



## Pupil Premium strategy statement 2023-24 and evaluation

This statement details our school’s use of pupil premium (along with tutoring funding and recovery premium for the 2023-24 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	Livingstone Primary School
Number of pupils in school	222 (197 without Nursery)
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2021-24
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Rebecca Willard
Pupil premium lead	Lianne Marshall
Governor / Trustee lead	Simon Wilde

### Funding overview

Detail	Amount (financial year 2021-22)	Amount (financial year 2022-23)	Amount (financial year 2023-24)
Pupil premium funding allocation this academic year	£69,780	£59,301	£59,880
Recovery premium funding allocation this academic year	£5,075	£2,538 (added to targeted academic support)	£5,364 (added to high quality teaching)
School lead tutoring grant for academic year	£6,480	£5,994 (added to targeted academic support)	£3,916 (added to targeted academic support)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0	£0
<b>Total budget for this academic year</b>	<b>£80,120</b>	<b>£67,833</b>	<b>£69,160</b>

## **Part A: Pupil premium strategy plan**

### **Statement of intent**

In planning the use of Pupil Premium, we have taken into account the context of the school, the needs of the children in school, the effect of the Coronavirus Pandemic on pupils' progress, attainment and wellbeing and the EEF guidance on the most effective use of funding for recovery and pupil premium.

### **References**

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment>

<https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1066915/Using\\_pupil\\_premium\\_guidance\\_for\\_school\\_leaders.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1066915/Using_pupil_premium_guidance_for_school_leaders.pdf)

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

### **Context of the school**

Livingstone has 222 pupils on roll from 3-11, with a PAN of 30. Classes are single form. The school has no distinct religious denomination and its pupils are predominantly white British. Currently, 6% of pupils are EAL. There are 7 languages spoken in school not including English (French, Arabic, Mandarin, Bengali, Spanish, Urdu and Shona). The school is located in the small town of Mossley on the border of Tameside.

The school serves a mixed catchment area. 37% of pupils reside in the top 20% most deprived LSOAs on the Index of Multiple Deprivation. 10% of children are in IDACI deprivation band 1 (most deprived) and a further 28% in IDACI band 2.

Currently there are 18% of pupils in receipt of Pupil Premium with variations between cohorts. The percentage of pupils in receipt of Pupil Premium varies widely between cohorts. Attainment on entry is variable. 16% of pupils are on the SEN register and we have a higher percentage of children with EHCPs than average.

### **Objectives of Pupil Premium Spending**

We aim to ensure that every child leaves Livingstone excited about learning and determined to succeed. We want to equip them with good Literacy and Numeracy skills, as well as self-confidence and resilience. We target the use of Pupil Premium to successfully bridge the gap in levels of attainment between PP pupils and non-PP pupils. Careful analysis of internal and external pupil data, historical attainment and progress rates was undertaken to ensure that these funds are used to maximum effect. We identified opportunities for children to have an enriched and enhanced experience of the curriculum including musical tuition and out of school learning.

Common barriers to learning for disadvantaged children that are evident within our community are: less support at home, weak language and communication skills, lack of confidence and resilience, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

### **Principles**

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### **Priorities for Educational Recovery from Covid-19**

Over the Covid-19 pandemic, children’s learning has been disrupted in an extraordinary and significant way. Schools in England experienced unprecedented disruptions due to the coronavirus (COVID-19) pandemic. During these periods of partial closure, many pupils experienced some form of remote learning. Even when schools re-opened fully, significant challenges remained due to high levels of staff and pupil absence. Research shows that COVID-19-related disruptions have worsened educational inequalities: the attainment gap between disadvantaged pupils and their peers has grown since the onset of the pandemic.

### **Key findings from The Impact of COVID-19 on Learning (EEF document)**

- COVID-19-related disruption has negatively impacted the attainment of all pupils, particularly those from disadvantaged backgrounds.
- There is evidence that the attainment gap between disadvantaged students and their classmates has grown.
- There is some evidence that in primary schools, younger year groups (Key Stage 1 pupils) have been the most significantly affected, with lower attainment than previous cohorts across all subjects.
- Most evidence shows that despite some recovery by summer 2021, on average pupils were not performing as well in both maths and reading as pre-pandemic cohorts.
- Aside from the impact on attainment, which this report focuses on, teachers have frequently reported concerns around the effect on pupil wellbeing. There is also emerging evidence that suggests the pandemic has negatively impacted children’s mental health.

The evidence is clear that missed face-to-face attendance causes significant harm to children and young people’s education, life chances and mental and physical health. This harm disproportionately affects children and young people from the most disadvantaged backgrounds. We have used a mix of our own data analysis, research from EEF and LA priorities to plan for our recovery.

### **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Pupils have below average communication skills.
2	Data analysis shows in school gaps against non-PP pupils in certain subjects in certain year groups.
3	Pupils have lower than expected basic maths and English skills and knowledge eg phonics, times tables, number bonds, handwriting.
4	Some children have unmet Social and Emotional needs and need mental health support.
5	Some of the children eligible for Pupil Premium also have Special Educational Needs
6	Children are not school ready and are coming into school not able to learn
7	Home environment does not always support children coming to school ready to learn and regular school attendance and punctuality.
8	Limited opportunities for children to access enrichment opportunities
9	The curriculum needs further development to support children to remember essential knowledge and skills supporting all children to make links in their learning and make good progress

## 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
Improved outcomes for all pupils including those who qualify for PP.	Teaching and learning continues to develop through actions identified in the School Improvement Plan. This ensures that all children have strong teaching which enables strong progress and educational recovery. Gap continues to close and PP pupils make accelerated progress. The curriculum continues to be developed across school.
Pupils are supported to improve their speech and language to enhance communication.	Pupils are able to express themselves and therefore organise their thoughts clearly in order to communicate orally and in writing.
Children who are PP and also have EHCPs are supported to make the best possible progress with appropriate 1:1 support.	Children make good progress in their own targets and next steps in learning.
Children are calm and ready to focus on learning so that they can make good progress.	Children who are in need of emotional and mental health support are supported appropriately and enabled to return to learning quickly so that they make good progress in learning.
Children in the early years are supported to make accelerated progress and support the prime areas of learning so that they are then able to make progress.	Children are quickly settled into Nursery. Children who qualify for EYPP are able to spend additional time in Nursery to support their learning and development.
Children's home environment is improved and routines are established. Children come to school ready to learn.	Families supported and EHA meetings, CiN meetings and Core Groups attended meaning that the home situation for children improves
Attendance and punctuality improves so that children are able to make better progress and settle into a strong routine.	Attendance and punctuality improves.
Children have the opportunity to access wider opportunities	Children are able to pursue their talents and interests beyond the curriculum.

## Activity in this academic year

This details how we intend to spend our pupil premium (tutoring funding and recovery premium) **this academic year** to address the challenges listed above.

### High Quality Teaching (for example, CPD, recruitment and retention)

The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils. We will focus on developing teaching practice over a sustained period. EEF recommends that 50% of pupil premium funding is used to support this. We have added our Covid recovery funding to this too (£5,364). This will include:

- improving literacy and mathematics outcomes;
- Implementing a new Phonics scheme
- securing effective professional development;
- developing the curriculum further to ensure it engages and inspires enabling children to become enthusiastic learners.

**Budgeted cost: £29,940 + Covid Recovery of £5,364 = £35,304**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement a systematic synthetic phonics scheme ' Monster Phonics'</p> <p>Scheme £2596 Training time £3000</p>	Consistency in delivery and approach to the teaching of phonics. Engagement for all, including boys, due to the scheme chosen.	2,3,9
<p>Helicopter stories implementation for EYFS teachers</p> <p>Training cover £1800 (8 hours per teacher of training and launch day)</p>	Initiative designed to improve speech and language and writing in the EYFS. This is intended to improve outcomes and accelerate progress.	1,2,3,6
<p>Resources to support the development of maths mastery teaching</p> <p>£2310</p>	Purchase the resources needed to ensure that we embed a maths mastery approach across school – including White Rose Maths and the workbooks for the White Rose Scheme and classroom secrets subscription	2,3,9
<p>ECT development and training</p> <p>Release for ECT and mentor for weekly meetings £7800 Cover for induction tutor training and mentor training £400</p>	Ensure that the ECT is thoroughly trained and supported and that teaching and learning in her class is as good as it possibly could be.	2,3,9
<p>Ogden trust science network meetings and science conferences</p> <p>Cover £600</p>	Allow subject knowledge of the science lead to be developed and access to free resources to support practical work in science.	2,9
<p>Regular subject leader time to support curriculum development</p> <p>£3900</p>	Allow regular release time to support subject leaders to develop the curriculum further and to rewrite curriculum planning	9
<p>Attendance at LA DT, History and RE subject networks termly</p> <p>Cover £600</p>	Support subject leaders in these subjects to increase their subject knowledge and to develop the curriculum offer.	9
<p>Training for EYFS lead</p> <p>£270 and cover £300</p>	Professional development of the EYFS staff in order to further improve teaching and learning in the EYFS ensuring children get off to a strong start.	1,2,3,6
<p>Outdoor training for Nursery staff</p> <p>£90 cover £100</p>	Increasing opportunities for children to learn and develop outdoors	1,3,4,9
<p>Educater assessment software subscription to support accurate assessment and gaps analysis</p> <p>£1449</p>	Subscribe to the Educater software to enable assessments for all children from Y1-6 across the curriculum. This will also support gaps analysis and support this to inform teaching.	2,3
<p>Use of PIRA and Puma at end of academic year to allow children's to be assessed</p> <p>£400</p>	This will allow us to assess children's academic performance and gaps identified to support quick transition into next year group – used in summer with Y3,4,5	2,3
<p>Data pack from the LA to support accurate gaps analysis in our data</p>	Buy in to the LA data pack to enable prompt analysis of data including advantaged and disadvantaged to support	2,3

£530	identification of strengths and weaknesses to move forwards.	
TLR for PP lead	This will ensure the strategic use of PP and ensure the funding is used to the best effect	2,5
£3100		
School improvement partner	Use of a school improvement partner to support SLT to continue to drive the school forwards and identification of strengths and areas for development.	2,3,9
£1000		
Top up nursery sessions for those children eligible for EYPP	Enable pupils to spend more time in the Nursery Environment and support early learning and development.	1,6
£600		
Access to Young Shakespeare performance	Y6 to watch a Young Shakespeare performance that then feeds into their English work across the term.	1,8,9
£300		
Extra TA support in class	Increased TA hours in order to support high quality teaching and learning in the classroom	1,2,3,5
£4,200		

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

Under this category, we will focus on providing the small group tutoring and interventions using our in-house intervention teacher. The EEF recommends that 25% of pupil premium is used to support this. To this, we have added our tutoring funding (funded at 50% for the academic year 2023-24).

**Budgeted cost: £14,970 + £3,916 (tutoring at 50%) = £18,886**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Language development and speech therapy	We have noticed an increased issue with children's language development as a result of lockdown, particularly in the Early Years. This is also borne out by research by the EEF. We therefore recruited an experienced Speech and Language Teacher to provide intensive support.	1,2, 6
£3,000		
Individual and small group tutoring	Use of in school intervention tutor to meet needs of individuals to catch up and support learning. Support for catch up and individual tutoring with a focus on core subjects.	2,3,5
£8,000		
Small group interventions	Use of intervention teacher to meet needs of individuals to catch up and support learning. Support focused on closing the gap in core subjects.	2,3,5
£4,800		
Educational Psychology support	Children are well supported and needs met due to expert advice.	2,5
£3,075		

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

Under this category we will focus on mental health support and work to improve attendance. The EEF recommends that 25% of pupil premium is used to support this.

**Budgeted cost: £14,970**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer	Support attendance and punctuality of children through following up lates and non-attendance, holding panel meetings.	7
£855		

<b>Music lessons</b> Brass 18% = £322 Piano £120	Wider opportunities provided for children through the whole class brass and individual piano lessons – PP used to fund for those children who are eligible and at 18% (due to % of PP children) for whole class sessions.	8
<b>Learning Mentor</b> Some of salary £9,900	Support attendance and punctuality of children through following up lates and non-attendance, holding panel meetings. Support for behaviour / social skills and emotional wellbeing.	4,6,7
<b>Trips and Enrichment</b> Visits £1000	Children able to pursue interests and talents across the wider curriculum and have the opportunity to engage in clubs, trips and residential visits. This includes playing a brass instrument, choral tuition and opportunities across the MCSP	8
<b>Training in a trauma informed approach for SLT and then escalate out to all staff.</b> Training time: £1000	Teaching and support staff have an understanding of the ways in which trauma can affect children and the behaviours that this can lead to in school.	4,6,7
<b>Training from Educational Psychologist in a supporting children with trauma in school</b> £700	Training to support all staff in understanding how to best meet the needs of the children who are displaying trauma influenced behaviours in school.	4,6,7
<b>Sensory resources to support children to be ready to learn and concentrate.</b> £300	Resources such as wobble cushions, weighted mats, ear defenders, fidget toys to ensure children are supported to be able to be concentrating and engaged in learning.	4,5
<b>Resources to launch mental health support and programmes such as Worry Wizard</b> £500	Resources to enable school to launch and promote mental health and emotional wellbeing across the school to develop resilience and so that children are ready to learn.	4,6,7
<b>Overtime to allow home visits for Nursery children to be undertaken</b> £300	Allow time for nursery teacher to undertake home visit to settle children and so that they are as ready as possible for the transition to nursery.	6,7

## Part B: Review of outcomes in this academic year (2023-24)

### Outcomes for disadvantaged pupils

Challenge number	Detail of challenge, impact and outcomes for disadvantaged pupils. Challenges have been grouped to allow for better analysis.
1, 2, 3, 5, 9	<b>Pupils have below average communication skills.</b>
	<b>Data analysis shows in school gaps against non-PP pupils in certain subjects in certain year groups.</b>
	<b>Pupils have lower than expected basic maths and English skills and knowledge eg phonics, times tables, number bonds, handwriting.</b>
	<b>Some of the children eligible for Pupil Premium also have Special Educational Needs</b>
	<b>The curriculum needs further development to support children to remember essential knowledge and skills supporting all children to make links in their learning and make good progress</b>

The Monster Phonics scheme has been implemented across EYFS and KS1. There has been full **buy in** from staff teaching in these key stages. All staff have completed the training and the scheme is in use on a daily basis in EYFS and KS1 showing that the scheme has been **adopted**. Within the flexibilities outlined by the scheme, learning walks and monitoring show that the scheme is being taught with **fidelity**. The scheme is also being used as an intervention to support additional need in LKS2 thus showing that it has the **reach** intended. The scheme is also seen to be **acceptable** to all staff. The scheme's use is **feasible** on a daily basis because we already had a daily phonics session in the timetable and we have switched to make it a Monster Phonics one.

For 2024, we had targeted a percentage pass rate of 72% but exceeded this with a pass rate of 79% showing that the scheme is starting to have an impact. Although this is a reduction from the previous year, this was expected due to the cohort profile. This overall pass rate was above the LA and in line with national data. 86% of children eligible for PP also passed showing that this group of children are exceeding non-disadvantaged.

EYFS staff have completed the training in Helicopter stories. Staff are enthusiastic about the scheme showing that there has been **buy in**. All staff have completed the training and have been to observe sessions. They have engaged in networks too. Helicopter stories sessions are regular features of the week in the EYFS showing that the scheme has been **adopted** and used with **fidelity**. The scheme has the intended **reach** as it is used in both Nursery and Reception, thus those children who have had access to it in Nursery this year, will be able to build on their learning next year in Reception. The staff members are enthusiastic about the approach so it is **acceptable** to all staff and its use on a regular basis shows that its use is **feasible**.

We have also have our own in-house speech and language therapist who works with children we identify as struggling with communication skills. This has made an impact as it means that children get support before the referrals to Tameside Speech and Language can be processed and they also have a regular slot each week which is more than would be offered if referrals are accepted.

In the EYFS baseline on entry in 2023, the percentage at an age-appropriate standard of our Nursery was 47% and for Reception was 67% in Communication and Language. At the end of the year, the percentage in Nursery at an age-appropriate standard was 76% and at the end of Reception, 87% achieved the ELG. The helicopter stories approach and our Speech and Language Therapist both supported this significant improvement.

To support our maths mastery approach, we have adopted the use of the White Rose workbooks from Y1-Y6. All staff have responded positively to this showing that there is **buy in** and that the approach is **adopted**. The scheme is used with **fidelity**, however, we believe in the skill of teachers to match work to the needs of their class. For this reason, we have stressed that whilst there should be fidelity to the scheme, teachers also need to use their professional knowledge to plan work that best suits their classes next steps in learning. Thus we also have a separate maths book for all children in which other work is completed if further reinforcement or extension is needed. The scheme has the **reach** intended as it is used from Y1-6. Staff appreciate the positive contribution this has made to support not only children's progress but also to their workload, thus its use is **acceptable** and **feasible**.

At KS2, we achieved 87% of children at expected or above in maths which was significantly above LA and national. For disadvantaged children it was 83% which was significantly above disadvantaged children nationally and above non-disadvantaged children nationally. Our internal tracking shows that there is an average of 76% of children from Y1-6 working at an age-appropriate standard and that 3.07 points progress was made across Y1-6. This shows that the adoption of the White Rose scheme has supported progress for all children in Maths as more than expected progress was made across the school.

A focus of school development this year has been to upskill subject leaders to lead their subject because of the impact that this will have on the strength of the curriculum and thus the curriculum offer that is available to all children. A stronger curriculum offer supports enhanced teaching and learning for all. Subject leaders have attended networks for DT, RE and History provided by the LA and for Science the Ogden trust. EYFS staff have attended networks provided by EY2P. Subject leaders have been keen to attend, showing there is **buy in** and this has enabled them to reflect on the curriculum on offer and adapt this to make it better. For example, our history curriculum has been revised for next year and we are changing a unit in Y2 and Y5. This has then allowed for increased curriculum time to be spent on geography showing that this has **reach** across the curriculum. We have also provided regular time for subject leaders to focus on their subject development which has allowed the curriculum to be refined, monitoring to take place and assessment end points to be written. These end points are



ready for use in the next academic year and will help us assess all children and whether they are learning the essential knowledge and skills to make strong academic progress.

A range of assessment tools have been used this year to monitor pupil progress. All subjects from Y1-6 are tracked on our Educater software. We also make use of end of year assessments in Y3-5. Both of these tools are used to assess where children are working at age-appropriate levels and where they are not allowing further support to be provided to those who need it. This helps children to catch up as needs are identified early and support provided. Regular scrutiny of a School Improvement Partner helps to hold school leadership to account and scrutinise current school improvement initiatives. For example, the maths lead, the phonics lead and the computing lead have all presented to the SIP and to Governors about the current areas for development of their subject and the success of new schemes such as Monster Phonics and White Rose Maths.

Some of the PP funding has been used this year to support increased hours of TA support in class. This has been allocated particularly to classes where there is a higher percentage of disadvantaged children. Where needed this has supported an individualised curriculum. It has also allowed for more pre and post teaching where children are struggling to understand new concepts. In some cases, this has also enabled quickfire interventions to support children who are struggling to recall basic maths facts and to support others who have shown up as having dyslexic tendencies in our screener. These interventions are ones that are delivered in a quickfire manner so that children do not miss any of the wider curriculum. Specialist support of an educational psychologist has helped us to identify need and identify those approaches which are needed to support children to make progress in their learning and with their social and emotional needs.

Other PP funding have been used to fund small group interventions and tutoring with a skilled intervention teacher. She concentrates on Y6 for the first two terms of the year and we amend the groups and subjects she is focusing on to fill gaps where we see children have gaps in their understanding. She then focuses on Year 5 in the summer term.

The impact of this can particularly be seen in the Y6 SATs results of 91% at expected in GPS, 87% in reading and 87% in maths. Reading and Maths at GDS were above the LA (24%) and broadly in line with national (29%) for reading and above LA (21%) and national (24%) for maths. Disadvantaged pupils had rates at expected of 100% in GPS, 100% in reading and 83% in maths. This was above the non disadvantaged children nationally. Whilst there are no progress scores for Y6 this year, we are confident that many children in the cohort exceeded the standardised scores that we would have expected them to achieve. In fact, based on the PIRA and PUMA tests at the end of Y5, and working out the difference in the standardised scores at the end of Y5 and to the Y6 SATs, that gives us a progress score for reading of +4.62 and for maths a progress score of +10.57.

Across the school, there was an average of 2.9 points progress made in Reading, 2.9 in Writing and 3.07 in Maths. The figures for disadvantaged pupils are 2.82 in Reading, 2.87 in Writing and 2.93 in Maths. In comparison, the figures for pupils who are not disadvantaged are 2.9 in Reading, 2.88 in Writing and 3.02 in Maths, showing that there is no significant gap between the progress made by disadvantaged pupils and the non disadvantaged.

4, 6, 7

**Some children have unmet Social and Emotional needs and need mental health support.**

**Children are not school ready and are coming into school not able to learn**

**Home environment does not always support children coming to school ready to learn and regular school attendance and punctuality.**

A section of our PP funding is used to partially fund our learning mentor. This role supports attendance, emotional and mental health and safeguarding. Part of the role is to work with the attendance officer to support improved attendance.

Like many schools, our attendance is still returning to pre-pandemic levels. However, it is improving. In 2021-22 it was 93.5%, in 2022-23 it was 94.56% and in 2023-24 it was 95.2%. According to the DFE, this places us 29 out of 76 schools within Tameside and is nationally in the fourth decile, in the top 30-40% of schools. However, it still needs to improve to pre-pandemic levels. Our PA is also decreasing, from 11.6% in 2021-22 and 10.2% in 2022-23, we are now in 2023-24 at 8.7%. This is still an area that we continue to work on and is an area of priority for us.

Another significant role of the learning mentor is to improve our provision for emotional and mental health support. As such, she works with individuals but also spends a significant period of time working with our mental health practitioner from the Mental Health Support in Schools Team. Together they have done a significant amount of work with groups, individuals and whole classes. Delivering whole class inputs such as 5 ways to

wellbeing, coping with SATs nerves, high school transition has meant all children have accessed support. Others who need more intensive support have had groups or individual work on anxiety, anger and referrals made to CAMHS where needed. The impact of these sessions has been strong as children are in a more stable place from which to focus on learning and are able to be ready to learn.

For our children who receive EYPP, we use this to pay for top up sessions so that these children spend more time in the Nursery environment. This supports their increased progress as they are able to access more of the nursery provision and curriculum. For example, in the prime areas, the Nursery cohort went from at baseline the percentage assessed to be at an age-appropriate standard: 48% Communication and Language, 84% at Physical Development and 64% in Personal, Social and Emotional Development. By the end of the year, these had increased to: 76% in Communication and Language, 88% in Physical Development and 72% in Personal, Social and Emotional Development.

To support a strong start in Nursery and so that staff can put support in place straight away, we aim to improve school readiness through home visits made by a Nursery Teacher. This enables us to build relationships with parents and support them to enable school readiness through toilet training, independence in personal care and language development.

Due to the identified need of some children in our school we have taken on support from an educational psychologist to understand childhood trauma and the affect this can have on children and their behaviour. This, along with delivering the LA's relational inclusion and trauma training for all classroom staff has helped us to understand why some children in our school behave in the way they do and how we can best support them. This has led to the development of some calming places in school and a change in approach to behaviour management where we try to understand how our techniques will feel to children who have attachment issues or who have experienced childhood trauma. This has enabled children to be more focussed on their learning for most of the time and has enabled them to achieve well.

**8 Limited opportunities for children to access enrichment opportunities**

To enable better access to co-curricular opportunities for all children, we no longer make a charge for these. This enables children from any home situation to access clubs without facing cost pressures. In 2023-24, 62% of pupils from Reception to Y1 attended a co-curricular club and 72% of disadvantaged children attended.

In order to support children to access enrichment opportunities, we fund educational visits for children who receive PP. This means all children can attend and allows them to access learning off site, minimising barriers.

To support equal access to music, we also pay through PP funding for children to have music lessons on an individual basis. Again, we intend for this to remove any barriers being faced by children.

## Review of outcomes in the previous academic year (2022-23)

### Outcomes for disadvantaged pupils

In the EYFS, the end of year data for 2023 shows that 50% of pupils eligible for FSM achieved a GLD compared to 70% of pupils not eligible for FSM. However, this data is based on 2 children being eligible for FSM in comparison to 27 children who are not eligible. This thus makes this data unreliable. In actual fact, 4 children were eligible for FSM by the end of the year and 75% of these attained a GLD, meaning this group did better than non-FSM children and better than non-FSM eligible children nationally.

In Year 1 phonics screening check, there were 2 children eligible for FSM, neither of whom reached the expected standard. This is in part due to other factors, one of them is on the SEN register and we will be applying for an EHCP in the future and another had a very sporadic attendance at school before he came to us mid-way through Year 1 so has gaps in his understanding. This and the small numbers involved does not make this a reliable comparison. By the resit in Year 2, all 6 children with FSM had reached the required standard beating this figure nationally and the national figure for non-FSM children nationally.

In the KS1, end of year 2 SATs, 6 children are FSM eligible. The percentage for meeting the expected standard in reading is broadly inline with this group at an LA level and nationally. In writing, it is below LA and national for the same group. This is due to issues with fine motor skills and the presentation of handwriting which has not reached the appropriate standard due to difficulties with

fine motor, not helped by a lack of early years experiences for this cohort due to the pandemic. It is also affected by several children being on the pathway for ADHD referrals. In contrast, in maths, the FSM eligible children achieved better than non-FSM children in school and nationally. This shows that it was a specific issue around writing that impacted on results.

At KS2, the group of disadvantaged children is large enough to be more significant as it is 14 / 30 children. In reading this group of children achieved better than the disadvantaged group nationally and better than the non-disadvantaged group nationally. In writing, this group performed in line with the same group nationally but below the non-disadvantaged nationally. In maths, this group performed better than the same group nationally but below the non-disadvantaged nationally. In combined data, this group achieved better than the same group nationally but not as well as the non-disadvantaged children nationally.