

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

### School overview

Detail	Data
School name	Herne Junior School
Number of pupils in school	480
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Susan Sayers (Headteacher)
Pupil premium lead	Peter Castle / Erika Marshall
Governor / Trustee lead	Simon Griffin

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£156,750
Recovery premium funding allocation this academic year	£14,670
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£171,420

## Part A: Pupil premium strategy plan

### Statement of intent

It is Herne Junior School's intention that all our pupils make very good progress across all subjects of the curriculum and achieve high attainment. Regardless of a child's background or individual challenges, we have aspirations to get to know every child, inspire them, and for them to excel academically and feel supported emotionally. The key focus of this strategy is to achieve this goal and, as a minimum requirement, for our disadvantaged children to achieve at least in line with non-disadvantaged children in all areas of the curriculum.

We truly believe that the biggest impact for our Pupil Premium children is quality first teaching. A wealth of educational research has shown that this is the most powerful tool for improving pupil progress. This also means that the non-disadvantaged pupils are benefitting as well, which fits with the school's vision "Knowing Every Child - Inspiring Every Mind - Achieving Everyday". This is supported with bespoke interventions and programmes to further progress the academic, social and emotional development of the children (prioritising our disadvantaged children). In addition to this, we aspire for our disadvantaged pupils to get a vast range of rich experiences across their four years at the school, which will enhance their aspirations, life chances and breadth of knowledge.

Our strategy also works in partnership with the school's education recovery, notably the targeted support through the school's summer catch-up programme, the school's tutoring programme and our CAP (Compulsory Acceleration Programme) which extends the school day for targeted pupils.

Our key principles are focusing on reading (the key to education), phonics, well-being, maths development, vocabulary, rich experiences and attendance. Our 2022-23 data still identified a significant gap between the progress and attainment of our disadvantaged children compared to our non-disadvantaged children; our ultimate goal is to close this gap.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b><u>Phonics</u></b></p> <p>Many of the disadvantaged children are coming out of KS1 without secure phonological knowledge compared to their peers. This is having a major effect on the development of their reading as well as their writing (including their spelling).</p>
2	<p><b><u>Reading</u></b></p> <p>Linked to Challenge Number 1. A greater percentage of disadvantage pupils have a reading age below their actual age, compared to non-disadvantaged pupils. This is a pattern that is consistent across all year groups, but is most notable in Year 3 due to the impact of the pandemic on their KS1 curriculum.</p>
3	<p><b><u>Well-being</u></b></p> <p>Well-being of our disadvantaged pupils has been impacted by the pandemic (including partial school closures) more notably than their peers (this has also been acknowledged at a national level). The current economic climate is also having an impact on families, with record food bank usage being reported in Petersfield.</p>
4	<p><b><u>Maths Development</u></b></p> <p>On entry to Year 3, there has been a greater amount of disadvantaged pupils that are entering KS2 below expected progress in their mathematics, compared to pre-pandemic levels.</p>
5	<p><b><u>Vocabulary and Memory</u></b></p> <p>A greater percentage of disadvantage children (post lockdown) have been identified as needing more support with developing memory skills and vocabulary gaps.</p>
6.	<p><b><u>Experiences and Opportunities</u></b></p> <p>It has been identified that without financial support many of the disadvantaged pupils do not sign up for clubs, extra-curricular opportunities and residential. The cultural capital that these experiences and opportunities give the children are essential for their development.</p>
7.	<p><b><u>Attendance</u></b></p> <p>Attendance data over the last 5 years shows a trend of disadvantaged pupils running lower than our school average. This is also true for our persistent absent children. This absenteeism clearly effects the progress and attainment of these children. This is also true of the attendance of our disadvantaged children for our before and after school interventions, which is recorded as a lower percentage than our non-disadvantaged pupils.</p>
8.	<p><b><u>Oral language skills</u></b></p> <p>It has been identified that underdevelopment of oral language skills is also a greater concern amongst the school's disadvantaged pupils. This is evident across all year groups – but most notably in lower school which is often linked to Challenge Number 1 and 5 (a lack of secure phonics knowledge and lack of vocabulary knowledge).</p>

## 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
1. Improve phonological knowledge among disadvantaged pupils.	Assessment and observations show significant progress. This can be evident through 'Read Write Inc.' progress tests, Early Literacy (STAR Assessments), retaking of the Year 1 phonics assessment and teacher observations from English work.
2. Improve reading attainment and progress among disadvantaged pupils.	KS2 Reading outcomes in 2024-25 show that more than a minimum 75% of disadvantaged pupils met the expected standard.
3. To achieve and sustain improved wellbeing for all pupils in our school, with a particular focus (priority) on the disadvantaged pupils.	Sustained high levels of wellbeing from 2024-25 demonstrated by: -qualitative data from pupil voice, school council, pupil survey and teacher observations. -Home School Link Worker case studies demonstrate an improvement to the well-being of children and families.
4. Improve maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024-25 show that more than a minimum 80% of disadvantaged pupils met the expected standard.
5. Improve memory skills and vocabulary among disadvantaged pupils.	Observations as well as assessments indicate significant improvement. There should be evidence in ongoing assessments, pupil conferencing, book scrutiny, end of theme evaluations, post topic evaluations, lesson observations and learning walks.
6. Improve the uptake of our disadvantaged children at clubs, extra-curricular opportunities (e.g. sporting events) and residential (including holiday courses/clubs).	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
7. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustain high attendance from 2024/25 demonstrated by: -The attendance gap between disadvantaged pupils and non-disadvantaged below 1%. -The percentage of all pupils who are persistently absent to show significant improvement over the 3-year plan.
8. Improved oral language skills.	Observations as well as assessments indicate significant improvement. There should be evidence in ongoing assessments, pupil conferencing, book scrutiny, lesson observations and learning walks.

## 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: £ 47, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Increase our resources (and further training) of 'Read Write Inc.' and 'Fresh Start' phonics programme to secure stronger phonics teaching for all. (After last year's trial, we now plan to further roll out across the school). This will include releasing our 'Read Write Inc.' specialist teacher to monitor, assess and train (out of class two days a week).</i></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.</p> <p><b>Education Endowment Foundation.</b></p>	<p>1 and 2</p>
<p><i>Purchase of standardised diagnostic assessments, including training costs so assessments are interpreted and administered correctly.</i></p> <p><i>These include Every Number Counts (2) Sandwell assessment, STAR literacy assessment, STAR maths assessment, NFER tests and STAR early literacy assessment.</i></p>	<p>These tests provide reliable insights into the specific strengths and weakness of each pupil to help ensure they receive the correct additional support through interventions or quality first teaching.</p> <p><b>Assessing and Monitoring Pupil Progress, Education Endowment Foundation, DfE</b></p>	<p>1,2 and 4</p>
<p><i>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</i></p> <p><i>We will enrol in the Solent Maths Hub (TRG) and our local area network group.</i></p> <p><i>We will also purchase 'I see Reasoning' materials for all year groups – to increase the quality of reasoning questions and continue the school's subscription to the Whiterose Hub.</i></p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><b>Maths guidance KS1 and 2.pdf (publishing.service.gov.uk) and Education Endowment Foundation</b></p>	<p>4</p>
<p><i>Improve the school's teaching of PDL (a combination of PSHE, RSE and Citizenship) building off the new statutory guidance.</i></p>	<p>There is a wide range of evidence associating childhood social and emotional skills with</p>	<p>3</p>

<p><i>Including subscription to the PSHE Association and subscription to Growing up with Yasmine and Tom.</i></p>	<p>improved outcomes at school. <b>Education Endowment Foundation</b></p>	
<p><i>Plan in regular opportunities for children to recall key knowledge through the whole school 'memory challenge' approach.</i></p>	<p>Many OFSTED documents promote the importance of retaining key knowledge (or sticky knowledge as OFSTED sometimes refer to it as) to act as foundations for building new knowledge. <b>OFSTED</b></p>	5
<p><i>Increase staff CPD and subject release time.</i></p> <p><i>Including regular time with the school's CPD mentor.</i></p> <p><i>This will give subject leaders time to add more memory challenges and increase the vocabulary focus, as well as improving the progression within the curriculum.</i></p>	<p>OFSTED have promoted the importance of memory and knowledge – so this will give staff time to make the necessary improvements to the curriculum.  <b>OFSTED</b></p>	5
<p><i>Staff have access to free confidential counselling, well-being support and the school prides itself on its supportive ethos. Assistant Headteacher (Mental Health Lead) to have updated DfE recommended training through thrive (A strategic approach to whole school emotional health and well-being) and training with CAMHs (Crisis and Self-Harm, Autism Awareness linked to mental health, Anxiety Awareness/Management). Assistant Headteacher is also signed up for the Link Programme delivered by Anna Freud.</i></p>	<p>DfE have promoted the well-being of staff with new funding for mental health lead training and Hampshire County Council offer free confidential counselling for their employees.  <b>DfE and Hampshire County Council</b></p>	3

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

Budgeted cost: £ 65, 000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><i>More detailed Pupil Tracking meetings, highlighting disadvantaged children who require increased teacher and teaching assistant targeted academic support.</i></p>	<p>Lots of evidence shows that the class teacher and class teaching assistant is in the best position to run 1:1 interventions with their own children (as they have the greatest understanding</p>	1,2,3,4 and 8

	of the child's barriers to their learning). <b>Education Endowment Foundation</b>	
<i>Morning Lexia Core 5 groups</i>  <i>Pupils starting their day at 8.10am as a part of the schools CAP programme to work on the English catch-up programme 'Lexia Core 5'. A total of over 50 children are involved in the project. This focuses on Year 4 and Year 5.</i>	Education Endowment Foundation showed a +2 month acceleration to reading ability in a 12-24 week period across a large scale research project. <b>Education Endowment Foundation</b>	2
<i>School based after school tutoring programme – with group sizes of 1:2 or 1:3 run by NVQ4 or HLTA year group based LSAs and qualified teachers.</i>	Tutoring targeted at specific needs and knowledge gaps can be an effective method to support pupils. <b>Small group tuition (Toolkit Strategies) Education Endowment Fund</b>	1, 2 and 4
<i>Small group summer club to encourage 'Reading for Pleasure' run by teachers.</i>  <i>3 x 7 (new Year 6) disadvantaged pupils coming in over the summer holidays to have a special week dedicated to reading for pleasure (including drama, design, challenges, cooking and exposure to over 30 potential titles that they could read in Year 6).</i>	<b>Reading_for_pleasure.pdf DfE</b>	2
<i>Before school reading groups.</i>  <i>20% of the Year 6 Cohort are invited to begin their school day at 8.15 to read in small groups with their class LSA. This is a part of the CAP Programme.</i>	<b>Reading_for_pleasure.pdf DfE</b>	2
<i>A rich programme of in school time interventions including Every Child Counts (2), Rapid Read, Precision Teaching, Speech and Language Programmes (including Black Sheep Narrative), Dyslexia Programme, Lexia Core5, OT Programmes.</i>	<b>Education Endowment Fund</b>	1, 2, 5 and 8
<i>Increased nurture, ELSA support and Forest School Provision.</i>  <i>Three LSAs to be trained by UK Nurture and expand the support programme of the school's three ELSAs. Two staff to be trained as TALAs.</i>	There is extensive evidence linking improved childhood social and emotional skills to improved outcomes at school and in later life.  <b>NSPCC and Education Endowment Fund</b>	All

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

Budgeted cost: £48, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Appointment of new 'Home School Link Worker'.</i>	<b>Education Endowment Fund (working with parents to support children's learning)</b>	3, 6 and 7
<i>Reading for Pleasure Culture Including bringing books into the Year 6 (Year 1) and Year 5 (Year 2) classrooms.</i>	<b>Reading_for_pleasure.pdf DfE</b>	1 and 2
<i>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</i>  <i>This will include training and setting up new procedures.</i>	NfER briefing for school leaders identifies attendance as a key barrier and as stated by the DfE " Pupils have to be in school before they can access learning" From teachnet.gov  <b>DfE's Improving School Attendance advice.</b>	7
<i>Funding support for clubs, residential and extra-curriculum experiences. Including free holiday clubs run through the HAF project (with CM Sports).</i>	Ofsted have referred to rich experiences to improve children's cultural capital in many documents, including the inspection framework.  <b>OFSTED and NSPCC</b>	6
<i>Increased CPD for subject leaders.</i>  <i>This is focused on the foundation subjects and engaging the disadvantaged children in a rich curriculum. This will also include one member of each Year team to be a part of Hampshire's 'Big Inclusion Project'</i>	Teacher subject knowledge is a key to quality first teaching and especially supporting the disadvantaged children in engaging in the foundation subjects.	5 and 6
<i>Improved Transition for our Pupil Premium Children</i>  <i>All teachers to fill in a quartile form that identifies families who are not engaging</i>	<b>Education Endowment Fund (working with parents to support children's learning)</b>	All

<i>and then the school can focus on improving this relationship/engagement.</i>		
<i>Contingency fund for acute issues.</i>	<p>Based on our experience we have identified a need to set a small amount of funding aside to respond quickly to needs that have not been identified yet.</p> <p>In the past this has included buying in additional LSA time, buying in counsellors for children, buying additional Educational Psychologist time (from the Hampshire Service).</p>	All

**Total budgeted cost: £160, 000 (with the remaining amount a contingency)**

## 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 2020 to 2021, 2021 to 2022 and 2022 to 2023 academic years.

#### Pupil Premium Strategy Outcome 2020-2021

From our teacher assessments from **2020-2021**, **61%** of our disadvantaged pupils met the expected standard at KS2 for reading, writing and maths. These children had experienced two lockdowns and still were just below the national 65% in 2019 for all children.

The following table shows the progress of the Pupil Premium children in the academic year 2020-2021 based on our STAR Assessment results, which assesses pupils' progress in reading and in maths. The reading is measured in years and months as a reading age. The maths is measured as a Standardised Score. The Autumn term test was at the end of September and the Summer test was in June (a 9-month period between).

	Autumn 2020	Summer 2021	Progress	Accelerated
Year 3 PP Reading	7.5	8.9	1 year 4 months	+7 months
Year 3 PP Maths	95	107	+12 SS	
Year 4 PP Reading	8.2	9.4	1 year 2 months	+ 5 months
Year 4 PP Maths	98	104	+ 6 SS	
Year 5 PP Reading	9.5	10.4	11 months	+ 2 months
Year 5 PP Maths	96	102	+ 6 SS	
Year 6 PP Reading	10.3	11.2	11 months	+ 2 months
Year 6 PP Maths	100	107	+ 7 SS	

All of the maths averages went from being behind the required standard (lower than 100) to the average being over the required standard (over 100) by the end of the academic year. This is very pleasing results. The reading progress in Year 3 and 4 made was accelerated much faster than in the upper school, however the progress was being accelerated across all year groups.

This chart tracks the Teacher Assessment (TA) grades from autumn to summer 2020-21, as tracked on Insight Tracker. It shows the percentage of the Pupil Premium children who are on track to reach ARE (Age Related Expectations).

Percentage of Children 'On Track' to reach ARE	Autumn 2020 TA	Summer 2021 TA	Progress
Year 3 PP Reading	32%	64%	+32%
Year 3 PP Maths	42%	58%	+16%
Year 3 PP Writing	47%	58%	+11%
Year 4 PP Reading	43%	46%	+3%
Year 4 PP Maths	46%	57%	+11%
Year 4 Writing	31%	42%	+11%
Year 5 PP Reading	43%	46%	+3%
Year 5 PP Maths	43%	43%	-
Year 5 PP Writing	43%	43%	-
Year 6 PP Reading	46%	58%	+12%
Year 6 PP Maths	46%	69%	+23%
Year 6 PP Writing	54%	62%	+8%

When we had the whole school back after the second lockdown, the Pupil Premium pupils had slipped in their attainment more than the rest of the school, however throughout the year, the percentage of the Pupil Premium children on track was catching up with the non-Pupil Premium children. Though the Year 5 Progress does not look as positive, the % of the children who are significantly behind has greatly reduced and now a large percentage of pupils are sitting on the teacher assessment grade 'Just Below Expected'. This is positive as it means with a successful Year 6, many of these children could reach the 'Standard Met' criteria before they leave the school. This is documented in the Spotlight Chart below.

**Spotlight on Year 5 2020-2021 Pupil Premium Children**

	Significantly Behind Autumn	Significantly Behind Summer
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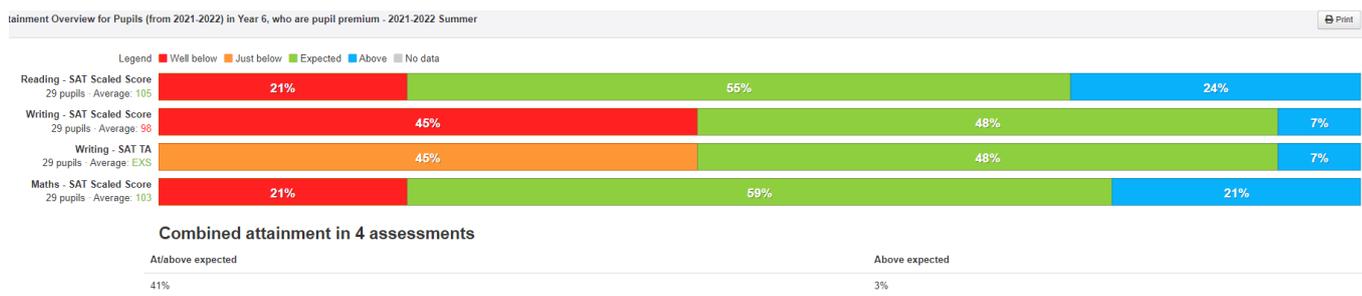
Year 5 PP Reading	46%	14%
Year 5 PP Maths	25%	14%
Year 5 PP Writing	29%	18%

In regards to the attendance of the school’s pupil premium children in 2020-2021, there was an improvement in the autumn term up 0.2% from the 95.1% (2018-19 the last pre-covid year). However, by the summer term, this had slipped again and this is why attendance is a major thread in our current plan.

	2020-2021 Autumn	2020-2021 Spring	2020-2021 Summer
All	96.7%	97.9%	96.3%
Pupil Premium	95.3%	97.1%	94.7%

## Pupil Premium Strategy Outcome 2021-2022

In academic year 2021-22, our SATs results were as follows:



With 79% of the pupil premium children reaching the expected standard in their reading and maths, this outperformed the national picture for all children. However, writing was the concern. Only 55% of the pupil premium children met the standard, which dragged down the combined score to a disappointing 41%. 24% of the pupil premium children were awarded greater depth in their reading and 21% in maths, both very pleasing to see.

Across the school

The following table shows the progress of the Pupil Premium children in the academic year 2021-2022 based on our STAR Assessment results, which assesses pupils’ progress in reading and in maths. The reading is measured in years and months as a reading age. The maths is measured as a Standardised

Score. The autumn term test was at the end of September and the summer test was in June (a 9-month period between).

	Autumn 2021	Summer 2022	Progress	Accelerated
Year 3 PP Reading	7.7	8.6	11 months	+ 2 months
Year 3 PP Maths	86	96	10 SS	
Year 4 PP Reading	8.11	9.9	10 months	+ 1 month
Year 4 PP Maths	105	110	5 SS	
Year 5 PP Reading	9.4	9.11	7 months	- 2 months
Year 5 PP Maths	101	103	2 SS	
Year 6 PP Reading	10.3	11	9 months	
Year 6 PP Maths	102	106	4 SS	

All of the maths averages went from being behind the required standard (lower than 100) to the average being over the required standard (over 100) by the end of the academic year, except for Year 3 but they showed excellent accelerated progress with an average 10 SS. This is very pleasing results. The reading progress in Year 3 and 4 showed positive acceleration, however this was not the same in upper school. Year 6 progress remained on track, however in the Year 5 cohort the progress slipped behind by 2 months. This will need to be monitored as a priority in 2022-23. With the Read Write Inc. programme being phased into Year 3 in 2021-22 and that cohort showing the most progress, this programme being rolled out across the school in 2022-23 should help add to this progress.

This chart tracks the Teacher Assessment (TA) grades from autumn to summer last academic year (2021-22), as tracked on Insight Tracker. It shows the percentage of the Pupil Premium children who are on track to reach ARE (Age Related Expectations).

Percentage of Children 'On Track' to reach ARE	Autumn 2021 TA	Summer 2022 TA	Progress
Year 3 PP Reading	40%	52%	+12%
Year 3 PP Maths	48%	56%	+8%
Year 3 PP Writing	40%	56%	+16%
Year 4 PP Reading	76%	86%	+10%
Year 4 PP Maths	76%	90%	+14%

Year 4 Writing	71%	81%	+10%
Year 5 PP Reading	64%	64%	
Year 5 PP Maths	75%	75%	
Year 5 PP Writing	61%	64%	+3%
Year 6 PP Reading	83%	93%	+10%
Year 6 PP Maths	62%	93%	+31%
Year 6 PP Writing	76%	90%	+14%

There is good progress across the school regarding more pupil premium children reaching the expected standard across the academic year 2021-22, Though the Year 5 Progress does not look as positive, in a similar pattern to last academic year (2020-21), the percentage of the children who are significantly behind has greatly reduced and now a large percentage of pupils are sitting on the teacher assessment grade 'Just Below Expected'. This is positive as it means with a successful Year 6, many of these children could reach the 'Standard Met' criteria before they leave the school.

In regards to attendance of the school's pupil premium children in 2021-2022,

	2021-2022 Autumn	2021-2022 Spring	2021-2022 Summer
All	94	93.4	92.1
Pupil Premium	92.3	92.2	91.6

The attendance across the school shows a downward trend across the academic year, due to rising covid cases and more parents taking their children away on unauthorised holidays (which affected the summer term). The gap between all pupils and the pupil premium pupils did narrow across the year, but with a downward trend this is by far from a successful year regarding attendance. This is why it is one of our key priorities for 2022-23.

### **Pupil Premium Strategy Outcome 2022-2023**

In regards to Pupil Premium outcomes (SATS 2022-23), our disadvantaged children (20 pupils) in the Year 6 Cohort 2022-23, only 40% met the standard in Reading, Writing and Maths. In addition to the disadvantaged children, we had five Service Children in the cohort, with 100% of these children meeting the standard in Reading, Writing and Maths. Breaking down the disadvantaged children's results: 65% of the children met the standard in Reading (National disadvantaged was 60.4%); 70% of the children met the standard in Maths (National disadvantaged was 59.2%), and in Writing only 45% of the disadvantaged children met the standard (National disadvantaged was 58.6%). So, for the second year in a row the disadvantaged children's ability in Writing has been significantly lower than Reading and Maths. We have increased our tutoring sessions that focus on writing to improve this in the academic year 2023-24.

Looking at the pupil premium children across the school:

The following table shows the progress of the Pupil Premium children in the academic year 2022-2023 based on our STAR Assessment results, which assesses pupils' progress in reading and in maths. The reading is measured in years and months as a reading age. The maths is measured as a Standardised Score. The autumn term test was at the end of September and the summer test was in June (a 9-month period between).

	Autumn 2022	Summer 2023	Progress	Accelerated
Year 3 PP Reading	7 year 5 months	8 years 9 months	16 months	+ 7 months
Year 3 PP Maths	95 SS	105 SS	10 SS	
Year 4 PP Reading	8 years 2 months	9 years 1 month	10 months	+ 1 month
Year 4 PP Maths	91 SS	96 SS	5 SS	
Year 5 PP Reading	9 years 9 months	10 years 6 months	9 months	
Year 5 PP Maths	105 SS	105 SS	-	
Year 6 PP Reading	9 years 10 months	10 years 11 months	13 months	+ 4 months
Year 6 PP Maths	100 SS	105 SS	5 SS	

The impact of the 'Read Write Inc.' programme is clearly having a big impact on the progress of the Year 3 cohort, with stunning progress scores for our disadvantaged children in their reading. The introduction of 'Fresh Start' into Upper School should see an improvement to the progress of the Upper School disadvantaged children in academic year 2023-24. The maths progress scores are also very positive, except in Year 5 where the progress seems to be affected by the disadvantaged children's high starting point (average SS of 105), with the progress scores being dragged down by pupils whose Summer

scores slipped a little after a very high Autumn score. This is an area that will be studied closely for the academic year 2023-24, to ensure there are not further reasons for this lack of progress.

In regards to attendance of the school's pupil premium children in 2022-2023,

	2022-2023 Autumn	2022-2023 Spring	2022-2023 Summer
All	95%	94.3%	95.2%
Pupil Premium	94%	92.8%	93.9%

The attendance across the school for our Pupil Premium children showed a good improvement compared to 2021-22, which is very pleasing. The attendance is not back to where it was pre-covid, but a lot of sickness in the Spring term affected these results.

## 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
Every Child Counts 1 <sup>st</sup> Class@Number 2	Edge Hill University
Read Write Inc. (for phonics)	Oxford
STAR Assessment	Renaissance Learning
Rapid Read	Pearsons
Reading Explorers	Hopscotch
Fresh Start	Oxford

## Service pupil premium funding

Measure	Details
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<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>Allocated new Service Premium champion and paid for training (through the Service Child Progression Alliance). The new champion planned for an exciting group project that would run academic 2023-24 to enable the children work together and create a sense of identity.</p> <p>ELSA, TALA and nurture support was also given to the children, where required.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Champion teacher is now trained and highly motivated to begin the special year-long project with our service children (ideas through the Thriving Lives Conference).</p> <p>Teacher observations show successful impact of the ELSA and nurture support.</p>