

# Pupil Premium Strategy Statement

## The Grange School, Daventry

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	422
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 - 2024 2024 - 2025 2025 - 2026
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Vicki Masters HT
Pupil premium lead	Vicki Masters & Elaine Wagg
Governor / Trustee lead	Gina Rippon

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£141,135
Recovery premium funding allocation this academic year	£NIL
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£NIL
<b>Total budget for this academic year</b>	<b>£141,135</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At The Grange School our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas and have the skills and attributes to be ready for the next stage of their education. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

*(At our school, 'disadvantaged' means having any barriers to academic achievement and/or progress that pose a risk to the pupil being ready for the next stage of their education).*

At The Grange School we recognise that children can be/are disadvantaged in many different ways, therefore, the activity we have outlined in this statement intends to support the needs of disadvantaged children, regardless of whether they are eligible for the Pupil Premium grant.

Our strategy highlights our current challenges and identifies actions that we will take to address these. We draw on research evidence conducted by EEF, The Communication Trust, The DFE and The Joseph Rowntree Foundation and evidence from our own, and E-ACT trust's, experience to support decisions around the usefulness of different strategies and their value for money; therefore we allocate funding to activities that are most likely to maximise achievement.

High-quality teaching is at the heart of our approach; proven to have the greatest impact upon closing the attainment gap but also essential to ensure all pupils, not just those in receipt of the pupil premium, foster a love of learning, achieve goals, reach targets and make progress. We aim to ensure that a highly effective teacher is in front of every class, and that every teacher is supported to keep improving.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Throughout our strategy, there is a focus on areas in which disadvantaged pupils require the most support (SEMH, Oracy, English and Maths).

Our strategy focuses on closing any significant gaps in pupil attainment caused by pupils having been disadvantaged at some point in the past. This may still include the impact of the pandemic. We set out to achieve this through the use of Targeted Academic Support for identified pupils

In addition to the academic, this strategy also aims to ensure our disadvantaged pupils develop the skills, habits and cultural capital their more advantaged peers might already possess, such as through enrichment and the broader non-academic curriculum.

Our approach is and will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

### Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged children have a wide range of vulnerabilities, which combined puts them at higher-risk of underachievement; eg. there is a high correlation between PP and SEN

2	An increasingly less-experienced workforce faces the challenge of ensuring age-appropriate academic attainment whilst simultaneously filling historic attainment gaps caused by the impact of disadvantage.
3	There is also the challenge of pupils needing to make accelerated progress in order to fill historic gaps in attainment, whilst simultaneously ensuring that academic gaps do not widen.
4	A higher percentage of PP pupils (compared to non PP) require SEMH and behavioural (including attendance) support; leading to lower levels of academic engagement and resilience. This has been impacted further by such pupils being negatively impacted by historical events.
5	For some pupils, financial disadvantage leads to inequality of opportunity, exclusion, lessening self-worth and decreased self-confidence. All of this can lead to a lack of engagement.
6	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This negatively impacts on their development: their attainment, wellbeing, confidence, relationships and future prospects.
7	Attendance generally is in line with national and regional averages, although the school is ranked in the bottom half of schools within the local authority. Attendance is below the 96% target. PP children are absent more than all children in the schools and considerably more than children who are not eligible for the Pupil Premium. Children in receipt of PP are persistently absent to a greater extent than those not in receipt of PP. Put simply, in order to be successful at school, children must come to school!

## 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
For all disadvantaged pupils' barriers to be accurately identified, explored in more depth and evidenced	<ul style="list-style-type: none"> <li>• Protocols exist to be implemented at the point of disadvantage</li> <li>• All disadvantaged pupils will be identified in a timely manner and protocols will be implemented</li> <li>• Pupils with multiple vulnerabilities are identified</li> <li>• A whole school tracker summarises all barriers to learning</li> </ul>
For all pupils with multiple vulnerabilities to have a Plan Around The Child, outlining how the child's needs are being met to enable the child to achieve academically	<ul style="list-style-type: none"> <li>• A whole school tracker summarises all barriers to learning</li> <li>• Plan Around the Child protocols have been established</li> <li>• Identified pupils have a plan in place</li> <li>• Identified pupils have a designated 'Champion' who takes responsibility for the implementation of the Plan Around The Child</li> </ul>
Improved QFT including the use of targeted, specific, time-limited academic interventions	<ul style="list-style-type: none"> <li>• All PP children are working at/above their FFT 20 estimate.</li> <li>• PP children are attaining inline/above PP children nationally in RWM</li> <li>• Greater levels of mastery</li> <li>• To eliminate the attainment/progress gap between PP and Non-PP children in all year groups in Reading, Writing and Maths</li> </ul>

	<ul style="list-style-type: none"> <li>To increase the numbers of PP children attaining at Greater Depth</li> </ul>
Ensure equality of opportunity through funding wider opportunities to promote inclusion and greater academic engagement	<ul style="list-style-type: none"> <li>All children have access to the Universal Offer and: <ul style="list-style-type: none"> <li>All children have learned to play a range of musical instruments</li> <li>All families have access to the Pre-Loved Uniform Store</li> </ul> </li> <li>Pupil Premium package in place for all PP Pupils <ul style="list-style-type: none"> <li>1 visit to a bookshop and book purchase</li> <li>School photographs</li> <li>School equipment provided for all children</li> <li>Subsidised school trips</li> <li>Guaranteed access (including financial support where needed to at least one school after school club)</li> </ul> </li> <li>Data targets (above) have been met/exceeded</li> </ul>
To implement high quality oracy education for all children-particularly those who need it most in order to improve their life chances- including the use of targeted, specific, time-limited academic interventions	<ul style="list-style-type: none"> <li>Monitoring evidences that high quality teaching of oracy and vocabulary is impacting positively on standards by learning to/through talk</li> <li>Reading test gap analysis evidences progress in understanding vocabulary for all targeted PP children</li> <li>Monitoring evidences high quality C&amp;L provision which challenges higher attainers</li> </ul>
To establish a robust and rigorous Attendance Strategy to run alongside the school's Attendance Management processes, to ensure that the school's attendance is at least in-line with national average and that the gap between PP and Non-PP pupils is diminished.	<ul style="list-style-type: none"> <li>Whole school attendance is improved</li> <li>PP attendance is improved</li> <li>Whole school PA is reduced</li> <li>PP PA is reduced</li> <li>The gap between PP &amp; Non-PP pupils' attendance is reduced / non-existent</li> </ul>

## Activity in this academic year

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

## Teaching (for example, CPD, recruitment and retention) approximately 50%

Budgeted cost: £49,127 (in addition to £42,880 total - spread across all three strands for Place2Be worker)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Vulnerabilities Audit</b> <ul style="list-style-type: none"> <li>Graduated response to under achievement to be established</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools?">https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools?</a>	1, 3, 4, 6, 7

<ul style="list-style-type: none"> <li>• Suite of assessments to be fully implemented in line with the graduated response</li> <li>• Ed Psych to provide further in depth assessments for identified pupils</li> </ul>	<p><a href="https://help-for-early-years-providers.education.gov.uk/get-help-to-improve-your-practice/meeting-the-needs-of-all-children#:~:text=Needs%20should%20be%20identified%20accurately,detrimental%20in%20the%20long%20term.">https://help-for-early-years-providers.education.gov.uk/get-help-to-improve-your-practice/meeting-the-needs-of-all-children#:~:text=Needs%20should%20be%20identified%20accurately,detrimental%20in%20the%20long%20term.</a></p> <p><a href="https://sema-sy.org/addressing-childrens-emotional-needs/#:~:text=Meeting%20the%20emotional%20needs%20of,adults%20and%20peers%20around%20them.">https://sema-sy.org/addressing-childrens-emotional-needs/#:~:text=Meeting%20the%20emotional%20needs%20of,adults%20and%20peers%20around%20them.</a></p>	
<p><b>Further develop our, individualised model of CPD to improve teaching and learning:</b></p> <ul style="list-style-type: none"> <li>• To develop a culture of proactive, self driven personal development</li> <li>• For staff to embrace new ideas and implement them in the classroom, taking risks where necessary</li> <li>• To reflect on research and trials and share personal learning</li> <li>• To develop reflective practice and professional discussion relating to pedagogy</li> <li>• To develop ways of providing supportive and constructive feedback for improvement</li> <li>• To improve teachers' knowledge and understanding of pedagogical approaches linked to research</li> </ul>	<p><a href="https://www.structural-learning.com/post/quality-first-teaching-a-teachers-guide">https://www.structural-learning.com/post/quality-first-teaching-a-teachers-guide</a></p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/iris-connect?utm_source=/projects-and-evaluation/projects/iris-connect&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=reflection">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/iris-connect?utm_source=/projects-and-evaluation/projects/iris-connect&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=reflection</a></p> <p><a href="https://www.cambridge-community.org.uk/professional-development/gswrp/index.html">https://www.cambridge-community.org.uk/professional-development/gswrp/index.html</a></p> <p><a href="https://files.eric.ed.gov/fulltext/EJ915885.pdf">https://files.eric.ed.gov/fulltext/EJ915885.pdf</a></p>	1, 2, 3, 4, 6, 7
<p><b>To embed inclusive practice across the school:</b></p> <ul style="list-style-type: none"> <li>• High quality CPD for QFT using Rosenshine's resources and Hachette's Walkthrus (School Professional Development Suite)</li> <li>• High quality CPD on SEND needs/provision</li> </ul>	<p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports. achievement at, and enjoyment of, school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf?v=1635355222">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Recommendations_Poster.pdf?v=1635355222</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a></p>	1, 2, 3, 4, 6, 7

<ul style="list-style-type: none"> <li>• High Quality Coaching &amp; Mentoring in place for teachers</li> <li>• Teachers to be given non-contact time to engage in supportive discussions with SENDco re: SEN provision in their class</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-reflections-of-a-senco-the-importance-of-a-whole-school-approach-to-supporting-pupils-with-send?utm_source=/news/eef-blog-reflections-of-a-senco-the-importance-of-a-whole-school-approach-to-supporting-pupils-with-send&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=reflection">https://educationendowmentfoundation.org.uk/news/eef-blog-reflections-of-a-senco-the-importance-of-a-whole-school-approach-to-supporting-pupils-with-send?utm_source=/news/eef-blog-reflections-of-a-senco-the-importance-of-a-whole-school-approach-to-supporting-pupils-with-send&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=reflection</a></p>	
<p><b>To develop and implement an oracy-rich approach to teaching and learning across the school:</b></p> <ul style="list-style-type: none"> <li>• Voice 21 CPD-Classroom Practice pathway</li> <li>• Word Aware refresher CPD</li> <li>• Monitor implementation and impact</li> <li>• Provide additional CPD as required</li> </ul>	<p><a href="#">EEF Guide-Oral Language Interventions</a></p> <p><a href="#">“What Works”: Interventions for children and young people with speech, language and communication needs</a></p>	1, 2, 3, 4, 6,

### Targeted academic support (for example, tutoring, one-to-one support structured interventions) approximately 25%

Budgeted cost: £16,205 (in addition to £42,880 total - spread across all three strands for Place2Be worker)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Plan Around The Child Assessment &amp; Provision:</b></p> <ul style="list-style-type: none"> <li>• Bespoke interventions for each identified child, based on Vulnerabilities Assessment</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools?">https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools?</a></p> <p><a href="https://help-for-early-years-providers.education.gov.uk/get-help-to-improve-your-practice/meeting-the-needs-of-all-children#:~:text=Needs%20should%20be%20identified%20accurately,detrimental%20in%20the%20long%20term.">https://help-for-early-years-providers.education.gov.uk/get-help-to-improve-your-practice/meeting-the-needs-of-all-children#:~:text=Needs%20should%20be%20identified%20accurately,detrimental%20in%20the%20long%20term.</a></p> <p><a href="https://sema-sy.org/addressing-childrens-emotional-needs/#:~:text=Meeting%20the%20emotional%20needs%20of,adults%20and%20peers%20around%20them.">https://sema-sy.org/addressing-childrens-emotional-needs/#:~:text=Meeting%20the%20emotional%20needs%20of,adults%20and%20peers%20around%20them.</a></p>	1, 3, 4, 6, 7
<p><b>School Led Tutoring:</b></p> <ul style="list-style-type: none"> <li>• To close maths and reading knowledge</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p>	2, 3, 5,

gaps in identified pupils	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	
<p><b>Speech, Language and Communication Interventions:</b></p> <ul style="list-style-type: none"> <li>• Timely identification of need</li> <li>• APRD Cycles in place for identified pupils</li> <li>• Classroom staff aware/trained in strategies needed to support children in class</li> <li>• SENDSA implementing Talk Boost with groups of targeted children</li> </ul>	<p><a href="#">EEF Guide-Oral Language Interventions</a></p> <p><a href="#">“What Works”: Interventions for children and young people with speech, language and communication needs</a></p> <p><a href="https://ican.org.uk/intervention-search/">https://ican.org.uk/intervention-search/</a></p> <p><b>Talking About a Generation-The Communication Trust</b></p> <p>‘Talking about a generation’ emphasises the need for SL&amp;C provision. Talking About a Generation highlights research showing that by the age of five, 75% of children who experienced poverty persistently throughout the early years are below average in language development, compared to 35% of children who never experienced poverty. Up to 50% of children starting school in the most disadvantaged areas will have speech, language and communication needs (SLCN). In school-aged children the likelihood of being identified as having SLCN is 2.3 times greater for children eligible for free school meals and living in areas of disadvantage.</p>	1, 6,

### Wider strategies (for example, related to attendance, behaviour, wellbeing) approximately 25%

Budgeted cost: £ 44,400 (in addition to £42,880 total - spread across all three strands for Place2Be worker)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Addressing Social, Emotional and Mental Health Needs:</b></p> <ul style="list-style-type: none"> <li>• Targeted SEMH Support for identified families</li> <li>• EHAs in place where needed</li> <li>• Support for families to increase parental engagement</li> </ul> <p><b>Special Project- Employ a Place2Be Mental Health Practitioner to ensure that any children requiring specialist support in this area can access it (Money from all three areas contributing).</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning">https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p><a href="https://educationendowmentfoundation.org.uk/parental-engagement">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 2, 4, 7

<p><b>Every Child a Musician Initiative:</b></p> <ul style="list-style-type: none"> <li>All children will be given the opportunity learn to play an instrument each year</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>5, 7</p>
<p><b>Attendance Management</b></p> <ul style="list-style-type: none"> <li>Protocols and processes are in place and implemented in order to ensure optimum attendance and punctuality in all groups of children, including those deemed disadvantaged</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools">https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p>	<p>7</p>

**Total budgeted cost: £ 152,612**

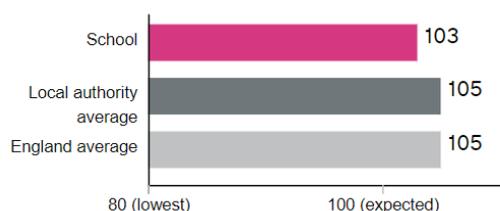
## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

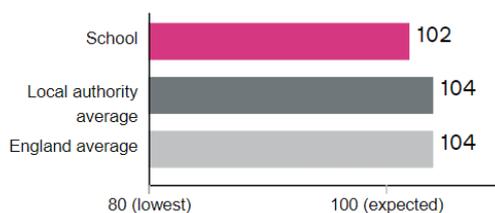
#### Improved QFT including the use of targeted, specific, time-limited academic interventions

Improving Quality First Teach has resulted in the school closing the gap generally between itself and other schools. Average scores are closer to local and national averages than they previously were.

#### Average score in reading ?

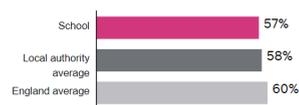


#### Average score in maths ?



In addition, the % of pupils reaching the national expectation in reading, writing and maths was in line with the local average and just below the national average.

#### Pupils meeting expected standard in reading, writing and maths ?



The school's attempts to close the gap between advantaged and disadvantaged pupils are working. In the 2023, KS2 SATS the gap was considerably narrowed, with pupils in receipt of the Pupil Premium often outperforming their Non FSM6 peers.

In the combined measure, there was a considerable improvement on 2022 attainment and, for pupils in receipt of PP funding, also an improvement on 2021 attainment. For these pupils, the gap is closing and is increasingly in-line with national averages.

Pupils in receipt of PP funding outperformed those children who did not receive it in reading (at both the expected and greater depth standards) and writing (expected standard). In maths, attainment was broadly comparable between the two groups.

#### KS2 attainment for disadvantaged pupils 2023

% Expected standard+ (Re, Wr, Ma) | DfE | ✓

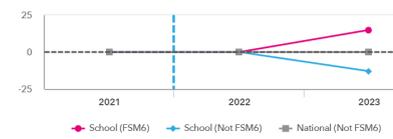


There is however, still a gap when comparing attainment at the greater depth standard (using the combined measure) and the school's efforts will continue to focus on improving this.

Pupils in receipt of the Pupil Premium funding made good progress during their time in the school, to achieve the expected standard in reading, writing and maths. Their progress was at least in line with their Non FSM6 peers and they often outperformed them. Progress was especially good for those pupils in receipt of Free School Meals currently (+9).

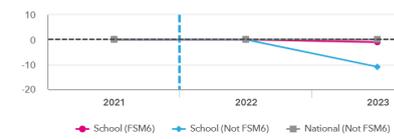
KS2 progress for disadvantaged pupils 2023

% Expected standard+ Reading



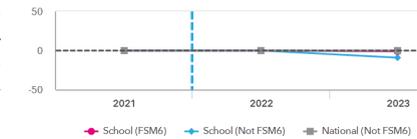
KS2 progress for disadvantaged pupils 2023

% Expected standard+ Writing



KS2 progress for disadvantaged pupils 2023

% Expected standard+ Maths

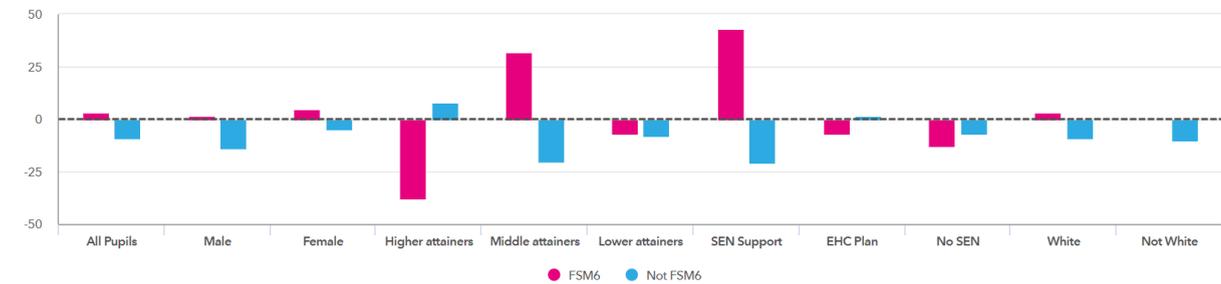


Work needs to continue to ensure that more children, whether in receipt of PP funding or not, achieve the greater depth standards in writing and maths, making the necessary progress from their starting points.

Next year's plan and provision needs to focus further on eradicating progress gaps for children in receipt of the Pupil Premium, who also have additional vulnerabilities.

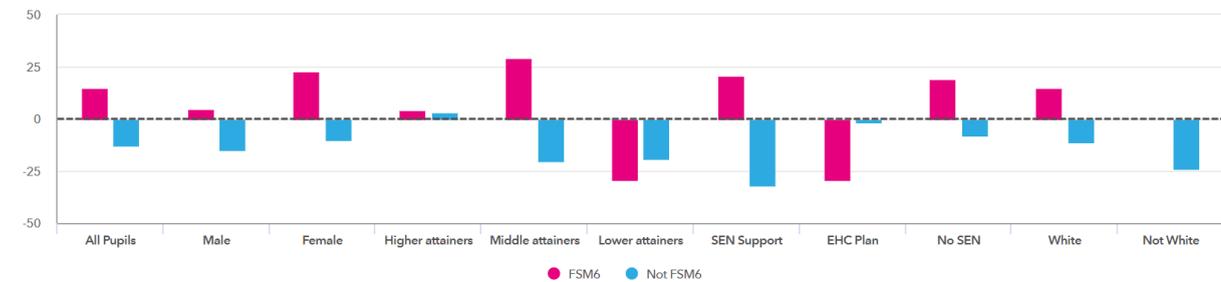
Progress gap

% Expected standard+ (Re, Wr, Ma)



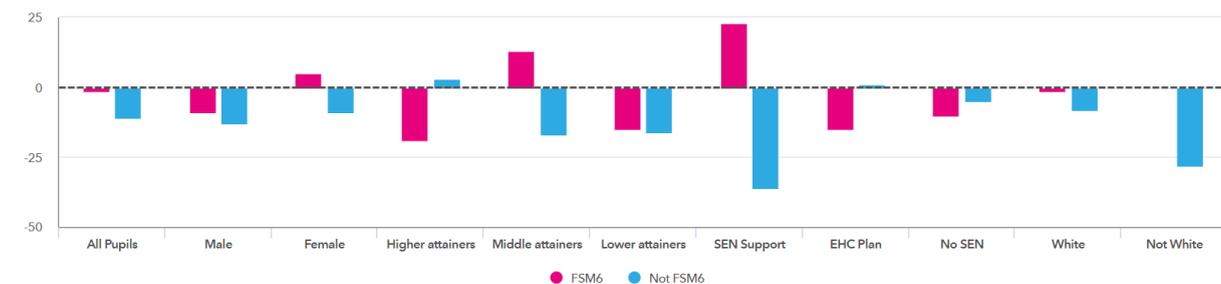
Progress gap

% Expected standard+ Reading



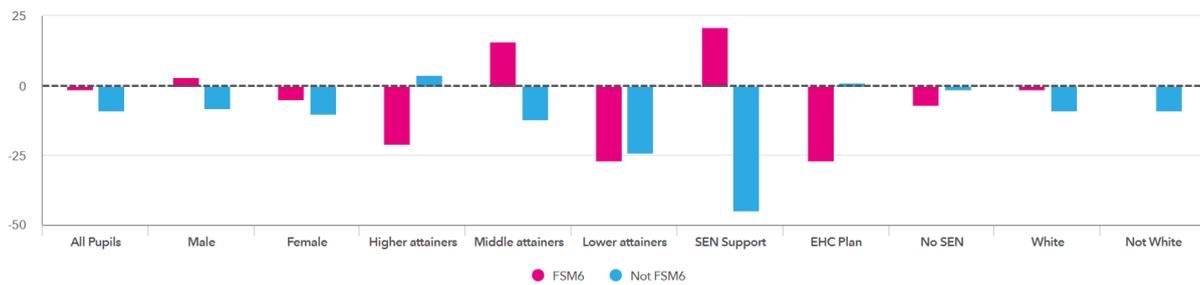
Progress gap

% Expected standard+ Writing



## Progress gap

% Expected standard+ Maths



### **For any child in need to have swift and timely access to the appropriate level of SEMH support**

The school is making good progress to ensuring swift and timely intervention for children with SEMH barriers to learning. The school now has a clear, graduated response to meeting the needs of children with SEMH needs. The school has significantly reduced the numbers of children demonstrating extremely challenging behaviours, through the use of a range of strategies outlined in the plan. These are showing a demonstrable impact.

Where there is still a delay in accessing appropriate provision for extremely troubled children, the school is able to demonstrate that all avenues open to it have been exhausted.

### **Ensure equality of opportunity through funding wider opportunities to promote inclusion and greater academic engagement**

Through the 'Every Child A Musician' initiative, all children have learned to play a range of musical instruments over the course of the year. Each year group has had at least one, high quality experience:

- EYFS - Percussion Focus - workshop with a professional musician plus ongoing work within the setting
- Year 1 - Percussion Focus - workshop with a professional musician plus ongoing work within the setting
- Year 2 - Percussion Focus - Spoons workshop with a professional musician
- Year 3 - Didgeridoo Workshop & a year long course of tuition in stringed instruments
- Year 4 - Gamelan workshop
- Year 5 - Junk Workshop & 12 sessions of acoustic guitar tuition with a professional musician
- Year 6 - 12 sessions of acoustic guitar tuition & 12 sessions of Beatboxing tuition with professional musicians

In addition, 1:1 tuition was funded for children identified as showing talent.

In the AY:2023/2024 plan, through economies of scale, each year group can be offered two different musical experiences

In addition, pupils in receipt in of Pupil Premium received a number of enhancements to ensure equality with their peers and a sense of belonging:

- free books
- school uniform package worth up to £75
- school photograph package
- guaranteed access to extra-curricular clubs, including financial support where required

All pupils in the school - importantly including those living just above the level of Pupil Premium entitlement - received highly-subsidised school trips and visits, ensuring that large numbers of pupils were able to access these. This was deemed especially important following the absence of school trips and visits throughout the pandemic and its aftermath. Next year, parents and carers will be given the option of overpaying for all school visits and trips, in order to provide further subsidies for those in need.

### **To implement high quality oracy education for all children-particularly those who need it most in order to improve their life chances- including the use of targeted, specific, time-limited academic interventions**

The school's focus on oracy, particularly linked to reading, is showing a positive impact on academic standards and pupil outcomes. The data below represents Y6 outcomes in the statutory tests, but reading results across the school demonstrate the impact of improving vocabulary. Further work needs to

take place to raise standards further, particularly in swiftly closing the vocabulary gap in EYFS and Key Stage 1.

	Actual results		
	2021	2022	2023
Number of Pupils / % Matched	53	60	60
Reading			
% Expected standard+	79%	60% 	70%
% Higher standard	38%	13% 	23%
Scaled Score	106	102 	103