

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Maybury Primary School
Number of pupils in school	210
Proportion (%) of pupil premium eligible pupils	46.2% (97 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 to 2024/25 Updated in September 2023
Date this statement was published	September 2022
Date on which it will be reviewed	July 2024
Statement authorised by	Alison Grantham (Headteacher)
Pupil premium lead	Alison Grantham
Governor / Trustee lead	Richard Morrell

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£141,135
Recovery premium funding allocation this academic year	£14,065
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	£155,200

# Part A: Pupil premium strategy plan

## Statement of intent

Maybury Primary school is located within Kingston upon Hull which remains one of the most deprived Local Authorities nationally. Eligibility for free school meals has increased over recent years. 72.8% of pupils live in the 10% most deprived households nationally (IDACI 2021).

Our overarching aim is to close the attainment gap between our disadvantaged pupils and others within school and nationally so that **every** pupil in our school has the same life chances and can be the best they can be.

The causes of disadvantage are complex and entrenched and many lie beyond school. However, with the right strategies, underpinned by research, alongside a rich and engaging curriculum, we believe that we can make a difference.

We have a wealth of information and data at individual pupil level and it is important that this is used to understand the challenges and needs of our disadvantaged pupils. We should avoid making generalisations.

Our aim is that all pupils irrespective of background and barriers to learning, reach their full potential and become fulfilled and healthy individuals who are able to flourish and contribute positively to society now and in later life as adults.

Our guiding principles for allocating our funding align with those identified in [Education Endowment Foundation - Using your Pupil Premium Funding effectively](#)

1. Schools can make a difference in narrowing attainment gaps – this means all staff in our school know who our disadvantaged pupils are and work collaboratively to narrow the gaps.
2. Evidence-informed teachers and leaders must combine research findings with professional expertise to make decisions – we will adopt approaches which evidence shows has been effective in other schools and which we believe are transferrable into our school
3. Quality First Teaching helps every child – quality first teaching must be at least good at all times for all children – this means investing time in supporting and developing staff at all stages in their careers
4. Less is more – we will focus on a small number of carefully chosen priorities identified through diagnostic assessment
5. Whilst we understand that pupils who are eligible for the Pupil Premium are more likely to be ‘low-attainers’, tackling the consequences of deprivation and using our funding effectively also means ensuring that middle and higher attaining pupils continue to achieve well and fulfil their potential

## Challenges

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

Challenge number	Detail of challenge
1	Oracy Skills: Internal assessments, observations and pupil discussions show that underdeveloped language skills impede our disadvantaged children's access to the curriculum and independent learning strategies. Poor language acquisition, speaking and listening skills and speech and language alongside limited vocabulary are evident from EYFS to Year 6 and this has been further impacted by lockdown during the pandemic.
2	Phonics and Reading fluency & comprehension: Both internal assessments, standardised assessments and children's work on return to school after remote learning show that disadvantaged children performed less well particularly in reading (fluency and comprehension). This in turn has impacted on writing.
3	Personal, social, health and emotional factors: Our assessments, observations and discussions with pupils and families show an increasing number of families needing support at home. Lockdown 3 saw a rise in the number of children with social care or early help support – rose from 25 in 2019/20 to 40 in 2020/21. Numbers continued to rise throughout 2021-2022 and 2023-24.
4	Attendance and punctuality: Attendance for all pupils below the level seen before the onset of the pandemic. Attendance was impacted in 2021-2022 by ongoing cases of COVID. However, the lockdowns have impacted on habit of regular school attendance – this is particularly prevalent in our disadvantaged families.
5	Equality of opportunity: Limited opportunities outside school leading to a narrower range of enrichment experiences to support learning. This can impact on vocabulary development and understanding. This is particularly important for our disadvantaged children following periods of remote learning and COVID restrictions which continued to impact during 2021-22. Further work is needed to ensure all children have equality of access.

## 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>Improved oral language skills and vocabulary which secures high levels of learning across the curriculum</p>	<p>By 2024-25</p> <ul style="list-style-type: none"> <li>• Oral language skills of disadvantaged pupils in line with others. Measured through observational assessments – in-house and external</li> <li>• Outcomes in reading at EXS for disadvantaged children in-line with NA for others</li> <li>• C&amp;L of disadvantaged children at the end of EYFS</li> </ul> <p>On an annual basis we will aspire to:</p> <ul style="list-style-type: none"> <li>• Reach targets agreed with the Trust for children across the school at EXS and GD</li> </ul>
<p>Improved outcomes in GLD, phonics, reading, writing and maths and across the wider curriculum</p>	<p>By 2024-25</p> <ul style="list-style-type: none"> <li>• % of disadvantaged children achieving GLD is no more than 5% below national average</li> <li>• % of disadvantaged children at end of KS1 achieving EXS in reading, writing and maths is in line for other children nationally</li> <li>• % of disadvantaged children at end of KS2 achieving EXS in reading, writing and maths is in line with other children nationally</li> <li>• % of disadvantaged children achieving at the higher standard in reading, writing and maths at KS1 and KS2 closes the gap to other children nationally</li> <li>• % of disadvantaged children achieving curricular goals across the curriculum is in line with other</li> </ul> <p>On an annual basis we will aspire to:</p> <ul style="list-style-type: none"> <li>• Reach targets set with the Trust for all children at EXS and GD</li> <li>• Narrow the gap for disadvantaged children across the school so that the gap narrows between their outcomes and those for other children</li> </ul>

<p>Sustained high levels of well-being, social and emotional development, inclusion particularly for our disadvantaged pupils</p>	<p>By 2024-25</p> <p>Sustained high levels of well-being demonstrated by:</p> <ul style="list-style-type: none"> <li>• Data from pupil voice, parent questionnaire, teacher observations/surveys</li> <li>• Engagement in learning evidenced in work and outcomes</li> <li>• CPOMS data shows reduction in children’s well-being issues and positive impact of school and external partner support</li> <li>• High level of parents engage in school led workshops, information sessions and school activities</li> <li>• High proportion of disadvantaged children engage with extra-curricular and out of school activities</li> </ul>
<p>Maintain the focus on attendance with a particular emphasis on reducing the rates of persistent absence and children punctual to school</p>	<p>By 2024-25</p> <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils is in line with the national figure</li> <li>• The attendance gap between disadvantaged pupils and others is in line with the national figure</li> <li>• The percentage of all pupils who are persistently absent is in line with national average</li> <li>• The gap between disadvantaged pupils and others is in line with national average</li> </ul> <p>On an annual basis</p> <ul style="list-style-type: none"> <li>• Narrow the absence gap between disadvantaged pupils and others</li> <li>• Narrow the rate of persistent absence between disadvantaged and others</li> <li>• Reduce the number of pupils late to school (before and after the register closes)</li> </ul>

## 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: £73,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fund ongoing CPD to develop quality first teaching that all children, including the disadvantaged, are able to flourish and achieve</p> <p>Fund additional staffing capacity so that release can be given for all staff for coaching, mentoring and peer review to develop '5 a day strategies' for effective teaching</p>	<p><a href="https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send">Educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send</a></p> <p>The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils. Schools should focus on developing teaching practice over a sustained period to drive meaningful change in their setting. School plans to maximise teaching quality may include: high quality daily teaching: the 'five-a-day' approach.</p>	1,2
<p>Fund ongoing CPD for teachers and teaching assistants to ensure all staff understand how learning through talk impacts children's achievement across the curriculum.</p> <p>Implement and embed a programme of carefully chosen whole class oracy strategies across the school to develop language to support learning. This will also include those in EYFS (e.g. development of a language rich environment, reading to children, phonological awareness) as well as</p>	<p><a href="#">Education Endowment Foundation - T&amp;L Toolkit - Oral Language Interventions</a></p> <p><a href="#">Education Endowment Foundation Early Years Toolkit - communication and language approaches</a></p> <p><a href="#">DfE Reading Framework - Teaching the foundations of literacy</a></p> <p>Children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. Communication and language approaches used in the early years include reading aloud to children and discussing books, explicitly extending children's spoken vocabulary by introducing them to new words in context, and drawing attention to letters and sounds.</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Training can support staff to ensure they model and develop pupils' oral language skills and</p>	1

<p>the careful choice and purchase of books to read aloud to children in order to develop vocabulary,</p> <p>These strategies will be implemented through training, monitoring, coaching and support. This will include release time for staff to take part in training and peer to peer observations; as well as release time for key staff: Deputy Head, Maths Lead, English Lead and SENCo to coach, support monitor and challenge</p>	<p>vocabulary development. Oral language interventions that explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school, and when they involve active and meaningful use of any new vocabulary.</p> <p>Spoken language underpins the development of reading and writing. Through stories, children encounter vocabulary that they are unlikely to hear in everyday conversation but will come across in writing, once they can read for themselves. (Reading Framework and NC)</p>	
<p>Fund ongoing CPD for all staff in phonics teaching including that led by own identified staff experts teachers and TAs. This will also include release time for staff to take part in training as well as release time for deputy head and phonics lead to work alongside (train, monitor and coach) staff.</p> <p>Continue to embed whole class revision daily phonics sessions in Lower KS2</p> <p>Continue to purchase materials – including training - from DfE accredited synthetic phonics programme (Read Write Inc) in Foundation 2 and Key Stage 1 to continue to secure strong teaching and high levels of learning in phonics</p>	<p><a href="#">DfE Reading Framework - Teaching the foundations of literacy</a>  <a href="#">Education Endowment Foundation T&amp;L Toolkit - Phonics</a></p> <p>Phonics is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p>	2

<p>Ongoing purchase of appropriate materials, including wallcharts and flashcards, from DfE accredited synthetic phonics programme (Read Write Inc) for use in whole class phonics sessions in identified Lower Key Stage 2 classes to secure children's phonics learning and support their reading and writing</p> <p>Ongoing purchase of home reading books that match phonic knowledge and age interest</p>	<p>While there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach.</p>	
<p>Fund ongoing CPD for all staff in the teaching and learning of explicit reading comprehension strategies; including school's approach to developing reading fluency by:</p> <ul style="list-style-type: none"> <li>• CPD for staff to sharpen teacher's knowledge of how to assess and teach the dimensions of expression/volume, phrasing, smoothness and pace</li> <li>• Implement the use of the Multidimensional Fluency Scale Rubric to support teachers to understand how to assess and teach reading fluency</li> </ul> <p>This will also include release time for staff and English lead</p>	<p><a href="#">DfE Reading Framework - Teaching the foundations of literacy</a></p> <p><a href="#">Education Endowment Foundation - T&amp;L Toolkit - reading-comprehension-strategies</a></p> <p>Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves. Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies.</p> <p><a href="http://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency">educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency</a></p>	



<p>Continued subscription of Reading Plus for all children in Year 5 and 6 to develop fluency and reading comprehension</p> <p>Ongoing training for staff in Y5 and Y6 to use diagnostic testing for children using Reading Plus in order to set programmes and support children's learning</p> <p>Ongoing training for staff to implement and use fluency reading tests to support children's reading development</p> <p>Release time for English lead to monitor and support staff to use programmes and diagnostic tool effectively to raise standards in reading</p>	<p><a href="#">Education Endowment Foundation - T&amp;L Toolkit - reading-comprehension-strategies</a></p> <p><a href="#">Education Endowment Foundation - Diagnostic Assessment - Evidence Insights</a></p> <p>There are some indications that approaches involving digital technology can be successful in improving reading comprehension (although there are relatively few studies in this area), particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills.</p>	
<p>Purchase standardised tests to identify gaps in learning and learning that needs re-teaching to inform planning</p> <p>Provide training for staff in how to interpret the outcomes of assessment in order to plan the next steps in learning</p>	<p><a href="#">Education Endowment Foundation - Using your Pupil Premium Funding effectively</a></p> <p><a href="#">Education Endowment Foundation - Diagnostic Assessment - Evidence Insights</a></p> <p>The EEF states that strong evidence needs to be used to back up strategy. And that when used effectively, can indicate areas for development across classes and year groups. This can help teachers isolate the specific misconceptions that pupils might hold. This enables staff to adjust curriculum content in the medium or long term. Staff must be trained in how to interpret the outcomes and how to plan the next steps in learning from this.</p>	2

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

Budgeted cost: £42,860

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of language intervention programmes and professional support from Bridge SLT to assess and target work on language acquisition and speech therapy in EYFS</p> <p>Purchase of Language Intervention Programmes from Dyslexia Sparks to work with targeted children in Key Stage 2- Lead practitioner and TA training and support</p> <p>Training and regular professional support and review given to TAs to deliver individual and small group speech and language programmes from critical cases from across the school</p>	<p><a href="#">Education Endowment Foundation Early Years Toolkit - communication and language approaches</a></p> <p>Communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. It is suggested that the benefits are greater for children from disadvantaged backgrounds</p> <p><a href="#">Education Endowment Foundation - T&amp;L Toolkit - Oral Language Interventions</a></p> <p>Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up w with peers, particularly when this is provided one-to-one.</p> <p>EEF state that interventions led or supported delivered trained teaching assistants have broadly the same impact as if delivered by a teacher.</p>	1
<p>Phonics catch up intervention: RWI phonic assessment in F2, Y1 and Y2 to identify children for small group sessions (Teacher 0.5)</p> <p>Daily same day intervention for phonics (following the RWI programme) to ensure children are keeping up with the phonics programme (trained TA) – identified through RWI</p>	<p><a href="#">Education Endowment Foundation T&amp;L Toolkit - Phonics</a></p> <p><a href="#">Education Endowment Foundation - T&amp;L Toolkit - Small Group Tuition</a></p> <p>The EEF states that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to</p>	2

<p>assessment and teacher observation in the lesson</p> <p>Additional phonics sessions for children in Key Stage 2 for struggling readers whose decoding has been identified as being poor. RWI phonic assessment used to identify gaps in phonic knowledge and plan and deliver appropriate intervention (trained TA) (teacher)</p>	<p>overcome barriers to learning and increase their access to the curriculum.</p> <p>The EEF state there is evidence that using phonics with older readers can be a positive approach. With any reading intervention, careful diagnosis is required on the difficulties that the reader is experiencing, regardless of age. If an older reader is struggling with decoding, phonics approaches will still be appropriate.</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £44,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure release time for key identified staff so that overall wellbeing of children coordinated and led at senior leadership level:</p> <ul style="list-style-type: none"> <li>• Advice, support and development of programmes to support staff with identified children</li> <li>• Training for staff to support children's wellbeing</li> <li>• Purchase of additional materials Jigsaw/PSHE life programme</li> </ul> <p>Bespoke external service support for targeted disadvantaged children including:</p> <ul style="list-style-type: none"> <li>• Advotalk</li> <li>• Dog Therapy</li> <li>• SEMH support</li> <li>• Counselling</li> </ul>	<p><a href="#">Education Endowment Foundation - T&amp;L Toolkit - Social and Emotional Learning</a></p> <p><a href="#">Education Endowment Foundation - T&amp;L Toolkit - Social and Emotional Learning</a></p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <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.</p>	3

	Schools should carefully consider how targeted approaches are deployed to support pupils with additional social or emotional needs. SEL needs will be based on a variety of factors that may not correspond to academic progress and should be carefully monitored.	
Attendance: <ul style="list-style-type: none"> <li>• Sustain capacity within SLT to lead on attendance to ensure strong ethos in school with clear lines of authority</li> <li>• Maintain designated admin support to assist with analysis and co-ordination of information</li> <li>• Training for all staff on attendance policy, practice and procedures so that attendance remains an effective whole school approach</li> <li>• Robust monitoring and analysis of daily attendance so that early identification leads to swift action and immediate follow up</li> <li>• Embedding identified principles of good practice set out in the DfE's Improving School Attendance advice adopted in our school's attendance policy</li> <li>• Engagement with partner agencies and support for parents to address attendance</li> </ul>	<a href="#">DfE - School attendance guidance</a>  <a href="#">DfE - Improving school attendance - support for schools and local authorities</a>  DfE states that pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both	4
Equality of opportunity: Enrichment through visits and visitors heavily subsidised including opportunities including development of menu of extra-curricular activities	<a href="#">Education Endowment Foundation - Using your Pupil Premium Funding effectively</a>  The EEF states the specific features of the community each school serves will affect spending in the wider strategies section	5

<p>Purchase of instruments and the funding of instrumental lessons to support opportunities for all pupils- with a focus on the disadvantaged- take full advantage of instrumental tuition and performance opportunities</p>	<p><a href="https://www.gov.uk/government/publications/research-review-series-music/research-review-series-music">https://www.gov.uk/government/publications/research-review-series-music/research-review-series-music</a></p> <p>The Ofsted music review series states Music education offers young people the chance to understand, perform and create in an aural dimension that often sits outside our capacity to describe in words. For many pupils, the music they love will be part of the narrative of their lives and bring colour to the experiences that shape them. The central purpose of good music education is for pupils to make more music, think more musically and consequently become more musical.</p>	
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**Total budgeted cost: £ 159,910.00**

# 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 is judged against national outcomes for 2023

Data from across the school in 2022-23 show that the performance of our disadvantage pupils overall remains lower than that of other children.

Comparative data is currently only available for all and disadvantaged pupils. (We would expect 'others' to be slightly higher).

### Early Years Foundation Stage

#### Data shows the following:

- 50% of disadvantaged pupils achieved GLD. This was an decrease of 19% on the previous data
- 64% of all pupils achieved GLD (NA 67%)
- In-school gap between disadvantaged pupils and all is -24%
- Gap between disadvantaged and National All Other Pupils is -27%

### Key Stage 1

#### Phonics Screening Check – Year 1

- 79% of disadvantaged pupils reached the required standard
- 81% of all pupils reached the required standard (NA 79%)
- Gap between disadvantaged pupils and all in school is -2%
- Gap between disadvantaged children NA All Other Pupils is -5%

#### Phonics Screening Check- Year 2

- 85% of disadvantaged pupils reached the required standard
- 90% of all pupils reached the required standard (NA 89%)
- Gap between disadvantaged pupils and all in school is -5%
- Gap between disadvantaged children NA and All Other Pupils NA is -7%

### Attainment and Progress at End of Key Stage 1

#### Reading

- 67% of disadvantaged pupils achieved EXS (Increase of 17% on previous data)
- 76% of all pupils achieved EXS (NA 68%)
- 17% of disadvantaged pupils achieved Greater Depth
- 17% of all pupils achieved greater depth (NA 19%)
- In-school gap between disadvantaged pupils and all is -9% at EXS
- In-school gap between disadvantaged pupils and all is 0% at GD
- Gap for disadvantaged pupils with NA All Other Pupils is -5% at EXS

#### Writing

- 61% of disadvantaged pupils achieved EXS (Increase of 36% on previous data).
- 69% of all pupils achieved EXS (NA 60%)

- 6% of disadvantaged pupils achieved Greater Depth (Decrease of 7% on previous data)
- 3% of all pupils achieved greater depth (NA 8%)
- In-school gap between disadvantaged pupils and all is -8% at EXS
- In-school gap between disadvantaged pupils and all is 3% at greater depth
- Gap for disadvantaged pupils with NA All other Pupils is -7% at EXS

### **Mathematics**

- 67% of disadvantaged pupils achieved EXS (This was an increase of 17% on previous data)
- 79% of all pupils achieved EXS (NA 70%)
- 17% of disadvantaged pupils achieved greater depth
- 17% of all pupils achieved greater depth (NA 15%)
- In-school gap between disadvantaged pupils and all is -12% at EXS
- In-school gap between disadvantaged pupils and all is 0% at greater depth
- Gap for disadvantaged pupils with NA All Other Pupils is -7% at EXS

### **Reading, Writing and Maths Combined**

- 61% of disadvantaged pupils achieved EXS (this was an increase of 36% on previous data)
- 69% of all pupils achieved EXS
- 6% of disadvantaged pupils achieved greater depth
- 3% of all pupils achieved greater depth

## **Key Stage 2**

### **Y4 Multiplication Tables Check**

- The gap between the disadvantaged and All Others nationally achieving 100% is -15%
- The gap between the mean score for the disadvantaged and All Others nationally is -1.4
- 30% of all pupils achieved 25/25 (national 2022 27%)
- 18% of disadvantaged pupils achieved 25/25

### **Attainment and Progress at End of Key Stage 2**

#### **Reading**

- 89% of disadvantaged pupils achieved EXS (increase of 8% on most recent past data)
- 87% of all pupils achieved EXS (NA 74%)
- In-school gap between disadvantaged pupils and all at EXS is 2%
- 6% of disadvantaged pupils achieved greater depth
- 7% of all pupils achieved greater depth (NA 28%)
- In school gap between disadvantaged pupils and all at GDS is -1%
- Gap between disadvantaged children and NA All Other Pupils is 11% at EXS and -28% at GD

#### **Writing**

- 72% of disadvantaged pupils achieved EXS (increase of 3% on most recent past data)
- 77% of all pupils achieved EXS (NA 71%)
- 0% of disadvantaged pupils achieved greater depth
- 13% of all pupils achieved greater depth (NA 13%)
- In-school gap between disadvantaged pupils and all at EXS is -5%
- Gap between disadvantaged children and NA All Other Pupils is -5% at EXS and -16%

#### **Maths**

- 78% of disadvantaged pupils achieved EXS
- 80% of all pupils achieved EXS (NA 73%)
- 28% of disadvantaged pupils achieved greater depth
- 27% of all pupils achieved greater depth (NA 22%)

- In-school gap between disadvantaged pupils and all is -2% at EXS
- In-school gap between disadvantaged pupils and all is 1% at GDS
- Gap between disadvantaged pupils and NA All Other Pupils is -1% at EXS

#### **Reading Writing and Maths Combined**

- 67% of disadvantaged children achieved EXS across reading, writing and maths compared to 73% of all children in school (Gap of -6%) (NA 59%)
- Gap between disadvantaged pupils and NA All Other Pupils is 2% at EXS

#### **Attendance, absence and persistent absence**

- Attendance: All pupils 94.4%; disadvantaged pupils 93.5% (Gap -0.9% )
- Persistent absence: All pupils 14.6%; disadvantaged pupils 20.4% (Gap 5.8)

Planned actions all took place and purchases made as planned to support the activities identified in the plan.

Individual and small group tutoring as well as well-planned interventions took place consistently and regularly throughout the year in a drive to improve outcomes for the disadvantaged. The impact could be seen in this year's outcomes for Year 6 where the gap was narrowed.

Intervention sessions across the school ranged from 15 minutes to one hour and delivery ranged daily to once a week. These children received intervention in the core areas determined in our plan for speech & language, phonics, reading, writing, handwriting, spelling and maths. A number of children were also involved in interventions to support their social and emotional development, which, in turn, supported their readiness to learn in the classroom.

## **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
Reading Plus	Dreambox Family

## **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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A



## Further information (optional)

### **Additional activity**

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

- Continued engagement with Maths Hub Teaching for Mastery to ensure that maths teaching and resources support the very best outcomes in maths for all children including the disadvantaged
- EYFS and KS1 engagement with Mastering Number with NCTEM – training and concrete resources to support mastery of maths

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we ensured that we followed the guidance provided by the Education Endowment Foundation. We used evidence from the outcomes of a range of monitoring including the analysis of internal data, lesson observations, pupil and staff interviews and work scrutiny.

[Education Endowment Foundation - Putting evidence to work: A school's guide to implementation](#)

We looked at external evidence around the impact of school closures due to Covid-19 and related this to our own school population. In our school we are aware that the gap between the lowest attaining pupils and those achieving at ARE has widened. [Education Endowment Foundation - summary of research on impact of Covid-19 on the attainment gap](#)

The economic impact of lockdown has resulted in more pupils becoming eligible for the Pupil Premium and the importance of understanding barriers to learning and adopting a 'less is more' focused approach cannot be over emphasised.

Within school and across the Humber Education Trust, we have robust evaluation procedures and these will help us identify successes and make amendments to our plans, if needed to secure the best possible outcomes for our disadvantaged pupils.