**

To narrow the gap in attendance for PP pupil so that it becomes broadly in line with the attendance of non-PP pupils.

- **The gap in attendance data for PP and non-PP pupils is reduced**

	School		
	PP	Non-PP	Difference
<b>Attendance</b>	90.07%	93.45%	-3.38%
<b>Authorised absence</b>	6.93%	5.12%	-1.81%
<b>Unauthorised absence</b>	3.01%	1.43%	-1.58%

The gap PP and non-PP is significant in the attendance rates, with larger proportion of unauthorised absences.

- **PP pupils attendance is broadly in line with national**  
**THIS DATA IS FOR THE AUTUMN & SPRING TERMS 2022-23**

	School			National		
	PP	Non PP	Difference	PP	Non PP	Difference
<b>Attendance</b>	90.07%	93.45%	-3.38%	89.1%	94%	-4.9%

	<ul style="list-style-type: none"> <li><b>The number of pupils classed as PA's reduces and the gap between PP and non-PP reduces</b></li> </ul>					
	School			National		
	PP	Non PP	Difference	PP	Non PP	Difference
PA's	31.58%	22.42%	9.16%	37.9%	16.7%	21.2%

**ATTENDANCE- Next Steps** Further strategies needed to improve the attendance of PP pupils and reduce the number of PA's

<p><b>Low aspirations:</b> To increase opportunities for pupils to access enrichment opportunities within and beyond the school curriculum</p>	<ul style="list-style-type: none"> <li><b>PP pupils access an equal number of enrichment activities as non-PP pupils</b></li> </ul>						
	School						
		PP	Non-PP	Difference			
	Accessed 0 clubs	16/91 17.6%	77/225 34.2%	-16.6%			
	Accessed 1 or 2 clubs	31/91 34.1%	42/225 18.7%	+15.4%			
Accessed 3+ clubs	38/91 41.8%	69/225 30.7%	+11.1%				
A larger proportion of PP pupils are accessing enrichment activities in school							
<ul style="list-style-type: none"> <li><b>The curriculum is broad to provide pupils with varied, real life experiences</b></li> </ul> <p>All pupils accessed school visits. School contributed 30% of the cost for PP pupils. There was a significant deficit in the cost of visits and the contributions made by parents, and this was paid using the PPG.</p>							

<p><b>Lack of engagement:</b> To improve parental engagement within school</p>	<ul style="list-style-type: none"> <li><b>Increased number of parents attend school event</b></li> </ul> <p>All parents attended parents' evenings in October and February</p>					
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**Externally provided programmes**  
Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Cornerstones Curriculum- History / Geography	Curriculum Maestro
Access Art (Art)	Access Art
White Rose Science (Science)	White Rose Hub
Teach Computing	National Centre for Computing Education (NCCE)

## Further Information

*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.*