

## 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 upcoming years and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	
School name	Queen's Park CE/URC Primary School
Number of pupils in school	393 (2021-2022) 387 (2022-2023) 393 (2023 – 2024)
Proportion (%) of pupil premium eligible pupils	39% (153 children) (2021-2022) 40% (154 children) (2022 – 2023) 46% (181 children) (2023 – 2024)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2022 2022 – 2023 2023 - 2024
Date this statement was published	October 2021
Date on which it will be reviewed	Interim review: September 2022/September 2023 Full review: September 2024
Statement authorised by	Justine Kellett
Pupil premium lead	Jennie Bailey
Governor / Trustee lead	Lindsay Nelson

### Funding overview

Year 1: 2021 - 2022	
Detail	Amount
Pupil premium funding allocation this academic year	£205,370
Recovery premium funding allocation this academic year	£25,906
School led tutoring allocation for this academic year	£18,225
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<b>Total budget for academic year 2021 - 2022</b>	£249,501
<b>Year 2: 2022 - 2023</b>	
<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£247,785
Recovery premium funding allocation this academic year	£22,330 (unvalidated)
School led tutoring allocation for this academic year	£24,948 (unvalidated)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£295,063
<b>Year 3: 2023 - 2024</b>	
<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£294,590
Recovery premium funding allocation this academic year	£17,944
School led tutoring allocation for this academic year	£6024.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£318,558

## Part A: Pupil premium strategy plan

### Statement of intent

Our school vision 'Together, we believe, achieve and enjoy' underpins our intent for this pupil premium strategy.

We maximise potential of all pupil premium children by offering an exceptional quality of education through our bespoke Crown Curriculum, which is ambitious and designed to give all pupils, particularly disadvantaged pupils, the cultural capital they need to succeed in life. Our curriculum has been tailored to include a recovery curriculum following the COVID 19 school closures to ensure that all learners recover from any lost learning opportunities.

We ensure that all children, with a strong focus on disadvantaged children, achieve their full potential in all curriculum areas, through consistent quality first teaching across school, supported by individualised, targeted intervention.

We firmly believe that it is vital for later life success that all our children, regardless of background, leave our school as fluent readers and develop a real love of reading. Our early reading strategy has a sharp focus on our disadvantaged learners to ensure they receive high quality teaching and targeted intervention from Early Years through to Year 6. This includes a sharp focus on the vocabulary and oracy development of our children.

We consistently promote the extensive personal development of disadvantaged pupils, going beyond the expected, and giving pupils access to a wide and rich set of experiences. Emotional wellbeing is at the heart of our intent for all children's personal development and we ensure our provision is targeted to our disadvantaged learners to ensure all children are emotionally ready to access our Crown Curriculum. We have a strong understanding of how the life experiences of our disadvantaged learners can impact on academic progress and emotional wellbeing and place significant importance on a 'team around a child' approach through our offer of extensive pastoral support to both the child and the wider family.

We believe that attendance at school is vitally important for all children but particularly for our disadvantaged learners. Our attendance team take a rigorous approach to monitoring the attendance of pupil premium children and offer bespoke, targeted support to families where required.

We provide a wide range of opportunities for our disadvantaged pupils to build their cultural capital in accordance with our vision to enable all our pupils to together, believe, achieve and enjoy.

### Challenges

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

Challenge number	Detail of challenge
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1	<p>Disadvantaged pupils have a higher rate of persistent absence and poor punctuality  <i>44.6% of persistent absence were PP children in September 2021.</i>  <i>55% of persistent absence are currently PP (September 2022)</i>  <i>63% of persistent absence are currently PP (July 2023) *NB. the overall number of persistent absentees whole school has decreased.</i></p>																																																																																																																				
2	<p>Attainment of pupil premium pupils is below “all pupils” in reading, writing and maths across all key stages following COVID 19 based on baseline NFER tests on return.</p> <p><b>End of academic year 2021 – 2022:</b></p> <table border="1" data-bbox="331 506 1182 983"> <thead> <tr> <th colspan="4">Reading: End of Academic Year 2022</th> </tr> <tr> <th>Cohort</th> <th>PP</th> <th>Non PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2022</td> <td>66%</td> <td>84%</td> <td>-18%</td> </tr> <tr> <td>2023</td> <td>71%</td> <td>86%</td> <td>-15%</td> </tr> <tr> <td>2024</td> <td>77%</td> <td>69%</td> <td>+ 8%</td> </tr> <tr> <td>2025</td> <td>73%</td> <td>77%</td> <td>-4%</td> </tr> <tr> <td>2026</td> <td>48%</td> <td>68%</td> <td>-20%</td> </tr> <tr> <td>2027</td> <td>63%</td> <td>76%</td> <td>- 13%</td> </tr> <tr> <td>2028</td> <td>38 % word reading 42% comprehension</td> <td>76% word reading 79% comprehension</td> <td>-38% -37%</td> </tr> </tbody> </table> <table border="1" data-bbox="331 1037 1166 1408"> <thead> <tr> <th colspan="4">Writing: End of Academic Year 2022</th> </tr> <tr> <th>Cohort</th> <th>PP</th> <th>Non PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2022</td> <td>54%</td> <td>84%</td> <td>-30%</td> </tr> <tr> <td>2023</td> <td>57%</td> <td>69%</td> <td>-12%</td> </tr> <tr> <td>2024</td> <td>73%</td> <td>73%</td> <td>0%</td> </tr> <tr> <td>2025</td> <td>59%</td> <td>72%</td> <td>-13%</td> </tr> <tr> <td>2026</td> <td>43%</td> <td>61%</td> <td>-18%</td> </tr> <tr> <td>2027</td> <td>47%</td> <td>66%</td> <td>-19%</td> </tr> <tr> <td>2028</td> <td>38%</td> <td>73%</td> <td>-35%</td> </tr> </tbody> </table> <table border="1" data-bbox="331 1462 1174 1861"> <thead> <tr> <th colspan="4">Maths: End of Academic Year 2022</th> </tr> <tr> <th>Cohort</th> <th>PP</th> <th>Non PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>2022</td> <td>58%</td> <td>94%</td> <td>- 36%</td> </tr> <tr> <td>2023</td> <td>50%</td> <td>67%</td> <td>-17%</td> </tr> <tr> <td>2024</td> <td>72%</td> <td>73%</td> <td>- 1%</td> </tr> <tr> <td>2025</td> <td>73%</td> <td>82%</td> <td>-9%</td> </tr> <tr> <td>2026</td> <td>43%</td> <td>72%</td> <td>-29%</td> </tr> <tr> <td>2027</td> <td>63%</td> <td>69%</td> <td>-6%</td> </tr> <tr> <td>2028</td> <td>46%</td> <td>85%</td> <td>-39%</td> </tr> </tbody> </table> <p><b>End of Academic Year 2023 – 2024</b></p> <table border="1" data-bbox="331 2002 1166 2076"> <thead> <tr> <th colspan="4">Reading: End of Academic Year 2023</th> </tr> <tr> <th>Cohort</th> <th>PP</th> <th>Non PP</th> <th>Gap</th> </tr> </thead> <tbody> </tbody> </table>	Reading: End of Academic Year 2022				Cohort	PP	Non PP	Gap	2022	66%	84%	-18%	2023	71%	86%	-15%	2024	77%	69%	+ 8%	2025	73%	77%	-4%	2026	48%	68%	-20%	2027	63%	76%	- 13%	2028	38 % word reading 42% comprehension	76% word reading 79% comprehension	-38% -37%	Writing: End of Academic Year 2022				Cohort	PP	Non PP	Gap	2022	54%	84%	-30%	2023	57%	69%	-12%	2024	73%	73%	0%	2025	59%	72%	-13%	2026	43%	61%	-18%	2027	47%	66%	-19%	2028	38%	73%	-35%	Maths: End of Academic Year 2022				Cohort	PP	Non PP	Gap	2022	58%	94%	- 36%	2023	50%	67%	-17%	2024	72%	73%	- 1%	2025	73%	82%	-9%	2026	43%	72%	-29%	2027	63%	69%	-6%	2028	46%	85%	-39%	Reading: End of Academic Year 2023				Cohort	PP	Non PP	Gap
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	2029	67% (WR)	91%	= 29%
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	2027	76%	78%	↓2%
	2028	63%	88%	↓25%
	2029	54%	91%	= 37%
3	<p>Poor language and communication skills on entry to school.</p> <p><i>On entry in 2021, 38% of all pupils in EYFS were working below in speaking and 47% of all pupils in listening, attention and understanding.</i></p> <p><i>On exit in 2022, 73%% of pupils in EYFS were working at in speaking and 50% of all pupils in listening, attention and understanding.</i></p> <p><i>On exit in 2023, 81% of pupils in EYFS were working at in speaking and 75% in listening, attention and understanding.</i></p>			
4	<p>Attainment of pupils in reading is low on entry to school.</p> <p><i>Sept 21: 28% of all PP pupils on track in reading on baseline in EYFS.</i></p> <p><i>Summer 22: 42% of all PP pupils on track in reading on exit in EYFS and 46% on track in comprehension.</i></p> <p><i>Summer 23: 62% of all PP pupils on track in reading on exit in EYFS and 69% on track in comprehension.</i></p>			
5	<p>Attainment of pupils in relation to phonics in KS1 has been significantly impacted by COVID 19 school closures.</p> <p><i>Year 1 cohort in July 2021: 71% of non-disadvantaged passed phonics check, 42% of disadvantaged pupils passed phonics check.</i></p> <p><i>Year 1 cohort in July 2022: 52% of non-disadvantaged passed phonics check, 49% of disadvantaged pupils passed phonics check.</i></p> <p><i>Year 1 cohort in July 2023: 90% of non-disadvantaged passed phonics check, 73% of disadvantaged pupils passed phonics check.</i></p>			

6	Limited opportunities and life experiences.
7	Emotional wellbeing and mental health impacted by home circumstances and early life trauma.

### 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
Improve attendance and punctuality of targeted pupils	Attendance and punctuality of disadvantaged pupils is in line with national.
Improve attainment in line with national benchmarks in reading, writing and maths by continuing to secure quality first teaching across the school.	Disadvantaged pupils attain in line with or above national progress measures through assessment on NFER. The gap between disadvantaged and non-disadvantaged is reduced. Monitoring of teaching standards will evidence high quality teaching in all year groups with clear progression evident in children's books. Impact of CPD will be clear through monitoring. Intervention strategy will be fully embedded across school and evident in children's books.
Improve attainment in language and communication at EYFS through positive impact of speech and language therapy SLA, Talk for Writing and NELI programme.	Disadvantaged pupils attain in line with or above national progress measures. The gap between disadvantaged and non-disadvantaged is reduced. The percentage of children requiring speech therapy on entry to Year 1 will have reduced.
85% pass rate target for Year 1 phonics screening.  Children who didn't pass phonics in Year 1 will pass phonics recheck in Year 2.	Targeted disadvantaged children will have passed phonics screening to ensure disadvantaged pupils attain in line with national progress measures. The gap between disadvantaged and non-disadvantaged is reduced. Through monitoring, the early reading strategy will be evident across school and having a clear impact on the progress of disadvantaged children.
Curriculum offer will be ambitious and foster aspiration amongst our pupils. Disadvantaged pupils have a variety of experience and opportunity is line with non-disadvantaged peers. Extra-curricular opportunities to expand our disadvantaged children's experiences and cultural capital will be provided.	Through pupil voice, disadvantaged pupils can articulate aspirations for the future and know how their learning will support this. Through monitoring of books and learning walks, the CROWN curriculum will be fully embedded to ensure a high-quality curriculum for all disadvantaged learners.

	High uptake of extra-curricular activities in line with peers.
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## Activity in this academic year (Year 3: 2023 – 2024)

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

### Teaching

Budgeted cost: **£110,035.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To offer an extensive internal and external programme of high quality, evidence-based CPD targeted to individual teacher's and learning assistant's needs and whole school priorities with a sharp focus on high quality first teaching.	<p><a href="#">EEF Guide to the Pupil Premium, June 2019</a>: <i>“Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending”</i></p> <p><i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”</i></p> <p><i>“A key factor for attainment and progress is effective teaching, as highlighted by the Sutton Trust’s 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.”</i></p>	2,3,4,5,7
To embed a highly effective monitoring programme throughout school to monitor teaching (including pupil progress) and provide support/individualised CPD where required by SLT.	<p><a href="#">EEF (2022) School Planning Guide</a>: “Effective professional development is vital to support, develop, and sustain high quality teaching. As schools move forwards into the next academic year, professional development programmes are an important focus for school plans” The Guide discusses the importance of CPD be based on mechanisms in four groups: building knowledge; • motivating teachers; • developing teacher techniques; and • embedding practice.</p>	2,3,4,5
To embed a high-quality coaching model throughout school to offer peer to peer support to improve teaching standards across school with a focus on early reading for both teachers and teaching assistants.	<p><a href="#">EEF Guidance to Implementation (2019)</a> states that <i>‘an increasing body of evidence demonstrates the impact of coaching on improving implementation and learning outcomes.’</i></p> <p><a href="#">EEF (2022) School Planning Guide on high quality first teaching</a>: <i>“The ‘five-a-day’ approach identifies these evidence-based ‘best bets’, which research evidence suggests can have a positive impact across phases and for all pupil groups, including those with SEND.”</i></p>	2,4,5
To deploy UPS x3 and x1 MPS (Aut term)/ 1 x Leadership spine (Spr/Sum) closing the gap teachers	<p><a href="#">EEF Guide to the Pupil Premium, June 2019</a></p> <p><i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.”</i></p>	2,5



<p>0.5 to teach a specialised curriculum to Years 1, 4 and 6 PPG and flightpath children, including offering a bespoke, modified curriculum to PPG children working on a modified curriculum.</p>	<p><i>“The school’s aim is that all pupils, irrespective of background and barriers to learning, become happy, healthy, empowered adults who participate and contribute to society.”</i> <a href="#">School case study on providing for SEN in EEF Guide to Pupil Premium June 2019.</a></p> <p><a href="#">EEF study into reducing class size:</a> “Reducing class size appears to result in around three months’ additional progress for pupils, on average.” This study shows that this is effective when class sizes are small, as ours are, and when teachers are able to teach differently which is evident with our approach.</p> <p><a href="#">EEF (2022) School Planning Guide on flexible grouping:</a> “Allocate groups temporarily, based on current level of attainment. This could, for example, be a group that comes together to get some additional spelling instruction based on current need before re-joining the main class”</p> <p><a href="#">EEF (2022) School Planning Guide on scaffolding:</a> “When pupils are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week, or term.”</p>	
<p>To improve teaching and learning of phonics in line with early reading strategy through the subscription to the RWI online platform (including resources and training) and the commissioning of an external consultant to evaluate early reading provision and provide CPD.</p>	<p><a href="#">EEF study into the teaching of phonics</a></p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	<p>4,5</p>

### Targeted academic support

Budgeted cost: **£199,468.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deployment of a full time learning assistant in all classrooms to ensure effective support in lessons and also to deliver immediate</p>	<p><a href="#">EEF Study into one to one tuition:</a> “Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average.”</p>	<p>2,3,4,5</p>

<p>feedback from teacher or LA (where possible) intervention 1:1 to identify misconceptions in line with school intervention strategies</p> <p>LAs to also deliver specific, individualised interventions where required during afternoon sessions based on teacher assessments and use of diagnostic assessments. Intervention strategy to be underpinned by EEF's: TARGET approach.</p> <p>Purchasing of specific intervention programmes, including digital programmes, as required (Reading Plus, Nessy, Time Tables Rockstars, led by teaching assistants where adult support is required.</p>	<p>The use of digital technology to supplement quality first teaching is highlighted by EEF to have a positive impact on learning.</p> <p><b>EEF study into feedback:</b> EEF research shows that feedback and self regulation are high impact strategies – this can be promoted and embedded in classrooms with additional staff and training.</p> <p><b>EEF study into teaching assistants:</b> Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average.</p> <p><b>EEF (2022) School Planning Guide on diagnostic assessments:</b> Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. They can give useful insights into learning, adding to the richness of the information teachers hold about their pupils.</p> <p><b>EEF (2022) School Planning Guide on TARGET approach:</b></p> <table border="1" data-bbox="533 1075 880 1507"> <tr> <td><b>T</b>iming</td> <td>Intervention sessions are often brief (e.g. 15-60 mins) and regular (e.g. 2-5 per week).</td> </tr> <tr> <td><b>A</b>ssessment</td> <td>Assessments are used to identify pupils, guide areas of focus, and to track pupil progress.</td> </tr> <tr> <td><b>R</b>esourcing</td> <td>The intervention has structured supporting resources and lesson plans, with clear objectives and possibly a delivery script.</td> </tr> <tr> <td><b>G</b>ive it time</td> <td>Careful timetabling is in place to enable consistent delivery. 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<b>Peer tutoring</b>	<b>+5 months</b>	This includes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support. Use it to review or consolidate learning rather than to introduce new material.																					
<b>Small group tuition</b>	<b>+4 months</b>	Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.																					
<p>To purchase subscription to NELI and Chatty Words to provide targeted intervention in EYFS and KS1 to develop speech and language skills.</p>	<p><b>EEF research into oral language intervention:</b> "Overall, 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."</p>	<p>3,4,5</p>																					

	<p>“All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).”</p>	
<p>To identify children with significant gaps and currently not on track linked to their flight path and through school led tutoring after school, provide targeted intervention in targeted areas.</p>	<p><a href="#">EEF Study into one to one tuition</a>: “Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average.”</p>	2,4,5

### Wider strategies

Budgeted cost: **£13,586**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To deploy an attendance team in school led by the Pastoral Manager (ML), including the appointment of an attendance officer to improve attendance and punctuality of PPG children to ensure they are in school and ready to learn. To work alongside authority’s statutory EWO service to target Pas and those PPG children at risk of being a PA. To offer breakfast club to identified children to improve attendance.</p>	<p><a href="#">DFE Link between attendance and attainment</a>: “in general, the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS2.”</p> <p><a href="#">DFE Improving Attendance at School</a>: “There is a clear link between poor attendance at school and lower academic achievement.”</p> <p><a href="#">EEF Impact of COVID on Learning (May 2022)</a>: “Pupil attendance has fluctuated throughout the pandemic—usually correlating with overall prevalence of covid cases (Roberts and Danechi, 2022). At no point since the start of the pandemic has school attendance been returned to the average attendance reported in census returns in 2019/20 (95%).”</p> <p><a href="#">EEF (2022) School Planning Guide on attendance</a> “There is some evidence of promise for several strategies including parental engagement approaches and responsive interventions to target the individual causes of low attendance.” Attendance Interventions Rapid Evidence Assessment (EEF, 2022)”</p>	1
<p>To employ a pastoral assistant to lead on behaviour across school. To track behaviour through CPOMs, offer early intervention, work alongside parents and</p>	<p><a href="#">EEF study into social and emotional interventions</a>: “On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.”</p>	7

<p>external professionals where necessary.</p> <p>To offer breakfast for all children to improve readiness for learning.</p> <p>Provision of CPD in relation to understanding behaviours.</p> <p>To offer nurture groups or 1:1 nurture sessions for identified children using DESTY as a resource or lego therapy where applicable.</p> <p>To subscribe to BOXALL online to track impact of nurture based interventions and identify target areas and next steps to ensure targeted intervention.</p>	<p><a href="#">EEF study into behaviour interventions:</a>“ Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues than for universal interventions or whole school strategies.”</p> <p><a href="#">EEF Impact of COVID on Learning (May 2022):</a> It is recognised that the Covid-19 pandemic has had wider impacts on pupils aside from attainment, which this report focuses on. There is evidence that suggests the pandemic has negatively impacted children’s mental health.</p>	
<p>To commission an in-house counsellor for 1 day per week to provide counselling support for identified vulnerable children.</p>	<p><a href="#">EEF study into social and emotional interventions:</a> “On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.”</p>	7
<p>To employ full time pastoral lead and full time pastoral assistant to work alongside families and offer early intervention.</p> <p>To lead on EHATS/FAM and liaise with external services in providing a package of support to families.</p>	<p>Many children eligible for PP at Queens Park have barriers to learning involving social and economic issues in the family. These barriers can present in challenging behaviours at times. Addressing these issues through family support has had a proven effect in raising attendance and achievement and can be shown in case studies.</p>	1,7
<p>To provide extracurricular activities - open to all children with priority given to disadvantaged children.</p> <p>To subsidise opportunities for experiential learning including school trips and resources.</p> <p>To offer additional boosters to targeted children</p>	<p><a href="#">EEF study into extending school time:</a> “The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress.”</p> <p><a href="#">EEF (2022) School Planning Guide in relation to transition:</a> “A main area for development is support for pupils from disadvantaged backgrounds transitioning between primary</p>	6,2,5

<p>through various after school activities.</p> <p>To provide Easter school for children in Year 6 in preparation for end of key stage assessments.</p> <p>To offer a summer school to provide enhanced transition to targeted EYFS PP children to ensure a successful transition to primary school.</p>	<p>and secondary school—anticipating risk points and deliberately building the support needed to set every child up for success”</p>	
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**Total budgeted cost: £323,089**

## 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 2022 to 2023 academic year.

#### Impact Report: Pupil Premium Provision 2022 - 2023

<u>Provision:</u>	<u>Estimated cost:</u>	<u>Outcomes/Impact Evaluation</u>
Targeted Support		

### Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Phonics and Spelling	Read Write Inc
Maths Planning	White Rose
Multiplication Facts Intervention Number Bots	Times Tables Rockstars
Reading Intervention	Reading Plus
Phonics	Nessy
Maths Intervention	RM Easi Maths

## 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.*