

Pupil premium strategy statement



Latimer Primary 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	368
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-24 2024-25 2025-26
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Simon Pizzey (Chair of Governors)
Pupil premium lead	Claire Moran (Headteacher)
Governor / Trustee lead	Carole Hunt (PP/Inclusion Governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,300
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£108,300

**National Tutoring Funding of £3,915 will also be used in 2023/24 Academic Year to support PP pupils with additional tutoring*

Part A: Pupil premium strategy plan

Statement of intent

At Latimer Primary School we aim for all pupils to achieve their full potential. We work to ensure that socio-economic barriers are addressed so that all disadvantaged pupils who have the potential to meet or exceed national expectations do so.

A significant proportion of disadvantaged pupils at Latimer also have special educational needs (31%). Our focus for these pupils is to ensure they are well-supported throughout each phase of their primary education to make good progress and achieve to the best of their individual abilities.

This current plan (2023/24 to 2025/26) works towards achieving these objectives by:

- Using PP funding to address academic gaps, social/emotional well-being issues, pupil attendance and parent support.
- Recruiting and training additional staff to provide support across all phases.
- Training new and existing staff in being able to accurately assess, support and challenge pupils to make the best possible progress in reading, writing and maths – whatever their starting points.
- Providing extra time in the school day for developing basic skills and addressing gaps in learning (before school, lunchtime & after school interventions).
- Building cultural capital and ensuring equity in accessing good nutrition, school uniform, wider opportunities and key resources (school trips, revision materials etc).
- Ensuring pupils who are entitled to PP funding and also have special educational needs (SEN) receive academic and wellbeing support tailored to their individual needs.

The key principles of Latimer's Strategy Plan are:

- To ensure all pupils across EYFS and Key Stage 1 access high quality early literacy and maths support, to provide them with the best possible start.
- To provide academic support for Key Stage 2 pupils in order to help them achieve their full potential in reading, writing and maths in readiness for their secondary education.
- To ensure staff are well-trained and skilled in assessing individual needs and providing a range of academic, SEN and wellbeing support for pupils.
- To support parents.
- To ensure equity of opportunity and experience for all our pupils.
- To build self-efficacy, confidence and responsibility.

Challenges

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

Challenge number	Detail of challenge
1	High number of pupils (31% Dec 2023) in receipt of Pupil Premium funding who also have identified special educational needs (SEN)
2	Significant number of disadvantaged pupils who require support with attendance / lateness (21% Dec 2023)
3	Higher number of pupils and families requiring emotional wellbeing, behaviour, mental health or other-agency support (52% Dec 2023)
4	Significant disruption to early learning experiences for our current Key Stage 2 pupils has widened gaps in reading, maths and most significantly writing attainment.
5	EYFS & KS1 – a high proportion of disadvantaged pupils enter school ‘below typical’ against the development matters bands and struggle to achieve national expectations by the end of EYFS and KS1.
6	The cost-of-living crisis has resulted in an increased number of families experiencing financial difficulty as a result of the pandemic. Therefore, accessing good nutrition, school uniform, key resources (books, revision guides) and funding for school trips and wider curriculum activities has continued to be a priority since 2020 (approx. 30% of pupils require this support, up from around 10% pre-2020).

Intended outcomes

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

Intended outcome	Success criteria
<p>EYFS & KS1</p> <p>Pupils who enter EYFS ‘below typical’ for their age make accelerated progress to ensure they have caught up with national expectations by the end of KS1*.</p>	<ul style="list-style-type: none"> • Non-SEN Pupils achieve GLD by end of EYFS. • Pupils who enter EYFS ‘below typical’ and who do not achieve GLD by the end of EYFS are supported to achieve national expectations by the end of KS1. • SEN pupils make good or better progress from their on-entry starting points and have targeted support planned to continue into KS1.
<p>Y1 EARLY READING</p> <p>All pupils achieve the required standards in early reading by the end of Y1*.</p>	<ul style="list-style-type: none"> • Non-SEN Pupils achieve 32+ in phonics check. • Non-SEN Pupils are on orange level + reading books and show solid fluency and understanding for their age. • SEN pupils make good or better progress from their on-entry starting points and receive targeted support

	to achieve the phonics check standard and expected reading levels by end of Y2.
<p>Y4 MATHS</p> <p>All pupils achieve the required standard in the multiplication check by the end of Y4*.</p>	<ul style="list-style-type: none"> • Non-SEN Pupils achieve standard. • SEN pupils make good or better progress from their on-entry starting points and have targeted support planned for Y5/6.
<p>MORE ABLE PUPILS</p> <p>Disadvantaged pupils who are able to achieve 'Greater Depth' standard are well-supported to do so.</p>	<ul style="list-style-type: none"> • Early identification of GDS potential pupils by end of KS1. • Regular monitoring of progress (work in books, pupil data) and support provided keep pupils on the trajectory for GDS throughout KS2.
<p>ACHIEVEMENT BY END OF KS2</p> <p>Non-SEN disadvantaged pupils make good progress and achieve national expectations in reading, writing and maths.</p>	<ul style="list-style-type: none"> • All non-SEN PP pupils achieve or exceed the expected standard in reading, writing and maths by the end of Key Stage 2. • KS2 reading, writing and maths progress scores for non-SEN disadvantaged pupils at least matches national expectations (progress score of 0+ or better in each area). • Evidence in books and in-school data tracking shows evidence of good progress against individual starting point on-entry to KS2.
<p>SEN</p> <p>SEN PP pupils are well-supported and make good personal progress from their own starting points.</p>	<ul style="list-style-type: none"> • Individual needs are swiftly assessed and targeted with timely & appropriate support. • High expectations and high-quality support ensure families and other agencies report high levels of satisfaction with the quality of provision and progress of individual learners. • Good value & combined use of PP and any additional SEN support and funding is used where appropriate to meet individual needs and circumstances.
<p>ATTENDANCE</p> <p>Good attendance and wellbeing support at school ensures that all disadvantaged pupils and their families are engaged and able to thrive emotionally, socially and academically as a result.</p>	<ul style="list-style-type: none"> • Attendance of disadvantaged pupil group is 95%+. • Regular monitoring and swift intervention take place to monitor attendance of all pupils. • Good communication between school and home identifies and addresses any barriers to school attendance. • Family support worker / other-agency support promptly sought where required.
<p>HOLISTIC & WELLBEING SUPPORT</p> <p>Pupils are supported to engage in wider activities and experiences within and beyond the school day, resulting in:</p> <ul style="list-style-type: none"> – improved mental health & well-being; 	<ul style="list-style-type: none"> • Observations and monitoring of disadvantaged pupils show good self-esteem and self-efficacy - or targeted support in place for pupils who require it. • Observations and monitoring of disadvantaged pupils show high standards of learning behaviour in class, intervention sessions and homework. Pupils continue to access good nutrition, quiet spaces to complete homework, wider reading opportunities and opportunities to play with children in other classes &

<ul style="list-style-type: none"> – good levels of activity and nutrition; – responsibility for own learning and improved self-efficacy# – increased confidence and access to ‘cultural capital’ development opportunities. 	<p>year groups through a range of funded & subsidised opportunities including breakfast and after school clubs.</p> <ul style="list-style-type: none"> • Disadvantaged pupils across the school access free PE skills, dance & sports clubs to support healthier lifestyles and experience of new activities (<i>currently funded via PE/Sport Premium</i>) • Disadvantaged pupils are supported to pursue wider interests that families may not otherwise afford (eg. music, judo, brownies, clay creators). • Residential, swimming and school trips subsidised/funded so that all pupils can access. • Good uptake of a range of opportunities for older pupils to help develop responsibility and build character & confidence (eg. Play Leaders, Wellbeing Champions, Eco Committee, School Council). • Widened Emotional Literacy Support Assistant (ELSA) offer (3 qualified staff) to ensure that children in all phases can access emotional & wellbeing support as required.
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*For all PP pupils who do not have special educational needs which prevent them making the same progress as ‘Others’ nationally

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: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training & resource purchase for staff in key areas:</p> <ul style="list-style-type: none"> - ELS Phonics - Talk Through Stories - Reading Fluency training - Reciprocal Reading training (EEF) - Purchasing of quality resources & schemes linked to wider curriculum development. 	<p>ELS has had a significant impact on outcomes for pupils at Latimer over recent years and therefore widening & updating this training and the resources was known to be sound investment.</p> <p>Talk Through Stories & Fluency training was researched as part of Latimer’s participation in the English Hub ‘Reading for Pleasure’ CPD in 2022/23 to help support development of CLL and reading in early years.</p> <p>Reciprocal Reading training was part of EEF research in Y5 and the success of this has led to</p>	<p>1, 3, 4, 5</p>

<ul style="list-style-type: none"> - Writing CPD – Greater Depth, ‘Planning clinics’ with an English consultant - NCETM Mastering Number programme - ELSA (supervisions and top-up training x 3) 	<p>it being rolled out wider across Y4-Y6 this academic year.</p> <p>Quality schemes of work for wider curriculum areas such as computing & art were thoroughly researched by SLT for cost vs impact on teaching & learning by working with other local school and networks.</p> <p>NCETM Mastering Number is a nationally recommended approach to help develop early number fluency.</p> <p>ELSA training and supervision continue to support the high numbers of pupils in school who requires additional emotional support. The impact of this has been determined through positive outcomes the school has seen post-pandemic and through positive feedback from pupils, families and other agencies on how this support is delivered at Latimer.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £79,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Year 5/6 interventions.</p> <p>Small group & one-to-one tuition homework support & individual feedback from teachers & Senior Teaching Assistants in:</p> <ul style="list-style-type: none"> - reading, writing & maths - building confidence and self-efficacy reading for secondary transition. 	<p>EEF Teaching & Learning Toolkit:</p> <ul style="list-style-type: none"> • Feedback: very high impact for very low cost (+6 months). • Homework: high impact for very low cost (+5 months). • One-to-one tuition: high impact for moderate cost (+5 months). • Small group tuition: moderate impact for low cost (+4 months). • Metacognition and self-regulation: very high impact for low cost (+7 months). 	1, 4
<p>Y3/4 interventions.</p> <p>Carried out by teachers and STAs (small group & one-to-one) including:</p> <ul style="list-style-type: none"> - phonics; - speech & language; - reading fluency & comprehension; - spelling & handwriting; - maths pre-teach/re-teach/catch-Up. 	<p>EEF Teaching & Learning Toolkit:</p> <ul style="list-style-type: none"> • One-to-one tuition: high impact for moderate cost (+5 months). • Small group tuition: moderate impact for low cost (+4 months). • Reading comprehension strategies: very high impact for very low cost (+6 months). • Phonics: high impact for very low cost (+5 months). • Mastery learning: high impact for very low cost (+5 months) 	1, 4

- Early Words delivery		
<p>Y2/1/R interventions. Small group & one-to-one including:</p> <ul style="list-style-type: none"> - KS1 Talk Boost; - speech & language; - additional phonics; - reading fluency & comprehension; - FFT; - Early maths; - handwriting/fine motor skills; - Early words. 	<p>EEF Teaching & Learning Toolkit:</p> <ul style="list-style-type: none"> • One-to-one tuition: high impact for moderate cost (+5 months). • Small group tuition: moderate impact for low cost (+4 months). • Oral language interventions: very high impact for very low cost (+6 months). • Reading comprehension strategies: very high impact for very low cost (+6 months). • Phonics: high impact for very low cost (+5 months). • Early numeracy approaches: very high impact for very low cost (+6 months). <p>EEF 'Preparing for Literacy' report recommendation: "Monitor the product and process of children's handwriting and provide additional support as necessary".</p>	1, 5
<p>Extended school day (after school/lunch time) intervention programmes provide academic support & intervention for pupils in key areas across the school</p> <p><i>[linked to NTP covid recovery funding].</i></p>	<p>EEF Teaching & Learning Toolkit:</p> <ul style="list-style-type: none"> • One-to-one tuition: high impact for moderate cost (+5 months). • Small group tuition: moderate impact for low cost (+4 months). • Oral language interventions: very high impact for very low cost (+6 months). • Reading comprehension strategies: very high impact for very low cost (+6 months). • Phonics: high impact for very low cost (+5 months). • Mastery learning: high impact for very low cost (+5 months) • Extending school time: moderate impact for moderate cost (+3 months). 	1, 4, 5

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

Budgeted cost: £20,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family support work carried out by a range of senior leaders, teachers and support staff across the school, including:</p> <ul style="list-style-type: none"> - pastoral support; - attendance & lateness; 	<p>EEF Teaching & Learning Toolkit:</p> <ul style="list-style-type: none"> • Behaviour interventions: moderate impact for low cost (+4 months). • Parental engagement: moderate impact for very low cost (+4 months). • Social & emotional learning: moderate impact for very low cost (+4 months). 	1, 2, 3, 6

<ul style="list-style-type: none"> - parental support; - behaviour support; - ELSA support; - LAC support; - other-agency referrals & liaison. 	<p><i>“Amongst the most commonly mentioned barriers were family life and low attendance, but amongst the most commonly identified initiatives were literacy and numeracy support, showing that the strategies are not always targeting support where it is most needed. The report recommends that governing boards take a more holistic approach to their pupil premium spending to better address ‘specific barriers to learning that hold back pupil premium students.’”</i></p> <p>[https://www.nga.org.uk/News/NGA-News/July-2018-Sept-2018/Characteristics-of-the-most-effective-pupil-premiu.aspx]</p>	
<p>Support with cost of school trips, uniform, purchase of key resources, milk and free Breakfast Club and After School Club provision (where pupils can access food & reading/homework support).</p>	<p><i>“Breakfast consumption in children has been found to:</i></p> <ul style="list-style-type: none"> • <i>Improve cognitive function, particularly memory, attention, and executive function</i> • <i>Improve academic performance, including school grades and achievement test scores</i> • <i>Increase on-task behaviour in the class”</i> <p>[https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children/]</p> <p><i>“Parents worry about the impact poverty has on their children, particularly that they may be bullied. Children living in poverty frequently report feeling excluded and embarrassed, citing it as a ‘key source of unhappiness’, and worry about their parents in turn.”</i></p> <p>[https://cpag.org.uk/child-poverty/effects-poverty]</p> <p><i>“Childcare and housing are two of the costs that take the biggest toll on families’ budgets.”</i></p> <p>[https://cpag.org.uk/child-poverty/child-poverty-facts-and-figures]</p> <p>EEF Teaching & Learning Toolkit:</p> <ul style="list-style-type: none"> • Homework: high impact for very low cost (+5 months). • Reading comprehension strategies: very high impact for very low cost (+6 months). 	<p>2, 3, 6</p>
<p>‘Commando Joe’ Activities (in-class and extra-curricular) to help support character development and self-efficacy (also part-funded via PE Grant).</p>	<p>Jean Gross re importance of developing self-efficacy: <i>“When a disadvantaged child is underachieving, we often simply need to ask ourselves what we can do to make them feel more powerful in their own lives?”</i> [‘Reaching the Unseen Children: Practical strategies for closing stubborn gaps in disadvantaged groups’].</p>	<p>3</p>

Total budgeted cost: £108,300

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The impact our pupil premium activity had on pupils in the 2021/22 & 2022/23 academic years (limited data available for 2020/21 due to the covid pandemic):

Aim	Outcome								
<p>EYFS & KS1 Pupils who enter EYFS 'below typical' for their age make accelerated progress to ensure they have caught up with national expectations by the end of KS1*.</p> <p>ACHIEVED</p>	<ul style="list-style-type: none"> Non-SEN pupils achieved GLD by end of EYFS. 75% achieved GLD in 2022. 89% achieved GLD in 2023 Non-SEN pupils who enter EYFS 'below typical' and/or who do not achieve GLD by the end of EYFS are supported to achieve national expectations by the end of KS1. 100% are currently on track to achieve national expectations by the end of KS1. SEN pupils make good or better progress from their on-entry starting points and have targeted support planned to continue into KS1. All SEN pupils have been swiftly identified and additional services and support has been put into place as quickly as possible. 								
<p>Y1 EARLY READING All pupils achieve the required standards in early reading by the end of Y1*.</p> <p>ACHIEVED</p>	<ul style="list-style-type: none"> Non-SEN Pupils achieve 32+ in phonics check. 100% passed the check in 2022 & 2023 Non-SEN Pupils are on orange level + reading books and show solid fluency and understanding for their age. 100% were on orange level+ by the end of Y1 in 2022 & 2023 SEN pupils make good or better progress in phonics and reading from their individual starting points. All SEN PP pupils in Y1 have received significant support, with the majority making solid progress in reading in 2022 and 2023. Significant & complex special needs and low attendance for medical reasons were contributing factors to some pupils not meeting this target. 								
<p>Y4 MATHS All pupils achieve the required standard in the multiplication check by the end of Y4*.</p> <p>ACHIEVED</p>	<ul style="list-style-type: none"> Non-SEN Pupils achieve standard. Latimer compares favourably to national outcomes in all areas for our pupils in 2022 and 2023: <table border="1" data-bbox="758 1848 1469 2004"> <thead> <tr> <th></th> <th>NATIONAL 2023</th> <th>LATIMER 2022</th> <th>LATIMER 2023</th> </tr> </thead> <tbody> <tr> <td>Mean average score for all pupils</td> <td>20</td> <td>21</td> <td>23</td> </tr> </tbody> </table>		NATIONAL 2023	LATIMER 2022	LATIMER 2023	Mean average score for all pupils	20	21	23
	NATIONAL 2023	LATIMER 2022	LATIMER 2023						
Mean average score for all pupils	20	21	23						

	<table border="1" data-bbox="759 147 1469 331"> <tr> <td>Mean average score for pupils who receive PP funding</td> <td>18</td> <td>19</td> <td>23</td> </tr> <tr> <td>Mean average score for Non-SEN PP funded pupils</td> <td>[Not available]</td> <td>20</td> <td>24</td> </tr> </table> <ul style="list-style-type: none"> SEN pupils make good or better progress from their on-entry starting points and have targeted support planned for Y5/6. <p>Multiplication fluency and mental arithmetic continues to be very well-supported for pupils across Y5/6 who do not meet the national standard at the end of Y4.</p>	Mean average score for pupils who receive PP funding	18	19	23	Mean average score for Non-SEN PP funded pupils	[Not available]	20	24																																
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<p>MORE ABLE PUPILS Disadvantaged pupils who are able to achieve 'Greater Depth' standard are well-supported to do so.</p> <p>ACHIEVED</p>	<ul style="list-style-type: none"> Early identification of GDS potential pupils by end of KS1. 13% of disadvantaged KS1 pupils have been identified as having the potential to achieve GDS by the end of Y2 and are receiving support to help them reach this. Regular monitoring of progress (work in books, pupil data) and support provided keep pupils on the trajectory for GDS throughout KS2. 27% of disadvantaged pupils currently in KS2 have been identified as having the potential to achieve GDS by the end of Y6. 92% of these pupils have either maintained their levels from KS1 or have made accelerated progress since KS1 in order to be within reach of achieving GDS. 																																								
<p>ACHIEVEMENT BY END OF KS2 Non-SEN disadvantaged pupils make good progress and achieve national expectations in reading, writing and maths.</p> <p>LARGELY ACHIEVED</p>	<ul style="list-style-type: none"> All non-SEN PP pupils achieve or exceed the expected standard in reading, writing and maths by the end of Key Stage 2. <table border="1" data-bbox="759 1249 1469 1435"> <thead> <tr> <th colspan="5">Non-SEN PP Pupils achieving or exceeding expected standard in KS2 SATs 2022</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>GPS</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>2022</td> <td>78%</td> <td>89%</td> <td>100%</td> <td>78%</td> </tr> <tr> <td>2023</td> <td>100%</td> <td>50%</td> <td>100%</td> <td>83%</td> </tr> </tbody> </table> <p>Writing is an area of whole school focus as this remains the worst-hit area for all pupils and PP pupils following the covid pandemic.</p> <ul style="list-style-type: none"> KS2 reading, writing and maths progress scores for non-SEN disadvantaged pupils at least matches national expectations (progress score of 0+ or better in each area). <table border="1" data-bbox="759 1697 1469 1883"> <thead> <tr> <th colspan="5">Non-SEN PP Pupils progress KS1 to KS2 SATs 2022</th> </tr> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>GPS</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>2022</td> <td>-0.51</td> <td>-0.56</td> <td>n/a</td> <td>-0.61</td> </tr> <tr> <td>2023</td> <td>tbc</td> <td>tbc</td> <td>tbc</td> <td>tbc</td> </tr> </tbody> </table> <p>While just below 0, progress was within national averages for each area in 2022. 2023 DfE data is not yet available, but in-school tracking shows that 90% of PP pupils made expected or better progress in reading and maths from KS1, and 80% achieved this in writing.</p>	Non-SEN PP Pupils achieving or exceeding expected standard in KS2 SATs 2022						Reading	Writing	GPS	Maths	2022	78%	89%	100%	78%	2023	100%	50%	100%	83%	Non-SEN PP Pupils progress KS1 to KS2 SATs 2022						Reading	Writing	GPS	Maths	2022	-0.51	-0.56	n/a	-0.61	2023	tbc	tbc	tbc	tbc
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	<ul style="list-style-type: none"> Evidence in books and in-school data tracking shows evidence of good progress against individual starting point on-entry to KS2. <p>The Covid-19 pandemic affected the various starting points of children entering KS2, however monitoring & evaluation shows evidence of good progress.</p>
<p>SEN SEN PP pupils are well-supported and make good personal progress from their own starting points.</p> <p>ACHIEVED AS FAR AS POSSIBLE GIVEN LOCAL PICTURE RE SEN AND HEALTH</p>	<ul style="list-style-type: none"> Individual needs are swiftly assessed and targeted with timely & appropriate support. High expectations and high-quality support ensure families and other agencies report high levels of satisfaction with the quality of provision and progress of individual learners. Good value & combined use of PP and any additional SEN support and funding is used where appropriate to meet individual needs and circumstances. <p><i>NB: Delays in local health service appointments & issues with SEN support services in Leicestershire have both created significant barriers during the last 3 years.</i></p>
<p>ATTENDANCE Good attendance and wellbeing support at school ensures that all disadvantaged pupils and their families are engaged and able to thrive emotionally, socially and academically as a result.</p> <p>BETTER THAN NATIONAL ACHIEVED</p> <p>CONTINUE TO ASPIRE FOR 95%</p>	<ul style="list-style-type: none"> Attendance of disadvantaged pupil group is 95%+. <p>2021/22 attendance for disadvantaged pupils was 92.5%. 2022/23 attendance for disadvantaged pupils was 92.1% Both are better than comparable national data for PP pupils, however not as high as we aimed for (95%).</p> <ul style="list-style-type: none"> Regular monitoring and swift intervention take place to monitor attendance of all pupils. Good communication between school and home identifies and addresses any barriers to school attendance. Family support worker / other-agency support promptly sought where required. <p>All in place: referrals made and other-agencies engaged. 2022/23 was the first year support services and fixed-term penalties for term time holidays resumed.</p>
<p>HOLISTIC & WELLBEING SUPPORT Pupils are supported to engage in wider activities and experiences within and beyond the school day, resulting in:</p> <ul style="list-style-type: none"> improved mental health & well-being; good levels of activity and nutrition; 	<ul style="list-style-type: none"> Observations and monitoring of disadvantaged pupils show good self-esteem and self-efficacy - or targeted support in place for pupils who require it. Observations and monitoring of disadvantaged pupils show high standards of learning behaviour in class, intervention sessions and homework. Pupils continue to access good nutrition, quiet spaces to complete homework, wider reading opportunities and opportunities to play with children in other classes & year groups through a range of funded & subsidised opportunities including After School Club; Breakfast Club; Homework Club;

- responsibility for own learning and improved self-efficacy
- increased confidence and access to 'cultural capital' development opportunities.

ACHIEVED

Approximately 33% of PP pupils were supported through After School and/or Breakfast Club. Pupils who require it are targeted for homework club.

- Disadvantaged pupils across the school access free PE skills, dance & sports clubs to support healthier lifestyles and experience of new activities

Dance, Gymnastics & Commando Joe clubs have been offered with good uptake. Seek to broaden after-school sports offer.

- Disadvantaged pupils are supported to pursue wider interests that families may not otherwise afford (eg.music tuition (drums/guitars), Judo, Brownies, Clay Creators, Lego Club).
- Residential, swimming and school trips subsidised/funded so that all pupils can access.
- Good uptake of a range of clubs and tutoring opportunities for older pupils to help develop responsibility and build character & confidence - including Be Her Lead after school club (Y5/6 girls), musical instrument tuition, Creative Writing Club, after-school Maths Tutoring (Y6 pupils working towards greater depth standard).
- Widened Emotional Literacy Support Assistant (ELSA) offer (from 1 qualified member of staff 2021 to 3 in 2022) to ensure that children in all phases can access emotional & wellbeing support as required.

Pupil feedback from ELSA support (autumn 2022) has been 100% positive from pupils and parents. One pupil commented: *'It builds my confidence. I can talk about things I'm worried about and helps me understand what is happening to me and gives me ideas to try.'*

**For all PP pupils who do not have special educational needs which prevent them making the same progress as 'Others' nationally*