

Pupil premium strategy statement 2024-25

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 | Howletch Lane Primary School |
| Number of pupils in school | 387 |
| Proportion (%) of pupil premium eligible pupils | 32.3% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-2025 2025-2026 2026-2027 |
| Date this statement was published | November 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Helen Beattie Amanda Walker (SBM) |
| Pupil premium lead | Lisa Crombie |
| Governor / Trustee lead | Sharon Lawson |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £179080 |
| Service | £340 |
| PLAC | £12850 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | £192270 |

Part A: Pupil premium strategy plan

Statement of intent

At Howletch Lane Primary we are committed to ensuring that our Pupil Premium Grant provides our disadvantaged pupils with the highest quality of education enabling them to flourish, achieve highly and become socially responsible citizens of the future.

When making decisions about how we use our Pupil Premium funding it is important that we consider the context of our school and the subsequent challenges faced. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. The challenges facing disadvantaged learners vary greatly. Common barriers to learning for disadvantaged children include:

- Weak language and communication skills
- Less or limited support from home
- Poor attendance and punctuality
- Increased behaviour difficulties
- Complex family situations

School Context

Howletch Lane Primary is a larger than average primary school located in Peterlee, County Durham. Peterlee can be found in North East England located between Sunderland, Hartlepool and Durham. Built in 1948, under the New Towns Act 1946, it was built to provide modern housing and amenities for the mining and rural communities of East Durham.

The PAN for reception to year 6 is 57 with an additional 78 places in our 3-year-old nursery provision. Due to a fall in the birth rate and demographic changes there has been a decline in pupil numbers entering the school in recent years, this currently affects reception to year 3. The school also has a 12 place Enhanced Mainstream Provision for pupils with physical disabilities.

Since 2015 there has been a significant increase in the level of deprivation. The latest report indicated 67% of our pupils live within the highest 10% of deprivation in the UK. This is an increase of 25% since 2015.

Objectives

It is important to recognise that not all disadvantaged learners will be registered to receive the Pupil Premium Grant and not all children who receive free school meals are socially disadvantaged. However, at Howletch Lane we ensure that all pupils who are identified as vulnerable or disadvantaged are provided with the experiences and opportunities to enable them to achieve their full potential.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our objective is for the non-disadvantaged pupils' attainment to be sustained and improved alongside that of their disadvantaged peers.

All teaching staff are involved in the analysis of data and identification of pupils, so they are fully aware of the areas of strength and areas for development across the school.

We work together to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within internal school data and nationally.
- For all disadvantaged pupils in school to reach and exceed age related expectations at the end of year 6 and ultimately achieve their GCSE's in English and Maths.
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Experience a wide range of opportunities to develop their knowledge and understanding of the world.
- Ensure all vulnerable pupils are identified and appropriate provision is provided. For example, children with social care involvement or identified as a young carer but may not qualify for pupil premium.
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Challenges

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

| Challenge number | Detail of challenge |
|------------------|---------------------|
|------------------|---------------------|

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| 1 | <p>Weak language and communication skills.</p> <p>In early years our pupils enter with below age-related expectations in communication and language This means they need to make more progress than their peers to catch up. Ongoing assessments and observations through school to year 6 also indicate below expected levels of language and vocabulary skills.</p> |
| 2 | <p>Due to low starting points in verbal communication and language, some Year 1 disadvantaged pupils struggle to meet the phonics standard at the end of the year. This slows their progress in all curriculum areas that demand effective reading strategies.</p> |
| 3 | <p>All children need high quality teaching and feedback to ensure they make progress and develop appropriate skills and knowledge.</p> |
| 4 | <p>PP pupils across KS2 do not make the expected progress across KS2 in core subjects.</p> |
| 5 | <p>Outcomes for PP pupils at the end of year 6 in reading have been consistently lower the national despite in school intervention.</p> |
| 6 | <p>Poor attendance and punctuality.</p> <p>Low attendance rates and poor punctuality impacts on pupils' ability to access learning.</p> |
| 7 | <p>Increased behaviour difficulties</p> <p>Across all phases, there is an increase in behavioural incidents and children finding difficulty adapting to daily routines and managing their emotions.</p> |
| 8 | <p>Complex family situations and social care involvement</p> <p>Often these pupils lack resilience and struggle to maintain focus on academic activities.</p> |
| 9 | <p>The range of opportunities for pupils eligible for PP is very low when compared with their peers. This can affect relationships in school, self-esteem and academic progress.</p> |
| 10 | <p>Social deprivation lowers the opportunities the children have out of school to attend clubs and activities</p> |
| 11 | <p>Less engagement in home reading by adults and limits opportunities to support and value reading.</p> |
| 12 | <p>Emotional resilience of pupils eligible for pupil premium is low when compared to their peers. This can affect their ability to concentrate on academic activities, especially when working with others or when tasks are challenging.</p> |

Intended outcomes

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

| Intended outcome | Success criteria |
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| <p>1. Pupils eligible for Pupil Premium in EYFS make rapid progress in all areas to meet national expectations. They receive communication and language skills intervention to acquire language and vocabulary skills at an age appropriate level.</p> <p>Children and pupils develop strong oracy skills as well as gaining a good understanding of the vocabulary used throughout the curriculum.</p> | <p>GLD will be in line and aim to exceed national levels</p> <p>Children and pupils are strong and effective communicators. The knowledge and understanding of vocabulary is evident within classrooms and through pupil voice.</p> |
| <p>2. Y1 phonics screening results and Y2 phonics resits confirm that increased proportions of disadvantaged pupils meet the standard.</p> | <p>% of disadvantaged pupils meeting the expected standard in phonics increases in line with national expectations.</p> |
| <p>3. Improve the quality of teaching and learning</p> | <p>The percentage of all pupils achieving expected standards and above in English and Maths across the school will improve with an increase in the %working at greater depth.</p> <p>The % of disadvantaged pupils achieving expected standards and above in English and Maths across the school will improve with an increase in the %working at greater depth.</p> |
| <p>4. The gap is diminished in end of KS2 assessments in reading, writing, maths and combined</p> | <p>Increased rates of progress for disadvantaged pupils in reading, writing and maths at the end of KS2</p> |
| <p>5. To diminish the difference between disadvantaged pupils and non-disadvantaged pupils in all areas in these year groups.</p> | <p>End of year tracking shows the gap has closed between disadvantaged and non-disadvantaged in these year groups. Year on year tracking shows improvements/</p> |

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| <p>6. Improved attendance and punctuality, reducing the number of persistent absentees, particularly for our disadvantaged pupils.</p> | <p>Absence of all learners to be less than national (7.9% in 2023/24 v national of 5.5%)</p> <p>Improve attendance of persistent Absentees in line with national (79% 23/24 v 94.5% national)</p> <p>To diminish the difference in attendance between disadvantaged (23/24 – 89.6%) and nondisadvantaged pupils (23/24 – 93.7%)</p> |
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| 7. Reduced incidences of poor behaviour across school. | Behaviour reports demonstrate a reduction of behavioural incidents across each key stage. All staff follow the processes and procedures detailed in the school behaviour policy. The introduction of OPAL supports in the reductions of incidents, |
| 8. Improve emotional resilience for those experiencing complex family situations and social care involvement. | Access to mental health and emotional wellbeing support services leads to higher levels of emotional resilience and emotional wellbeing |
| 9. Pupils eligible for PP access a wide curriculum with hands on experiences and trips at a significantly reduced cost to ensure they have the same first-hand experiences as their peers. | 100% of children and pupils go on at least one external visit over the course of an academic year. All pupil premium pupils in KS2 have the opportunity to access specialist music tuition. |
| 10. Provide after school clubs which target PP pupils to enrich wider opportunities. | Attendance of disadvantaged pupils at clubs is monitored and reviewed to ensure access for all |
| 11. Increased engagement with parents to support home reading. Provide increased opportunities in school to support and enthuse a love of reading. | Parental feedback in reading is improved. Monitoring of reading records shows more regular reading of PP pupils. By the end of the academic year, attainment in reading for all pupils improves across the whole school compared to previous year. |
| 12. To achieve and sustain improved wellbeing and mental health for all pupils in our school, particularly our disadvantaged pupils. Improve emotional resilience for all pupils through use of TA support and intervention. | High levels of wellbeing demonstrated through pupil voice, surveys and teacher feedback A significant reduction in behaviour incidents across school. An increase in participation in enrichment activities. Lesson observations will demonstrate pupils' positive attitudes to learning and good behaviours. This will include reference to recent staff training on resilience strategies to use in the classroom. |

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: £ 96 135

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Ensure the teaching of vocabulary is in line with DfE and EEF guidance.</p> <p>English lead released to embed key recommendations of guidance report, access quality CPD to enhance teaching across school.</p> <p>Early years lead released to embed key recommendations of guidance report, access quality CPD to enhance teaching in EYFS.</p> <p>Purchase of resources to support the development of communication and language and vocabulary.</p> | <p>EEF guidance on preparing for literacy, improving communication, language and literacy in the early years, specific interest in the prioritizing the development of communication and language.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-early-years/Preparing_Literacy_Guidance_2018.pdf?v=1669897947</p> <p>EEF guidance on supporting oral language development. The approaches yield very high impact for very low cost based on extensive research. Impact of 6+ progress months when implemented effectively.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-early-years/Supporting_oral_language_development_2021-08-18-154019_ehqs.pdf?v=1670007495</p> | <p>1</p> |

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| <p>Ensure our teaching of reading and writing is in line with DfE & English Hub guidance.</p> <p>English lead released to embed key recommendations of guidance report, access quality CPD to enhance teaching across school.</p> <p>Purchase of resources to support teaching of reading across KS2.</p> <p>Purchase of Little Wandle resources to ensure effective teaching of phonics interventions.</p> | <p>English Hub Partner School programme to provide direction and guidance in improving literacy, specific interest in teaching writing composition strategies through modelling and supported practice.</p> <p>English Hub Partner School guidance for effective reading comprehension strategies. The approaches are woven into KS1 and KS2 daily lessons. Impact of 6+ months progress when implemented effectively.</p> <p>English Hub Partner School guidance for the teaching of phonics, retaining fidelity to the Little Wandle programme.</p> | <p>1,2,3,4,5,</p> |
| <p>Ensure our teaching of mathematics is in line with DfE and NELT guidance.</p> <p>Mathematics lead released to embed key recommendations of guidance report, access quality CPD to enhance teaching across school.</p> <p>Purchase of resources to support teaching of mathematics across school.</p> | <p>Strategic guidance through working in partnership with the Maths Hub, of improving mathematics through developing practitioner understanding of how young children learn mathematics, dedicated integrated mathematics time throughout the day, use of manipulatives, teaching which builds upon prior knowledge and use of high-quality intervention.</p> <p>Maths Hub guidance on use of assessment to build upon prior knowledge, use of manipulatives and representations, teaching strategies to solve problems, enabling pupils to develop a rich network of mathematical knowledge, developing pupil independence and motivation, using tasks and challenges to support pupils' mathematics, using structured intervention to provide additional support and ensuring effective transition between KS2 and KS3.</p> | <p>3,4,5</p> |

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| <p>Ensure ongoing development of the foundation subject curriculum. All teachers receive high quality CPD for their curriculum areas.</p> | <p>Dimensions Learning Means The World Curriculum implemented, and all staff receive strategic training, so that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p> | <p>3</p> |
| <p>Purchase reading books linked directly to the LWLSR phonics scheme.</p> <p>Ongoing programme of training for staff including 6 audits across the year by the English Hub Partner School programme. The reading leader to ensure consistency in delivery of high quality phonics for all learners.</p> <p>All children in EYFS and KS1 read 3 times each week and follow a set sequence; fluency, prosody and comprehension. Invest in the school library to ensure high quality texts are available for all pupils. Invest in reading books as rewards</p> | <p>The more children have access to a wide range of books the more vocabulary children are exposed to. Research shows that phonics is the main approach to teaching reading. Little Wandle Letters and Sounds Revised Scheme places a great emphasis on comprehension. The EEF toolkit suggests that reading comprehension strategies can have very high impact for very low cost based on extensive evidence (+6months).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</p> | <p>1, 2, 5</p> |

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| <p>particularly for the disadvantaged pupils.</p> | | |
| <p>Staff CPD on approaches to develop metacognition and self-regulation strategies.</p> | <p>EEF research on metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> <p>Self-regulated learning can be broken into three essential components:</p> <ul style="list-style-type: none"> • cognition – the mental process involved in knowing, understanding, and learning • metacognition – often defined as ‘learning to learn’; and • motivation – willingness to engage our metacognitive and cognitive skills. <p>The EEF toolkit suggests that this approach has very high impact for very low cost based on extensive research and can yield 7+ months additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> | <p>3,4,5,7</p> |

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

Budgeted cost: £ 48 067

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Purchase of TT Rock Stars for KS1 and KS2 to support the learning of multiplication and division facts.</p> | <p>TT Rock stars motivates and develops confidence in children to learn their times table facts. Recognised by The Queens Awards for Enterprise Innovation it successfully gamifies times tables in order to equip young people with secure numeracy and arithmetic skills and engender a confidence in maths that transfers from basic times tables recall to wider maths.</p> <p>http://mathscircle.com/</p> | <p>3,4,5</p> |
| <p>Purchase of Letterjoin to improve handwriting skills across school.</p> | <p>It is important for children to develop fluency in handwriting and for these skills to become automated. If children have to spend time focusing on the accuracy of their transcription they are less able to concentrate on the content.</p> <p>EEF guidance of improving literacy: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> | <p>1, 5</p> |
| <p>Purchase of Dimensions' Learning Means the World Curriculum to improve delivery, retention and progress in foundation subjects across the school.</p> | <p>Teachers will develop confidence in delivering creative and practical teaching and learning opportunities using a thematic approach. Staff will be able to enable pupils to learn the right knowledge and skills at the right time. Teachers will know how to teach the curriculum exceptionally well.</p> <p>Real life links and enrichment opportunities will mean that learning is better retained and concepts are more understood.</p> | <p>3</p> |

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| <p>Release of TA's to deliver additional phonics interventions for disadvantaged pupils who are not at age related expectations.</p> | <p>Phonics has a positive impact on pupils and small group targeted interventions have been shown to be more effective for disadvantaged pupils.</p> <p>EEF Toolkit for Phonics.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> | <p>2, 3</p> |
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| <p>EYFS lead and subject specific coordinators to develop a curriculum from 2 years to Reception which shows clear progression.</p> | <p>It is important to ensure the early years curriculum is relevant, purposeful and meaningful for children. Leader's knowledge and understanding of how curriculum, pedagogy and assessment work together will provide meaningful contexts for progressive teaching and learning in the early years from 2 years to Reception.</p> <p>EEF toolkit of Early Years highlights key areas which have all had medium to high impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit</p> | <p>1</p> |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 48 067

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Release time provided for in school 'Connecting with Children' counsellors to support pupils with emotional and bereavement support</p> <p>School counsellor employed to work with pupils identified as needing</p> | <p>It is important for schools to provide mental health and wellbeing support for all identified pupils.</p> <p>Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools leads to improved pupil emotional health and wellbeing which can help readiness to learn.</p> <p>https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</p> | <p>3, 4, 6</p> |
| <p>Employment of Attendance officer 1 day per week to work with families to improve attendance and punctuality.</p> | <p>Embedding principles of good practice set put in the DfE's 'Improving School Attendance' advice</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> | <p>6</p> |
| <p>Employment of Parent Support Advisor through cluster schools.</p> | <p>Parent support advisers work with schools, pupils and families to help resolve issues they may be having at home. These may not always be school related but often problems within the family home can impact of the emotional well-being of the child as well as their ability to learn. A PSA can therefore support parents through their difficulties resulting in a positive outcome for all.</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. EEF Teaching and Learning Toolkit: Parental Engagement – additional 4 months progress</p> <p>https://www.waterford.org/education/how-parent-</p> | <p>7,8,12</p> |

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| | involvement-leads-to-student-success/ | |
| <p>Release time for behaviour lead to monitor and embed key recommendations of guidance report, access quality CPD to enhance behavioural approaches across the school.</p> <p>Ongoing CPD for staff.</p> <p>Access to Durham County behaviour support team for children with SEMH/behavioural needs.</p> | <p>Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on a number of meta-analyses that review robust studies of interventions in schools.</p> <p>Incentives, rewards and positive reinforcement are identified as a key contributor to pupil progress, engagement and attendance.</p> <p>EEF Teaching and Learning Toolkit: Behaviour Interventions - additional 3 months progress</p> | 7 |

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| <p>To provide opportunities for all children to experience the wider aspects of school life, including:</p> <ul style="list-style-type: none"> - High quality music teaching. - Opportunity to learn a musical instrument - After school sporting clubs - Visitors to school linked to key curriculum areas. - Excursions to broaden the experiences of our children. | <p>Not all children are able to experience the same opportunities outside of school as their peers. It is therefore important that our curriculum is enriched with experiences to add context to their learning, broaden their knowledge and enrich their vocabulary. These opportunities and experiences also motivate children to learn and develop their aspirations for later life.</p> <p>Focus on OPAL opportunities for disadvantaged children, to support independence, problem-solving, teamwork and self-confidence, using hands-on outdoor learning.</p> <p>High performing schools subsidise trips and extracurricular activities for disadvantaged pupils. (DfE Supporting the attainment of disadvantaged pupils August 2018)</p> <p>https://www.gov.uk/government/publications/extended-services-in-practice-summary-of-evaluation-evidence-for-headteachers</p> | <p>9,10</p> |
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| <p>To provide all children with the opportunity to access Commando Joe's programme to teach resilience and team work</p> | <p>Commando Joe's is an established, evidence-based, government supported RESPECT programme. It enables young people to develop life skills, character traits, attributes and behaviours which have a positive impact on their education attainment and engagement.</p> <p>https://commandojoes.co.uk/impact-research/</p> | <p>7,8,9,10,12</p> |
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Total budgeted cost: £ £192270

Part B: Review of outcomes in the previous academic year

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Teaching

The following information provides an overview of all statutory assessments which have taken place during the 2023-2024 academic year.

These includes EYFS GLD, Year 1 Phonics, Multiplication Check and KS2 assessments.

The attainment of our disadvantaged pupils has been reviewed alongside national levels.

EYFS: percentage at a good level of development

| | School | National |
|-------------------|--------|----------|
| All Pupils | 60% | 68% |
| Disadvantaged | 62.5% | 51.5% |
| Non-Disadvantaged | 58.1% | 71.1% |

The achievement of GLD in all pupils was below the national % by 8% which equates to 4 pupils. However our achievement of disadvantaged pupils was above national by 9%.

Phonics: Year 1

| | School | National |
|-------------------|--------|----------|
| All Pupils | 41% | 80% |
| Disadvantaged | 27.8% | 83.7% |
| Non-Disadvantaged | 50% | 83.7% |

50.0% of our school's Year 1 Non-Disadvantaged cohort achieved the expected standard in Phonics, 14 pupils out of 28. This is 33.7% lower than the national Non-Disadvantaged cohort at 83.7%.

Our school's gap to Non-Disadvantaged pupils nationally has decreased by 20.7% from -13.0% in 2022/23, to 33.7% in 2023/24.

In Year 1 Non-Disadvantaged cohort's Phonics Expected Standard has decreased by 19.2% from 69.2% in 2022/23, to 50.0% in 2023/24.

Phonics: Year 2

| | School | National |
|-------------------|--------|----------|
| All Pupils | 78% | 91% |
| Disadvantaged | 50% | 83.7% |
| Non-Disadvantaged | 44% | 58.3% |

44% of your school's Year 2 Non-Disadvantaged cohort achieved the expected standard in Phonics, 4 pupils out of 9. This is 13.9% lower than the national Non-Disadvantaged cohort at 58.3%.

Your school's gap to Non-Disadvantaged pupils nationally has decreased by 10.1% from -3.8% in 2022/23, to -13.9% in 2023/24

There is a significant difference between the attainment of all pupils and those who are disadvantaged in all areas. There is contextual information in relation to pupils who did not meet the standard. These pupils are accessing small group interventions and targeted support within lessons. All staff have received CPD in strategies for adaptive teaching and meeting the needs of send pupils.

KS2 Outcomes:

| GPS | EXS School | EXS National | Greater Depth School | Greater Depth National |
|-------------------|------------|--------------|----------------------|------------------------|
| All Pupils | 44% | 72% | 12% | 32% |
| Disadvantaged | 17% | 59% | 0% | 20% |
| Non-Disadvantaged | 64% | 78% | 21% | 38% |

| Reading | EXS School | EXS National | High Score School | Greater Depth National |
|-------------------|------------|--------------|-------------------|------------------------|
| All Pupils | 50% | 74% | 13% | 28% |
| Disadvantaged | 17% | 62% | 4.3% | 18% |
| Non-Disadvantaged | 73% | 80% | 18% | 34% |

| Writing | EXS School | EXS National | GD School | GD National |
|-------------------|------------|--------------|-----------|-------------|
| All Pupils | 52% | 72% | 13% | 13% |
| Disadvantaged | 30% | 59% | 4% | 7% |
| Non-Disadvantaged | 67% | 78% | 18% | 16% |

| Maths | EXS School | EXS National | High Score School | GD National |
|-------------------|------------|--------------|-------------------|-------------|
| All Pupils | 29% | 73% | 5% | 24% |
| Disadvantaged | 13% | 60% | 4.3% | 13% |
| Non-Disadvantaged | 39% | 80% | 6% | 29% |

| RWM | EXS School | EXS National | GD/High Score School | GD National |
|-------------------|------------|--------------|----------------------|-------------|
| All Pupils | 25% | 61% | 5% | 8% |
| Disadvantaged | 9% | 46% | 4% | 3% |
| Non-Disadvantaged | 36% | 68% | 6% | 10% |

In the previous academic year, our school faced significant challenges that contributed to our disadvantaged pupils' outcomes falling below the national average. The following factors played a crucial role in this situation:

1. **High Levels of SEND Needs:** Our school has a notable percentage of pupils with Special Educational Needs and Disabilities (SEND), which stands at 20%. Many of these pupils require tailored support to access the curriculum effectively. The diverse range of needs has made it difficult to implement a one-size-fits-all approach, leading to varied educational outcomes.
2. **Attendance Issues:** Attendance has been a significant barrier for many of our disadvantaged pupils. We experienced a higher-than-average level of absenteeism, which directly impacted learning continuity and academic achievement. The lack of

consistent attendance has hindered these pupils' ability to engage fully with the curriculum and achieve their potential.

3. **Impact of the Pandemic:** The ongoing effects of the Covid-19 pandemic have exacerbated existing challenges. Many disadvantaged pupils faced additional barriers, including mental health issues, family instability, and economic hardship, which further affected their educational performance.
4. **Curriculum and Teaching Consistency:** While we made strides in improving our phonics and reading instruction, the implementation of these improvements was not consistently applied across the school. This inconsistency may have contributed to lower outcomes in reading and writing for our disadvantaged pupils.

Moving forward, our Pupil Premium Action Plan will focus on addressing these challenges through targeted interventions, enhanced support for SEND pupils, and strategies to improve attendance. We are committed to ensuring that all pupils, particularly those from disadvantaged backgrounds, receive the support they need to succeed academically and socially.

By addressing these key areas, we aim to close the attainment gap and improve outcomes for our disadvantaged pupils in the coming academic year

Targeted Academic Support

TA's are being used effectively in KS1 and 2 to deliver targeted phonic interventions to those pupils who are below expected standards. Phonics lead has release time to monitor the effectiveness of phonics teaching across school and works closely with class teachers to ensure fidelity to the programme.

Resources have been purchased for all children and pupils across school to support the development of handwriting. The improvement and progress of handwriting is continuing to be monitored.

Wider Strategies

Our attendance remains an area for concern with 23% of pupils as persistent absentees. Our attendance officer, SLT and teaching staff are working together to improve attendance. This includes attendance awards across school, individual attendance incentives, Rise and Shine activity club, working closely with parents and alongside others agencies to support families.

Our assessments and observations continue to indicate that pupil behaviour, wellbeing and mental health are an area of concern. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. In particular, we have found the support offered by our school counsellor, Connecting with Children counsellors and the Piece of mind team particularly effective for individual pupils and will continue this as part of our plan.

The OPAL programme is having an impact on improving behaviours. Pupils are engaging more widely with others from across the school and developing their communication and

interaction skills.

The Howlatch 100 is providing a focus to ensure all pupils, not just the disadvantaged, have the opportunity to access a range of different opportunities. This has included external visits and visitors to school. This will continue in the following academic years.

Parents have made good use of the parent support advisor and this continues to be an important point of contact for all families, but particularly our most vulnerable.

We now have a dedicated sports coach in school who is able to ensure the effective delivery of the Commando Joe programme. This ensures all year groups including reception have the opportunity to access the programme during the year.

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 |
|----------------------------|------------------------|
| Little Wandle Phonics | |
| LMTW Curriculum | Dimensions |
| Letterjoin | |
| Grammarsaurus – SPAG, MFL | |
| Purple Mash | |
| TT Rock Stars | |
| Commando Joe | CJ's Education Service |
| Picture News | |
| OPAL | |
| Online Safety Subscription | Knowsley Council |
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