

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Roe Lee Park Primary
Number of pupils in school	410
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	December 2022
Statement authorised by	G Wilton
Pupil premium lead	L Knowles
Governor / Trustee lead	Sheraz Butt

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£139,880
Recovery premium funding allocation this academic year	£15,080
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£154,960

# Part A: Pupil premium strategy plan

## Statement of intent

At Roe Lee Park Primary all members of staff and governors accept responsibility for all pupils recognising a significant number of the school population, including those not eligible for PP funding, may, at any point during their time at school require additional support and intervention. We believe a holistic approach to education is paramount if we are to succeed in ensuring all children are valued, respected and given the opportunity to reach their full potential. The ultimate goals for our children in receipt of pupil premium funding are:

**To continue to ensure the outcomes of pupil premium pupils are in line with their peers throughout school.**

Our aim is to narrow the learning gap between disadvantaged pupils and non-disadvantaged pupils by creating an environment where all pupils access a high standard of quality first teaching foremost with targeted intervention and strategies implemented to ensure that all pupils have the opportunity to achieve to the best of their ability. We strive for our disadvantaged pupils to reach expected or exceeding year group expectations unless there are specific SEND issues, where upon we strive for those pupils to make good or excellent personalised progress throughout the school year. We place a great importance on supporting children's health and well-being to enable them to access learning at an appropriate level.

**To ensure the emotional health and well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to meet or exceed expected attainment.**

On entering the classroom children must be ready to learn but this can only be achieved if the personal, social, emotional and developmental needs of the children are being met. Lockdown has seen an increase in both pupils and adult mental health and well-being needs. Roe Lee has therefore implemented a strategy to assign a non-class based, well-being leader role to a trained member of staff who is able to work with outside agencies and provide immediate support to our children and families within our school community. In our extended plan, our aim is to develop enrichment opportunities through projects such as Forest School.

**To ensure the attendance of pupil premium pupils is at least in line with those of their peers.**

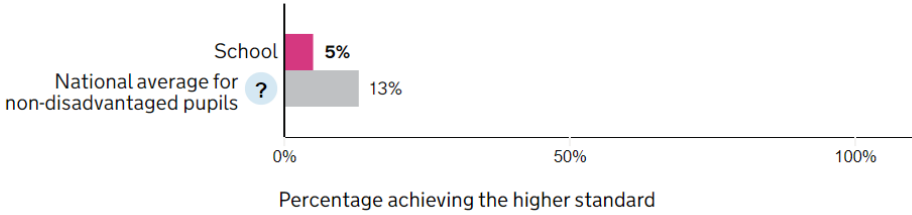
Evidence shows that children who attend school regularly learn the best. The attendance of our pupil premium pupils is currently lower than those pupils who are not pupil premium. In our strategy we will focus on encouraging attendance through meeting well – being needs, establishing relationships with parents and supporting where necessary and giving beneficial access to breakfast and after school club.

We will constantly monitor the progress of pupils and adapt our strategies to ensure we support all pupils effectively.

## Challenges

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

Challenge number	Detail of challenge																														
1 Attainment	<p>Narrowing the gap in <b>attainment</b> between pupil premium and non-pupil premium pupils. In 2019, the <b>progress</b> made by pupils eligible for PPG funding was only slightly below that of non-disadvantaged pupils nationally in writing and was above in both writing and maths:</p> <table border="1"> <thead> <tr> <th></th> <th>Reading <a href="#">Explore data in detail</a></th> <th>Writing <a href="#">Explore data in detail</a></th> <th>Maths <a href="#">Explore data in detail</a></th> </tr> </thead> <tbody> <tr> <td>Progress score for disadvantaged pupils</td> <td><b>0.28</b></td> <td><b>0.93</b></td> <td><b>0.54</b></td> </tr> <tr> <td>Confidence interval <span>?</span></td> <td>-2.4 to 2.9</td> <td>-1.5 to 3.4</td> <td>-1.8 to 2.8</td> </tr> <tr> <td>Number of disadvantaged pupils</td> <td>21</td> <td>21</td> <td>21</td> </tr> <tr> <td>Disadvantaged pupils with adjusted scores</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>National average for non-disadvantaged pupils <span>?</span></td> <td>0.32</td> <td>0.27</td> <td>0.37</td> </tr> </tbody> </table> <p>The <b>attainment</b> of disadvantaged pupils, however, was below that of non-disadvantaged pupils nationally at both the expected and higher standards:</p> <p><b>Reading, writing and maths combined <span>?</span></b></p> <p><b>Percentage of disadvantaged pupils achieving the expected standard or higher</b></p> <p>Number of disadvantaged pupils = 22</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>59%</td> </tr> <tr> <td>National average for non-disadvantaged pupils <span>?</span></td> <td>71%</td> </tr> </tbody> </table> <p>Percentage achieving the expected standard or higher</p>		Reading <a href="#">Explore data in detail</a>	Writing <a href="#">Explore data in detail</a>	Maths <a href="#">Explore data in detail</a>	Progress score for disadvantaged pupils	<b>0.28</b>	<b>0.93</b>	<b>0.54</b>	Confidence interval <span>?</span>	-2.4 to 2.9	-1.5 to 3.4	-1.8 to 2.8	Number of disadvantaged pupils	21	21	21	Disadvantaged pupils with adjusted scores	0	0	0	National average for non-disadvantaged pupils <span>?</span>	0.32	0.27	0.37	Category	Percentage	School	59%	National average for non-disadvantaged pupils <span>?</span>	71%
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2 Pastoral	Emotional and social issues prevent some children from learning and are the basis for some significant behavioural problems.																																																								
3 Attendance	<p>Attendance of pupil premium pupils was below that of their peers in 2021/22 and there is a greater proportion of persistent absentees. Poor attendance and punctuality affects their learning as children lack a readiness to learn and have gaps in their learning.</p> <p><b>Attendance Breakdown 2021-22 (groups)</b></p> <table border="1" data-bbox="400 869 932 1632"> <thead> <tr> <th colspan="4">Attendance breakdown</th> </tr> <tr> <th>All Pupils</th> <th>Pupils</th> <th></th> <th>All</th> </tr> </thead> <tbody> <tr> <td rowspan="3">All Pupils</td> <td rowspan="3">344</td> <td>School</td> <td>92.9%</td> </tr> <tr> <td>FFT National</td> <td>92.8%</td> </tr> <tr> <td>Difference</td> <td>+0.1%</td> </tr> <tr> <th colspan="2">Gender</th> <th></th> <th>All</th> </tr> <tr> <td rowspan="3">Female</td> <td rowspan="3">163</td> <td>School</td> <td>93.0%</td> </tr> <tr> <td>FFT National</td> <td>92.9%</td> </tr> <tr> <td>Difference</td> <td>+0.1%</td> </tr> <tr> <td rowspan="3">Male</td> <td rowspan="3">181</td> <td>School</td> <td>92.9%</td> </tr> <tr> <td>FFT National</td> <td>92.7%</td> </tr> <tr> <td>Difference</td> <td>+0.2%</td> </tr> <tr> <th colspan="2">FSM6</th> <th></th> <th>All</th> </tr> <tr> <td rowspan="3">FSM6</td> <td rowspan="3">98</td> <td>School</td> <td>91.2%</td> </tr> <tr> <td>FFT National</td> <td>90.5%</td> </tr> <tr> <td>Difference</td> <td>+0.6%</td> </tr> <tr> <td rowspan="3">Not FSM6</td> <td rowspan="3">246</td> <td>School</td> <td>93.7%</td> </tr> <tr> <td>FFT National</td> <td>93.7%</td> </tr> <tr> <td>Difference</td> <td>0.0%</td> </tr> </tbody> </table>	Attendance breakdown				All Pupils	Pupils		All	All Pupils	344	School	92.9%	FFT National	92.8%	Difference	+0.1%	Gender			All	Female	163	School	93.0%	FFT National	92.9%	Difference	+0.1%	Male	181	School	92.9%	FFT National	92.7%	Difference	+0.2%	FSM6			All	FSM6	98	School	91.2%	FFT National	90.5%	Difference	+0.6%	Not FSM6	246	School	93.7%	FFT National	93.7%	Difference	0.0%
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4 SEND	<p>Some pupil premium children have extensive SEND needs and require significant adaptation of their learning to enable them to access the curriculum.</p> <p>Speech, Language and Communication of a large proportion of pupil premium children is below that of their peers.</p>																																																								

## 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
<p><b>Challenge 1 - Attainment</b></p> <p>Ensuring outcomes for pupil premium pupils are at least in line with their peers in school across the curriculum through ensuring a broad and balanced curriculum is in place alongside targeted intervention where appropriate.</p>	<p>The gap between premium pupils and their peers will be narrowed at both the expected and higher standard</p>
<p><b>Challenge 2 - Pastoral</b></p> <p>The social and emotional well-being of pupil premium will be improved through targeted support and use of outside agencies.</p>	<p>The self-esteem, emotional balance and resilience of pupil premium pupils will be raised through consistent pastoral care and guidance. Home school links will be improved where identified problems occur.</p>
<p><b>Challenge 3 – Attendance</b></p> <p>To improve the attendance and punctuality of pupil premium pupils so that it is in line with that of their peers. To reduce the proportion of pupil premium pupils who are persistent absentees</p>	<p>.Attendance of pupil premium pupils will be greater than 96%</p>
<p><b>Challenge 4 – SEND</b></p> <p>Pupils with SEND in receipt of pupil premium will have specific learning targets to ensure good progress is made from their starting point. More children will be identified for SALT provision.</p>	<p>SEND pupils will meet or exceed their expected targets.</p>

## 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: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued development of reading throughout school. This includes:</p> <p>Termly development days with RWI Consultant.</p> <p>Updating of class libraries to help develop a love of reading.</p> <p>All teaching staff to access the Lancashire training on teaching writing to develop a consistent approach across school to implementing the sequence of the phases.</p> <p>TLR for a teaching &amp; Learning Lead</p> <p>Supply costs for teacher release time to develop subject Leaders and 1:1 with T&amp;L Lead</p>	<p>EEF toolkit: High Quality Teaching</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p> <p>Quality First teaching is the most important tool schools have to improve pupil attainment. Ensuring all teachers are skilled up to deliver high quality lessons will have the greatest impact on outcomes for all pupils, particularly the most disadvantaged.</p>	1
<p>Quality CPD for all staff on strategies to develop Metacognition &amp; Self-Regulation.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p> <p>Evidence shows that self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve their learning. By developing pupils metacognitive knowledge of how they learn and of themselves as a learner is an effective way of improving pupil outcomes.</p>	1, 4
<p>Taking part in the 'Mastering Number Fluency' programme (R-Yr2) with the Maths Hub</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p> <p>Evidence from the EEF Guidance shows that children need dedicated time to focus on mathematics daily and that they should have the opportunity to explore mathematics through, song, rhyme, pattern, puzzles and games.</p>	1, 4

<p>Clear and aspirational targets set for SEND pupils on a regular basis.</p> <p>Adequate release time for SEND lead to ensure staff are supported in developing inclusive classrooms enabling SEND pupils achieve their best</p>	<p><a href="https://marcrowland.wordpress.com/page/2/">https://marcrowland.wordpress.com/page/2/</a>  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf</a></p> <p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school.</p>	<p>4</p>
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £34000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Effective deployment of Teaching Assistants to support key children and year groups:</p> <p>ELIP – 3 x week  Talk4Number - 3xweek  Clever Fingers  SALT</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>Research showing the strongest evidence for TAs having a positive impact on pupil attainment focuses on their role in delivering structured interventions in one-to-one or small group settings. This research shows a consistent impact on attainment of approximately three to four additional months' progress over an academic year</p>	<p>1, 4</p>
<p>1:1 and small group provision for the development of phonics and reading through the RWI and Fresh Start Programmes for disadvantaged falling behind ARE.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p>Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency">https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p>Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text.</p>	<p>1,4</p>
<p>Employment of tutor from the national tutoring programme</p>	<p><a href="https://www.gov.uk/government/publications/independent-review-of-tutoring-in-schools-and-16-to-19-providers/independent-review-of-tutoring-in-schools">https://www.gov.uk/government/publications/independent-review-of-tutoring-in-schools-and-16-to-19-providers/independent-review-of-tutoring-in-schools</a></p> <p>The Education Endowment Foundation (EEF) highlights that targeted, frequent and consistent</p>	<p>1, 4</p>

	small-group tuition sessions can help struggling pupils to make around 4 months' additional progress over the course of an academic year.	
Delivery of WELLCOMM programme and continued training for staff in delivery to ensure the identification of children requiring immediate intervention as well as those who show specific language difficulties.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</a>  Law and colleagues identified a gradient relationship between the numbers of children with language difficulties and the level of social disadvantage across the distribution. Hence with each increase in the level of disadvantage there is an associated increase in the numbers of children experiencing language difficulties	4

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

Budgeted cost: 39,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of a Pastoral Team within school to offer key support for vulnerable children and families in order to facilitate a readiness to learn.</p> <p>The Pastoral Support Leader will: Organise bespoke and intensive support for the most vulnerable pupils in school including those at risk from exclusions.</p> <p>Closely monitor attendance and hold meetings where necessary.</p> <p>Engage with relevant support professionals in line with the Attendance policy.</p> <p>CAF/TAF process with vulnerable families- allowing them to access key services.</p> <p>Liaise with external agencies that can provide extra support for vulnerable pupils - ELCAS and Child Action Northwest</p> <p>Hold termly parent forums to build solid parental relationships.</p>	<p><a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a></p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year</p>	2,1



<p>Increase links with SEMH team and health professionals.</p>		
<p>Enrichment activities:</p> <p>Subsidised Afterschool Club and peripatetic music for disadvantaged pupils to enable them to access the same wider experiences as non-disadvantaged pupils.</p> <p>Development of 'Forest School' to provide outdoor learning to support key groups of pupils.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p>Research shows that where school programmes provide stimulating environments and activities to develop additional personal and social skills, these are more likely to have an impact on attainment than those that are solely academic in focus.</p> <p><a href="https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/">https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/</a></p> <p>The evaluation of this government research suggests Forest Schools make a difference in the following ways:</p> <ul style="list-style-type: none"> <li>• <b>Confidence:</b> children had the freedom, time and space to learn and demonstrate independence</li> <li>• <b>Social skills:</b> children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</li> <li>• <b>Communication:</b> language development was prompted by the children's sensory experiences</li> <li>• <b>Motivation:</b> the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</li> <li>• <b>Physical skills:</b> these improvements were characterised by the development of physical stamina and gross and fine motor skills</li> <li>• <b>Knowledge and understanding:</b> the children developed an interest in the natural surroundings and respect for the environment.</li> </ul>	<p>4</p>
<p>Investment in technology to engage pupils, ensure access for all pupils, provide excellent tools for learning and raise student attainment for disadvantaged and non-disadvantaged pupils.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p> <p>Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.</p>	<p>4,3</p>

**Total budgeted cost: £ 148,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

#### Attainment

Attainment of disadvantaged pupils at the end of KS2 in 2021/22 remains less strong than that of non-disadvantaged; further targeted academic support to close the gap is our main focus.

% achieving:	Pupil Premium pupils	#	All other pupils in school	LA - Pupil Premium pupils
Reading Exp+	58.8	17	80.5	63.9
Writing TA EXS	27.8	18	71.4	55.2
GPS Exp+	47.1	17	82.9	63.8
Maths Exp+	52.9	17	80.5	56.4
Science TA EXS	52.9	17	80.5	66.4
RWM Exp+	23.5	17	68.3	44.0

Across all year groups across school, end of Autumn 2022 assessment data shows that 41.6% of disadvantaged pupils are on track to achieve EXS+ for their year group in RWM combined by the end of the year. This is only **slightly below** the figure for non-disadvantaged pupils of 48.3%. At the higher standard, 2.2% of disadvantaged pupils are on track to achieve the higher standard in RWM combined compared to 3.7% of non-disadvantaged pupils.

School accesses funding provided through the **National Tutoring Programme** to target academic support to PPG pupils. Progress is being closely monitored to measure impact. The following exemplifies the impact of this support for Y6 pupils in 2021/22:

**Children identified as being at risk of not achieving EXS at the end of KS2 (prior to NTP support) along with outcome achieved in end of key stage assessment.**

Name	Grammar			Writing		Maths			
	Score	Scale	SAT outcome	Level	TA	Score	Scale	SAT outcome	TA
1	24	95	B	WTS	6W	31	93	B	6S
2	21	93	B	WTS	6W	27	92	B	6W
3	36	100	A	WTS	6W	42	96	B	6W
4	38	101	A	EXS	6S	64	101	A	6S
5	41	102	A	WTS	6W	82	105	A	6S
6	48	106	A	EXS	6S	44	97	B	6S
7	34	99	B	WTS	6W	61	100	A	6S
8	50	107	A	EXS	6S	72	103	A	6S
9	47	105	A	EXS	6S	65	101	A	6S
10	43	103	A	EXS	6S	61	100	A	6W
11	38	101	A	WTS	6W	73	103	A	6W
12	35	100	A	WTS	6W	59	100	A	6S
13	12	88	B	WTS	6W	60	100	A	6W
14	34	99	B	WTS	6W	39	95	B	6S
15	43	103	A	WTS	6W	61	100	A	6S
16	51	108	A	EXS	6S	60	100	A	6W
17	12	88	B	PK 6	6W	36	95	B	6W
18	55	110	A	EXS	6S	66	101	A	6S
<b>% of pupils achieving EXS</b>			<b>67%</b>	<b>39%</b>				<b>67%</b>	

B	Below expected
A	At expected
WTS	Working towards
EXS	Expected

**Whole school, quality CPD** has been invested in to secure quality first teaching for all pupils across the curriculum. This includes CPD for teaching and learning in general, phonics, reading, writing, SEND, design technology and art and design. Regular, robust monitoring with focussed feedback has shown a rise in standards across the curriculum, but particularly English.

Investment has continued with the RWInc programme with 92% of disadvantaged pupils passing the Y1 phonics screening test in summer 2022, which was higher than the percentage of non-PPG pupils (87%).

The 'Mastery for Number' programme has had a positive impact on number fluency, with KS1 results for 2022 showing 67.8% of disadvantaged pupils in school achieved at least the expected standard in maths compared to 52% of disadvantaged pupils across the LA.

### Attendance

New procedures have been introduced and implemented to improve attendance of pupils. 2021/22 data from FFT shows that whilst the attendance of disadvantaged pupils was below that of their non-disadvantaged peers (91.2% compared to 93.7%), attendance for disadvantaged pupils is currently consistently above national figures. In addition, end of autumn term 2022 data shows this gap to have diminished from 2.5% to 1.4%:

**End of autumn term – group analysis****06/12/22**

Pupil Group	Pupils in latest week	YTD
All	415	93.2%
Female	195	93.5%
Male	220	• 92.9%
FSM6	112	92.2%
Not FSM6	303	• 93.6%
EHCP	8	• 91.0%
Support	31	• 94.0%
Not SEND	376	• 93.2%

Where data highlights dips, it is addressed immediately by the nominated senior leader for attendance. Provision for disadvantaged pupils to access breakfast and after school clubs has increased and has helped improve attendance and punctuality. Approximately twenty disadvantaged pupils are now accessing this provision across the week, but it is readily available to those that need it. Attendance is closely monitored by the Attendance Lead, regular contact is made with families of disadvantaged pupils with poor attendance and support is provided to improve attendance. The school also works closely with the LA Inclusion Officer to ensure families in need of support can access this.

**Pastoral / wider support**

With the effects of the pandemic and cost of living rises, pastoral care has been incredibly important for all our families, including those which are disadvantaged. Our Pastoral Lead currently provides regular support for 12 disadvantaged pupils. Additional support from external agencies has been provided for children within school with CANW, ELSA, SEMH, as well as parental support where needed. Parental forums have been well attended and parental voice from case study disadvantaged pupils demonstrate that parents feel their children and family are well supported (see case studies). Financial support has been provided in terms of new uniform and funded trips for those children who have required it. Forest School has been set up and rolled out across school. Pupil voice from case study pupils gives a positive outlook and children feel that participation in Forest School has enabled them to acquire new skills and has made them feel more confident. Technology has been invested in and school now has a class set of I-pads and chrome books. This has ensured that disadvantaged pupils are able to access the online learning platforms such as TTRS regularly each week. Data for Yr4 Multiplication Check for May 2022 was strong with 17.9 being the mean score for disadvantaged pupils, which was in line with the national figure.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Therapy	Child Action North-West
Yr6 - Resilience	Bounce Forward

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*