

Pupil Premium Strategy Statement



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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	441
Proportion (%) of pupil premium eligible pupils	33%
Academic year/ years that our current pupil premium strategy plan covers	2023/ 2024 to 2025/2026
Date this statement was published	September 2023
Date on which it will be reviewed	July each year
Statement authorised by	V. Otieno
Pupil premium lead	A. Tromp
Governor leads	U. Pondicheri L. Palmer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£209,520
Recovery premium funding allocation 2023 - 2024	£23,652
National Tutoring Programme 2023 - 2024	£9,855
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£243,027



Statement of intent

At Keir Hardie we want all pupils to make good or better progress in all subject areas no matter their background or starting points in life; no child will be left behind. We aim to build on the successes from previous years where disadvantaged and non-disadvantaged pupils have performed equally well. We want our disadvantaged pupils to exceed nationally expected progress and attainment rates. Through supporting our pupils' health and wellbeing, we provide wrap-around care in order for them to access learning successfully.

The rate of unemployment in and around Canning Town is higher than the national average. We make sure that pupils are ready for the next steps in life through the most up to date knowledge, experiences and targeted support. Quality First Teaching (QFT) with a focus on modelling, adaptive teaching, questioning, vocabulary acquisition and feedback are an integral part of our daily teaching and learning. QFT has been proven to have the greatest impact on closing the disadvantage attainment gap which also has benefitted the non-disadvantaged pupils in our school. Throughout the curriculum, Keir Hardie has the same learning journeys that follow a clear structure in each foundation subject and science. This supports disadvantaged pupils with their knowledge and acquisition of new and consolidates prior learning. Supporting disadvantaged pupils before and after school ensures that they are given the same opportunities that non-disadvantaged pupils have and therefore maximising their full potential. We are passionate in giving disadvantaged pupils as many different opportunities to explore the world around them; workshops and educational visits are therefore planned carefully to ensure that it supports our curriculum and expands the minds of pupils. Learning that there is a world outside of Canning Town that they can access.

Interventions and bespoke support are put in place for those pupils who have fallen or are on the cusp of falling below Age Related Expectations (ARE). This is an integral part of our wider school plans following the Covid-19 pandemic, and includes non-disadvantaged pupils.

Each year, we will be responsive to challenges that may have occurred and individual needs, rooted in up to date formative and summative assessment. The approaches we have adopted complement each other to help excel pupils. To ensure they are effective we will:

- Use QFT as a starting point for all pupils – modelling, questioning, vocabulary acquisition and feedback are an integral part of this
- Support pupils with interventions and bespoke support - using funding from the NTP and recovery premium
- Have a whole school approach to learning journeys where staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	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, in general, are more prevalent among our disadvantaged pupils than their peers.

2	Assessments, observations and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties with phonics and reading comprehension than their peers. This negatively impacts their development as readers.
3	Assessments, observations and discussions with staff and pupils suggest that disadvantaged pupils have greater difficulty in using and applying arithmetic skills in reasoning. This is evident from nursery to KS2.
4	Assessment, observations and discussions with staff and pupils suggest that disadvantaged pupils have gaps in their basic writing skills such as sentence structure, grammar, handwriting and spelling. This negatively impacts their development as writers.
5	Assessments and observations indicate that the number of disadvantaged pupils who are working at Greater Depth are not in line with the National Average; although they are diminishing compared to the previous year.
6	Assessments, observations and discussions with parents/ carers, staff and pupils show there are some continued gaps due to Covid-19 for our disadvantaged pupils. This has negatively impacted on our pupils as there are gaps in knowledge for basic skills for maths and English.
7	Through discussions with pupils, discussions with parents, knowing our own community and observations, we have identified that our pupils lack of real life experiences outside of the local area.
8	Diligent monitoring of our attendance shows that attendance rates for some pupils (including disadvantaged pupils) are below 90%. This has an impact on acquiring knowledge and understanding and consolidating learning of new skills. Some pupils fall further behind the National Curriculum because of their continued low attendance.
9	Observations, discussions with outside agencies/ parents/carers and pupils have informed us that we have high mobility in our local area due to housing issues such as overcrowding, poor living conditions, risk of eviction and temporary housing arrangements. This has a negative impact on the welfare, wellbeing and academic achievements of some of our pupils.

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 oral language skills and vocabulary amongst disadvantaged pupils	Assessments and observations indicate accelerated progress among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, speech and language interventions, speech and language therapist feedback, book scrutinies and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils	Phonics Check outcomes in 2025/ 2026 show 75% or higher of disadvantaged pupils meet the expected standard. Reading results in KS1 for 2025/ 2026 show 75% or higher of disadvantaged pupils meet the expected standard. Reading results in KS2 for 2025/ 2026 show 80% or higher of disadvantaged pupils meet the expected standard.

	Number of pupils needing reading interventions such as 1:1 phonics, reading for fluency are 10% less in 2025/ 2026 compared to 2023/ 2024
Improved attainment for writing for disadvantaged pupils	Assessments, book scrutinies and observations show that disadvantaged pupils make accelerated progress in writing. This is evident when triangulating with other sources of evidence such as formative assessments, writing interventions and engagement in lessons.
Improved maths attainment for disadvantaged pupils at the end of KS2.	Maths results in KS2 for 2025/ 2026 show 85% or higher of disadvantaged pupils meet the expected standard.
Increased number of disadvantaged pupils working at Greater Depth at the end of KS2.	Assessments, book scrutinies and observations show that there is an increase of 20% of the combined score for disadvantaged pupils working at Greater Depth Standard (GDS) from 2023/ 2024 to 2025/ 2026.
Bespoke interventions ensure that gaps in knowledge are diminished in particular for disadvantaged pupils.	Assessments, book scrutinies, observations and discussions with pupils show that gaps are diminishing, strategies taught in interventions are used effectively by pupils in lessons. Increase in the number of pupils working at Age Related Expectations (ARE) by 10% from 2023/ 2024 to 2025/ 2026
Pupils have increased understanding of the wider world around them and are able to use these experiences in different subject areas effectively; i.e. Tier 3 vocabulary choices, reasoning and justifying explanations.	All pupils will access educational visits and take part in workshops arranged in school. Each year group will have 3 educational visits per year, of which 1 will include a visit with a bespoke workshop. Assessments, book scrutinies, observations and discussions with pupils and parents show that pupils are able to show and discuss what they have learnt from the visits and workshops, showing a deeper understanding of the topics studied.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance by 2025/ 2026 demonstrated by: <ul style="list-style-type: none"> • Overall unauthorised absence rate for all pupils being no more than 20%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is no more than 0.5% • The percentage of all pupils who are persistently absent being below 90% and the figure among disadvantaged pupils being no more than 5% lower than their peers.
To sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained levels of wellbeing by 2025/ 2026 demonstrated by: <ul style="list-style-type: none"> • Qualitative data from student voice, parent surveys and teacher observations • A significant increase in participation in enrichment activities, especially among disadvantaged pupils - on average 35% on the register should be PPG pupils • Families are supported with FSM food vouchers when they are made available

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding dialogic activities across the curriculum. They can support pupils to articulate ideas, consolidate understanding and extend vocabulary.</p> <p>We will fund ongoing teacher training, release time and lesson studies.</p>	<p>There is a strong evidence base that suggests oral language dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impact on reading and writing</p> <p>EEF Toolkit - Oral Language Interventions</p>	<p>1, 2, 4 and 7</p>
<p>Improving spoken language through drama, which also has an impact on the wider curriculum.</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Some arts activities have been linked with improvements in specific outcomes. There is evidence of the impact of drama on writing. It has developed engagement and oral language before a writing task.</p> <p>EEF Toolkit - Arts anticipation</p>	<p>1, 4</p>
<p>Use of Systematic Synthetic Phonics Programme to secure strong phonics teaching for all pupils.</p> <p>We will fund ongoing training for new practitioners both from Read Write Inc and in school practitioners.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>Gov.uk - synthetic phonics programmes EEF toolkit - phonics/ teaching and learning/ reading comprehension strategies</p>	<p>2, 6</p>
<p>Enhancement of our writing teaching and English planning.</p> <p>We will fund new teachers release time to attend Talk 4 Writing training</p>	<p>There is strong evidence that oral rehearsal, modelling and following a writing structure supports progress and attainment for pupils.</p> <p>EEF toolkit - writing approaches evidence review</p>	<p>4</p>
<p>Staff training with Speech and Language Therapist in EYFS based on Adult Child Interaction (ACI) to improve spoken language</p>	<p>There is strong evidence base that suggests oral language interventions, are inexpensive to implement with a high impact on reading and late on in the primary curriculum in writing.</p> <p>EEF Toolkit - Oral Language Interventions</p>	<p>1, 2, 4, 6</p>
<p>Non-class based DHT/ AHTs to support ECTs in planning and in lessons</p>	<p>Follow-on support may include approaches like coaching where skilled coaches or mentors (either internal or external) provide ongoing modelling, feedback and support to help apply the ideas and skills developed in initial training to practical behaviours.</p>	<p>1, 2, 3, 4, 5</p>

	EEF - Guide to supporting school planning	
Additional class teacher working with pupils who are on the cusp or who are working above age related expectations.	<p>International research evidence suggests that reducing class size can have a positive impact on pupil outcomes when implemented with socio-economically disadvantaged pupil populations. Some studies have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers.</p> <p>In the UK, there is some indicative evidence to suggest that reception and KS1 pupils with lower prior attainment and from lower socio-economic backgrounds may benefit from small classes.</p> <p>EEF toolkit - reducing class size</p>	5

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

Budgeted cost: £ 80,000 + £9,855 NTP

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language Enrichment Groups on different levels for those pupils identified as benefiting from this intervention	<p>There is strong evidence base that suggests oral language interventions, are inexpensive to implement with a high impact on reading:</p> <p>EEF Toolkit - Oral Language Interventions/ teaching and learning</p>	1, 2
<p>Gaps in knowledge are diminished for basic reading, writing and maths.</p> <p>We will provide interventions for reading, writing and maths:</p> <ul style="list-style-type: none"> ~ reading for fluency ~ phonics 1:1 ~ Colourful semantics ~ Grammar ~ Basic number skills 	<p>There is strong evidence that pupils who have gaps in their knowledge benefit and narrow these gaps with bespoke interventions. Through formative and summative assessments, these pupils have been identified and then put into small groups before, during or after school to narrow these gaps.</p> <p>EEF Toolkit - extending school time/ collaborative learning approaches/ one-to-one tuition/ small group tuition/ teaching assistant interventions</p> <p>NTP - National Tutoring Programme</p>	2, 3, 4, 6
Extended day - Y5 and Y6	<p>Before and after school programmes with a clear structure, strong links to the curriculum and well-qualified and trained staff are more clearly linked to academic benefits than other types of extended hours</p> <p>EEF toolkit - teaching and learning/ extending school time</p>	2, 3, 4, 6

Brilliant Club	<p>Studies have revealed that primary - secondary transition is a critical period for education interventions. High-achieving pupils from the most deprived families fell behind lower achieving children from the least deprived families by KS4 (Crafford et al. 2015). The Sutton Trust found in research that pupils eligible for FSM, which indicated that over half of these pupils who performed in the top 20% during primary school did not progress onto university at age 18.</p> <p>Brilliant Club Starting Young: improving university access through early in-school intervention</p>	5
Story time reading packs for Underperforming Pupils in Y3 to Y5	<p>Reading comprehension strategies have a high impact on average. Pupils need to have appropriate context to practise skills.</p> <p>Our research has shown that some disadvantaged pupils do not read at home as they do not have books at home. Our reluctant readers do not come to the school library to read books.</p> <p>Storytime works really well for disadvantaged pupils, as the magazine format filled with colourful, short stories is ideal for reluctant readers who might not pick up a book. They're a great way of getting accessible reading material into the hands of young people, and have delivered significant improvements in reading enjoyment (85%) and time spent reading (79%)</p> <p>EEF Toolkit - reading comprehension strategies Story Time Magazine</p>	2

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

Budgeted cost: £83,172

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfEs Improving School Attendance advice</p> <p>This will involve training and release time for identified staff to continue to improve attendance outcomes in the school.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absences and persistent absences</p> <p>DfE guidance - Improving school attendance: support for schools and local authorities</p>	8

Breakfast club	<p>Internal evidence shows that our breakfast club supports parents with attendance.</p> <p>National research shows that a breakfast club ensures that pupils are in school on time, do not go hungry and therefore are unable to do the learning in school. This can also affect attendance later on even if they stop attending breakfast club - if they attend for some part, they are more likely to attend school.</p> <p>DfE - evaluation of Breakfast clubs in schools with high levels of deprivation.</p>	8, 9
<p>Outdoor adventure learning:</p> <p>~ Fairplay House - Y5</p> <p>~ Outward Bounds - Y6</p>	<p>Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy.</p> <p>Through participation in these challenging physical and emotional activities, outdoor adventure learning can support pupils develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>EEF toolkit - Outdoor Adventure Learning/ teaching and learning</p>	7
School counsellor	<p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self regulation, both of which may subsequently increase academic attainment but also lead to significant reduction in pupil's psychological distress over the long term.</p> <p>bacp - effectiveness of school counselling/ social and emotional learning</p> <p>IQM mark - Flagship school</p>	6, 8, 9
History off the page	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive (+3 months). Some arts activities have been linked with improvements in specific outcomes. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported</p> <p>EEF toolkit - teaching and learning/ arts participation</p> <p>Arts Gold Mark 2022</p>	4, 7

Artis	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive (+3 months). Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential links between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>EEF toolkit - teaching and learning/ arts participation</p> <p>Arts Gold Mark 2022</p>	1, 2, 4
World of Work	<p>Research has shown that raising aspirations for pupils and building essential skills needs to start in primary school. World of Work opens pupils' eyes to a range of new possibilities, pupils know more about careers as well as understanding the links between learning in school and success in the working world, after taking part.</p> <p>15BillionEBP - Raising aspirations - World of Work Week</p>	1, 2, 3, 4, 7
Y5 and Y6 Intensive Swimming programme	<p>Internal evidence shows that most of our pupils are unable to swim or have access to being taken for swimming lessons. Swimming is a life skill that all pupils need to have. It also benefits primary pupils to encourage the development of healthy, active lifestyles. The National Curriculum states that pupils should leave primary school being able to swim 25 metres. 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>EEF toolkit - physical activity</p> <p>Gov.uk - PE and Sports premium</p>	7
Educational visits	<p>Internal evidence shows that a high number of PPG pupils do not have many experiences outside of the local area due to financial difficulties or lack of aspirations. Providing our pupils with a high number of well chosen educational visits supports their language acquisition, writing structures and wellbeing. Pupils have a better understanding of the</p>	1, 2, 4, 7, 9

	<p>topic they are learning about and have become more interested in them.</p> <p>Website: Sport experiences - benefits of school trips for teachers</p> <p>EEF toolkit - Outdoor Adventure Learning/teaching and learning</p>	
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Total budgeted cost: £243,027

(including recovery premium allocation and National Tutoring Programme)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Whole school data - Summer 2023 - working at age related or above

	Reading	Writing	Maths
Reception PP	58%	58%	67%
Reception Non-PP	78%	78%	78%
Y1 PP	57%	50%	64%
Y1 Non-PP	61%	52%	54%
Y2 PP	68%	59%	64%
Y2 PP National	54%	45%	56%
Y3 PP	61%	61%	68%
Y3 Non-PP	64%	46%	75%
Y4 PP	42%	33%	38%
Y4 Non-PP	60%	60%	64%
Y5 PP	50%	50%	47%
Y5 Non-PP	64%	75%	64%
Y6 PP	92%	63%	96%
Y6 PP National	60%	59%	59%

Teaching

Activity	Outcome
Raising attainment in reading, writing, Maths and spoken language across the school - Non-class based DHTs and AHTs members support ECTs and staff in planning and in lessons	<ul style="list-style-type: none"> Lessons in school are good or better - Ofsted found that there is enough evidence of improved performance to suggest that the school could be judged outstanding if they were to have a graded inspection in November 2022. 2 ECTs that started their first year at our school are on the path of successfully completing their second ECT year Monitoring shows that planning in all year groups follow the same structure with a clear focus on: feedback, oracy, modelling and questioning Quality Mark - IQM Flagship yearly review: <i>"There is a huge emphasis on Quality First Teaching (QTF) and the teaching slides have resulted in a greater consistency of teaching and learning".</i>

<p>Programmes to support high quality teaching and learning - raising attainment in writing and Maths across the school</p>	<ul style="list-style-type: none"> • New staff training on Talk for Writing - 3 days at host school - to ensure that the structure of the Talk for Writing programme is followed. Regular staff training updates in school by the Writing Subject Leader ensures that all staff (including TAs) have up to date knowledge. Staff have visited the host school to observe best practice. • Modelling of teaching and learning for Maths by subject leader; in particular for new members of staff, to ensure that school policy and procedures are followed and teaching and learning is consistent across the school. • Teachers and Teaching Assistants have staff meetings together to discuss the curriculum or specific English, Maths and Science foci, ensuring that there is parity with all staff. Feedback from both teachers and TAs is highly positive and teaching and learning is improving. • Consultant report - writing: <i>"The subject leader has continued to be innovative in the drive to improve writing and has implemented a range of strategies to support and deepen teaching and learning across the school."</i> • Consultant report - mathematics: <i>"The subject leader supports staff in their subject knowledge through regular training and support in lessons, for example, modelling with pupils."</i> • Quality Mark - IQM Flagship yearly review <i>"Staff training has a high priority at Keir Hardie".</i> 				
<p>Whole school focus on spoken language - raising attainment for spoken language</p>	<ul style="list-style-type: none"> • All subject areas have a clear focus on language acquisition. Termly plans for foundation subjects include a specific lesson on vocabulary - Tier 2 and Tier 3. Pupils are making better language choices both orally and in writing in all subject areas as a result of this. • Staff training on oracy, questioning and language acquisition to improve outcomes for pupils. • Speech and Language Therapists support staff training on Adult Child Interaction (ACI) to improve outcomes for spoken language. Staff feedback: <i>"for pupils with little language it has been an effective tool to draw on to develop children's early language."</i> <table border="1" data-bbox="563 1341 1404 1498"> <tr> <th colspan="2">EYFS Communication and Language - attainment increase throughout the year</th></tr> <tr> <td>Summer 2022 - + 32%</td><td>Summer 2023 + 40%</td></tr> </table> <ul style="list-style-type: none"> • Ofsted noted: <i>"Pupils explain their understanding confidently using accurate vocabulary."</i> • SIA report - what was most effective in improving provision and outcomes: <i>"Focus on vocabulary – tier words, teaching and modelling so that children use it in their writing. Children are more confident."</i> 	EYFS Communication and Language - attainment increase throughout the year		Summer 2022 - + 32%	Summer 2023 + 40%
EYFS Communication and Language - attainment increase throughout the year					
Summer 2022 - + 32%	Summer 2023 + 40%				

DHT in Y6 - smaller groups with a focus on pupils Working at Greater Depth	<ul style="list-style-type: none">Feedback from staff indicates that confidence of those pupils working Below ARE and ARE that were taught in class grew and progress was significant.Pupils working with DHT for English and Maths had more bespoke teaching and use of mastery approach in order to show deeper understanding <table><tr><th></th><th>Reading</th><th>Writing</th><th>Maths</th><th>Combined</th></tr><tr><td>Keir Hardie EXS</td><td>92%</td><td>63%</td><td>96%</td><td>63%</td></tr><tr><td>National 2023 EXS</td><td>60%</td><td>59%</td><td>59%</td><td>44%</td></tr><tr><td>Keir Hardie GDS</td><td>29%</td><td>8%</td><td>29%</td><td>4%</td></tr><tr><td>National 2023 GDS</td><td>18%</td><td>7%</td><td>13%</td><td>3%</td></tr></table>		Reading	Writing	Maths	Combined	Keir Hardie EXS	92%	63%	96%	63%	National 2023 EXS	60%	59%	59%	44%	Keir Hardie GDS	29%	8%	29%	4%	National 2023 GDS	18%	7%	13%	3%
	Reading	Writing	Maths	Combined																						
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Phonics - teaching of systematic phonics (pupils have secure phonics knowledge)	<p>Phonics data 2023:</p> <table><tr><th></th><th>2022</th><th>2023</th></tr><tr><td>Y1 phonics</td><td>84%</td><td>78%</td></tr><tr><td>Y1 PPG phonics</td><td>81% (1 pupil with HNF)</td><td>71% (2 pupils with HNF)</td></tr></table> <p>Consultant report - Reading</p> <p>“SL conducts gap analysis not just for sounds but also for fluency and through this has a good knowledge of every pupil's progress and parents are involved to build confidence.”</p>		2022	2023	Y1 phonics	84%	78%	Y1 PPG phonics	81% (1 pupil with HNF)	71% (2 pupils with HNF)																
	2022	2023																								
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Targeted Academic Support

Extended day for Y5 and Y6 - raising attainment in reading, writing and maths	<p>Y5 and Y6 expected</p> <p>Feedback from practitioners states that pupils have become more confident in class and with their own ability. Basic skills have improved.</p> <table><tr><th>Year Group</th><th>No of Pupils</th><th>Points Progress (6.1 is accelerated)</th></tr><tr><td>Y5</td><td>58</td><td>6.4</td></tr><tr><td>Y6</td><td>57</td><td>6.7</td></tr></table>	Year Group	No of Pupils	Points Progress (6.1 is accelerated)	Y5	58	6.4	Y6	57	6.7			
Year Group	No of Pupils	Points Progress (6.1 is accelerated)											
Y5	58	6.4											
Y6	57	6.7											
New to English Language Group - raise attainment for reading and writing across the school	<p>Progress for EAL pupils</p> <table><tr><th>Year Group</th><th>Number of Pupils</th><th>Points Progress (6.1 or above is accelerated)</th></tr><tr><td>Y2</td><td>3</td><td>7.6</td></tr><tr><td>Y4</td><td>2</td><td>5.0</td></tr><tr><td>Y5</td><td>1</td><td>12.0</td></tr></table>	Year Group	Number of Pupils	Points Progress (6.1 or above is accelerated)	Y2	3	7.6	Y4	2	5.0	Y5	1	12.0
Year Group	Number of Pupils	Points Progress (6.1 or above is accelerated)											
Y2	3	7.6											
Y4	2	5.0											
Y5	1	12.0											
Breakfast Club/ walking bus/ attendance workshops/	<p>Attendance 2022 - 2023</p> <p>Whole school - 93.3%</p>												

100% attendance
celebrations/ parent-carer
meetings with Attendance
Management Service -
increase attendance rates

Pupil Premium - 92.3%
Persistent Absence: 26.4%
PPG Persistent Absence: 44% (2 pupils CAE due to safeguarding concerns)

2022-2023	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
School	91.8	92.1	92.1	93.8	92.9	93.8	95.1
PPG	88.2	91.3	91.9	92.5	90.4	93.3	94.3

Drama specialist working
with pupils from Nursery to Y5
and with SEND groups of
pupils - raise attainment for
spoken language



- **Drama coach feedback:**
"Reception showed great improvement with engagement and confidence throughout our sessions. I was especially pleased with their singing and solo performances in front of the class."
"Year 5 demonstrated excellent language and performance skills when performing their adverts to the class. I was also extremely impressed with their general level of focus and engagement in every session."
- Improved use of specific vocabulary by all pupils, building confidence and greater focus when writing.

Morning interventions - focus
on lowest 20% and PPG
pupils - raising progress and
attainment, closing the gap
between PPG and Non-PPG

- Targeted support for basic skills for identified pupils.
 Y2 focus - basic maths skills and grammar
 Y3 focus - basic maths skills/ catch up and pre-teach
 Y4 focus - timetables Check/ grammar/ basic maths skills

Points progress for lowest 20%						
	Reading School	Reading 20%	Writing School	Writing 20%	Maths School	Maths 20%
Aut 22	1.6	1.9	1.2	1.5	1.5	2.2
Sum 23	6.1	7.1	6.4	6.9	6.3	6.7

Brilliant Club - Scholars
Programme (GDS project in
Y5)



Data - Y5:

On the Scholars Programme this term, 6 pupils were eligible for PPG. 11/12 pupils were living in an area of high level of deprivation. All pupils received 10 hours of tutoring from a PhD researcher.

Grade	No of pupils	% of pupils
3rd	1	8%
2.2	7	59%
2.1	4	33%



"Before I had the scholars programme on my shoulders, I actually wanted to be a tennis player (I still do) but after seeing universities and studying the biology of the heart I want to be a biologist or pursue a career that is based around science.


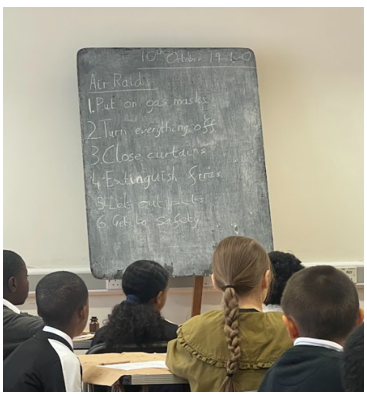

Right now, I think I want to go to university because the fact you can study anything you want is incredible! Also, the fact you can live there is a bonus! You can even join clubs of your interest." Y5 pupil

"After my experience with the Brilliant club and speaking to the different educators, I feel confident about the future and going to university. I will definitely study what I am passionate about." Y5 pupil

Speech and Language Therapist - raising attainment in EYFS	<p>Observations and feedback show strong adult-child interactions in nursery and reception.</p> <table border="1" data-bbox="523 152 1476 320"> <thead> <tr> <th>Class</th><th>Speaking</th></tr> </thead> <tbody> <tr> <td>Reception PPG</td><td>67%</td></tr> <tr> <td>Reception Non-PPG</td><td>78%</td></tr> </tbody> </table>	Class	Speaking	Reception PPG	67%	Reception Non-PPG	78%
Class	Speaking						
Reception PPG	67%						
Reception Non-PPG	78%						
Mindfulness sessions	<p>This year our school counsellor has worked with all year groups to support wellbeing and introduce mindfulness as part of improving growth mindset with the pupils.</p> <p><i>"I found the sessions really good, as she tells us stuff that we can do to help you with your emotions. I have used these myself"</i> - Y6 pupil</p> <p><i>"I could do the activities myself when I feel stressed out"</i> - Y4 pupil</p> <p>They also provide weekly assemblies to teach pupils techniques based around mindfulness and reminding them of strategies.</p> <p><i>"The assembly calms me down."</i> - Y4 pupil.</p>						
School Counsellor - address mental health and emotional needs in 1:1 sessions	<p>75% of pupils who have attended school counselling sessions throughout the year are PPG pupils.</p> <p>Reasons for referrals and counselling:</p> <p>Domestic Violence: 5 Low Self Esteem: 2 Anxiety: 3 Behaviour: 1 Other: 1</p> <p>Pupils have a safe place to discuss their emotions and feelings, some of these emotions and experiences have formed barriers to learning. Pupils who have attended the school counsellor for either short or longer sessions show greater resilience and therefore are making better progress.</p>						

Wider Strategies

Activity	Outcome
<p>Residential visits - physical wellbeing</p>  	<p>Y5 - 48 pupils attended Fairplay House</p> <p>Feedback from pupils was highly positive as many spoke about doing something that scared them but they overcame that fear. Class teachers saw a marked improvement in pupils being able to work better together and taking care of and for each other.</p> <p>Y6 -48 pupils attended Outward Bounds Aberdovey in Wales</p> <p>Feedback from staff and pupils was highly positive and focused on new experiences and team building.</p> <p><i>"The staff gave us amazing experiences and I got to spend quality time with my friends. The activities will always stay with me."</i> - Y6 pupil</p> <p><i>"Wales was a good experience. It gave me lots of new experiences. I upgraded my teambuilding skills. My best memory was when we went to the beach and into the water."</i> - Y6 pupil</p> <p><i>"Wales is a remarkable experience for the pupils in our community as they travel to a different country and are able to compare life between a rural and urban area. It gives pupils the opportunity to explore and try</i></p>

	new experiences, build on communication, team building and the wider cultural capital" - Y6 class teacher
<p>Educational Visits - access for all pupils</p> 	<p>All pupils across the school have experienced a variety of educational visits, including workshops which are subsidised by the school. Examples of some of the visits include:</p> <p>Nursery - Teddy Bear's Picnic Reception - Mudchute Farm Y1 - Southend Beach Y2 - Lambourne End Y3 - Kew Gardens Y4 - Attending a classical music concert</p>
<p>History off the Page - curriculum enrichment</p> 	<p>Consultant feedback:</p> <p>"End points are clearly identified and the lessons have clear composite parts. The topic of WW2 was looked at in detail particularly around ensuring there is a flow to the unit of work building from the 'History Off the Page' input at the beginning of the unit to later lessons through the learning journey. "</p> <ul style="list-style-type: none"> • Y2 pupil feedback shows that they enjoy history and are able to explain current learning using a good range of historical vocabulary. • Pupils engage in hand-on concrete activities exploring artefacts and considering where the evidence of how people lived in the past comes from. • Learning in books shows a deeper understanding (mastery) of the time period that pupils are learning about. Pupils are using more advanced vocabulary (Tier 2 and Tier 3 words) when explaining their reasoning both orally and in writing.
<p>World of Work - access to educational visits and raising attainment</p> 	<p>Evaluation Report:</p> <p>Work week has a positive impact on how pupils see the world of work and their part in this. They are learning about skills they are acquiring now at school, which will help them later on in life.</p> <p>Some examples from the evaluation report:</p> <p>Y1 - Teachers said that WOW demonstrated links between learning in school and success in the world of work. There was also a significant change in the way that pupils perceived gender roles when portraying emergency workers through their drawings.</p> <p>Y3 - Before WOW, 67% of students were not confident in explaining what behind the scenes jobs in sport are. After WOW, this dropped to 0% of the students.</p> <p>Y4 - Student confidence in explaining links between school subjects and engineering decreased from 74% not confident before WOW to 18% after WOW.</p>
<p>Y5 and Y6 Intensive Swimming Programme - improve physical wellbeing</p>	<p>END OF KS2 OUTCOMES FOR SWIMMING:</p> <ol style="list-style-type: none"> 1. Swim completely, confidently and proficiently over a distance of at least 25 metres 2. Use of range of strokes effectively (3 strokes at level Green) 3. Perform safe self rescue in different water based situations

Key:**NS** - non-swimmers**P** - have passed introduction to swimming**R** - water safe**A** - water confident**G** - Pupils have met all 3 of of KS2 swimming outcomes (water proof)**B** - Exceed all KS2 outcomes**Year 5 swimming data**

	Starting Point		End Point	
Levels	No of Pupils	% of Pupils	No of Pupils	% of Pupils
NS	15	26%		
P	21	37%	15	26%
R	12	21%	21	37%
A	6	11%	12	21%
G			6	11%
B				
SEND/Absent	3	5%	3	5%

- 6 pupils (11%) have already achieved end of KS2 outcomes
- 3 pupils in amber group are able to swim 25 metres but were unable to have met criteria 2 and 3
- 15.7% of pupils are able to swim 25 metres unaided

Y6 Swimming Data

	Starting Point		End Point	
Levels	No of Pupils	% of Pupils	No of Pupils	% of Pupils
NS				
P	13	26%	2	4%
R	28	56%	19	38%
A	3	6%	20	40%
G	6	12%	3	6%
B			6	12%
SEND/Absent	4	8%	4	8%

- 8 pupils who are in amber group are able to swim 25 metres but were unable to have met criteria 2 and 3
- 31.4% of pupils are able to swim 25 metres unaided

ACTIONS:

- Continue with intensive swimming for Y5 and Y6 in order to increase the number of pupils achieving end of KS2 outcomes

Artis

artis...
transforming lives through the arts

Drama coach impact report:

- Improved focus for Y1, Y2 and Y5
- Y3 and Y4 showed improved rhythmic skills when performing poetry
- Increase in confidence speaking in front of a group of pupils - for all groups
- Improved teamwork

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Drama - to improve spoken language for all pupils in school. SEND weekly sessions and Year groups have 1 ½ term of 40 minute sessions in the year. Sessions are related to the curriculum coverage - including foundation subjects.	Artis Drama
World of Work - a programme where pupils learn about the world of work from nursery to Y6	15BillionEBP
Brilliant Club - identified pupils (minimum of 55% of pupils need to be from disadvantaged backgrounds) to take part in working on 1 university module together with a PHD student from an associated university	Brilliant Club

Further information (optional)

Booster classes for year groups who showed slower progress - Y3.

Outcome: Writing accelerated progress and maths good progress