

Pupil Premium Strategy Statement

Ted Wragg TRUST

An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



Our Values



Selflessness

- put **children** at the heart of all we do
- prioritise others and build **healthy teams**
- **be brave**

Ambition

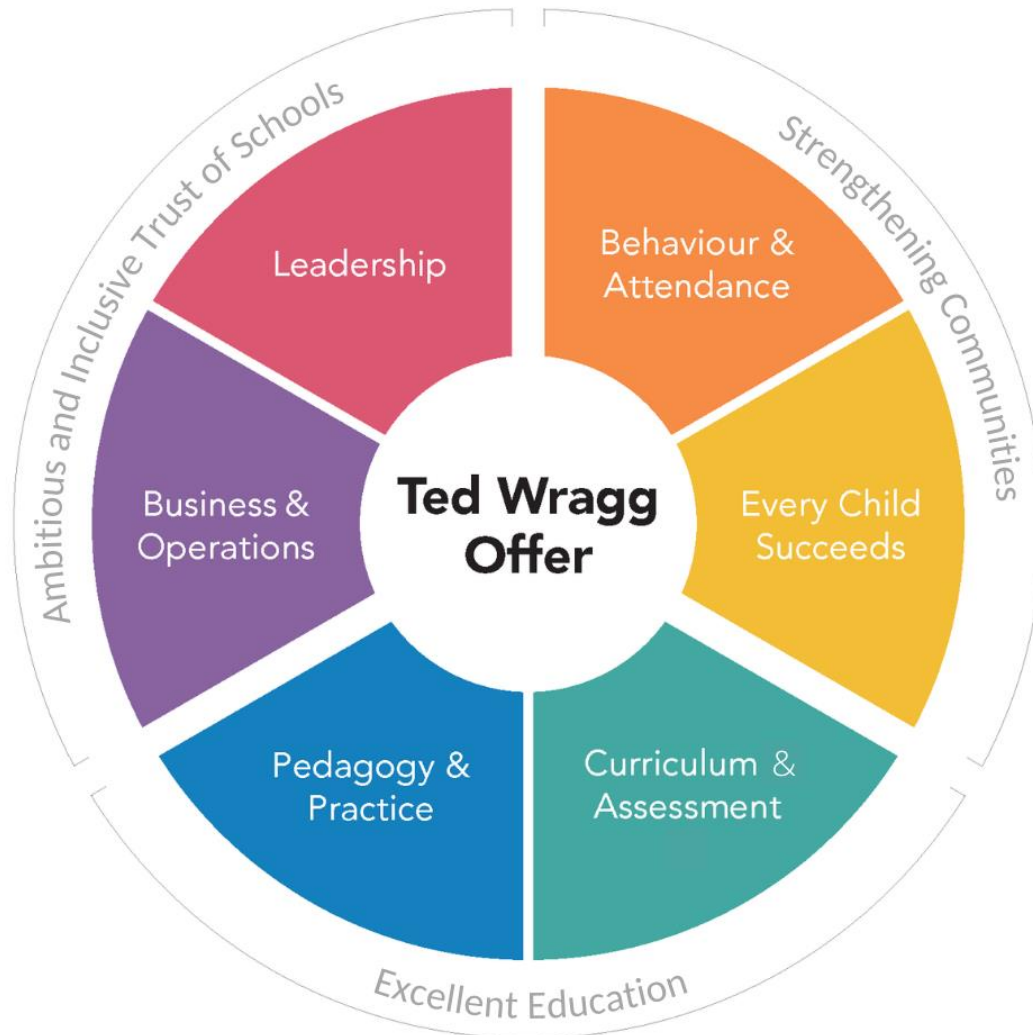
- **work hard**
- **strive** to be even better
- be the **best** we can

Collaboration

- build **trust**
- build **strong relationships**
- be **stronger together**

How will we succeed?





This statement details our school's use of Pupil Premium (and recovery premium for the 2022 to 2023 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	Whipton Barton Federation
Number of pupils in school	182/352 I - 74/147 J – 108/205
Proportion (%) of Pupil Premium eligible pupils	52%
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Louise Moretta
Pupil Premium lead	Hannah Rose
Governor / Trustee lead	Mark Llewellyn

Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£292,455
Recovery premium funding allocation this academic year	£0
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£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	£292,455

Part A: Pupil Premium Strategy Plan

Statement of Intent

Whipton Barton Federation work tirelessly to secure our mission; to empower all children to embrace learning, achieve their personal best and build their emotional, social and physical well-being. This is seen through our inspirational curriculum led by research, our innovative extra-curricular offering for all children and dedication to ensure we are a sought-after employer of high-quality staff.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our school will:

- Have a designated Senior Leader who is part of the Trust Disadvantaged Network and contributes to termly review of impact and the sharing of best practice.
- Have a named Governor for Disadvantaged.
- Have a costed Pupil Premium Strategy that uses a consistent framework based on the three areas of need identified through the EEF research. This plan will be available on the website and reviewed termly by senior leaders and Governors.
- Contribute to Disadvantaged peer reviews and will also undertake an external review every 3 years.
- Provide funding for DS to access extra-curricular opportunities and ensure they are represented in every aspect of school life.
- Ensure every aspect of the school’s KPIs have a reporting mechanism for Disadvantage.

In addition, we will use the following guiding principles as part of our work in supporting Disadvantaged children:

- First, all staff are aware of the disadvantaged students they teach, tutor or mentor: we consciously build strong relationships with these students, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations.
- We focus relentlessly on developing them as individuals: their talents, their academic endeavours and acknowledge and address the unique barriers they face.
- At the front of our minds we remember that we are powerful advocates: we have a responsibility to ensure that every disadvantaged student is prioritised for enriching academic and extra- curricular opportunities that challenge and inspire them.
- We develop disadvantaged students as leaders in our community: we believe in them, even when they don’t believe in themselves; we prioritise them at every opportunity, proactively encourage them to take on leadership roles and ensure they develop the skills in order for them to be successful.
- We know that excellent teaching is at the heart of disadvantaged learners’ success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable students.
- We know that excellent teaching is adaptive and meets the needs of the learner: teachers engage with incremental coaching and evidence-informed approaches to refine, develop and improve in order to ensure our learners achieve their potential. We understand the importance of subject mastery and seek always to develop subject knowledge and expertise.

- We address financial and practical barriers to learning and enrichment: we know how parents or carers can apply for bursaries to support access to activities and enrichment opportunities; we provide essential equipment, discounts for uniform and study guides for disadvantaged students.
- We offer opportunities for independent practice: we explicitly teach students learning habits, which are embedded in lessons and monitor their success throughout their school career and intervene, where necessary, to support progress.
- We raise aspirations and focus on the future: we provide guidance and support that allow our students to explore opportunities they may not have considered. Students are prioritised for careers advice and work experience. We develop strong links with universities and businesses in order to encourage all students to broaden their horizons.
- We understand that excellent attendance is fundamental to student success: we intervene early and positively when students are absent and ensure that any barriers to excellent attendance are addressed.

Challenges

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

Challenge Number	Detail of Challenge
1	<p>Weak Language and Communication skills.</p> <p>Most children are working in the 22-36 month age band and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to Reception. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening coherently. 42% of KS1 pupils experience delayed or disordered language acquisition (as evidenced through Language Link assessments) and more than 10% of children experience severe difficulties in their receptive and expressive language skills in KS1. 77% of pupils entering Reception in 2023 require additional support with their speech and language by the Speech and Language Team.</p>
2	<p>Low attainment on entry to the Early Years Foundation Stage in all areas but particularly understanding, listening and attention.</p> <p>Most children are working within 22-36 month age band on entry to Reception and despite making accelerated progress, do not meet the following KPIs: Maintains attention, concentrates and sits quietly during appropriate activity and listens attentively in a range of situations (ELG).</p> <p>77% of pupils entering Reception in 2023 require additional support with their speech and language by the Speech and Language Team.</p>
3	<p>More frequent behaviour difficulties.</p> <p>Disadvantaged children are more likely to have experienced ACEs (Adverse Childhood Experiences) and therefore, the staff need the skills to understand and facilitate a trauma informed approach and apply strategies to overcome attachment difficulties. The value placed upon learning and attitudes to learning are also poorer from groups of disadvantaged children and therefore positive learning behaviour is a focus.</p>
4	<p>Disadvantaged pupils do not maintain positive attitudes to reading or develop pleasure in reading – this has a detrimental effect on academic progress in reading.</p> <p>Disadvantaged children are shown not to read as regularly as their non-disadvantaged counterparts at home. Teachers do not currently monitor disadvantaged children as a group when looking at reading at home or analysing Accelerated Reader outcomes and quizzes. There are not current strategies in place to target disadvantaged pupils' pleasure in reading.</p>
5	<p>Basic number facts.</p> <p>Knowledge of times tables is lower for pupils eligible for Pupil Premium than for other pupils. Pupils have not secured these facts through their work in the curriculum and therefore require the opportunity for daily practice to catch up.</p>
6	<p>Progress for pupils working at a greater depth.</p>

	<p>Greater Depth pupils who are eligible for Pupil Premium are not always making the same amount of progress as other greater depth pupils consistently in all year groups. Teachers spend a greater focus on the children who are working at 'working towards the expected standard' and are not as skilled at challenging the highest attaining pupils or accelerating children's progress towards greater depth.</p>
7	<p>Parental engagement and support from home.</p> <p>Percentage of parents who attended parents' evening in 2022: Infants: 56% Juniors: 67%</p> <p>Percentage of parents who attended parents' evening PPG: Infants: 45% Juniors: 48%</p> <p>Percentage of parents who attended parents' evening Non-PPG: Infants: 55% Juniors: 52%</p> <p>Parental engagement for all groups of children is low, with Pupil Premium children being lower than non-PPG. There are not currently any strategies to target parental engagement with reading or learning at home specifically for the disadvantaged pupils. Some pupils do not have access to technology in order to connect with platforms such as Accelerated Reader, Numbots or Sparx.</p>
8	<p>Attendance and Punctuality issues.</p> <p>Attendance figures are currently very poor for disadvantaged pupils and a higher percentage of disadvantaged pupils are late to school than non-disadvantaged pupils. In the Autumn Term 2022-23 Attendance was 92% for PPG children compared to 95% for non-PPG.</p> <p>Disadvantaged pupils do not receive any additional support or targeting for their attendance beyond the universal offer. The school is not secure in understanding the specific barriers for attendance and punctuality of individual disadvantaged pupils.</p>
9	<p>Complex family situations.</p> <p>Pupils eligible for Pupil Premium at Whipton Barton have on average experienced more Adverse Childhood Experiences. The school are not always aware of historical or current difficulties for the families in order to support them to remove these barriers. The school have been without a Family Support Worker for the Academic Year 2021-2022 and an Early Help Attendance Officer until the Summer Term 2022.</p>
10	<p>Low attainment for pupils achieving ARE in writing.</p> <p>Pupils make insufficient progress to achieve ARE in writing. This is partly attributable to low oracy skills (Language Link data indicates at least 42% of each year group experiences some delay/disorder with communication and language. Through these assessments it is evident that 100% of the KS1 cohort have needs related to Questioning and Reasoning and more than 70% experience challenges related to Language Structure). Pupils' underdeveloped language skills directly impact on their writing outcomes.</p> <p>The value placed upon learning and attitudes to reading at home are also poorer from groups of disadvantaged children which significantly impacts on children's exposure to rich texts outside of school.</p>
11	<p>Personal development: Growing and nurturing talent</p> <p>Pupils eligible for Pupil Premium at Whipton Barton have on average had fewer opportunities to develop skills and talents through out of school experiences. The school has never provided peripatetic music tuition opportunities and pupils from disadvantaged backgrounds do not consistently access the extra-curricular provision offer.</p>

Pupils are not identified for leadership roles and, as a result, do not have the opportunity to develop leadership characteristics which their advantaged peers are more likely to acquire through non-school based activities.

Intended Outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended Outcome	Success Criteria
Improved language and communication skills for pupils eligible for Pupil Premium.	<p>Pupils in all year groups who are eligible for Pupil Premium make rapid progress by the end of KS2 so that all pupils who are eligible for Pupil Premium meet age related expectations at least.</p> <p>At the end of EYFS, children will achieve ARE on their Language Link assessment unless a SEND need is identified.</p> <p>During pupil conferencing and lesson observations pupils are observed as having a breadth of vocabulary that reflects their experiences and children will be observed to connect ideas orally and explain what is happening coherently.</p>
Higher rates of progress across EYFS especially in understanding, listening and attention especially in the following KPIs: Maintains attention, concentrates and sits quietly during appropriate activity and listens attentively in a range of situations (ELG).	<p>Pupils identified as Pupil Premium make as much progress as non-PP peers across EYFS and those who are identified as Low Prior Attaining make accelerated progress. Progress will be visible in learning walks, lesson observations and in learning journeys.</p> <p>The number of pupils who achieve GLD by the end of Reception will be in line or above non-PP pupils nationally.</p> <p>During coaching observations, pupils will be observed to be concentrating and listening attentively. By the end of EYFS, all PP pupils will have achieved these KPIs unless a SEND need has been identified.</p>
Behavioural issues addressed.	<p>A behaviour policy that reflects the needs of our children, ensuring both high level and low-level disruption are kept to a minimum with a declining number of Unacceptable Behaviour Cards given to disadvantaged children as the year progresses.</p> <p>All disadvantaged pupils in EYFS will meet the expected standard for managing feelings and behaviours where no SEND resulting in barriers to this are identified.</p>
Pupils eligible for Pupil Premium to maintain positive attitudes to reading and to develop pleasure in Reading.	<p>100% of pupils eligible for Pupil Premium will achieve these two KPIs from Year 1 to Year 6 unless there is a SEN need causing a barrier to reaching potential.</p> <p>All disadvantaged pupils will read regularly at home and, in pupil conferencing pupils eligible for Pupil Premium will talk about a love for reading.</p> <p>100% of parents of PP pupils will read with their children at home 3 times a week.</p>

	PP pupils will make expected progress in reading and will achieve in line or above ARE.
Higher rates of progress across KS1 and KS2 for high attaining pupils eligible for Pupil Premium.	Pupil Premium pupils identified as greater depth in KS1 and KS2 will make as much progress as 'other' pupils identified as being greater depth/exceeding. This will be measured by internal data in Year 1, 3, 4 and 5 and moderated by SLT. Evidence of greater depth learning will be evident in books and will be planned for and seen on teacher's planning. More Pupil Premium pupils will achieve the higher standard in Reading, Writing and Maths at the end of KS2 but especially in Writing.
Increased parental engagement and support from home.	Increase in the number of parents of pupils eligible for Pupil Premium attending parent/carer progress meetings. All Pupil Premium pupils will read at home 3 times a week. From Y3- Y6, all pupils eligible for PP complete their Sparx homework weekly.
Increased attendance rates and punctuality for pupils eligible for Pupil Premium.	Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance continues to be above 95% and reaches national. The number of PP pupils late to school has significantly decreased.
Families identified as having complex family situations are supported through the Early Help Attendance Officer and a multi-agency approach.	PP pupils with complex family situations will be supported by the Family Support Worker and Early Help Attendance Officer where necessary and will show improved attendance, punctuality and progress.

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

Budgeted cost: £146,227

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching	Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment. Including the EEF publication 'Closing the Attainment Gap' and 'Using your Pupil Premium Effectively' https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium Teachers will evaluate effectively to ensure misconceptions are addressed and personalised learning is available.	1,2, 3, 4, 5, 6, 10

WALKTHRU CPD and Incremental Coaching	To maintain high quality teaching, continued professional development must be embedded. Incremental coaching is a form of teacher development based on an approach to observation and follow-up conversations advocated in Leverage Leadership by Paul Bambrick-Santoyo. Kraft, Blazar and Hogan (2017) found 'large positive effects of coaching on teachers' instructional practice.'	1, 3-6, 10
Teaching staff to attend NPQ level qualifications	The Education of Policy Institute showed that high quality CPD has a significant effect on pupils' learning outcomes and a greater effect on pupil attainment than other interventions.	1, 3, 4, 5, 6, 10
Additional adults in EYFS ensuring there is a sharp focus on children acquiring a wide vocabulary and communicating effectively.	The 'Closing the Attainment Gap' document produced by EEF shows that targeted small group and 1:1 intervention has been shown to have the largest potential for immediate impact on attainment. The EEF document 'Preparing for Literacy' recommends that High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children. Adults have a vital role to play in modelling effective language and communication and language provides the foundation of thinking and learning and should be prioritised. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years	1, 2, 10
Investment in Universal Provision (implementation of broad and balanced, knowledge-based curriculum)	The EEF shows through their reviews that robust Universal Provision will increase attainment by 4 months on average where it addresses 'Social and Emotional Learning' and that, through improving what happens in the classroom for all children, outcomes will improve.	1, 3-6, 10

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

Budgeted cost: £73,114

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading comprehension strategies (Whole class reading and DEAR)	The EEF shows on average, reading comprehension approaches deliver an additional six months' progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. https://www.theguardian.com/books/2022/sep/02/one-in-five-uk-children-do-not-own-books-of-their-own?CMP=share_btn_tw	4

	<p>and is based upon this research from the National Literacy Trust: https://literacytrust.org.uk/research-services/research-reports/5-to-8-year-old-childrens-reading-in-2022/</p> <p>This statistic 'Only 1 in 2 (52.4%) children aged 5 to 8 said that they read daily, while 1 in 13 (7.7%) say they never read at all.'</p>	
Academic Mentor and Tuition	In the EEF, there is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.	4, 5, 6
Basic Number Facts and Multiplication Tables	Research on Rosenshine's Principles of Instruction and Willingham's fluency and drilling show that children's confidence and fluency will improve through independent practice as children will need to retrieve the number facts from their long-term memory whilst using SPARX and Freckle in KS2. Whilst children in EYFS and KS1 will access Numbots and the NCETM's Mastering Number programme.	5
Learning by Questions (LbQ)	Pupils accessing LbQ receive continuous formative assessment and immediate feedback which, the EEF suggests, has a greater impact on disadvantaged pupils and lower prior attainers than other pupils.	5, 6, 10
Language Link interventions	Pupils accessing Language Link intervention access targeted intervention matched to their current stage of language development – assessed through the programme's Speech and Language Therapist designed assessments - individually or in a small group. The EEF's research shows that, over the course of a year, language interventions can promote up to an additional 7 months progress and are likely to be most important for Disadvantaged pupils who "are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives."	1, 2, 10

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

Budgeted cost: £73,114

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated Reader	Independent research showed children made on average 18% more progress with AR compared to other reading programmes.	4, 7
Extra-Curricular Activities and Curriculum Enrichment including Lyfta	One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are	9, 11

	<p>important in determining life chances. Character education is one of the core Lyfta focus areas.</p> <p>“Intelligence plus character-that is the goal of true education.” —Martin Luther King, Jr.</p>	
Education Welfare Service	<p>Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%.</p> <p>Improving ‘Attendance Guidance Report’ and ‘Working with Parents to Support Children’s Learning Guidance Report’ from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p>	8
Family Liaison Officer	<p>The EEF’s “Working together to support children’s learning” report and toolkit regarding parental engagement demonstrate that practical support, tailored communication and sustained/intensive support where necessary result in improved academic outcomes.</p>	1, 2, 3, 4, 7, 8, 9
Multi Agency Support Team	<p>Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective Social Emotional Learning can lead to learning gains of +4 months over the course of a year. When behaviour needs cannot be met at a universal or targeted level and the school has followed the Graduated Approach, specialist advice and services can be sought from the MAST team including support at TAFs and EH, therapy services and family support for boundaries and appropriate chastisement.</p>	9
National Breakfast	<p>A previous EEF impact evaluation of the Magic Breakfast programme found that offering pupils in primary schools a free and nutritious meal before school can boost their reading, writing, and maths attainment by an average of two months’ additional progress in Key Stage 1.</p>	2, 3, 8, 9, 10
Peripatetic music tuition subsidies	<p>Evidence from the EEF’s ‘Impact of Arts Education’ review finds that integrating music in the curriculum and playing an instrument holds much promise for primary school aged children. There evidence that music has favourable effects on young children’s learning outcomes, in particular cognitive abilities, and to some extent self-esteem and social behaviour.</p>	11
Subsidised uniform and second-hand uniform shop	<p>The EEF suggest that wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. Having a school uniform has been shown to have a positive effect on self-esteem, identity</p>	3, 9

	and in turn behaviour. Children will know what it means to be ready to learn and will take pride in their appearance.	
TISUK	The ACEs study is one of the biggest Public Health studies of all time (17,000 people). The study found that ACEs are a leading determinant of the most common forms of physical illness, mental illness and early death in the Western World. Research studies on social buffering, show that 'protective factors', namely interventions by emotionally-available adults, before the age of 18, can interrupt the trajectory from childhood adversity to challenging behaviour, learning difficulties, long-term mental, physical and societal ill-health.	3, 8, 9

Total budgeted cost: £278,369

Part B: Review of Outcomes in the Previous Academic Year
Pupil Premium Strategy Outcomes

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

Intended Outcome	Success Criteria	21-22	22-23	23-24
Improved language and communication skills for pupils eligible for Pupil Premium.	Pupils in all year groups who are eligible for Pupil Premium make rapid progress by the end of KS2 so that all pupils who are eligible for Pupil Premium meet age related expectations at least.			
	At the end of EYFS, children will achieve ARE on their Language Link assessment unless a SEND need is identified.			
	During pupil conferencing and lesson observations pupils are observed as having a breadth of vocabulary that reflects their experiences and children will be observed to connect ideas orally and explain what is happening coherently.			
Higher rates of progress across EYFS especially in understanding, listening and attention especially in the following	Pupils identified as Pupil Premium make as much progress as non-PP peers across EYFS and those who are identified as Low Prior Attaining make accelerated progress.			
	The number of pupils who are GLD by the end of Reception will be in line or above non-PP pupils nationally.			
KPIs: Maintains attention, concentrates and sits quietly during appropriate activity and listens attentively in a range of situations (ELG).	During observations, pupils will be observed to be concentrating and listening attentively.			
	By the end of EYFS, all PP pupils will have achieved these KPIs unless a SEND need has been identified.			
Behavioural issues addressed.	A behaviour policy that reflects the needs of our children, ensuring both high level and low-level disruption are kept to a minimum with a declining number of Unacceptable Behaviour Cards given to disadvantaged children as the year progresses.			
	All disadvantaged pupils in EYFS will meet the expected standard for managing feelings and behaviours where no SEND presenting barriers to this are identified.			
Pupils eligible for Pupil Premium to maintain positive attitudes to reading and to develop pleasure in reading.	100% of pupils eligible for Pupil Premium will achieve these two KPIs from Year 1 to Year 6 unless there is a SEN need causing a barrier to reaching potential.			
	All disadvantaged pupils will read regularly at home and in pupil conferencing pupils eligible for Pupil Premium will talk about a love for reading.			
	100% of parents of PP pupils will read with their children at home 3 times a week.			

	PP pupils will make expected progress in reading and will achieve in line or above ARE.			
Higher rates of progress across KS1 and KS2 for high attaining pupils eligible for Pupil Premium.	Pupil Premium pupils identified as greater depth in KS1 and KS2 will make as much progress as 'other' pupils identified as being greater depth/exceeding. This will be measured by internal data in Year 1, 3, 4 and 5 and moderated by SLT.			
	Evidence of greater depth learning will be evident in books and will be planned for and seen on teachers' planning.			
	More Pupil Premium pupils will achieve the higher standard in Reading, Writing and Maths at the end of KS2 but especially in Writing.			
Increased parental engagement and support from home.	Increase in the number of parents of pupils eligible for Pupil Premium attending parent/carer progress meetings.			
	All Pupil Premium pupils will read at home 3 times a week.			
	From Y3- Y6, all pupils eligible for PP complete their Sparx homework weekly.			
Increased attendance rates and punctuality for pupils eligible for Pupil Premium.	Reduce the number of persistent absentees among pupils eligible for PP.			
	Overall PP attendance continues to be above 95% and reaches national percentages.			
	The number of PP pupils late to school has significantly decreased.			
Families identified as having complex family situations are supported through Early Help/ Attendance Officer/Family Liaison Officer and/or a multi-agency approach.	PP pupils with complex family situations will be supported by Family Liaison Officer and Attendance Officer resulting in improved attendance, punctuality and progress.			
Introduced Sept 2023: Pupils eligible for Pupil Premium will make accelerated progress in Writing.	Pupils eligible for Pupil Premium will make accelerated progress in Writing and therefore achieve at least ARE.			
Introduced Sept 2023: Increased rates of Disadvantaged	100% of disadvantaged students access an element of the extracurricular and enrichment offer each year			
	The uptake of leadership roles amongst disadvantaged pupils is at least in line with non-disadvantaged pupils			

Students access extra-curricular and enrichment opportunities.

The uptake of peripatetic music tuition amongst disadvantaged pupils is at least in line with non-disadvantaged pupils

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Success criteria met	On track to meet success criteria	Started but not on track to meet success criteria	Not yet started
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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
Accelerated Reader	Renaissance
Sparx	Sparx
Lyfta	Lyfta
Numbots	Maths Circle
Learning by Questions	Learning by Questions
Infant and Junior Language Link	Speech and Language Link

Service Pupil Premium Funding

Measure	Details
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)

We use school funds in addition to our Pupil Premium funding allocation to resource the above strategies.