

Pupil premium strategy statement

Year 2 Evaluation – 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the **2022 to 2023** 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	Hilton Lane Primary School
Number of pupils in school	221
Proportion (%) of pupil premium eligible pupils	63.6% (Ever6)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 to 2024-25
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	FGB
Pupil premium lead	H Kearsley (Headteacher)
Governor / Trustee lead	P Henderson-Griffith (Chair)

Funding overview 23-24

Detail	Amount
Pupil premium funding allocation this academic year	£186,955
Recovery premium funding allocation this academic year	£8,846
Pupil premium funding carried forward from previous years	£4,911
Total budget for this academic year	£200,712

Part A: Pupil premium strategy plan

Statement of intent

At Hilton Lane Primary School we strive to ensure that high-quality teaching, targeted academic support and wider strategies lead to our disadvantaged and vulnerable pupils achieving outcomes that are at least in line with their non-disadvantaged peers.

Our ultimate objective is to diminish the attainment gap between disadvantaged and non-disadvantaged pupils over time, evidence and research is drawn upon, including the EEF, shows that using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. The background for many of our children can include disadvantage, poor attendance, SEND, EAL, lack of wider world knowledge and experience and involvement of other services such as Early Help and Social Care. Much of this contributing to gap between our disadvantaged and non-disadvantaged children, but also our overall outcomes (this is true for the expected and greater depth standard).

We will consider the challenges faced by our disadvantaged pupils in the creation of this plan and then consideration how the allocation will be spent. Our current pupil premium strategy plan works towards achieving this by prioritising the development and improvement of teaching across the school, including highly effective interventions and the removal of additional non-academic barriers for our pupils. These have proven to have the greatest impact on diminishing the attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach is responsive to common challenges identified and individual needs, rooted in robust assessments, and is not based on assumptions about the impact of disadvantage. All approaches adopted in this statement and in Hilton Lane Primary School, complement each other with the aim to help pupils excel. To ensure they are effective, we will:

- Ensure all children have access to quality first teaching
- Support our families to thrive and value education
- Support individuals with specific needs including mental health and barriers to learning
- Ensure our school promotes the extensive personal development of our pupils
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Commit to the development of staff in all areas of the school
- Provide targeted provision as part of the national recovery programme

In tackling these objectives we do not only look at the academic provision and outcomes for each child, though this is an important part of our strategy. We also consider other factors which impact on learning

some of which have been referenced above- such as how well our children can speak and listen when they first arrive at school, how good their attendance is (to be a successful learner you have to be in school almost all of the time), worries that children might carry with them that impact on their wellbeing and their readiness for learning (not always school-based worries), the skills of our staff in delivering what the children need and how we can help those with Special Educational Needs and Disabilities.

Challenges

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

Challenge number	Detail of challenge
1 SAL levels	Low levels of speaking and listening skills for many the children. This is evident from EYFS outcomes, including Wellcomm and TALC data, and is prevalent throughout KS1 and KS2, particularly in disadvantaged pupils.
2 Attainment outcomes: R/W/M end of key stage outcomes	Low baseline of attainment on entry to EYFS. Evident from the Reception baseline assessment. Very low starting points each year on entry to Nursery. Low starting points and other external factors impacting overall outcomes. Evident from the poor phonic screener results and end of KS1 outcomes. This improves over time by KS2 but not yet at national, however the gap between disadvantaged and non-disadvantaged remains an area of focus.
3 High proportion of PP who are also SEND	Additional barriers to learning for disadvantaged children due to their SEND needs . Evidenced due to the high proportion of children with SEND (31.4% school/ 13.5% National at SEN Support. 2.2% School/ 2.5% National EHCP at the time of writing). Because of the make-up of our school, inevitably many of these children are also disadvantaged. On average approximately 75% of children with SEND are also disadvantaged.
4 Engagement and Opportunity	Parental engagement and wider opportunities Lack of engagement by some parents along with their perceived low importance of educational outcomes. Engagement is educational activities and wider activities related to cultural capital for children. Evident with the low level of attendance at some school educational events by parents, as well as engagement with external services, school based meetings and offers of Early Helps. This also impacts attendance of children.
5 Attendance	Low levels of attendance compared to National, particularly persistent absenteeism. Evident from the fact our reported attendance data over the last 3 years places us in the bottom 20% nationally. In school data shows on average a 2% negative gap between those who qualify for pupil premium and their peers. Persistent absentees stand at 13.4% in 20-21. This will be contributing to levels of attainment.

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																													
Challenge 1 SAL levels	<p>Wellcomm (nursery) and TALC (reception) assessments at the end of the academic year evidence improved outcomes at age appropriate milestones from starting points.</p> <p>Across the rest of the school improved vocabulary knowledge and pupil verbal contributions can be evidenced formatively through monitoring and evaluation schedules. This will positively impact English outcomes at key assessment points to be more in line with national data.</p> <p>Starting point 2021-22</p> <table border="1" data-bbox="288 779 1374 1137"> <thead> <tr> <th>At age appropriate</th> <th>Autumn 21</th> <th>Summer 22</th> <th>Autumn 22</th> <th>Summer 23</th> <th>Autumn 23</th> <th>Summer 24</th> </tr> </thead> <tbody> <tr> <td>Nursery</td> <td>0%</td> <td>67%</td> <td>23%</td> <td>65%</td> <td>4%</td> <td>50%</td> </tr> <tr> <td>Reception</td> <td>5%</td> <td>23%*</td> <td>BL2 – 32% BL3 – 8% BL4 – 4%</td> <td>BL2 – 56% BL3 – 16% BL4 – 8%</td> <td>BL2 – 40% BL3 – 4% BL4 – 0%</td> <td>BL2 – % BL3 – % BL4 – %</td> </tr> </tbody> </table> <p>KS1 - Talk Boost No longer implemented</p>	At age appropriate	Autumn 21	Summer 22	Autumn 22	Summer 23	Autumn 23	Summer 24	Nursery	0%	67%	23%	65%	4%	50%	Reception	5%	23%*	BL2 – 32% BL3 – 8% BL4 – 4%	BL2 – 56% BL3 – 16% BL4 – 8%	BL2 – 40% BL3 – 4% BL4 – 0%	BL2 – % BL3 – % BL4 – %								
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Challenge 2 Attainment outcomes	<p>Writing- Outcomes at Y6 in 2025 show that the gap between our disadvantaged pupils and their peers is narrowing at the expected standard and is 25% or less.</p> <p>Phonics- Outcomes at Y1 in 2025 show that the gap between disadvantaged pupils and their peers closes to less than 10%.</p> <p>Maths- Outcomes in EY in 2025 are within 8% or less of national.</p> <p>Starting point 2021-22</p> <table border="1" data-bbox="288 1568 1243 2076"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Autumn 2021</th> <th colspan="2">Summer 2022</th> </tr> <tr> <th>Disadvantaged</th> <th>Non Disadvantaged</th> <th>Disadvantaged</th> <th>Non Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Y6 Writing</td> <td>27/0</td> <td>46/0</td> <td>63/0</td> <td>71/7</td> </tr> <tr> <td>Y2 Phonics</td> <td>62</td> <td>83</td> <td>68</td> <td>92</td> </tr> <tr> <td>YR Number</td> <td>55</td> <td>42</td> <td>60</td> <td>73</td> </tr> <tr> <td></td> <td colspan="2">Autumn 2022</td> <td colspan="2">Summer 2023</td> </tr> </tbody> </table>		Autumn 2021		Summer 2022		Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged	Y6 Writing	27/0	46/0	63/0	71/7	Y2 Phonics	62	83	68	92	YR Number	55	42	60	73		Autumn 2022		Summer 2023	
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	Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged
Y6 Writing	24%	38%	57%	78%
Y2 Phonics	75%	50%	63%	67%
YR Number	36%	43%	38%	50%

	Autumn 2023		Summer 2024	
	Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged
Y6 Writing (TA)	20%	38%	50%	63%
Y2 Phonics	64%	69%	73%	89%
YR Number	33%	33%	50%	63%

KS2	2019-2020		2021-2022		2022-2023		2023-2024	
(21-22)	Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged
Reading (59%)	64%	71%	53%	65%	43%	44%	55%	63%
Writing (63%)	55%	100%	60%	65%	57%	78%	50%	63%
Maths (72%)	64%	100%	67%	76%	57%	89%	50%	38%

KS1	2019-2020		2021-2022		2022-2023		2023-2024	
(21-22)	Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged
Reading	41%	93%	33%	54%	55%	75%	55%	59%

(43%)								
Writing (43%)	41%	93%	47%	38%	30%	50%	45%	44%
Maths (50%)	53%	100%	40%	62%	65%	75%	45%	53%

Phonics	2019-2020		2021-2022		2022-2023		2023-2024	
	Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged
Year 1 (57%)	57%	88%	50%	70%	64%	67%	47%	57%
Year 2 (82%)	100%	100%	73%	92%	63%	67%	73%	89%

Challenge 3
High proportion of PP who are also SEND

Careful monitoring of progress during pupil progress meeting will show steps of progress and improved standardised scores.

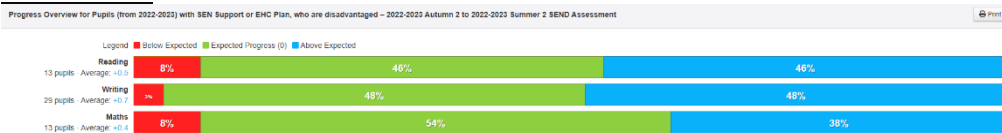
Progress in interventions will be evident in pre and post measure

Regular review of IEP targets evidences progress in small steps at each round of renewal and monitoring activities confirm this.

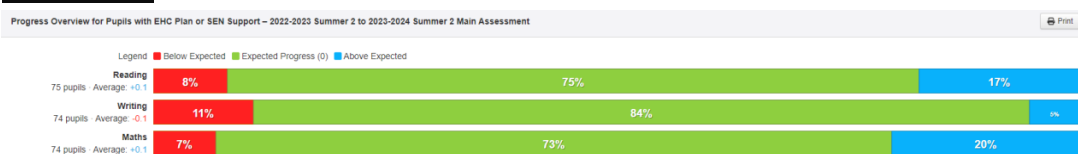
Starting point 2021-22

	Summer 21	Summer 22	Summer 23	Summer 24
Meeting all IEP targets	63%	85%	N/A*	N/A

Summer 2023



Summer 2024



	*New tracking systems for SEND attainment, implemented in September 2022, will make the closer monitoring of these children much easier and enable smaller steps of progress to be seen.																																																																								
Challenge 4 Engagement and Opportunity	<p>Parental engagement and wider opportunities</p> <p>Sustained offer of help to families up to summer 2025 and provision of well-being support to children via the learning mentor throughout this period.</p> <p>The learning mentor and family liaison officer will work closely with families, build relationships and identify barriers to learning and attendance.</p> <p>Impact assessed through-</p> <ul style="list-style-type: none"> • Feedback from multi-agency meetings and case closures • Exit evaluations on learning mentor interventions and groups • Improved attendance of children in school • Improved attendance of families at school events • Increase wider opportunities and cultural capital for children 																																																																								
Challenge 5 Attendance	<p>School absence has moved closer to the national average - there is a gap of 0.3% or less.</p> <p>The rate for persistent absentees has dropped to 13% or less</p> <p>Starting point 2021-22</p> <table border="1" data-bbox="288 949 1355 1104"> <thead> <tr> <th>Disadvantaged pupils</th> <th>Autumn 21</th> <th>Summer 22</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>92.2%</td> <td>91.9%</td> </tr> <tr> <td>Persistent Absentees</td> <td>30%</td> <td>29.5%</td> </tr> </tbody> </table> <table border="1" data-bbox="280 1151 1409 1559"> <thead> <tr> <th rowspan="2">Attendance</th> <th colspan="2">2019-2020</th> <th colspan="2">2020-2021</th> <th colspan="2">2021-2022</th> <th colspan="2">2022-2023</th> <th colspan="2">2023-2024</th> </tr> <tr> <th>Disadvantaged</th> <th>Non Disadvantaged</th> <th>Disadvantaged</th> <th>Non Disadvantaged</th> <th>Disadvantaged</th> <th>Non Disadvantaged</th> <th>Disadvantaged</th> <th>Non Disadvantaged</th> <th>Disadvantaged</th> <th>Non Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Whole School</td> <td>91.8%</td> <td>94.8%</td> <td>94%</td> <td>95.9%</td> <td>91.8%</td> <td>94.8%</td> <td>91.6%</td> <td>95.4%</td> <td>92.4%</td> <td>94.2%</td> </tr> </tbody> </table> <table border="1" data-bbox="288 1608 1375 1854"> <thead> <tr> <th>Disadvantaged pupils</th> <th>Autumn 21</th> <th>Summer 22</th> <th>Autumn 22</th> <th>Summer 23</th> <th>Autumn 23</th> <th>Summer 24</th> </tr> </thead> <tbody> <tr> <td>Attendance</td> <td>92.2%</td> <td>91.9%</td> <td>91.5%</td> <td>91.5%</td> <td>94.5%</td> <td>92.4%</td> </tr> <tr> <td>Persistent Absentees</td> <td>30%</td> <td>29.5%</td> <td>75.4%</td> <td>75.5%</td> <td>48%</td> <td>59%</td> </tr> </tbody> </table>											Disadvantaged pupils	Autumn 21	Summer 22	Attendance	92.2%	91.9%	Persistent Absentees	30%	29.5%	Attendance	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024		Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged	Whole School	91.8%	94.8%	94%	95.9%	91.8%	94.8%	91.6%	95.4%	92.4%	94.2%	Disadvantaged pupils	Autumn 21	Summer 22	Autumn 22	Summer 23	Autumn 23	Summer 24	Attendance	92.2%	91.9%	91.5%	91.5%	94.5%	92.4%	Persistent Absentees	30%	29.5%	75.4%	75.5%	48%	59%
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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: Approx £81k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF's guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches. • Evidence Based Education's Great Teaching Toolkit provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness. • Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence' summarises the evidence for teachers. 	<p>1 & 2</p> <p>Training for QFT (£10K)</p> <p>HO contribution (48K)</p>
Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension,	Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the	<p>1&2</p> <p>General training/ resources for interventions allowance:</p> <ul style="list-style-type: none"> • Phonics • Reading

<p>phonics or mastery learning</p>	<p>best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit and guidance reports. • The EEF's 'Effective Professional Development' guidance report offers support in designing and delivering PD and selecting external PD. • The EEF has developed support tools to go alongside the 'Effective Professional Development' guidance, such as 'Considering a balanced design', and more here. 	<ul style="list-style-type: none"> • Writing <p>Specific SEND training (Approx £5k)</p>
<p>Mentoring and coaching</p>	<p>A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF guidance on 'Effective Professional Development' is accompanied by a poster to help consider the 'Effective Mechanisms of PD' - i.e. what are the essential elements that make mentoring or coaching more likely to be effective. 	<p>1, 2 & 3 ECT mentor support (HJ/ER/JS and HO time) Further external training and support where needed</p> <p>(Approx £2k)</p>
<p>Recruitment and retention of teaching staff</p>	<p>Schools can motivate teachers to enter the profession by ensuring that careers in teaching are attractive, sustainable and rewarding. Managing workload and supporting the delivery of effective professional development are key to retaining great teachers. Investing in additional recruitment strategies, or boosting retention via high quality professional development, may be practical approaches selected by school leaders. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF's 'Effective Professional Development' guidance report. <p>Schools may choose to refer to other tools to manage workload, including the DfE's 'Reducing School Workload Collection', which offers support and practical resources</p>	<p>1, 2 & 3 Specific TA support: (Approx 10k)</p> <p>ER/BP (Approx 5k) Release time, training, support</p>
<p>Technology and other resources focussed on supporting high quality teaching and learning</p>	<p>Schools use technology in many ways and with a wide range of aims. These vary from seeking to change classroom practice directly, to others that support schools more broadly, for example by tracking pupil data. To improve learning, schools should consider the specific barriers technology is</p>	<p>1, 2 & 5 Insight tracking</p> <p>(Approx 1k)</p>

	<p>addressing, particularly for disadvantaged pupils, and use technology in a way that is informed by effective pedagogy. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF's ‘Using Digital Technology to Improve Learning’ offers the best evidence available and includes a number of practical examples of technology being used in ways which support improved teaching and learning. • The EEF's short summary of the ‘Remote Learning: Rapid Evidence Assessment’ presents the key findings from the report on strategies to support remote learning. 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: Approx £15k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support language development, literacy, and numeracy	<p>Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils’ access to the curriculum. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF's ‘Selecting Interventions’ tool offers evidence-informed guidance to select an apt programme. • The EEF has dedicated web pages on effective approaches to support literacy and numeracy. 	<p>1 & 2 TALC Wellcomm SALT support (Approx £4k)</p>
Activity and resources to meet the specific needs of disadvantaged pupils with SEND	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Supporting resources:</p> <p>The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidence-based recommendations to support pupils with SEND</p>	<p>1 & 2 SALT buy in service – targeted support (Approx £10k)</p>

Teaching assistant deployment and interventions	<p>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF guidance report on Making the Best Use of Teaching Assistants includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction. • The EEF Toolkit has a strand on teaching assistant interventions. 	<p>1 & 2 Purchase of interventions</p> <ul style="list-style-type: none"> - Reading - Maths <p>(Approx £1k)</p>
One to one and small group tuition	<p>Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly linked with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit has a strand on one to one tuition and small group tuition. 	N/A (included in HO time and TA training and support)
Peer tutoring	<p>Peer tutoring includes a range of approaches in which pupils work in pairs or small groups to provide each other with explicit teaching support. Such an approach is likely to require careful coordination, training and development, along with assessment that is likely to require teacher leadership. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit has a strand on peer tutoring. 	N/A

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

Budgeted cost: Approx £94

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions,	Learning mentor £20k

	<p>monitoring the impact of these choices carefully. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly. • The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies. <p>The EEF Toolkit has a strand on social and emotional learning and behaviour interventions</p>	(Approx £8.8k recovery and £11.2k PP)
Supporting attendance	<p>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Supporting resources:</p> <p>The EEF guidance report on ‘Working with Parents to Support Children’s Learning’ includes a focus on offering more intensive support, which can include approaches to support attendance</p>	<p>Family Liaison Officer EWO (Approx £43k)</p> <p>Incentives, rewards (5k)</p>
Extracurricular activities, including sports, outdoor activities, arts, culture and trips	<p>Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit has a strand on arts participation. 	<p>Wow curriculum – cultural capital opportunities Residential opportunities for Y5 and Y6</p> <p>(Approx £10k)</p>
Extended school time, including summer schools	<p>Extended school time encompasses purposeful changes to the school day or the school calendar. This can extend upon core teaching, such as targeted after school programmes of tuition, homework, or additional summer school programmes. Such programmes are more likely to foster academic benefits when clearly structured, linked to the curriculum and led by well-qualified and well-trained staff. Schools should consider the cost and implications on teacher time when considering extended school time approaches. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit has a strand on extending school time, summer schools, and homework. 	N/A
Breakfast clubs and meal provision	<p>There is some evidence that providing free, universal, before-school breakfast clubs can</p>	Breakfast club staff wages

	<p>benefit pupils, by preparing children for learning or supporting behaviour and school attendance. Supporting resources:</p> <ul style="list-style-type: none"> The EEF has independently evaluated the Magic Breakfast programme. 	<p>(Approx £9k) Subsidised Breakfast club places (Approx 8k)</p>
Communicating with and supporting parents	<p>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. Supporting resources:</p> <ul style="list-style-type: none"> The EEF Toolkit has a strand on parental engagement. The EEF guidance report on 'Working with Parents to Support Children's Learning' offers practical approaches and insights for communicating and supporting parents. 	<p>Spelling and maths shed. Bug club etc (Approx £2k)</p> <p>Seesaw (Approx 2k)</p>

Total budgeted cost: £190k

Potential Carry Forward: Approx £5k

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 2022-2023 academic year.

Challenge 1: SAL levels of children

Low levels of **speaking and listening skills** for many the children. [This is evident from EYFS outcomes, including Wellcomm and TALC data, and is prevalent throughout KS1 and KS2, particularly in disadvantaged pupils.](#)

Success Criteria:

Wellcomm (nursery) and TALC (reception) assessments at the end of the academic year evidence improved outcomes at age appropriate milestones from starting points.

Across the rest of the school improved vocabulary knowledge and pupil verbal contributions can be evidenced formatively through monitoring and evaluation schedules. This will positively impact English outcomes at key assessment points to be more in line with national data.

Starting Point 2021-22 – 2022-2023

At age appropriate	Autumn 21	Summer 22	Autumn 22	Summer 23	Autumn 23	Summer 24
Nursery	0%	67%	23%	65%	4%	50%
Reception	5%	23%*	BL2 – 32% BL3 – 8% BL4 – 4%	BL2 – 56% BL3 – 16% BL4 – 8%	BL2 – 40% BL3 – 4% BL4 – 0%	BL2 – % BL3 – % BL4 – %

Comment:

Continued good progress in Nursery

Less progress evident in reception. Review concluded that this wasn't due to the quality of the intervention, but the inconsistency in it's delivery. TALC will continue next academic year, but will be embedded in timetables more effectively.

Challenge 2: Attainment Outcomes - R/W/M end of key stage outcomes

Low baseline of attainment on entry to EYFS. [Evident from the Reception baseline assessment. Very low starting points each year on entry to Nursery.](#)

Low starting points and other external factors impacting overall outcomes. [Evident from the poor phonic screener results and end of KS1 outcomes. This improves over time by KS2 but not yet at national, however the gap between disadvantaged and non-disadvantaged remains an area of focus.](#)

Success Criteria:

Writing- Outcomes at Y6 in 2025 show that the gap between our disadvantaged pupils and their peers is narrowing at the expected standard and is 25% or less.

Phonics- Outcomes at Y1 in 2025 show that the gap between disadvantaged pupils and their peers closes to less than 10%.

Maths- Outcomes in EY in 2025 are within 8% or less of national.

Comment:

	Autumn 2022		Summer 2023	
	Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged
Y6 Writing	24%	38%	57%	78%
Y2 Phonics	75%	50%	63%	67%
YR Number	36%	43%	38%	50%

	Autumn 2023		Summer 2024	
	Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged
Y6 Writing (TA)	20%	38%	50%	63%
Y2 Phonics	64%	69%	73%	89%
YR Number	33%	33%	50%	63%

Challenge 3: High proportion of PP who are also SEND

Additional barriers to learning for disadvantaged children due to their **SEND needs**. Evidenced due to the high proportion of children with SEND (31.4% school/ 13.5% National at SEN Support. 2.2% School/ 2.5% National EHCP at the time of writing). Because of the make-up of our school, inevitably many of these children are also disadvantaged. On average approximately 75% of children with SEND are also disadvantaged.

Success Criteria:

Careful monitoring of progress during pupil progress meeting will show steps of progress and improved standardised scores.

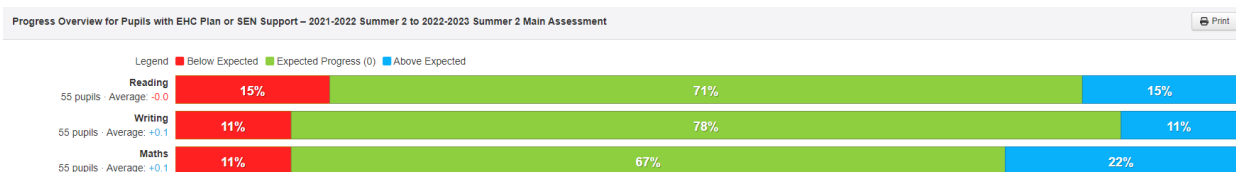
Progress in interventions will be evident in pre and post measure.

Regular review of IEP targets evidences progress in small steps at each round of renewal and monitoring activities confirm this.

Starting point 2021-22

Comment:

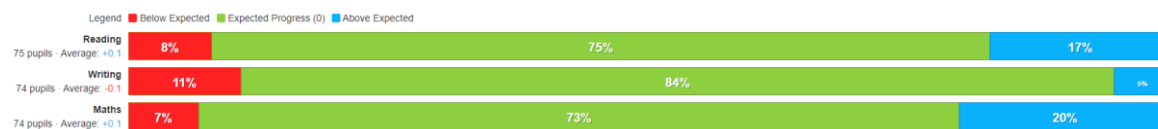
Summer 2022



Summer 2023



Summer 2024



Many children who are SEND and PP have maintained/ made expected progress or made better than expected progress, however, despite this there is much ground to make up for many children.

Challenge 4: Engagement and Opportunity

Lack of engagement by some parents along with their perceived low importance of educational outcomes. Engagement is educational activities and wider activities related to cultural capital for children. Evident with the low level of attendance at some school educational events by parents, as well as engagement with external services, school based meetings and offers of Early Helps. This also impacts attendance of children.

Success Criteria:

Sustained offer of help to families up to summer 2025 and provision of well-being support to children via the learning mentor throughout this period.

The learning mentor and family liaison officer will work closely with families, build relationships and identify barriers to learning and attendance.

Comment:

Increase parental presence in school this year:

- Class events 'Stay and XXX' well attended
- Weekly attendance to assemblies
- Engagement in school trips
- Extremely high level of participation in xmas and summer fairs
- Increased parental engagement in seesaw due to shared learning from Sept 23

Most positive parent/carer voice responses Summer 2023:

- Child is happy - 100% agree and strongly agree
- Child is safe - 100% agree and strongly agree
- I understand core values and vision - 100% agree and strongly agree
- I feel supported by school staff and comfortable seeking help - 100% agree and strongly agree
- There is a variety of learning experiences - - 97% agree and strongly agree
- I feel informed about my child's academic progress - 100% agree and strongly agree
- Child's emotional and mental health is supported - 100% agree and strongly agree
- SEND needs of my child met and support (of those applicable) - 100% agree and strongly agree
- Behaviour is excellent - - 92% agree and strongly agree
- Communication is excellent - 97% agree and strongly agree
- I am proud for my child to attend HL - 100% agree and strongly agree

Wide and growing opportunities again for children in the academic year 23-24:

- Planned residentials for Y5 and Y6.
- Young voices/ choir performance
- Several extra sporting opportunities beyond after school clubs; hockey tournaments, gymnastics competition, cross country weekend races, Salford Dance Explosion and more.

Challenge 5: Attendance

Low levels of attendance compared to National, particularly persistent absenteeism. Evident from the fact our reported attendance data over the last 3 years places us in the bottom 20% nationally. In school data shows on average a 2% negative gap between those who qualify for pupil premium and their peers. Persistent absentees stand at 13.4% in 20-21. This will be contributing to levels of attainment.

Success Criteria:

School absence has moved closer to the national average - there is a gap of 0.3% or less.

The rate for persistent absentees has dropped to 13% or less

Comment:

Disadvantaged pupils	Autumn 21	Summer 22	Autumn 22	Summer 23	Autumn 23	Summer 24
Attendance	92.2%	91.9%	91.5%	91.5%	94.5%	92.4%
Persistent Absentees	30%	29.5%	75.4%	75.5%	48%	59%

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 – 2021-2022	Provider
Maths 1:1 tuition	3 rd Space Learning

Service pupil premium funding - N/A

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	

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.