



Hill Farm Primary

Pupil Premium Strategy Statement 2023-2024

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

The funding is based on whether a child is eligible for free school meals. The Department of Education allocates £1,455 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. £2,530 per pupil for Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, a local authority (Pupil premium plus) - £2,530 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangement order or a residence order.

This statement details our school's planned use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Hill Farm Primary
Number of pupils in school	470
Proportion (%) of pupil premium eligible pupils	30.6% (144) pupils)
Academic year/years that our current pupil premium strategy plan covers	2022-2023 2023-2024 2024-2025
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Dawn Wilson
Pupil premium lead	Dawn Wilson
Governor / Trustee lead	Ruth Winters

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£209,520
Recovery Premium	£20,880
School Led Tutoring	£9,652.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£240,052.50

Part A: Hill Farm Primary Statement of Intent

The Pupil Premium Strategy Plan sets out to ensure that disadvantaged pupils have the appropriate support to fully access the curriculum and the wider opportunities and experiences on offer. Pupil premium funding will be used to ensure disadvantaged pupils individual needs are met to enable them to reach their full academic and social potential.

School Priorities

Reading (School priority – All pupils will be fluent readers by the end of KS1 and will go on to be confident and competent readers by the end of KS2).

Strategies will be deployed to ensure disadvantaged pupils achieve in line with their peers.

Oracy (School Priority - Every pupil benefits from an education in oracy and become confident communicators).

Focus on early interventions for disadvantaged pupils will enable them to become confident communicators.

Attendance (School Priority - Above average attendance ensures all children have access to a full and rich education that promotes positive mental and physical wellbeing throughout and beyond primary school).

Attendance for disadvantaged pupils is a priority and emphasis on promoting good attendance is understood by all staff.

Impactful Teaching (School Priority - We grow great teachers who directly contribute to the success and wellbeing of their pupils).

There is particular focus on supporting the learning of disadvantaged, EAL and SEND pupils to ensure progress and attainment is in line with their peers.

Aspirations (School Priority - Aspirations and confidence are developed through knowledge, opportunity and VbE).

Disadvantaged pupils are prioritised/subsidised to ensure equitable access to every curriculum offer.

Achieving School Priorities for disadvantaged pupils

The identification of underperforming disadvantaged pupils

- The pupil premium lead alongside the class teacher conducts a detailed analysis of the progress and attainment of all pupils based on prior attainment.
- The pupil premium lead alongside the class teacher conducts a detailed analysis on the acquisition of phonics knowledge for all KS1 pupils and newly arrived pupils.
- The pupil premium lead alongside the class teacher conducts a detailed analysis on reading fluency for all pupils.
- The pupil premium lead alongside the class teacher conducts a detailed analysis on basic arithmetic skills and times tables knowledge.
- Discussion is focussed on the barrier and knowledge gaps.
- Interventions include (in-class) strategies and targeted interventions to accelerate progress ensuring all agreed actions are implemented with rigour and consistency.
- We maintain a current and comprehensive 'caseload' of disadvantaged pupils so that all adults are aware of their identified barriers to learning and so that targeted strategies can be tracked and evaluated for impact.
- The progress of pupils eligible for pupil premium is discussed at all pupil progress meetings and at key assessment points.
- Actions are identified, implemented and regularly reviewed within each assessment phase.

Leadership of disadvantaged outcomes

- The Pupil Premium lead champions disadvantaged pupils and drives leadership conversations around positive academic and social outcomes.
- Responsive, iterative approach by senior leaders ensures swift and timely interventions to accelerate progress and attainment for disadvantaged and vulnerable learners.
- The Pupil Premium strategy is reviewed by SLT, a governor and the PP lead at half termly intervals. This evaluation is rigorous and based on internal analysis, research and best practice.
- Middle and Senior Leadership training available externally and with the Castle Phoenix Trust (CPT) to provide quality leadership for all staff and pupils.

Potential barriers to Progress and Learning

- The inclusion and SEND team work with the class teacher, families and outside agencies to provide disadvantaged pupils with the appropriate support they need to overcome potential barriers to learning and progress and to ensure they are emotionally stable and ready to learn.
- The Trust Educational Welfare Officer, supported by the Inclusion and Attendance Lead analyses the attendance of disadvantaged young people, providing the appropriate balance of support and challenge to ensure no pupil is disadvantaged by poor attendance and is able to succeed in all aspects of their learning
- The Inclusion and Early Years team carry out a home visit for all young people when they first start the school in order to fully understand each pupils' family context and identify any potential barriers to learning which we work with parents and pupils to overcome.

Individual learning needs

- There is a shared understanding of the barriers to learning and how these barriers could present in school.

- Pupils eligible for PP can benefit from subsidised enrichment, emotional well-being support and targeted interventions that enable them to succeed in their learning across a wide range of subjects.
- Gaps in knowledge are quickly identified and addressed so that pupils can become more secure in their learning and work towards meeting age related expectations or above.

Impactful Teaching

- High quality CPD including RWI, Emotion Coaching and the CPT four/six principles of learning and teaching for all staff.
- A knowledge and skills rich curriculum which gives pupils exposure to a wide a range of cultures, raises aspirations and broadens life experiences through the Hill Farm Promise.
- Class teachers ensure that all targeted interventions are delivered to a high standard so that gaps in learning, measured against age-related expectations, are closed where they exist.
- Quality first teaching for all.
- The school places a strong emphasis on ensuring all PP eligible pupils receive high quality teaching; responsive on-going formative assessment is essential to ensure these pupils make strong progress.
- Resources are targeted at pupils at risk of underachievement in terms of low and high attainment.
- Interventions for identified pupils with specific targets are overseen and evaluated by the Pupil Premium Lead.
- Interventions are additional to quality first teaching and class teachers retain accountability for pupil achievement.

Family Engagement

- Reading passports encourage and reward pupils to read with family at home.
- Parents of all pupils are encouraged to sign the School's 'Home and School' agreement which details how to support their child's learning at home.
- Coffee mornings and family learning days are planned to strengthen school and parental links.
- Parents are regularly informed about their child's progress and attainment compared to national age-related expectations with clear guidance about how they support at home.
- Parents have access to 'Arbor' which is an electronic information system that informs parents of their child's progress and attainment along with other key information.
- Parents are invited to information sessions to develop parent's knowledge and confidence with subject content to enable them to support their child's learning at home, particularly with reading.

Challenges

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

Challenge number	Detail of challenge
1	The significant majority of children enter the school with starting points well below expected levels coupled with poor language and communication skills. 16% of reception pupils are on the SEND register and of these 1% are on the PP register.
2	<p>Learning difficulties:</p> <p>2.1 Many of the disadvantaged pupils are on the SEND register and require intensive support and interventions both internal and external.</p> <p><u>Percentage of PP learners with SEND.</u></p> <p>Y1-38% of which 6 pupils have SEND Y2-30% of which 5 pupils have SEND Y3-30% of which 11 pupils have SEND Y4-28% of which 7 pupils have SEND Y5-30% of which 7 pupils have SEND Y6-26% of which 9 pupils have SEND</p> <p>2.2 Many of the disadvantaged pupils have joined from previous schools and increasingly from different countries and often have little or no English language combined with gaps in knowledge and understanding. 2022-2023 - 19/41 = 46% of new starters were new to country and of those 5 pupils (26%) were eligible for pupil premium.</p> <p>2.3 Many of the disadvantaged pupils have gaps in basic skills in reading, writing and maths some of which is contributed to double lockdowns during COVID.</p>
3	<p>Some of our disadvantaged pupils have low attendance. This contributes to lower than expected academic progress.</p> <p>(44/105 = 41% disadvantaged pupils were Persistent Absentees in 2022-2023.</p>
4	Parental support for their children's learning can be challenging for all parents. Some parents are often unable to support their children's learning at home for a range of reasons, including lack of knowledge of the expectations of the curriculum, lack of strategies and ideas to support at home and for some parents, high levels of EAL in the family. Financial restrictions often mean families struggle to fully participate in school life. Social and emotional wellbeing is important not only to our children's welfare but has a direct impact on their learning.

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
Develop speech, language and communication skills in the early years.	95%+ of disadvantaged pupils will make expected progress and 25%+ will exceed expected progress in the early years against the Early Learning Goals. Disadvantaged children's attainment outcome for Good Level of Development will be in line with the national average or closing the attainment gap. Outcomes for disadvantaged GLD in the second year are lower than the previous year due to 1 pupil having an EHCP and working significantly below.
Improve reading fluency and comprehension skills.	Pupils eligible for PP make rapid progress from their starting points so that they read fluently by the end of KS1 and meet age related expectations in reading across all year groups. PP KS1 outcomes for 2023 in reading are 60.7% (+6.7 compared to national).
Improve basic arithmetic and reasoning skills.	Pupils eligible for PP pass the multiplication check and go on to achieve in line with national ARE or better at the end of KS2. PP MTC outcomes for 2023 are in line with national at 18.4 average score.
Improve attendance and punctuality so that this is at-least in line with the national average.	Attendance of PP is in line with/above national average. The percentage of PP pupils who are persistent absentees will decrease compared to the previous year. Attendance of PP pupils is 92.3% which is significantly above the national average of 91.6%.
Remove social and emotional barriers to learning, improve well-being and develop aspiration.	Pupils have completed specific, planned co-curricular activities by the end of KS1/2 to give children a wide range of experiences including the links to future employment/university opportunities. PP pupils are targeted to ensure barriers to opportunities such as cost and time are removed where possible.
Move into Enhancing Oracy stage of Voice 21 to develop and deepen pupil oracy skills and subject knowledge through talk.	Voice 21 benchmarks are embedded. Pupil's knowledge and vocabulary is extended and the ability to discuss and articulate their learning is increased. Social mobility potential is increased as a result. The success of Oracy teaching is evident across the school and impacts on all pupils. This is evidenced in external validation from a range of reviews including Challenge Partners, Coventry Monitoring Office and local headteachers who Hill Farm support with implementing oracy.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above. (£240,052.50)

Teaching

Budgeted cost: £107,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Qualified teacher to support small group and intervention work throughout the school day.	EEF research shows that small group work completed by the teacher rather than support staff or external agency has a much greater impact. <ul style="list-style-type: none"> Established teacher/pupil relationships ensure pupils settle into learning quickly. Teachers are able to link what has been taught in the small group session to the learning and achievements in class and embed the learning further through retrieval. Teachers are trained to use the best teaching resources, strategies and approaches to support the children. 	1
Additional training and development for Teachers and Teaching Assistants to support continuing high quality delivery of the Read Write Inc. phonics programme.	With success in the basics of decoding words, pupils will be able to move on to reading with increased fluency and speed, which will enable them to develop a love of reading for pleasure Nick Gibb: the importance of phonics - GOV.UK (www.gov.uk)	1
Continue to provide high quality internal and external CPD (including EEF 5 a day) for Teachers and Teaching Assistants to ensure they have the necessary skills, subject knowledge, pedagogy to meet the wide-ranging needs of PP eligible pupils and to deliver quality first teaching to all.	Great teaching is the most important level schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. High-quality teaching EEF (educationendowmentfoundation.org.uk)	2
Continue to purchase NFER tests for end of key stage assessments alongside use of FFT assessments to enable tracking across year groups.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they get the correct additional support through interventions of teacher instruction. Assessing and monitoring pupil progress, EEF	2
Develop speech, language, communication and vocabulary skills through the teaching of oracy in the	Studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months'	1, 2

curriculum, including NELI and Drawing Club.	additional progress over the course of a year. Sutton Trust-EFF Toolkit (2020)	
Enhancement of foundation curriculum, leadership and teaching quality through internal and external CPD.	Curriculum adaptation and enhancement is core to the work of school improvement. It is important to consider long-term retention of key knowledge and skills and how pupils can be helped to make links between ideas and topics. It is valuable to look for ways of reinforcing key knowledge and skills across the curriculum, capitalising on any crossover between topics and subjects where appropriate. 1. High-quality teaching EEF (educationendowmentfoundation.org.uk)	2
Embed mastering number in KS1 to further improve maths teaching and learning. Fund teacher release time to share features, resources, plan CPD and liaise with NCETM and Origin Maths Hub.	Children's chances of success are maximised if they develop deep and lasting understanding of mathematical procedures and concepts. Teaching for Mastery NCETM	2

Targeted academic support

Budgeted cost: £41,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver a range of targeted interventions to swiftly close the gap in EYFS.	<p>Baseline assessments on entry indicate that the majority of pupils enter below age related expectations.</p> <p>The evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families. <i>Sutton Trust-EFF Toolkit (2020)</i></p> <p>By the age of 3, children from disadvantaged backgrounds can be up to a year behind their more advantaged peers.</p>	1
Deliver a range of interventions to improve speech, language, communication & vocabulary skills across the school.	<p>On entry to school, disadvantaged children's spoken language development is significantly lower than their peers.</p> <p>A proportion of pupils joining the school after EYFS show that they are not as confident as pupils who joined the school at the beginning of EYFS in phonics and language skills.</p>	1

	<p>Studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. Sutton Trust-EFF Toolkit (2020)</p> <p>Spoken language skills are one of the strongest predictors of a child's future life chances but too many children are not given the opportunity to develop these crucial skills. <i>Voice 21.</i></p>	
To close gaps and accelerate progress in basic skills (reading, fluency, comprehension, spelling, times tables/calculation)	<p>Some disadvantaged pupils have gaps in basic skills which prevent success as they move through school.</p> <p><i>Additional comprehension focus lessons alongside increased comprehension homework with targeted books. RWI comprehension lessons in year 2.</i></p> <p>Pupils who struggle to read struggle in all subjects and the wonders of a knowledge-rich curriculum passes them by unread. Fluency of reading is also a key indicator for future success in further education, higher education and employment. <i>The reading framework Teaching the foundations of literacy July 2021</i></p> <p>Reading comprehension approaches deliver an additional six months' progress. Sutton Trust-EFF Toolkit (2020)</p>	1,2
Additional phonics interventions targeted at disadvantaged pupils who require further phonic support.	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Sutton Trust-EFF Toolkit (2020)</p>	2
Language and phonic interventions targeted at disadvantaged EAL pupils who require support with basic English language skills. Delivered by dedicated staff using Flash Academy and RWI resource.	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Sutton Trust-EFF Toolkit (2020). RWI on-line phonics available to support home learning.</p>	2
Using School Led Tutoring programme, teachers to <i>deliver a range of booster sessions to identified PP children</i> and other vulnerable groups as necessary.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	2

Using School Led Tutoring programme to deliver a range of alternative types of established, evidence-underpinned intervention for pupils with SEND, tailored and targeted to meet individual needs such as speech and language therapy.	EEF Toolkit- Wider strategies (supporting pupils social, emotional and behavioural needs, planning carefully for adopting SEL (social and emotional learning) curriculum, supporting parents with pupils of different ages and successfully implementation in challenging times) Wider strategies EEF (educationendowmentfoundation.org.uk)	2
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Wider strategies

Budgeted cost: £91,152.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed SEMH approaches to overcome social and emotional barriers to learning, including outside agency expert support.	Some disadvantaged pupils face social and emotional barriers that prevent them from learning in school. The average impact of successful SEL interventions is an additional four months' progress over the course of a year. Social and emotional learning EEF educationendowmentfoundation.org.uk	4
Learning mentor available to support the SEMH needs of disadvantaged pupils to improve wellbeing, self-esteem, emotional awareness, social skills and self-regulatory abilities.	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	4
Hold frequent workshops, drop-in sessions, open days and experience days.	The EEF toolkit identifies that engaging the parents/ carers in the education of their child has huge benefits for the child's well-being and academic progress. There are frequent events planned to encourage parents to engage with the school (phonics workshops, reading evenings, drop-in sessions, open days, experience days.) EEF toolkit: Parental engagement has a positive impact (+4motnhs) .	4

<p>SENCo to embed inclusion for all pupils by further developing the ERP including sensory and OT room. FSW, SENCo and Support staff to run nurture groups.</p> <p>External Counselling/Therapy sessions and identification of specific areas of special educational needs for PP pupils and implementation of support plans which address these needs.</p>	<p>There are further opportunities for parents to receive support from school about services which may help with establishing routines in the home.</p> <p>Therapeutic approaches help to remove barriers to learning.</p> <p>Internal and external assessments to be used to identify needs e.g. SALT, Ed Psych, Dyslexia Referrals to external specialists e.g. neurodevelopmental team, OT, CCT Implementation of support plans e.g. IEPs, SALT, AETs, MSPs, EHCPs, Dyslexia plans.</p>	<p>4</p> <p>4</p>
<p>Continued Innovation and standards lead to enhance Extra-curricular clubs/lunchtime clubs to support the development of character and confidence.</p>	<p>Some PP eligible children lack access to extra-curricular opportunities such as physical activities, music lessons and other enrichment activities. Arts - improved outcomes have been identified in English, mathematics and science. Arts participation EEF (educationendowmentfoundation.org.uk)</p> <p>Targeted PP pupils have been offered additional music tuition through Rock Steady.</p>	<p>4</p>
<p>Continued Physical activity co-ordinator to deliver extra-curricular clubs/lunchtime clubs to support the development of character and confidence.</p>	<p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.</p>	<p>4</p>
<p>School trips and residential visits become more aligned to careers.</p>	<p>Some disadvantaged pupils are unable to attend residential and day trips due to lack of funding.</p> <p>These trips are integral to pupils' learning experiences in order for learning to be 'brought to life'. Residentials give pupils an opportunity to be more independent and build relationships with their peers. Linking trips and visits to careers support pupils to understand possible career opportunities.</p>	<p>4</p>
<p>Appointment of school librarian. Pupils and</p>	<p>School librarian will target reading interventions to all pupils but focus particularly on disadvantaged pupils to promote reading and access to quality texts in the home.</p>	<p>2</p>

parents are encouraged to read for pleasure at home through promotion of reading passports and community library.	<p>Some disadvantaged pupils do not have access to reading books at home and limited access to library facilities.</p> <p>Young people who read above the expected level for their age are twice as likely as young people who read below their age to be school library users (77.7% as opposed to 35.9%) 2010 01 01 free other - school libraries a plan for improvement.pdf.pdf (literacytrust.org.uk)</p>	
Improve attendance and punctuality so that this is at-least in line with the national average.	<p>Some disadvantaged pupils are not making good progress due to poor attendance and punctuality. In 2022-2023, of 161 disadvantaged pupils:</p> <p>43 (26%) were persistent absentees. 53 (32%) pupils have attendance between 90-95% 65 (40%) pupils have attendance over 95%.</p> <p>Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school School attendance: guidance for schools - GOV.UK (www.gov.uk)</p>	3
Provision of free breakfast club for disadvantaged pupils and breakfast bars in classrooms.	<p>Some disadvantaged pupils do not start the day with a nutritious breakfast.</p> <p><i>The evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour. Breakfast clubs programme 2021-2023 - GOV.UK (www.gov.uk)</i></p>	4
Replacement Senior Mental Health Lead to embed a whole school approach to mental health targeting both pupils and families. This will involve training and release time for staff to develop and implement new procedures.	<p>Some pupils struggle with good mental health and do not have strategies to positively support themselves.</p> <p>.</p>	4 .

Total budgeted cost: £ 240,052.50

Improve attendance by:

- Regular communication with families using assemblies, parents evening, parent events, newsletters and direct communication/meetings.
- Monthly update meetings with Senior Leaders and Education Welfare Officer to discuss progress of PA pupils.

- Families of concern are discussed in Early Help in Schools meetings and other external agencies such as GP and Children's services where applicable.
- In school initiatives and competitions.
- Long term rewards to recognise sustained improvement.
- Information leaflets.
- Punctuality reason report completed by parents.

Part B: Review of outcomes in the previous academic year

Activity in year 2022-2023

School overview

Detail	Data
School name	Hill Farm Primary
Number of pupils in school	486
Proportion (%) of pupil premium eligible pupils	30.9% (pupils)
Academic year that this pupil premium strategy plan reviews	2022-2023
Date this statement was published	December 2023
Statement authorised by	Dawn Wilson
Pupil premium lead	Vicky Lucas
Governor / Trustee lead	Ruth Winters

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£207,750
Recovery premium funding allocation this academic year	£22,185
School led tutoring	£14,742
Total	£244,677

Pupil premium strategy outcomes

This details the successful impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year. PP Pupils significantly achieved above the national outcomes.

KS2 Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	0.46
Writing	2.11

Maths	3.14
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KS2 Disadvantaged pupil performance overview for last academic year for reading, writing and maths combined

Measure	Score
Meeting expected standard at KS2	60.7% (national 44.1%)
Achieving higher standard at KS2	3.6% (national 3.2%)

Pupils eligible for Pupil Premium attainment data for last academic year 2022-2023

Year group: no. of pupils eligible for PP	Reading		Writing		Maths	
	Working at ARE	Working at GD	Working at ARE	Working at GD	Working at ARE	Working at GD
28 chn						
Year 6	71%	7%	79%	11%	93%	14%
(National)	(60%)	(17%)	(58%)	(7%)	(59%)	(13%)

The emphasis on targeted, individual/small group interventions combined with quality first teaching and a rich curriculum has accelerated progress for disadvantaged pupils. This has resulted in progress that is significantly above the local and national outcomes.

Teaching

Budgeted cost: £108,320

Activity	Impact
Develop speech, language, communication and vocabulary & attitudes to reading	Welcomm, Blast and the Nuffield Early Language Intervention commenced with pupils in Reception during the Autumn term. Additional phonics and Speech and Language interventions also took place during the afternoon sessions at school in year 1 and 2 which significantly impacted on the progress of most pupils.
Provide CPD for Teachers and Teaching Assistants to ensure they have the necessary skills, subject knowledge,	Teaching quality was consistently high and disadvantaged pupils benefitted from targeted planning and interventions. This was recognised by an external review conducted by the Challenge Partner network, the Coventry Monitoring Officer review and a SEN review by Adam Boddison. All commented on the

pedagogy to meet the wide-ranging needs of PP eligible pupils and to deliver quality first teaching to all.	positive attitudes to learning shown by pupils as a result of high quality teaching.
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Targeted academic support

Budgeted cost: £75,657

Activity	Impact
Pupils with low starting points are enabled to catch up quickly and achieve in line with their peers.	Interventions including NELI, Blast, phonics and Welcomm, coupled with high quality first teaching was able to redress the low starting points in EYFS thus helping our disadvantaged pupils align with their peers.
Individual disadvantaged pupils' gaps analysed to target intervention for reading, writing and maths.	Interventions provided by class teachers as part of quality wave one provision and planned intervention groups provided by additional maths and reading teachers, PP lead, EAL support and SENCO accelerated progress for some disadvantaged pupils including higher attaining pupils. The National tutoring programme was utilised in year groups 1 and 2 with all targeted children achieving at least age related or above expectations.

Wider strategies

Budgeted cost: £60,700

Activity	Evidence that supports this approach
Provide devices to enable pupils access to the remote curriculum.	All disadvantaged pupils were provided with devices where needed in order to access remote learning provided during periods of lockdown.
Work with pupils, families, family support workers, school nurse, teaching staff, inclusion team, attendance officer, secondary schools and social care.	SEMH support provided for identified pupils both in and during lockdown maintained strong support systems for pupils and their families. Emotion coaching approach has visibly developed resilience in children. Pupils and families have benefitted from a range of interventions and services targeted at improving well-being and improving PHSE strategies
Improve attendance and punctuality so that this is at least in line with the national average.	Although overall attendance in 2020/21 was lower than the previous year it was significantly higher than the national average for the same period. Persistent absence continues to be higher than the national average so remains an ongoing target for improvement.

Further information

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

Utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

Use of additional £14,742 school led tutoring allocation to support disadvantaged pupils in years 2 and 6 to achieve age related expectations and close the disadvantaged gap.