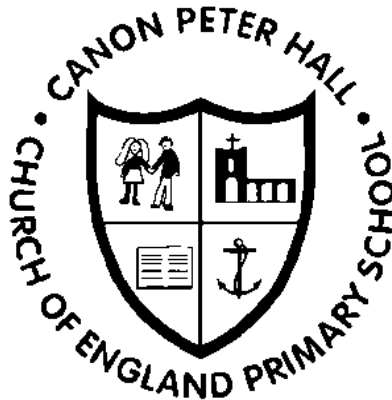


PUPIL PREMIUM STRATEGY STATEMENT - 2023-2026



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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2026 (3 academic years)
Date this statement was published	19.12.23
Date on which it will be reviewed	30.11.24
Statement authorised by	Tracey Grove
Pupil premium lead	Tracey Grove
Governor / Trustee lead	Vicky Matthews Tamara Allen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 119,110
Recovery premium funding allocation this academic year	£ £13,050
Pupil premium (and recovery premium) funding carried forward from previous years	£130,950
Total budget for this academic year	£137,093

Part A: Pupil premium strategy plan

Statement of intent

** vulnerable/disadvantaged pupils will be referred to as pupils in receipt of pupil premium throughout this document as we believe all pupils who attend The Canon Peter Hall CE Primary school are privileged and not 'vulnerable' as society refers to them as a group of pupils but are in receipt of pupil premium funding.*

As part of the Lincoln Anglican Academy Trust, we believe that every child should be enabled to be all that God intended through Excellence, Exploration and Encouragement. No matter what their background or circumstances, every child deserves to have the same opportunities to help them succeed in life, both academically and within society as a whole. The purpose of the pupil premium strategy is to support pupils who are in receipt of PP Funding overcome challenges in order to achieve this and to ensure there is equality for all. In addition, being within the Lincoln Diocese church family of schools to love one another with humility, justice and kindness.

Being part of the trust, we believe that one way to ensure fairness for all is to provide an education that includes 'mirrors and windows', where children are given opportunities that allows them to see beyond their own lived experiences and get to feel and understand that they have a positive part to play in a rich and varied society (locally, nationally and globally). In addition, 'Powered by equity – meaning all pupils at Canon Peter Hall, without exception, are encouraged to develop the essential knowledge and skills that helps them to flourish, thrive and ultimately, succeed in life.

Our vision is lived out through the eyes of *"Charlie's shoes, - Never Presume - As Charlie begins a Journey at Canon Peter Hall, we can proudly say we have ensured we are a good school; a school that cares and a school where the curriculum has ensured pupils are ready for their next stage of their learning and beyond. A school where the world of work is embedded; with the continued support of local, national and global businesses, our pupils know that the job opportunities are endless within their community, despite what statistical data says. Never presume that Charlie will follow the postcode trends; never presume that Charlie will be labelled as vulnerable or disadvantaged."*

We know that effective support is crucial. Well-being for our pupils and families will be our 2021/24 priority. *"During 2023/24 Charlie will recognise a team who continue to just want the best. The vision has not changed; it is the world that has changed. However, we will continue to give our very best to prepare Charlie socially, academically and spiritually to 'live life in all its fullness'. Charlie too will care, Charlie will never presume, Charlie will be active in developing strategies for addressing personal well-being and knowing all feelings are 'normal' even those we find difficult e.g., sadness, anger, disappointment etc."* (part of Charlie's shoes – full document available)

This Pupil Premium Statement supports all children and families who are in receipt of pupil premium, including those who are already high attaining. Strategies also include supporting those that have a social worker; looked after and previously looked after children; pupils in receipt of FSM and those not on FSM but may be on the poverty line. There is an expectation that all our pupils can achieve and have access to a full curriculum offer.

We have a moral obligation to bring about positive change and a desire to deliver an enriching learning experience based on high expectations, high challenges and high ambitions for all children, and particularly for those experiencing socio-economic deprivation. We have received bespoke training from the Trust that has secured our understanding that if we get teaching and learning right for pupils in receipt of pupil premium, then we are getting it right for all. In addition, making learning count ensures we live out our vision and have clear outcomes that we are 'Powered by Equity.'

Research identifies quality-first teaching as being the most effective way to close the attainment gap between pupils in receipt of pupil premium and their peers who are not in receipt of this funding. Therefore, this is a fundamental thread throughout the strategy statement, with a focus on high-quality CPD to upskill staff and to ensure pupils' attainment will be accelerated and sustained in line with pupils who are not in receipt of pupil premium.

The impact of COVID cannot be ignored and the recovery premium is being used to ensure our pupils have the opportunity to access a school residential and given opportunities they may not access. In addition, supporting research from, 'The Impact of COVID-19 on Learning: A review of the evidence EEF 2022' that COVID impacted the greatest on our current Y4 pupils and for the most disadvantaged our current year 3 too. As a school we would suggest we support these findings and therefore we will ensure through funding we address our current Y3 and Y4 pupils as a priority.

Our decision-making has taken into account a thorough diagnostic assessment of our children's challenges and individual needs. The approaches we have adopted complement each other to help pupils to succeed. To ensure they are effective, we will:

- be uncompromising in our belief that all pupils and staff should be supported and challenged to be the best that they can be.
- adopt a whole-school approach in which all staff take responsibility for monitoring the wellbeing of children (if this is at the heart of what we do, then this should have a positive impact on attainment)
- adopt a whole school approach in which all staff take responsibility for pupils' outcomes and raise expectations of what they can achieve: Our children will simply have the best.
- ensure there are no 'capped ceilings' on learning and our curriculum is a curriculum for **all**
- address any further barriers as soon as they arise to mitigate against any additional negative impact on progress

This statement of intent is in line with our School Development Plan and our School Christian Vision which is lived out through Charlie's shoes.

We believe every person lives in the image of God and shares His love. We have a passion to enable every person to view the world with awe and wonder and know they can achieve anything in their life journey. Our school is a beacon of hope and sign of the kingdom.

We have an uncompromising ambition that every child will succeed regardless of needs or barriers to learning. We will endeavour to break down society barriers in relation to a child's postcode.

Pupils currently in receipt of PPF (October 2023) - currently access support under the following categories identified by the school.

37% access pastoral support, either 1:1 or groups, both internally and/or externally with Compass Go (NHS)

34% of pupils have accessed financial support to address food/heating/uniform poverty through the 'Love As Action' Together - LAAT trust charity, St Andrews church funding and Immingham Food Larder.

28% access intervention academic support

25% of pupils are identified with attendance concerns

27% of pupils have none of the identified needs

Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments, observations and pupil voice indicates that there continues to be language gap on entry among many pupils, including those in receipt of pupil premium.
2	As a result of a language gap, early reading and writing continues to be an area of priority through to higher level reading and comprehension skills
3	As a result of reading challenges, accessibly to a curriculum for all is a priority to ensure pupils in receipt of pupil premium are not disadvantaged
4	The school location deprivation indicator (IDSR November 2023 - provisional) identifies the school as well above average for FSM, well above average for pupil base deprivation and school location deprivation. In addition, our postcode compares us to the worst unemployment hotspots in the surrounding areas.
5	Attendance – Over time (3 year trend) the gap between pupils in receipt of PP and those not in receipt of PP has reduced each year: 2020/21 – 3.2% absence gap 2021/22 – 1.77% absence gap 2022/23 – 1.22% absence gap However, 2022/23 absence still remains a priority as the absence gap of 1.76% for pupils in receipt of PP funding against overall national absence (2021/22)
6	The school will continue to prioritise well-being/pastoral support due to the high level of need for our most vulnerable children. Pastoral support will be both internal, external and both planned and ad hoc dependent on the needs of each child.

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
BOX 1 2023/26	Improved oral language skills and vocabulary among disadvantaged pupils. (SDP – Priority 1,2,3,4,6)	Our monitoring schedule addressing assessments and observations indicates significantly improved oral language among pupils in receipt of pupil premium. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil voice/book study and ongoing formative assessment. Lesson visits and pupil book study provide evidence that children are being taught explicit vocabulary and are able to commit the words to long-term memory, which they use to articulate their learning. <ul style="list-style-type: none"> • tier 3 vocabulary is explicitly taught to support understanding and pupils are able to use this vocabulary to explain what they have learned
BOX 2	Improved reading and early writing	<ul style="list-style-type: none"> • Phonics outcomes in 2024/25 show that at least 90% pupils in receipt of pupil premium funding are in line with their peers

2021/24	attainment among disadvantaged pupils. (SDP – Priority 1,2,3,4,6)	<ul style="list-style-type: none"> • Early writing demonstrates a positive impact and 90% of pupils are on track to meet statutory outcomes as well as good progress from baseline/starting points • KS1 reading outcomes in 2024/25 show that at least 90% of pupils in receipt of pupil premium funding are in line with their peers <p>KS2 reading outcomes in 2024/25 show that at least 90% pupils in receipt of pupil premium funding are in line with their peers</p>
BOX 3 2021/24	Improved maths attainment for disadvantaged pupils at the end of KS2 (SDP – Priority 2,3,5,6)	<ul style="list-style-type: none"> • EYFS maths outcomes in 2024/25 show that at least 90% pupils in receipt of pupil premium funding are in line with their peers • KS1 maths outcomes in 2024/25 show that at least 90% of pupils in receipt of pupil premium funding are in line with their peers • KS2 maths outcomes in 2024/25 show that at least 90% pupils in receipt of pupil premium funding are in line with their peers
BOX 4 2021/24	To achieve and sustain improved wellbeing for all pupils in our school, particularly pupils in receipt of pupil premium funding. (SDP – Priority 3,4,5,6)	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • 100% of pupils in receipt of pupil premium have completed a job application, taken part in an interview, carried out a presentation to a business before they leave our school • 100% of pupils in receipt of pupil premium can articulate the opportunities of employment within their community, national and global.
BOX 5 2021/24	To improve pupils' retention of knowledge (knowing more, remembering more) and to develop metacognition and self-regulation, particularly for pupils in receipt of pupil premium funding (SDP – Priority 1,2,3,4,5,6)	<p>Through lesson visits, pupil book study and pupil voice as outlined in the monitoring schedule:</p> <ul style="list-style-type: none"> • pupils are able to articulate learning that has been retained in long term memory • pupils in receipt of pupil premium funding will be able to demonstrate or articulate metacognitive strategies that help to improve their learning • pupils in receipt of pupil premium funding are able to show an increased level of concentration for longer periods of time • pupils in receipt of pupil premium funding and teachers are able to provide examples where the children persevered with a challenging task • pupils 'expert outcomes' increase in the quality and quantity of work as pupils progress across the year
BOX 6 2021/24	To achieve and sustain improved attendance for all pupils, particularly pupils in receipt of pupil premium funding (SDP – Priority 4,5)	<p>Sustained low absence rates by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils to be no more than national absence. • The absence gap between pupils in receipt of pupil premium funding is less than the national gap for pupils in receipt of pupil premium funding and is close to national all absence.

Activities 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: **£70,151.12**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Research from a range of sources</u> e.g. EEF – Assessment and Feedback, Alex Bedford’s Pupil Book Study etc. support the strategies outlined within this section of High Quality Teaching, CPD and curriculum development</p>		
<p>Bespoke CPD and monitoring as outlined in the monitoring schedule ensures the school’s curriculum meets the needs of all learners, in particular those in receipt of pupil premium. (SDP – Priority 1,2,3,4,5 and 6)</p>	<p>As a result of high quality curriculum CPD, including CPD bespoke to the school all pupils, particularly those in receipt of pupil premium funding access high quality teaching and same day intervention</p>	<p>1,2,3,4,5,6</p>
<p>Internal and external moderation opportunities at regular intervals throughout the year within and across schools to ensure accurate teacher assessment</p> <p>Joint moderation across LAAT Hub</p> <p>Embed Insight (Data Tracking system) (SDP – Priority 1,2,3 and 5)</p>	<p>As a result of dedicated ongoing professional development for assessing the curriculum and outcomes for pupils, there isn’t a system that solely relies on test outcomes.</p> <p>Pupil voice and expert outcomes are developed and provide effective evidence for pupil outcomes within the curriculum being progressive within year and across all years. Pupils in receipt of pupil premium are selected more regularly for pupil voice to develop confidence in articulation of knowing and remembering more.</p> <p>Opportunities to observe good practice across the hub and to participate in joint moderation, peer reviews etc</p> <p>Embed the new Insight data tracking system</p>	<p>1,2,3,4,6</p>
<p>Purchase of standardised diagnostic assessments (SDP – Priority 1,2,3 and 5)</p>	<p>Standardised tests (PIRA/PUMA) support the reliability of teacher assessment and are used to support pupil analysis to ensure pupils receive the effective additional support through high quality intervention, predominantly by teachers. Insight is embedded and gives an accurate analysis on which to target individual pupils.</p>	<p>1,2,3,4,5,6</p>
<p>Fund bespoke CPD from Early Excellence – whole school:</p> <ul style="list-style-type: none"> • CPD for senior leaders • CPD for subject leaders+ • CPD for EYFS staff <p>(SDP – Priority 1,2,3,5 and 6)</p>	<p>Continue to fund a bespoke programme of CPD from Early Excellence to further develop leadership of Early Years and also CPD linked to specific areas of the curriculum, in particular Expressive Arts and Design.</p> <p>Release time for EYFS/middle leaders/senior leaders staff to maximise learning through sustained shared thinking, in order</p>	<p>1,2,3,4,5,6</p>

	to maximise 'spotlighting' pupils in receipt of pupil premium funding	
<p>English Hub:</p> <ul style="list-style-type: none"> ➤ RWINc phonics CPD ➤ Early Writing <p>Purchase resources for the above...</p> <p>supplement current UNITS resources</p> <p>Enhancement of our reading interventions e.g. Herts Reading Fluency programme</p> <p>(SDP – Priority 1,2,3,4,5 and 6)</p>	<p>Impact evidence of 1:1 RWINc intervention to be at least close to national for phonics screening attainment. Evidence of RWINc progress demonstrates accelerated progress for pupils in receipt of pupil premium funding.</p> <p>High quality reading materials to support UNITS – the bespoke daily teaching of reading comprehension. Strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read, whilst addressing the 'language gap'</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p> <p>Coaching with staff</p> <p>Release time for Literacy Lead:</p> <ul style="list-style-type: none"> • To deliver high quality intervention programmes • To coach staff in early reading/Units and newly implemented Early Writing from 2023/24 • To embed key elements of guidance in school from Literacy Hub and LAAT Lead resources CPD/and or resources <p>School Led Tutoring 50% of the cost for DFE school led tutoring for 1:1 phonics and reading comprehension by teachers</p> <p>EEF guidance - based on a range of the best available evidence:</p>	1,2,3,4,5,6
<p>Embedding explicit teaching of vocabulary across the curriculum</p> <p>Implementing pupil voice as outlined in the new monitoring schedule – for impact on knowing and remembering more. In addition, bridging the cultural literacy gap</p> <p>(SDP – Priority 1,2,3,4,5 and 6)</p>	<p>Embed the explicit vocabulary across the curriculum within the assessment schedule to evidence high quality classroom discussions/debates. This will ensure pupils are prepared for their final presentation/interviews with business as they leave Y6-</p>	1,2,3,4,5,6
<p>Purchasing further books to address protected characteristics - diversity within reading materials</p> <p>(SDP – Priority 1,3,4,5 and 6)</p>	<p>Equity - reading materials include where children are given opportunities that allows them to see beyond their own lived experiences and get to feel and understand that they have a positive part to play in a rich and varied society (locally, nationally and globally) - 'mirrors and windows'</p>	1,2,3,4,6
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Maths leader to embed monitoring in line with our new monitoring schedule</p>	<p>Maths leadership release time:</p> <p>Coaching with staff</p> <ul style="list-style-type: none"> • To deliver high quality intervention programmes • To coach staff in areas of mathematics from 2023/24 	1,2,3,4,6

(SDP – Priority 2,3,4,5 and 6)	<ul style="list-style-type: none"> • To embed key elements of guidance in school from Maths Hub and LAAT Lead resources CPD/and or resources eg KIRFS <p>School Led Tutoring 50% of the cost for DFE school led tutoring for mathematics by teachers</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>EEF guidance - based on a range of the best available evidence:</p>	
<p>Improve the quality of social and emotional mental health (SEMH) learning -</p> <p>(SDP – Priority 1,2,3,4,5 and 6)</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	1,2,3,4,5,6
<p>Maintain the ‘Growth and Development’ programme for staff to maintain highly effective teaching throughout the school priorities to:</p> <ul style="list-style-type: none"> • Teachers new to year group/returning from maternity leave etc • Staff with EYFS <p>Maintain ongoing bespoke CPD to further develop the curriculum offer and quality of education through the science of learning and metacognition to support the implementation of the seven EEF recommendations to develop meta-cognitive knowledge and skills in pupils.</p> <p>Pupil voice -will be developed to support pupils to think deeper/debate and articulate what knowledge they have learnt and evidence of how they have used to build schemas to aid new learning.</p> <p>Dual coding techniques and retrieval practice will be embedded to support pupils’ retention of what has been taught and to think about how it aids new learning.</p> <p>Funding will also be used to provide release time for subject leaders so that they can ensure their subject’s curriculum is well-sequenced to enable pupils to retain and build on prior knowledge and to master new ideas</p> <p>(SDP – Priority 1,2,3,4,5 and 6)</p>	<p><i>The Science of Learning</i> summarises existing cognitive-science research on how students learn and connects it to practical implications for teaching.</p> <p>https://www.stem.org.uk/science-of-learning</p> <p>https://sciencetltoolkit.wordpress.com/2019/02/18/12-research-papers-on-dual-coding/</p> <p>The EEF guidance is relevant to early years’ practitioners, teachers, and senior leaders in all educational settings.</p> <p>To develop the recommendations, the EEF reviewed the best available international research and consulted experts, teachers, and academics to arrive at key principles for effective teaching. Each recommendation is accompanied by specific examples. International evidence states that when properly embedded these approaches are powerful levers for boosting learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/EEF Metacognition and self-regulated_learning.pdf</p>	1,2,3,4,5,6

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

Budgeted cost: £25,185.43

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for staff to deliver e.g. <ul style="list-style-type: none"> • Wellcomm • Herts Reading Fluency • RWINc 1:1 intervention • Precision teaching (SDP – Priority 1,2,3,4,5,6) 	<p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention1</p> <p>https://www.hertsforlearning.co.uk/blog/early-findings-ks2-reading-fluency-project</p> <p>We know that Herts Fluency works and is delivered as outlined within the intervention schedule. Proven results in previous years and delivered by English lead – high quality teaching Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3,4,5,6
Engaging with the National Tutoring Programme (remaining 50% not DFE funded) (SDP – Priority 1,2,3,4,5,6)	<p>DFE recovery programme – school led tutoring</p> <p>https://www.gov.uk/government/publications/national-tutoring-programme-ntp/national-tutoring-programme-ntp</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups where relevant</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Tuition led by teachers and targets specific needs and knowledge gaps. Priority for pupils in receipt of pupil premium</p>	1,2,3,4,5,6

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

Budgeted cost: £41,356.45

Activity	Evidence that supports this approach	Challenge number(s) addressed
A member of SLT to access quality assured training to implement an effective whole school or college approach to mental health and wellbeing in your setting (SDP – Priority 1,2,3,4,5,6)	<p>https://www.gov.uk/guidance/senior-mental-health-lead-training</p> <p>Support impact of pupil well-being, including long term impact of COVID</p>	4,5,6

<p>The world of work continues to be high profile and demonstrates all pupils especially those in receipt of pupil premium funding have sufficient knowledge and understanding for future learning and employment – supporting Equity for all and allowing children to flourish, thrive and ultimately, succeed in life.</p> <p>(SDP – Priority 1,2,3,4,5,6)</p>	<p>Historic success within the school on:</p> <ul style="list-style-type: none"> • Behaviour outcomes • Life skills • Personal development • Concepts of lifelong employment skills 	<p>1,2,3,4,5,6</p>
<p>Transition from in school attendance tracking to DFE supported by LA. This involves release time for DDSL to ‘extensively’ support those families who are in receipt of pupil premium funding, to be no greater than ‘national all’ absence (SDP – Priority 4,5)</p> <p>Continuing non-attendance concerns are managed and escalated if unresolved involving all relevant agencies through funding an external EWO (SDP - Priority 4,5)</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. This includes accessing the DFE attendance portal.</p> <p>DfE’s Improving School Attendance advice.</p> <p>Article 28 (right to education) Every child has the right to an education (UNICEF)</p>	<p>4,5,6</p>
<p>Maintain strong relationships with parents and families, especially those with social workers, those in receipt of pupil premium funding and those who face an unexpected crisis</p> <p>DDSL – release time to support as outlined above (SDP - Priority 1,2,3,4,5,6)</p>	<p>Continuous access to DDSL – via mobile phone, Ability to text DDSL 24hours a day and an expected response within school hours the next day</p> <p>Access to DDSL every morning at breakfast club</p> <p>Access to food bank referrals, toys for joy, GREGGS Hardship fund by DDSL and the trust’s charity funding.</p>	<p>2,3,4,5,6</p>
<p>Wider opportunities for pupils – eg school visits, including overnight residential visits.</p> <p>Opportunities to eliminate the poverty gap of experiences – eg musical performances (SDP - Priority 1,2,3,4,5,6)</p>	<p>Continue to provide experiences that ensure pupils are not socially disadvantaged. World of work experiences give pupils a matched or advantaged experience over pupils in ‘well below average’ pupil base/school location deprivation areas.</p>	<p>1,2,3,4,5,6</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>Contingency fund for acute issues £400</p>

Total budgeted cost: £136,693 + £400 (contingency) = £137,093

Part B: Review of the previous academic year – (2022/23)

Outcomes for disadvantaged pupils - Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

EVIDENCE OF EFFECTIVE IMPACT 2022/23 in our decision-making as addressed within this report.

Children in receipt of PP Funding achieving close to (eg within 1 pupil) as well as or better than ALL

Y1 Phonics – all 58% PP 61% - within 1 pupil

Y2 Phonics – all 58 PP 57% - matched all

Reading – Y3, Y5

Writing –Y3,Y5

Mathematics – Y1, Y3,Y5,Y6

EVIDENCE OF IMPACT 2022/23 in our decision-making as addressed within this report – Coaching and the curriculum

Coaching - The trust have evidenced through their monitoring that there is, “Strong Growth & development in place” and the school remains within the trust as a ‘Sustaining’ school. In addition, the recent Ofsted report, Feb 2023, identified that the school remains a good school during their monitoring visit.

1. **Curriculum** - The trust have evidenced through their monitoring that the school should be commended on the following:
 - Middle leaders have ownership of their subject and have impact across the whole school.
 - The curriculum being sequential and cohesive
 - The ‘buy in’ to the vision by the whole school community

National evidence suggests that COVID-19 had a significant impact on the education of the current Y4 and Y9 pupils. As a school we would support this for our Year 4 pupils and they will form part of our ‘most vulnerable’ pupils for 2023/24.

EVIDENCE OF IMPACT 2022/23 in our decision-making as addressed within this report - Targeted Intervention

Targeted intervention:

1:1 RWINc – Both Y1 and Y2 outcomes for phonics screening: Y1 within 1 pupil difference (3%) for PPvNonPP and for Y2 – no difference between PPvNonPP – demonstrating the Impact has enabled the school to close the gap. Herts Fluency – Y6 reading outcomes demonstrated within 2 pupil difference between PP and reading outcomes for **ALL** pupils – again clear impact in closing the gap. Y5 outcomes (approx.. 50% of the class in receipt of PP funding) demonstrated that 85% of pupils in receipt of pupil premium achieved EXS+ against 74% EXS+ for **ALL** pupils.

EVIDENCE OF IMPACT 2022/23 in our decision-making as addressed within this report – Attendance

Impact of the PPF addressed for attendance: –Effective tracking, monitoring and supporting families in receipt of pupil premium funding has led to there being only 1% difference between PPvNonPP attendance and a 3 year trend of closing the absence gap. Over time (3 year trend) the ‘absence’ gap between pupils in receipt of PP and those not in receipt of PP has reduced each year:

- 2020/21 – 3.2% absence gap
- 2021/22 – 1.77% absence gap
- 2022/23 – 1.22% absence gap

However, we will continue to address absence as a priority, as outlined within this 3-year plan to improve not only overall attendance for **all** but also for the most vulnerable groups.

Behaviour/well-being

Our observations and assessments demonstrated that pupil behaviour remains of no significant concern. However, well-being and mental health remains a priority to address the impact of COVID, especially for pupils in receipt of PP. As this plan is over 3 years, we will continue to focus on our drive as stated in the Intended Outcomes section above, in particular our SMHL action plan and through our curriculum, coaching and interventions.

EVIDENCE OF EFFECTIVE IMPACT 2023/24 in our decision-making as addressed within this report – Behaviour and Well-being

Ofsted reported (February 2023): “Pupils behave well. They enjoy coming to school. Staff have high expectations of pupils’ learning and behaviour. Pupils are polite, respectful and friendly to each other and adults. The school is a calm and orderly environment that is very well looked after. Bullying is rare. Leaders take any concerns seriously. Pupils know that if they are worried, there are staff who will help them. Pupils always have someone to play with at breakfast club, lunch or breaktimes.

In addition, the trust, the Chair of Governors through her monitoring has referenced that she is always impressed by the following:

- *children’s behaviour around school and learning attitudes in lessons.*
- *the high standard of teaching*
- *the relationship between adults and children*
- *the lunchtime behaviours*

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the activity in this academic year section above. The further information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
n/a	n/a

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
n/a
The impact of that spending on service pupil premium eligible pupils
n/a

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Offer a FREE breakfast café for all pupils - (not staffing or daily numbers beyond 70) – funded 70 places by GREGGS Foundation with additional funding bids e.g. £1,000 termly for white goods, food/clothing vouchers, beds/bedding etc. In addition, successful bids to provide breakfast hampers for school holidays – successful for October half-term
- Dolly Parton – Imagination Library – continuous funding through the Cleethorpes Rotary Club/local business – every child in EYFS (Nursery and Reception) will receive a free book every month.

Planning, implementation, and evaluation

In planning our new pupil premium strategy 2021/22, we carried out a restructure of support staff. This led us to being able to increase teaching capacity to build on the success of the Y6 model - 2 teachers for 30 pupils, with no TA support. As a result, we now have 2 teachers every morning for our Y2 class due to the identification that COVID has had the most impact on the youngest of pupils. This ensures the most vulnerable have the most qualified to support their learning.

We also participated in a pupil premium workshop led by the Trust's SEA with the opportunity to engage in collaborate professional dialogue and planning with schools from a similar context to get an external perspective on our strengths and areas for development. This has enabled us to broaden the pockets of good practice ensuring we meet the needs of pupils in receipt of PPF and pupils with SEND through quality first teaching.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by pupils in receipt of PPF. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of 'disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.' We also looked at studies about the impact of the pandemic on 'disadvantaged pupils.'

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.