

Pupil premium strategy statement 2024 - 2025 - DRAFT initiated 15/3/24

This statement details our school's use of **pupil premium for the 2024 to 2025 academic year** funding to help improve the attainment of our disadvantaged pupils. **This will be updated twice in each academic year until Autumn 2025.**

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year **(2024/25)** and the effect that last year's **(2023/24)** spending of pupil premium had within our school.

School overview

| Detail | Data |
|--|-----------------------------------|
| School name | Park Hill Junior School |
| Number of pupils in school | 370 |
| Proportion (%) of pupil premium eligible pupils | 80 out of 370 pupils = 22% |
| Academic years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024 - 2025 |
| Date this statement was published | November 2024 |
| Date on which it will be reviewed | March 2024/Sept 2025 |
| Statement authorised by | LGB on 4/12/24 |
| Pupil premium lead | Violina Dimitrova |
| Governor / Trustee lead | Ebru Ertem - Chair |

Funding overview

| Detail | Amount |
|---|-----------------|
| Pupil premium funding allocation this academic year 2024/25 | £ 124,320 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £124,320 |

Part A: Pupil premium strategy plan

Statement of intent

As a school we are committed to raising the achievement for pupils who are eligible for Pupil Premium and understand that many of these pupils must make accelerated progress compared to non-eligible pupils to achieve this. We, as a school, are able to determine how best to use the Pupil Premium grant to support pupils and raise education attainment; we create an overall package of support aimed to tackle a range of barriers as specified in the PP spending plan below. We also know that the school closure gaps have widened attainment for this group of pupils and will respond accurately to the needs of our PPG pupils.

With the clarity on the use of the PPG grant through research incorporating CPD as a key to success and value added, we will offer the very best interventions to catch up by providing our pupils with the highest quality teaching ... this is why everything we do must be underpinned by a commitment to support our teachers to be the best they can.

We believe that every interaction through the strategies we use is an intervention to enable our PPG pupils to make accelerated progress as compared to their non-PPG peers.

Our stringent analysis of children who are disadvantaged but not added to the list of pupils who receive this funding will enable us to capture individual pupil needs and plug in the gaps which may have occurred for this group of children due to school closures and the effect/ aftermath of the pandemic.

Last year's PPG captured the gaps using strategies which enabled pupil premium children to make gains within the constraints of the school closures. In line with national trends, pupil gaps widened at the second school closure in the spring term even though they had made gains in the autumn term. Impact on their mental and emotional wellbeing was highly evident. Children who benefited from the social and emotional activities to help them gain confidence made small steps to achieving the targets set for them.

*The **key principles** of this strategy plan are:*

- 1. Professional learning culture for all to enable CPD to enhance quality first teaching effectively enables gaps to be closed between PPG pupils and NonPPG pupils.*
- 2. Social and emotional strategies inclusive of working with families will be the focus in ensuring the gaps created in learning due to the legacy effect of the pandemic are closed.*
- 3. All problem solving strategies will support children's mental and emotional state so they are ready to learn.*
- 4. Focus more on a whole school ethos of building resilience whilst nurturing and supporting pupils.*

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>Attendance: Excellent pupil attendance at school is important for children’s wellbeing, safety and long term development. The barriers to regular school attendance are wide-ranging and specific to individual children, and can be complex. They include: barriers associated with poor mental or physical health, academic challenges, social barriers, and barriers arising from a pupil’s home environment and personal circumstances. Research shows that pupils who miss more school have lower attainment on average, so this extra absence has contributed to the widening attainment gap. Our challenge is to reduce the absence and for us, also, the punctuality rate so children especially the disadvantaged do not miss a lot of their learning.</p> |
| 2 | <p>Knowledge gaps in basic skills needed to access the full curriculum: High-quality teaching of English and maths are the cornerstones of a broad, academic and knowledge-rich curriculum. In 2023, 44% of disadvantaged Key Stage 2 pupils reached the expected standard in combined reading, writing and maths compared to 66% of other pupils, a difference of 22 percentage points. The EEF indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them and this should be a top priority for pupil premium spending.</p> |
| 3 | <p>Barriers to learning alleviated through Tutoring: Tutoring is intensive one to one or small group academic support, delivered in regular sessions over a period of time, by a teaching professional or tutor. Tutoring is an effective and well-evidenced targeted approach to increase the attainment of disadvantaged pupils. Tutoring should supplement and be linked explicitly to high-quality classroom teaching. We will continue using tutors that are well known to the school to ensure that there is sustained improvement in the outcome for disadvantaged pupils. This will develop higher thinking skills , increase their academic performance and gain required knowledge and remember more.</p> |
| 4 | <p>Wellbeing, mental health and safeguarding concerns: Wellbeing and mental health, linked to a number of safeguarding concerns, has been on a rise at PHJS. We know that well being is strongly linked to happiness and high satisfaction so must ensure our strategies support individual pupils’ needs. Furthermore, pupils’ emotions are fundamental to their overall health, as this enables them to successfully overcome difficulties in different life situations and be the best they can be. So this priority will continue for us in 2024/25.</p> |

Intended outcomes

This explains the outcomes we are aiming for **by the end of each review date within this strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|---|---|
| 1. To achieve and sustain improved attendance for our vulnerable pupils which includes uncooperative families. | The overall absence rate for disadvantaged pupils is no less than 96% where these pupils have been identified. The number of avoidable persistent absences is decreasing year by year and the attendance remains high. |
| 2. To improve the attainment for disadvantaged pupils at the end of KS2 and to identify and close the gaps of learning for these pupils. | <p>KS2 outcomes in 2024/2025, in reading, writing and mathematics, show that more than 70% of disadvantaged pupils met the expected standard in each subject area.</p> <p>Identified students are making nearly 6 steps or are expected to make progress compared to the baseline assessment at the end of this school year.</p> <p>Students demonstrate a variety of taught cognitive strategies that are appropriate for their age and comprehension level. Peer observations show that students think critically to choose the most effective strategies to support their learning.</p> |
| 3. Specific gaps identified in each year group for disadvantaged pupils and addressed through tutoring | <p>Progress seen through Specific skills and learning needs that have been identified for groups/individuals through discussion with class teachers and analysis of summative assessments (e.g. NFER).</p> <p>Tutoring targets misconceptions and weaknesses in a particular subject. Small-group tuition has provided a safe space for pupils with low confidence to speak up and learn from their mistakes which we find is fundamentally important to effective learning. Through tutoring more disadvantaged pupils have achieved the expected standards than other pupils across the school.</p> |
| 4. Students' emotional and mental barriers to learning are quickly identified and effectively addressed so that students learn at the same pace as their peers. | <ul style="list-style-type: none"> ● Increased pupil engagement in learning and a reduction in behaviours that challenge. ● Pupils will have improved emotional wellbeing and mental health which will support their ability to engage and improve attainment. ● A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. ● Evidence of effective systems in place for the early identification of issues connected to mental health and wellbeing. |

Activity in this academic year - 2024 /2025 Budget - **£124,320**

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

1. Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £210

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Updates | SLT Comments |
|---|---|-------------------------------|--|--------------|
| Promote oral language and vocabulary alongside other interventions. GLT Oracy Project- Travelling expenses for staff 6 times in the school year 6x = £210 | Evidence suggests that comprehension and reading skills benefit from explicit discussion of either content or processes of learning or both oral language interventions aim to support learners’ use of vocabulary, articulation of ideas and spoken expression. Oral language interventions Toolkit Strand Education Endowment Foundation EEF | 2 & 3 | Carrie’s receipts for travel. Date claimed and amount | |
| Total funding identified within this area: | £210 | | | |

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

Budgeted cost: £ 49,476.69

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Updates | SLT Comments |
|---|--|-------------------------------|---|---|
| <p>In school interventions, structured 1:1 support to address gaps, tutoring</p> <p>- Targeted Interventions for PP pupils very low attainers Jane Levett - £10140 2 days a week 39 weeks</p> <p>-1:1 or small group tutoring for pupils who have been identified through progress meetings = £5079.74 1 day per week for approximately 33 weeks Tinuke Mayegun</p> <p>- Highly targeted interventions by Phase Team Leaders X2 to plug gaps for specified pupils in their year groups/ across the school. £32046.95</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (education endowment foundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>The Education Endowment Foundation (EEF) highlights that targeted, frequent and consistent small-group tuition sessions can help struggling pupils to make around 4 months' additional progress over the course of an academic year.</p> | 2 & 3 | | Yellow - invoice to be submitted |
| Total money allocated for this activity = 47, 266.69 | | | | |
| <p>Resources for extension work at home for PP & Vulnerable pupils</p> <p>- CGP Books & home learning tools to ensure home circumstances do not affect the learning needs of PP pupils and hard to reach families. £500</p> | <p>According to the Evidence from Education Endowment, home learning helps children to increase a specific area of knowledge, or to develop fluency in a particular area. (Impact 5+ months)</p> <p>Foundation – Teaching and Learning Toolkit: Parental Engagement = + 4 Months.</p> | 2 & 3 | <p>Order handed over to KM 18/10/24</p> <p>Over budget- £28.25 Total £528.25</p> <p>VD to advice where to take from</p> | |
| Total money allocated for this activity =£500£528.25 | | | | |
| <p>Targeted Peer Tutoring</p> <p>-Pupils from Upper School will support lower school pupils with their reading and maths.</p> <p>No cost involved</p> | <p>Evidence from the Education Endowment +5 months. Peer led tutoring helps pupils close the gaps in their learning by offering targeted, peer-led support to consolidate within class learning, practice skills, and identify and overcome misconceptions.</p> | 2 & 3 | Targeted peer support has started on the 31/10/24 | |

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|---|--|-------|--|--|
| Total money allocated for this activity = £0 | | | | |
| Easter School for up to 30 pupils. Two members of staff taking home £65 a morning x8 mornings in total = £520 | According to the Hechinger report, intensive daily tutoring is one of the most effective ways to help academically struggling children catch up. Frequent one-to-one tutoring was especially effective in increasing learning rates for low-performing pupils. Research pointed to a particular kind of tutoring called “high-dosage” tutoring. Studies show it has produced big achievement gains for students when tutoring occurs every day or almost every day. The best results occur when tutoring takes place during the school day. | 2 & 3 | MC check with Jen towards end of spring term | |
| Total money allocated for this activity = £520 | | | | |
| Coram Beanstalk Reading Intervention 4 trained reading volunteers - 12 children for 30 mins 1:1 weekly or twice weekly - £690 | Evidence from the Education Endowment: Ensuring every child has the necessary skills they need to read is an essential component of literacy education. https://educationendowmentfoundation.org.uk/news/why-focus-on-reading-fluency#:~:text=It%20enables%20children%20to%20not,word%20decoding%2C%20comprehension%20and%20fluency | 2 | MC to check with KM | |
| Total money allocated for this activity = £690 | | | | |
| Free breakfast club places to improve attendance and punctuality and ensure children have eaten and are ready to learn. Free ad hoc spaces After School Club to support parents in ensuring children attend. £500 | If children are not attending school, they are not getting access to high quality teaching and learning. Providing spaces to attend breakfast club for children who have low attendance supports children to be on time to school and they also have been provided with an adequate breakfast to support their concentration. | 1 & 4 | VD to let MC know what children and the amount used as subsidised. | |
| Total money allocated for this activity = £500 | | | | |

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

Budgeted cost: ~~£76,386.89~~ now £74 553.31

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Sabrina's /Saddiya/ Ordered/ Balance/ updates? | SLT Comments |
|---|---|-------------------------------|--|--------------|
| <p>Supporting hard to reach PP & vulnerable families with strong and effective pastoral care</p> <p>Family support Worker to support SLT & B/V leaders in breaking down barriers to PP & Vulnerable pupils' learning. - 70% of Family Support Worker's salary Funding allocated to this. = £26325.59</p> | <p>Evidence from Education Endowment The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> | <p>4</p> | | |
| <p>Total money allocated for this activity = £26325.59</p> | | | | |
| <p>School Counsellor's time working with vulnerable families with impact on PP pupils' attitude to learning and their emotional needs alleviated as a barrier to learning.</p> <p>- 84 pupils (23%) of families are PP and approximately a further 60/70 are Vulnerable inclusive of Safeguarding, needing counselling -70% x 4 days of Counsellor's consultant fees including supervision = £29421</p> | <p>BACP school counselling survey</p> <ul style="list-style-type: none"> ● 86% said it helped some students stay in education ● 66% said it helped reduce school ● 74% said it helped improve attendance ● 73% said it helped improve behaviour ● 72% said it helped improve academic attainment <p>Furthermore, the EEF has found that <u>SEL interventions</u> have a valuable impact on attitudes to learning and social relationships in school. In addition to this, the impact of successful SEL interventions is an additional four months' progress over the course of a year.</p> | <p>4</p> | | |
| <p>Total money allocated for this activity = £29421</p> | | | | |

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|--|--|----------|--|--|
| <p>Further development of increasingly responsive strategies to address persistent absence. Family drop in weekly -1 hour (in person or online with D.C. and N.W. (EWO) Attendance monitoring and meetings when needed. 20% of EWO =£1133 Attendance to be a focus item for key pupils at parent evenings and pupil progress meetings</p> | <p>Evidence in the DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategiesHealth Improving School Attendance</p> | <p>1</p> | <p>AP check which plan the EWO SLA is?</p> | |
| <p>Total money allocated for this activity = £1133</p> | | | | |
| <p>To support Year 5 PP pupils with opportunities to attend enrichment residential trips. £2049.42 has been reduced to £1750</p> | <p>EEF suggests that enriching education has intrinsic benefits (sometimes referred to as “arts for arts’ sake”).They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children’s later outcomes. EEF life skills and enrichment</p> | <p>4</p> | <p>VD in discussion with CP and JM for pupil allocation</p> | |
| <p>Total for this section = £2049.42 £1750</p> | | | | |
| <p>Musical opportunities, trips and enrichment to help focus and create a fulfilment of belonging for pupils - --Resources (beaters)- £100 - -Young Voices Choir participation = £ 350 - CSMA Christmas Concert = £ 50</p> | <p>EEF Research & Ofsted research - Encouraging cooperation and teamwork through participation in team sports and games improves pupils’ social, emotional learning (SEL)</p> | <p>4</p> | <ul style="list-style-type: none"> ● VD to chase PU about beaters ● VD to check with PU re YVC ● VD to check with PU re: CSMA Christmas- PAID | |
| <p>Total for this section: £500</p> | | | | |

| | | | | |
|--|--|---------------------------|---|--|
| <p>Home Learning Club after school & EAL Club for Crossover vulnerable children</p> <ul style="list-style-type: none"> - to enable pupils to complete out of class learning and have access to a rich range of resources. - Home Learning Club - 10 weeks a term Y3/4 (Geraldine) Y5/6 (Mehreen) - 2 hours of ISAx1 paid weekly for 10 weeks (GM)- £3364.60 EAL Grammar Club - 4 hours x 30 weeks. MC- £2177.70 | <p>EEF research states that homework can have a +5 effect but that not all students have a quiet space for learning. More specialised programmes that are targeted at students with particular social or emotional needs inclusive of EAL are identified as effective for DA pupils.</p> | <p>2 & 3</p> <p>4</p> | <p>MC/KM/VD to monitor expenses</p> <p>Clubs have started:</p> <p>Home learning</p> <p>EAL Grammar club</p> | |
| <p>Total for this section: £5542.30</p> | | | | |
| <p>TEAM TEACH connect:</p> <p>-Team Teach is a toolkit for behaviour management. Its content is primarily focused on understanding children's behaviours, de-escalating challenging scenarios and creating classroom cultures that instil positive behaviour.</p> <p>£250</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour, and relationships with peers)</p> <p>Universal approaches to improving children and young people's mental health and wellbeing: Findings from the synthesis of systematic reviews (publishing.service.gov.uk)</p> | <p>3 & 4</p> | <p>PAID UP? VD to check with CC</p> | |
| <p>Total for this section: £250</p> | | | | |

| | | | | |
|--|--|-----|---|--|
| <p>Morning clubs for PP/Vulnerable pupils - to get them ready to learn in a timely way No cost involved</p> | <p>EEF's research into wraparound care leads to - A nurturing child centred environment and nutritious breakfast helps with pupils being focused on their learning. https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-re s</p> | 4 | | |
| <p>Total money allocated for this activity = £0</p> | | | | |
| <p>Uniform, equipment and food provision for vulnerable pupils</p> <p>School uniform and equipment= £100 - Food for PP/Vulnerable pupils = £500</p> | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> | 4 | Biscuits for 5K pupils = £?? | |
| <p>Total money allocated for this activity =£600</p> | | | | |
| <p>Sports coaching and compassionate mentoring services provided by Kick Academy.</p> <p>£4,210</p> | <p>Evidence from Education Endowment Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> | 4 | <p>It has started already</p> <p>To update</p> | |
| <p>Total money allocated for this activity =£4,210</p> | | | | |
| <p>Times table and authors graphics to aid continuous learning for our vulnerable pupils.</p> <p>Stairwell times tables and favourite tiles - reading books This includes esteem boosting graphics = Goals and Learning Behaviours tree in the front entrance</p> | <p>Passive learning: pupils absorb information subconsciously as they use the stairs daily. Repetition: Frequent exposure reinforces memory retention. Visual learning: Supports visual learners and adds a spatial component to number relationships.</p> | 2&3 | Has been paid for and waiting to be installed 1/11/24 | |

| | | | | |
|--|--|------------------|---|--|
| <p>= £3,710 +£655</p> | <p>Gamification: Can turn climbing stairs into a fun mental exercise. Accessibility: Provides constant access to times tables for practice and reference. Time efficiency: Allows for learning during transition times. Multi-sensory experience: Combines physical movement with visual learning. Non-intimidating: Presents maths facts in a casual, low-pressure setting. Supports curriculum goals: Aligns with Key Stage 2 maths requirements for times tables mastery.</p> | | | |
| <p>Total money allocated for this activity =£4,365</p> | | | | |
| <p>Parental engagement Creative Education Community Membership for parents to access training and courses to learn how to best support their child. £ 595</p> | <p>Evidence from Education Endowment: Parental engagement has a positive impact on average of 4 months' additional progress. There are also higher impacts for pupils with low prior attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> | <p>2 & 4</p> | <p>Paid</p> | |
| <p>Total money allocated for this activity =£ 595</p> | | | | |
| <p>Flash Academy (renewal)</p> <ul style="list-style-type: none"> A confidence boosting program for PP/EAL pupils with low self esteem and reduced confidence due to their social exposure. <p>£850 - 10 pupils logins for a year expires June 2025</p> | <p>Evidence from Flash Academy: Accelerating English proficiency three times faster than the national average, the platform delivers curriculum-aligned content on all devices including smartphones to unlock language barriers to learning. The software ensures that pupils have repeated exposure to any concepts that they are struggling with, by simultaneously teaching and testing pupils as their confidence grows. https://flashacademy.com/blogs/remote-learning-support-for-eal-pupils/</p> | <p>2</p> | <p>To renew the subscription in June.</p> | |
| <p>Total money allocated for this activity =£850</p> | | | | |

TOTAL FUNDING FOR PP STRATEGY = £124 320

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 2023 to 2024 academic year.

| Desired Outcomes | Impact |
|--|--|
| Barriers to learning correctly identified and targeted support are highly successful in alleviating the identified barriers. | The wrap around care from all adults in the school for PP pupils has enabled them to make above average progress in the core subjects. Socially and emotionally our PP children have made progress and are equipped with tools to self-regulate in order to learn. |
| Barriers to learning have been identified for all Disadvantaged children and tailored support put in place to meet each child's unique needs, to remove their barriers to learning and enable them to make academic progress. | The Behaviour and Vulnerability Mapping Tool and highly focused provision map identified needs which were addressed in a timely manner. This was reflected in the good progress made by PP pupils. |
| The attainment gap between children who are Disadvantaged and those who are not is closing in all year groups. | Progress gaps are closing across the school and attainment is increasing for PP pupils. |
| Children will show resilience in independent learning. Children feel more confident in talking to other children and adults, having participated in shared experiences. They feel able to contribute towards shared learning in class. | Targeted support helped most pupils to achieve expected with some getting close to expected where there was not a high cross over of needs. |
| A calm and focused start to their school day as pupils are more focused in lessons | Pupils begin learning from the moment they step in the classroom with calm focused early morning learning and high expectations. This sets up the tone for the day and helps pupils with their focus, reflected in the progress outcomes. |
| Families feel well supported to enable their children to progress. They will understand how to effectively support their child and have resources to do so. | Survey results of parents and pupils show how the support offered by the school contributed to the progress pupils made. |

| <i>In-year progress of PP (Expected prog – 6.0)</i> | <i>Reading</i> | | <i>Writing</i> | | <i>Maths</i> | |
|---|----------------|------------|----------------|------------|--------------|------------|
| | <i>PP</i> | <i>All</i> | <i>PP</i> | <i>All</i> | <i>PP</i> | <i>All</i> |
| Y3 | 8.6 | 7.6 | 6.5 | 6.5 | 6.8 | 6.7 |
| Y4 | 7.3 | 7.0 | 6.8 | 7.0 | 6.6 | 6.7 |
| Y5 | 6.2 | 6.1 | 6.1 | 6.1 | 5.9 | 6.0 |
| Y6 | 6.1 | 6.1 | 6.6 | 6.7 | 6.2 | 6.2 |

Overview of outcomes:

How are Academic Progress gaps closing for Disadvantaged pupils?

- Reading progress for Disadvantaged pupils **exceeds that of the whole cohort in Y3 and Y4**. The aforementioned interventions are working well for these children. The small minus gap remains the same in Y5 and there is no gap in Y6. Targeted interventions are planned for all Disadvantaged pupils whose progress is lagging.
- Writing progress gaps **are closing across the school**, with no gap in Y3 and Y5, a closing gap in Y4 and **Y6 now showing a positive gap**. This reflects the interventions within the class of being the first focus pupils, carefully planned seating arrangements and buddies, boosts to self esteem and confidence, a warm greeting at the start of the day and check-ins by adults across the school. Cultural capital experiences have been carefully planned to boost the experience and self esteem of these children.
- Maths progress is **strong for Y3 Disadvantaged pupils with a positive gap**. Stepping Stones maths has helped make small steps of progress over the year and lots of practice and worked examples within whole class lessons has boosted maths confidence. Y5 Disadvantaged pupils have made less than expected progress. The gap is now closing for Y4 and interventions in short regular bursts have helped with fluency.

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

| Programme | Provider |
|---------------|-----------------|
| Provision Map | Edukey |
| Boxing | Boxing Champion |