

# Mount Charles Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

## School overview

Detail	Data
School name	Mount Charles School
Number of pupils in school	366
Proportion (%) of pupil premium eligible pupils	44.54%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020-2023
Date this statement was published	December 2022
Date on which it will be reviewed	April 2023
Statement authorised by	Claire Bunting
Pupil premium lead	Rachel Nile
Governor / Trustee lead	Claire White

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£230,390 (Apr 22 - Mar 23)
Recovery premium funding allocation this academic year	£5,872.50
School-led tutoring funding	£25,110
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	£261,372.50

# Part A: Pupil premium strategy plan

## Statement of intent

Mount Charles School is a community school located in Mount Charles, in the central south east of St Austell in Cornwall.

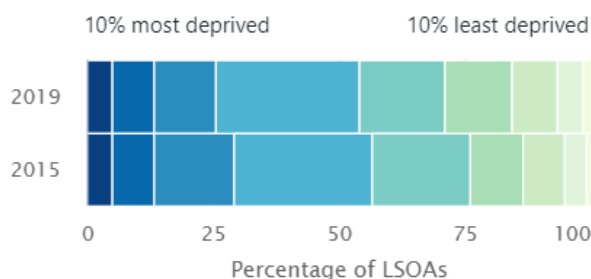
The information below shows the “Lower Super Output Areas” (LSOAs) comparison for Mount Charles against the rest of the country. This locality is amongst the 10% most deprived in the country.

Your selected location falls in [Cornwall 039B](#) LSOA (i.e. neighbourhood). This is within [Mount Charles](#) ward and [Cornwall](#) local authority district.

In 2019, this LSOA is ranked **2,675** out of 32,844 LSOAs in England; where 1 is the most deprived LSOA. This is amongst the 10% most deprived neighbourhoods in the country. In 2015, this LSOA was ranked **2,755** out of 32,844- amongst the 10% most deprived neighbourhoods.

Cornwall 039B is one of 326 LSOAs in Cornwall local authority district. Using the IMD rank of average summary measure, this local authority ranked **67 in 2015** and **83 in 2019**, out of 317 local authorities.

This chart shows the percentage distribution in 2019 and 2015 of LSOAs within Cornwall, in each decile of the **Index of Multiple Deprivation (IMD)**.



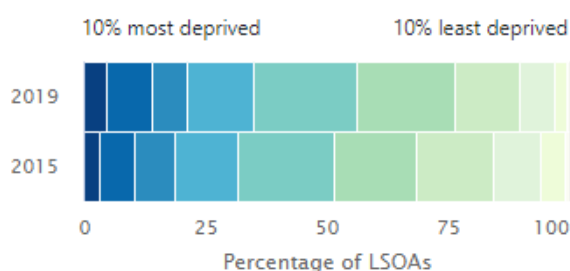
### Income Deprivation Affecting Children Index

Your selected location falls in [Cornwall 039B](#) LSOA (i.e. neighbourhood). This is within [Mount Charles](#) ward and [Cornwall](#) local authority district.

In 2019, this LSOA is ranked **2,480** out of 32,844 LSOAs in England; where 1 is the most deprived LSOA. This is amongst the 10% most deprived neighbourhoods in the country. In 2015, this LSOA was ranked **3,143** out of 32,844- amongst the 10% most deprived neighbourhoods.

Cornwall 039B is one of 326 LSOAs in Cornwall local authority district. Using the IMD rank of average summary measure, this local authority ranked **67 in 2015** and **83 in 2019**, out of 317 local authorities.

This chart shows the percentage distribution in 2019 and 2015 of LSOAs within Cornwall, in each decile of the **Income Deprivation Affecting Children Index (IDACI)**.



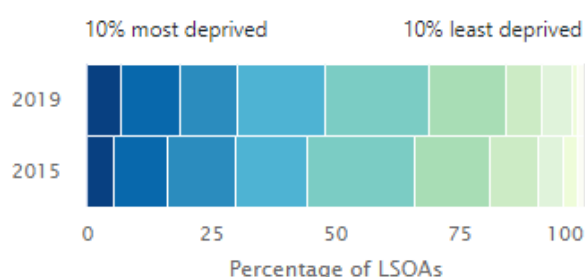
### Employment Deprivation Domain

Your selected location falls in [Cornwall 039B](#) LSOA (i.e. neighbourhood). This is within [Mount Charles](#) ward and [Cornwall](#) local authority district.

In 2019, this LSOA is ranked **1,167** out of 32,844 LSOAs in England; where 1 is the most deprived LSOA. This is amongst the 10% most deprived neighbourhoods in the country. In 2015, this LSOA was ranked **1,983** out of 32,844- amongst the 10% most deprived neighbourhoods.

Cornwall 039B is one of 326 LSOAs in Cornwall local authority district. Using the IMD rank of average summary measure, this local authority ranked **67 in 2015** and **83 in 2019**, out of 317 local authorities.

This chart shows the percentage distribution in 2019 and 2015 of LSOAs within Cornwall, in each decile of the **Employment Deprivation Domain**.



This shows the challenges facing many of our children. Our locality has an IDACI that is ranked 2,480 out of 32,844 and employment deprivation ranked at 1,167 resulting in implications for a number of our pupils around support from parents at home, ambition and aspiration, role models as well as the wider impact of deprivation.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through intervention teachers and intervention programmes for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

All members of staff and the governing body accept responsibility for 'disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment.

Mount Charles will:

- Be very clear about the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. **Quality First Teaching is paramount.**
- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve.
- Analyse which pupils were underachieving, particularly in English and Mathematics, and why.
- Never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged pupils to achieve the highest levels.
- Draw on research evidence (such as the EEF) and evidence from our own and others' experiences to allocate the funding to the activities that were most likely to have significant impact on improving achievement.
- Use achievement data frequently to check whether interventions or strategies are working and adjust accordingly, rather than using the data retrospectively to see if something has worked.
- Demonstrate the impact of each aspect of the programmes and interventions on the outcomes for pupils through careful monitoring and evaluation on the Edukey Provision Map

- Systematically focus on giving pupils clear, useful feedback about their work, and ways that they could improve it. (AFL)
- Ensure that the Senior Leadership Team has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils.
- Ensure that class and subject teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress. This also applies to teaching assistants.
- Provide well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning.
- Have a clear and robust appraisal system for all staff, and include discussions about pupils eligible for the Pupil Premium in appraisal and pupil progress meetings.
- Involve governors in the decision making and evaluation process.
- Manage funding so that it is always spent on the targeted group of pupils.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance data for our Pupil premium is a greater concern than their non-PP peers</p> <p>2021-2022 Whole school attendance data = 92.99%</p> <p>2021-2022 Whole school data for non PP = 94.02%</p> <p>2021-2022 Whole school data for PP pupils = 91.68%</p>
2	<p>Many of our disadvantaged pupils have disrupted and challenging lived experiences at home. Many face multiple challenges that will impact upon their learning and progress, including social care involvement, SEND and mobility. This impacts upon attainment and progress.</p> <p>Many of our disadvantaged pupils have other challenges to learning such as:</p> <p>67% of our PP children have had EHH/FSW/Social care involvement or have had a cause for concern identified to the school safeguarding team.</p> <p>29% of PP pupils are also SEND (SEN Support/EHCP)</p> <p>This evidences the increased demand on our safeguarding team to support our pupils.</p>
3	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and</p>

	<p>in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>Communication and language skills are a challenge for our disadvantaged pupils. In 2022-23, on entry to Reception:</p> <ul style="list-style-type: none"> <li>• 92% of disadvantaged pupils are working below, or well below the expected standard in Listening, Attention and Understanding and Speaking.</li> <li>• Of the children that are eligible for NHS SALT intervention in Reception, 40% of these are disadvantaged.</li> </ul>
4	<p>The school has experienced more frequent and extreme social, emotional, mental health and behaviour concerns. This impacts upon attainment and progress for the pupils experiencing this as well as their peers.</p> <p>In 2021/22, there were 33 fixed term suspensions, relating to 8 pupils. 5 of the pupils were disadvantaged. This shows that 3% of our disadvantaged population are experiencing needs that mean they are at risk of suspension, despite extensive support and provision in place compared to 0.5% of non-disadvantaged pupils.</p>
5	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies such as the EEF study that found:</p> <p><i>“significantly lower achievement”, with a “large and concerning gap” for disadvantaged pupils following lockdown. Overall performance in both reading and mathematics in autumn 2020 was found to be significantly lower compared to the 2017 cohort, with pupils, on average, making <b>two months less progress</b> in both subject areas compared to the standardisation sample. Worryingly, the study finds that a very large number of pupils were unable to engage effectively with the tests.</i></p> <p><i>The study also finds a large and concerning gap between the attainment of disadvantaged pupils and non-disadvantaged pupils. For both reading and maths this gap is estimated to be the equivalent of <b>seven months’ learning</b>”</i></p> <p>This has resulted in significant knowledge gaps leading to disadvantaged pupils falling even further behind age-related expectations.</p>
6	<p>Assessments, observations, and discussions with pupils shows that pupils that fail to pass the phonics screening are disadvantaged. In the year 2022, 75% of the pupils that failed the phonics screening in Year 1 were disadvantaged. This negatively impacts their development as readers.</p>
7	<p>Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 3 years, between 85-95% of our disadvantaged pupils arrive below age-related expectations.</p>
8	<p>Parental engagement and involvement in the school has been limited due to Covid 19. Between 2020 and 2022, parents have not been into school for events such as parents evening, assemblies, presentations etc.</p> <p>Parental surveys show parents feel that school provides some strategies for learning at home, however parents would like to receive more support</p>

	regarding their child's learning and would like to be more involved in sharing their success in school.
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## 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. Increased attendance rates and punctuality for pupils eligible for Pupil Premium.	<p>Reduce the number of persistent absentees among pupils eligible for PP (to close the gap to non-PP PA).</p> <p>Overall PP attendance to be above 96.8%.</p> <p><a href="#">Education Endowment Foundation (families of schools database)</a></p>
2. Children identified as having multiple barriers due to SEND/PP/mobility are supported through a multi-agency approach.	<p>Pupil progress for these pupils will be tracked to ensure progress will not be affected by these experiences.</p> <p>Percentage of PP pupils achieving the expected standard in reading, writing and maths is comparable with similar schools.</p> <p><a href="#">Education Endowment Foundation (families of schools database)</a></p>
3. Improved language and communication skills for pupils eligible for Pupil Premium.	<p>Pupils in all year groups who are eligible for Pupil Premium make rapid progress by the end of KS2 so that all pupils who are eligible for Pupil Premium meet age related expectations at least.</p> <p>Children leaving EYFS will be working at the Expected Standard for Listening, Attention and Understanding, unless a SEND need is identified.</p> <p>During lesson observations and pupil conferencing, pupils are observed as having a breadth of vocabulary that reflects their experiences and children will be observed to connect ideas orally and explain what is happening coherently.</p> <p><a href="#">Education Endowment Foundation (families of schools database)</a></p>
4. Behavioural issues addressed.	<p>Fewer fixed term suspensions and 'serious incidents' recorded for pupils eligible for Pupil Premium than in 2021-2022.</p> <p>All disadvantaged pupils in EYFS will meet the expected standard for self-regulation, managing self and building relationships.</p> <p><a href="#">Education Endowment Foundation (families of schools database)</a></p>
5. To close the gap between PP and Non-PP peers widened by the pandemic in reading, writing and maths.	<p>Additional funding to be deployed to offer tuition and resources to close the attainment gap.</p> <p>Percentage of PP pupils achieving the expected standard in reading, writing and maths is comparable with similar schools.</p> <p><a href="#">Education Endowment Foundation (families of schools database)</a></p>
6. Pupils eligible for Pupil Premium, who do not also have SEND, will pass the Phonics Screening preferably in Yr1, but if not in Yr2.	<p>A higher percentage of PP children will pass the Yr1 screening (of the 4 children that did not pass, 3 were PP).</p> <p><a href="#">Education Endowment Foundation (families of schools database)</a></p>

7. Higher rates of progress in Maths across EYFS, especially in Number.	<p>Pupils identified as Pupil Premium make as much progress as non-PP peers across EYFS and those who are identified as Low Prior Attaining make accelerated progress. Progress will be visible in learning walks, lesson observations and in learning journeys.</p> <p>The number of pupils who have achieved GLD by the end of Reception will be in line with, or above, non-PP pupils nationally.</p> <p><a href="#">Education Endowment Foundation (families of schools database)</a></p>
8. Parents and carers are enabled to join in the celebration of success in learning, e.g. through open sessions and sharing assemblies.	Parental Engagement Project is started and parents are involved in their child's learning and in celebrating their successes.

## 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

Budgeted cost: £83,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality teaching.</p> <p>High quality, bespoke staff CPD programme.</p> <p>Targeted through staff meetings and in response to monitoring outcomes.</p>	<p>Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment, including the EEF publication 'Using your Pupil Premium 1, 3-6 7 Effectively'</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p>Teachers will evaluate effectively to ensure misconceptions are addressed and personalised learning is available.</p> <p>Focus to include: English, Maths and SEND provision. Targeted coaching via IRIS.</p> <p>Further embedding Oracy (STAR and Shape), Metacognition and Retention of Prior Knowledge</p>	2.3, 5, 6, 7
<p>Voice 21</p> <p>EYFS Lead, and EYFS teacher trained as Oracy Champions through Voice 21 project (£2900 p/a) to develop oracy</p>	<p>The 'Closing the Attainment Gap' document produced by EEF shows that targeted small group and 1:1 intervention has the largest potential for immediate impact on attainment. The EEF document 'Preparing for Literacy' recommends that high quality, adult-child interactions are important.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-early-years</a></p> <p>Adults have a vital role to play in modelling effective language and communication. Strength in language and communication</p>	3,5

practice. CPD opportunities for staff and resources available for school and home.	provides the foundation of thinking and learning and so should be prioritised. The impact of the Voice 21 project can be seen here: <a href="https://voice21.org/wp-content/uploads/2021/07/Voice-21-Impact-Report-2016-2021.pdf">https://voice21.org/wp-content/uploads/2021/07/Voice-21-Impact-Report-2016-2021.pdf</a>	
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## Targeted academic support

Budgeted cost: £25,110 (School Led Tutoring Funding) £5872.50(Recovery Premium Funding) £41,100.50 (Pupil Premium Funding) = £72,083

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Tuition by additional school staff.	In the EEF, there is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2,3,5, 4, 6, 7
Speech and Language HLTA to screen all children on entry, agree and run bespoke programmes agreed with SALT (NELI, Talk Boost).	The EEF Toolkit shows that communication and language approaches, especially in the early years, has high impact for low cost based on extensive research. <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a>	2, 3, 5
RWI 1:1 tuition.	The 'Closing the Attainment Gap' document produced by EEF shows that targeted small group and 1:1 intervention has the largest potential for immediate impact on attainment. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	2, 5, 7
Additional support staff to offer interventions and support pupils in class or 1:1 Support may include, BPVS assessments, PHaB	The 'Closing the Attainment Gap' document produced by EEF shows that targeted small group and 1:1 intervention has the largest potential for immediate impact on attainment.	2,3,5,6,7,



assessments, Number Stacks, Precision Teaching.		
School Intervention Teachers and teaching to implement: Numbers Stacks (KS2) Shine (Grammar) across KS2.	The 'Closing the Attainment Gap' document produced by EEF shows that targeted small group and 1:1 intervention has the largest potential for immediate impact on attainment.	2, 3, 5, 6, 7
School support staff to be trained in Lightning Squad to target reading in Years 3 to 6 (£1512.00).	In the EEF, there is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. Research conducted by FFT has demonstrated that pupils using Tutoring with the Lightning Squad make learning gains of between 3 and 5 months in reading attainment.	2,5

## Wider strategies

Budgeted cost: £106,189.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Lead (TIS trained) will work with vulnerable pupils to ensure their SEMH needs are not a significant barrier to learning (HH's rate) ACE's to be tracked alongside Boxall profile outcomes 1 x HLTA's trained as ELSA to support SEMH needs.	The ACE's study is one of the biggest Public Health studies of all time (17,000 people). The study found that ACEs are a leading determiner of the most common forms of physical illness, mental illness and early death in the Western World. Research studies on social buffering, show that 'protective factors', namely interventions by emotionally-available adults, before the age of 18, can interrupt the trajectory from childhood adversity to challenging behaviour, learning difficulties, long-term mental, physical and societal ill-health. See infographic below:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>	2, 4
Safeguarding Lead and SENCo (3 x hourly rate of LN's Salary per week) will be prompt to complete necessary referrals to access the support required.	Multi Agency Support Team Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social Emotional Learning can lead to learning gains of +4 months over the course. Specialist advice and services can be sought from external therapy services, family and behaviour support, EP or other agencies.	2, 4, 5
Data analysis to diagnose barriers and	The 'Closing the Attainment Gap' document produced by EEF shows that targeted small group and 1:1 intervention has the	2, 3, 5, 6, 7

gaps for our disadvantaged pupils. Year group moderation opportunities.	largest potential for immediate impact on attainment. Accurately identifying the next steps and appropriate interventions for these pupils is key to closing the gap.	
Education Welfare Service EWO support and the School Attendance Officer will work with families to improve attendance, particularly for PP PA children (see Attendance Action Plan).	Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%. Improving 'Attendance Guidance Report' and 'Working with Parents to Support Children's Learning Guidance Report' from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. <a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a>	1, 5, 6
Further improve the take up of extra-curricular opportunities provided by the school, including the most disadvantaged. Extra-Curricular Activities and Curriculum Enrichment. 50% subsidy of school trips for PP pupils. Facilitating access to before and after school clubs a priority for PP pupils.	One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances. "Intelligence plus character-that is the goal of true education." — Martin Luther King, Jr. To build cultural capital, pupils not only need knowledge, they also need attitudes, tastes, values and language. Pupils at Mount Charles School need access to experiences to enable them to accumulate these skills.	2, 4
Free cardigan or jumper every year for every PP pupil.	The EEF suggests that wearing a uniform is not on its own, likely to improve learning, but it supports a sense of identity, belonging and the development of a school ethos and the improvement of behaviour and discipline. Children will know what it means to be ready to learn and will take pride in their appearance.	
Parents invited in to assemblies and to celebrate learning and success. Parents will also be invited to workshops and IT drop in sessions. Parental Engagement Project started. PP Lead to work with SW100	EEF research showed that parental engagement has a positive impact on average of 4 months' additional progress. They state that it is crucial to consider how to engage with all parents to avoid widening attainment gaps. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	8

**Total budgeted cost: £261,372.50**

## 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 2021 to 2022 academic year.

Desired Outcome	Impact	Lessons Learned and implications.
Increased attendance rates and punctuality for pupils eligible for Pupil Premium.	Attendance data shows a decline in attendance in 2021-2022.	<p>We experienced the impact of Covid on attendance data due to isolation periods and many children having Covid more than once. Holidays cancelled during the pandemic were frequently only offered to be rescheduled during term time, increasing unauthorised absence and the number of PA pupils.</p> <p>Attendance focus for whole school required – see attendance action plan.</p>
Children identified as having multiple barriers due to SEND/PP/mobility are supported through a multi-agency approach.	Support in place for pupils, pastoral support and safeguarding team are swift in seeking advice. Case studies have been completed and analysed.	<p>All teachers to identify SEN/PP/Mobility groups and interventions required at pupil progress meetings. Progress to be monitored and reviewed regularly.</p> <p>We will be introducing mobility packages and TAC meetings with new arrivals to the school to ensure rapid progress.</p>
Improved language and communication skills for pupils eligible for Pupil Premium.	<ul style="list-style-type: none"> <li>80% of pupils in EYFS progressed from 'concerns' to 'no concerns' in NELI assessments.</li> <li>Teachers confidence in teaching oracy has increased by 35%.</li> <li>96% of children feel that it is important to be a good speaker and listener.</li> <li>In all classes SHAPE and STAR are in place to support pupil's oracy skills.</li> </ul>	<p>Continue with NELI for EYFS from January 2023 and Talk Boost for Y1 and 2.</p> <p>On entry to EYFS, communication and language skills are a barrier to learning, we will need to continue with interventions. BPVS assessments used at the start of each year.</p> <p>Continue to monitor use of SHAPE and STAR in classes and develop oracy work.</p>
Behavioural issues addressed.	Suspensions increased during 2021-2022. Swift intervention is in place. 'Pupils say that when pupils do misbehave, adults intervene swiftly to address this. Leaders have ensured that there are a range of approaches	Continue to follow the SEMH pathway, seeking support from Trust SENDCO Lead and Trust Safeguarding Lead.

	<p>in place to ensure the exclusion is only used as a last resort.' (School Improvement Partner)</p> <p>In EYFS, 66% of the cohort achieved the expected standard in self-regulation, managing self and building relationships. 59% of PP pupils compared to 10% of non-PP pupils did not reach the expected standard. Of those disadvantaged pupils 50% of them had an additional need.</p>	<p>Investigate transition preparation for pupils moving onto different classes and schools.</p> <p>Continue to develop stronger links with feeder nurseries and pre-schools.</p>														
<p>To close the gap between PP and Non-PP peers widened by the pandemic.</p>	<p>Results from national tests demonstrate that pupils achieve well in phonics and KS2 reading.</p> <ul style="list-style-type: none"><li>• The gap between disadvantaged and their non-disadvantaged peers has significantly improved in KS2 Maths, Writing and GPS. * see tables below.</li><li>• The disadvantaged gap in KS2 Reading has increased slightly by 3%.</li><li>• KS1 disadvantaged pupils have performed well, with the gap between PP/Non-PP children closing significantly and with PP children outperforming their non-PP peers in Maths.</li></ul> <p>Progress in Reading - KS2</p> <table><tr><td>2019</td><td>59% (23% GDS)</td><td>PP 46%</td></tr><tr><td>2022</td><td>75% (29% GDS)</td><td>PP 69%</td></tr></table> <p>In 2022, KS2 71% of all pupils achieved the expected standard in maths. This was in line with national. Disadvantaged pupils working at the expected standard in maths:</p> <table><tr><td>2017</td><td>35%</td></tr><tr><td>2018</td><td>57%</td></tr><tr><td>2019</td><td>46%</td></tr><tr><td>2022</td><td>69%</td></tr></table> <p>KS2 Writing outcomes have declined. Diagnostic work has been completed into reasons and responses.</p>	2019	59% (23% GDS)	PP 46%	2022	75% (29% GDS)	PP 69%	2017	35%	2018	57%	2019	46%	2022	69%	<p>Focus on times tables and fluency in all classes.</p> <p>Continue with intervention teachers supporting small groups and 1-1 as there have been positive outcomes.</p> <p>Writing outcomes were below national and the number reaching national have decreased. When pupils returned after the pandemic, we noticed a significant decline in standards of writing across the school.</p> <p>The Write Stuff was implemented in September 2021, this needs to be further embedded.</p> <p>Adaptive teaching needs to be monitored to ensure that all pupils make good progress.</p> <p>Regular monitoring of teaching and learning to continue across the school.</p>
2019	59% (23% GDS)	PP 46%														
2022	75% (29% GDS)	PP 69%														
2017	35%															
2018	57%															
2019	46%															
2022	69%															
<p>Pupils eligible for Pupil Premium, who do not also have SEND, will</p>	<p>2020 82% all pupils. PP = 67%</p> <p>2021 77% all pupils. PP = 77%</p> <p>2022 91% all pupils. PP = 87%</p>	<p>Read Write Inc continues to be successful.</p> <p>CELT schools have a Trust</p>														

pass the Phonics Screening preferably in Yr1, but if not in Yr2.		subscription which ensures high levels of scrutiny by the regional consultant. Highly effective early reading leader to monitor RWInc sessions to ensure high quality teaching and rapid progress.
Higher rates of progress in Maths across EYFS, especially in Number.	In 2022 in EYFS, 71% PP and 81% non-PP achieved the expected standard in number at the end of EYFS. This compares with 30% PP and 62% non -PP on entry.	NCTEM in EYFS has been successful and needs to continue. Maths language has developed as well as maths skills.
Extra-Curricular Activities and Curriculum Enrichment. 50% subsidy of school trips for PP pupils. Facilitating access to before and after school clubs a priority for PP pupils.	All pupils have been encouraged to attend an extra-curricular club.  In 2021-2022, 75% of all pupils and 69.7% of disadvantaged pupils attended an extra-curricular club.  In 2021-2022, 76% of disadvantaged pupils in KS2 attended a residential trip.	Teachers to continue to encourage extra-curricular trips.  Review the offer in place to ensure a range of clubs are available.

#### KS1

	PP/Non-PP gap 2019	PP/Non-PP gap 2022	% change
Reading	-23%	-5%	+18%
Writing	-25%	-2%	+23%
Maths	-23%	+9%	+32%

#### KS2 2022

	PP/Non-PP gap 2019	PP/Non-PP gap 2022	% change
Reading	-13%	-16%	-3%
Maths	-28%	-4%	+24%
GPS	-20%	-3%	+17%
Writing	-19%	-9%	+10%

## 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
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Read Write Inc	Ruth Miskin Training
Power Maths	Pearson
The Write Stuff	Jane Considine Education
Number Stacks	Number Stacks
Talk Boost	Speech and Language UK
Shine	Rising Stars

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<p>Pupils and families were spoken to individually to identify how best to utilise the funding. Support included:</p> <ul style="list-style-type: none"> <li>• Targeted intervention to ensure progress in learning.</li> <li>• Pastoral Support sessions.</li> <li>• Attending nurture groups.</li> <li>• Wrap around support.</li> <li>• Extra-curricular activity participation.</li> </ul>
<b>The impact of that spending on service pupil premium eligible pupils</b>
<ul style="list-style-type: none"> <li>• Pastoral support has been available for pupils to manage emotions.</li> <li>• Intervention has supported progress in reading via Lightning Squad.</li> <li>• Participation in extra-curricular activities.</li> </ul>