

# Mapplewell Primary School - Pupil Premium Strategy Statement 2022 / 2025



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	Mapplewell Primary
Number of pupils in school	348
Proportion (%) of pupil premium eligible pupils 2022 2023	16% (57 pupils) <i>Deprivation 49</i> <i>Service 2</i> <i>LAC 3</i> <i>Adopted from care 3</i>
Proportion (%) of pupil premium eligible pupils 2023 2024	17% (52 Pupils) Deprivation: 43 Service: 3 LAC: 3 Adopted from Care 3
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2025
Date this statement was published	September 2022 (Reviewed 2023)
Date on which it will be reviewed	July 2023 July 2024
Statement authorised by	Gail Padfield
Pupil premium lead	Gail Padfield
Governor / Trustee lead	Father Tim

## Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year 2022 2023	£75,735 + £5,850 LAC = £81,585
Pupil premium funding allocation this academic year 2023 2024	£62,555 + £8,753 LAC = £71,308
Recovery premium funding allocation this academic year 2022 2023	£7,105
Recovery premium funding allocation this academic year 2023 2024	£2,970
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year 2022 2023</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£88,690
<b>Total budget for this academic year 2023 2024</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£74,278

# Part A: Pupil premium strategy plan

## Statement of intent

At Mapplewell Primary School we are determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of quality first teaching, focused support, curriculum enrichment and pastoral care. We recognise that all pupils regardless of their background, should have equal access to a curriculum which will enable them to reach their potential.

We believe that the highest possible standards can only be achieved by having high expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the Pupil Premium grant. We believe that the additional provision through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged / vulnerable.

This document outlines the amount of funding available, our strategy for spending the grant effectively and how we have used research-based evidence to support our actions. As a school we consider the best ways to allocate Pupil Premium funding annually following rigorous data analysis and the careful consideration of the needs of the pupils.

At Mapplewell we have a clear, strategic, tiered approach for Pupil Premium funding provision. This follows the EEF guidance and focuses on the following:

- Whole-school strategies that impact all pupils
- Focused support to target under-performance
- Specific support targeting pupil premium pupils

We ensure that Pupil Premium funding and provision impacts positively on attainment, attendance and well-being. A member of our local governing body is identified as a link governor for Pupil Premium, regular meetings with leaders of the school take place where monitoring, provision and outcomes are shared and discussed. The link governor then feeds back key findings from these meetings at full governing body meetings.

## Challenges

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

Challenge number	Detail of challenge
1	On entry to school baseline assessments indicate a large proportion of disadvantaged pupils have limited oral language skills leading to slower reading progress in

	subsequent years. ( <i>September 2021 / September 2022 / September 2023 0% of PP pupils entered EYFS1 at ARE in S or LAU</i> ).
2	Identification that on average disadvantaged pupils do not achieve as well as their peers across the curriculum ( <b>KS2 July 2022: PP RWM combined 55% / Non PP RWM combined 72%</b> <b>KS2 July 2023: PP RWM Combined 43% / Non PP RWM Combined 88%</b> )
3	Many disadvantaged pupils demonstrate low self-esteem with limited aspirations for future education.
4	Lack of parental engagement with regards to their child's education.
5	Historically disadvantaged pupils have lower attendance rates than non-disadvantaged. ( <b>July 2022: PP 93.1% / Non PP 94.8%</b> <b>July 2023: PP 94.23% / Non PP 94.75%</b> )

## Intended outcomes

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

Intended outcome	Success criteria																					
<p>Raise the attainment of disadvantaged pupils in phonics.</p> <p><b>2022 67% PP / 95% Non PP</b> <b>2023 80% PP / 95% Non PP</b></p>	<p>Disadvantaged pupils will attain in line with their peers in the Year 1 Phonics Screening Check.</p>																					
<p>Raise the attainment of disadvantaged pupils in times tables.</p> <p>Continue to raise the attainment of disadvantaged pupils in times tables.</p> <p><b>2022 APS PP 20.20 / Non PP 23.73</b> <b>2022 20+ marks PP 70% / Non PP 97%</b> <b>2023 APS PP 23.2 / Non PP 22.3</b> <b>2023 20+ marks 100% / Non PP 88%</b></p>	<p>Disadvantaged pupils will attain in line with their peers in the Year 4 Multiplication Times Table Check.</p>																					
<p>Increase the attainment disadvantaged pupils, in EYFS and increase progress rates.</p> <p><b>2022 GLD PP 60% / Non PP 75%</b> <b>2023 GLD PP 40% / Non PP 77%</b></p>	<p>Disadvantaged pupils will attain in line with their peers when attaining GLD by the end of EYFS.</p>																					
<p>To maintain the high levels of attainment and positive progress measures for disadvantaged pupils at the end of KS2.</p> <p><b>2022 KS2 Data</b></p> <table border="1"> <thead> <tr> <th></th> <th>Pupil Premium</th> <th>Non-Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>Reading EXS</td> <td>82%</td> <td>84%</td> </tr> <tr> <td>Reading GD</td> <td>36%</td> <td>38%</td> </tr> <tr> <td>Writing EXS</td> <td>55%</td> <td>84%</td> </tr> <tr> <td>Writing GD</td> <td>45%</td> <td>22%</td> </tr> <tr> <td>Maths EXS</td> <td>82%</td> <td>78%</td> </tr> <tr> <td>Maths GD</td> <td>36%</td> <td>28%</td> </tr> </tbody> </table>		Pupil Premium	Non-Pupil Premium	Reading EXS	82%	84%	Reading GD	36%	38%	Writing EXS	55%	84%	Writing GD	45%	22%	Maths EXS	82%	78%	Maths GD	36%	28%	<p>There will continue to be a very limited gap between disadvantaged pupils and their peers.</p> <p>There will be an increase in the percentage of disadvantage pupils attaining ARE in RWM.</p>
	Pupil Premium	Non-Pupil Premium																				
Reading EXS	82%	84%																				
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Writing EXS	55%	84%																				
Writing GD	45%	22%																				
Maths EXS	82%	78%																				
Maths GD	36%	28%																				

Progress Measures	Pupil Premium	Non-Pupil Premium
Reading	7.4	1.33
Writing	3.7	2.03
Maths	5.1	0.61

**2023 KS2 Data**

	Pupil Premium	Non-Pupil Premium
Reading EXS	86%	97%
Reading GD	14%	41%
Writing EXS	43%	91%
Writing GD	0%	24%
Maths EXS	86%	100%
Maths GD	29%	41%

Progress Measures	Pupil Premium	Non-Pupil Premium
Reading	3.5	3.6
Writing	-1.2	3.5
Maths	3.1	4.1

Raise the percentage of disadvantaged pupils attaining EXS in reading, writing and maths combined.  
**2022 KS2 RWM PP 55% / Non PP 72%**  
**2023 KS2 RWM PP 43% / Non PP 88%**

Improve the attendance of pupils eligible for the pupil premium grant, narrowing the gap between this group of pupils and their peers.  
**(July 2022: PP 93.1% / Non PP 94.8% July 2023: PP 94.23% / Non PP 94.75%)**

All disadvantaged pupils meet the schools attendance target.

## 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: 2022 / 2023: £58,341 **2023 / 2024: £53,480**

Measure	Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Priority 1:</b> To increase the percentage of disadvantaged pupils attaining EXS & GDS across the curriculum.	Non-teaching AHT to provide booster QFT to small groups of Year 6 pupils, providing purposeful feedback to enhance progress and tailor lessons according to need. <b>Maintain for 2023 / 2024</b>	EEF research states that good teaching is the most important lever schools have to improve outcomes for Disadvantaged pupils. <a href="#">Pupil Premium Guidance.pdf (educationendowmentfoundation.org.uk)</a>	1,2,

<p><u>Identification:</u> Identification that disadvantaged pupils do not attain as well as their peers at GDS standard.</p>	<p>Use of an experienced EYP to deliver PPA across EYFS to ensure QFT. Maintain for 2023 / 2024</p>	
	<p>SLT to revise the schools approach to supporting disadvantaged pupils and ensure all PP are exposed to live marking and feedback before the end of each lesson to enhance progress made. <a href="#">OUR APPROACH TO SUPPORTING DISADVANTAGED PUPILS (adobe.com)</a></p>	
	<p>High quality CPD to be delivered weekly by members of SLT on our teaching and learning approach, marking and feedback and use of target setting and assessment procedures to teachers and support staff. Bespoke CDP cycles to be delivered to meet individual need. Bespoke packages of CPD to be implemented to teachers new to school. Whole staff CPD in Autumn Term on revised approach to supporting disadvantaged pupils.</p>	<p>EEF research suggests that effective feedback improve learning by an additional 8 months. <a href="#">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p>
	<p>Development of reading fluency to enhance the daily LIRA session and ensure pupils catch up. New Reading Lead to monitor fluency in reading across Y2 – Y6 and deliver appropriate CPD on next steps identified. Use of YARK assessment tool to identify need and pupils. Develop robust monitoring systems for bottom 20% Effective deployment of support staff to ensure bottom 20% have regular access to QFT to catch up. Explicit reference to PP reading of cohort action plan / provision map with regular monitoring of progress measured.</p>	<p>EEF research suggests that <i>Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.</i>  <a href="#">EEF blog: Shining a spotlight on reading fluency   EEF (educationendowmentfoundation.org.uk)</a></p>
<p>Daily allocated time for the phonics lead to model, monitor and support in the planning and delivery of phonics. Regular opportunities for RWI lead to be released to model, monitor and support planning and delivery of phonics. Weekly CPD for staff delivering RWI to be delivered by phonics lead.</p>	<p>EEF research evidences that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. <a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	

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

Budgeted cost: 2022 2023: £19,546 2023 / 2024: £12,960

Measure	Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Priority 1:</b> To narrow the attainment gap between disadvantaged pupils and their peers.</p> <p><u>Identification:</u> Identification that disadvantaged pupils do not attain as well as their peers in reading, writing, maths and phonics.</p>	<p>Using pupil progress data analysis and cohort action plans establish small group reading interventions for pupils working below age related expectations. <a href="#">Maintain for 2023 2024</a></p> <p>Use YARK reading assessments to accurately pitch reading interventions and monitor progress over time. <a href="#">Maintain for 2023 2024</a></p> <p>Use CGP and CGP Stretch to ensure appropriate pitch and challenge in text level and questioning. <a href="#">Maintain for 2023 2024</a></p> <p>Clear intervention timetable to deliver targeted wave 2 to identified pupils, progress monitored and tracked regularly. <a href="#">Maintain for 2023 2024</a></p>	<p>EEF research suggests that small group tuition improves learning by 4 months and reading comprehension strategies by 6 months. <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. <a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,
	<p>1:1 phonics intervention delivered daily to identified pupils to ensure they quickly catch up and keep up. <a href="#">NESSI intervention delivered regularly to identified pupils working below ARE in KS2 to ensure rapid progress.</a></p>	<p>EEF research evidences that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. <a href="#">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	
	<p>Using last year's academic data and cohort action plans establish small group maths interventions for pupils working below age related expectations. <a href="#">Update termly according to attainment needs.</a></p> <p>NTP tutor to deliver small group intervention for pupils working below ARE. <a href="#">Maintain for 2023 2024</a></p> <p>CPD to be delivered to TAs to upskill their mathematical skills and knowledge in delivering effective intervention groups. Research based evidence to be used to support strategies and approaches employed.</p>	<p>EEF research suggests that small group tuition improves learning by 4 months and reading comprehension strategies by 6 months. <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Research identifies that positive outcomes for pupils through targeted intervention from TA support has most impact when time and resources are spent on quality CPD to improve support staff practice. <a href="#">New EEF Guidance Report - Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p>	

SLT to develop a cycle of CPD for support staff to ensure skills are maintained and reflective of pupil need.	
Booster classes to take place in order to narrow the gap in Year 5 and 6. Maintain 2023 2024	

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

Budgeted cost: 2022 2023: £10,803 2023 2024: £7,838

Measure	Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Priority 1:</b> Improve the attendance rates of disadvantaged pupils and reduce the PA for identified families.</p> <p>Identification: <b>July 2022: PP</b> 93.1% / Non PP 94.8%</p> <p><b>July 2023: PP</b> 94.23% / Non PP 94.75%</p>	<p>Develop systems to support families identified on the RAG rated tracking to best improve the attendance of PP pupils. Ensure robust recording of ISAP meetings.</p> <p><del>Continued development of Learning Mentor role to work families building stronger home / school links, incorporating EHAs where appropriate.</del></p> <p>Use of SLA for EWS to support families with attendance issues. Termly planning meetings between EWO and Attendance Lead to combat poor attendance from most vulnerable families.</p> <p>Reinforce school approach to incentives and a rewards system for attendance and PA. Revise reward systems implemented to support attendance and punctuality, including pupil voice.</p> <p>Monthly meetings to be held to monitor attendance and decide on actions to reduce persistent absence and intervention prior to falling into persistent absence. Maintain for 2023 2024</p> <p>Review and implement Policy to ensure it is best meeting need and supporting families to improve attendance whilst holding to account.</p>	<p>There's a clear link between poor attendance and lower academic achievement DfE research (2015) <a href="https://assets.publishing.service.gov.uk/gov/department-for-education/publishing.service.gov.uk">https://assets.publishing.service.gov.uk/gov/department-for-education/publishing.service.gov.uk</a></p>	5
<p><b>Priority 2:</b> To provide support for pupils with SEMH concerns.</p>	<p>Early identification of pupils with SEMH difficulties and clear lines of communication to share intended actions of support to be taken, with parents/carers.</p>	<p>Evidence to suggest that personalised support to remove barriers to learning through Learning Mentor support can have a positive</p>	3



<p><b>Identification:</b> A high proportion of PP pupils enter school with SEMH issues that impacts on learning and development.</p>	<p>Support from Compass Be – local provider of MHST including audit of school provision, CPD for staff, parent workshops and individual / group work with pupils as required.</p> <p>TADs/Nurture/Branching Minds support for identified pupils.</p> <p>Further develop robust monitoring systems to evaluate impact.</p> <p>Learning Mentor support provided to families and where required EHA framework implemented and social services support and intervention.</p> <p>Maintain for 2023 2024</p> <p>Subscription to National College to provide CPD for staff on SEMH to ensure children's emotional wellbeing is supported.</p> <p>Further refinement to use of CPOMS and categorising incidents to feed directly into monthly VCFM and identification of actions required.</p>	<p>impact on outcomes for disadvantaged pupils, parents and families.</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/</a></p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>	
<p><b>Priority 3:</b> Continue to improve SEND provision and ensure effective strategies are in place to support the progress and attainment of SEND/PP pupils.</p> <p><b>Identification:</b> 2022 data across all phases shows disadvantaged pupils with SEND are low attaining and progress is not in line with peers.</p>	<p>Regular SEND KIT meetings HT/SENDCO.</p> <p>Maintain for 2023 2024</p> <p>SEND/PP pupil progress meetings conducted at key assessments points.</p> <p>Implement termly throughout 2023 2024</p> <p>Whole school provision map created with SENDCO to ensure all children who are SEN Support are monitored closely and support is provided through graduated approach (Assess, plan, do, review).</p> <p>Maintain for 2023 2024</p> <p>Clear channels of communication with parents/carers.</p> <p>Further embed relations with parents/carers and gather feedback through audit and survey.</p> <p>SEND pupils needs to be catered for through SMART targets and appropriate adaptations to lessons.</p> <p>Implementation of Provision Map to support accurate target setting and robust approach to monitoring.</p> <p>SENDco to deliver ongoing CPD on how to best use adaptations and basket tasks to allow all pupils to achieve in every lesson.</p>	<p>Pupils with SEND might face significantly greater challenges in learning than the majority of their peers The impact of SEND on academic attainment is closely related to the EEF's focus on economic disadvantage: 27% of pupils with special educational needs are eligible for free school meals compared to 12% of pupils without special educational needs.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/how-to-apply/themed-rounds/improving-outcomes-for-pupils-with-send/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/how-to-apply/themed-rounds/improving-outcomes-for-pupils-with-send/</a></p>	<p>1, 2, 3,</p>

<p><b>Priority 4:</b> Further engage parents/carers in their child's education and learning.</p> <p><u>Identification:</u> Disadvantaged pupils come from households with limited stability, poor attitudes to education and low aspirations. Parental engagement is low.</p>	<p>Improved channels of communication to keep parents/carers regularly informed about achievements, learning and upcoming events.</p> <ul style="list-style-type: none"> <li>- Arbor</li> <li>- Twitter</li> <li>- Verbal feedback from staff</li> <li>- Postcards home</li> <li>- Celebration events</li> <li>- Seesaw</li> <li>- Parental workshops</li> </ul> <p>Further embed systems of gaining parental voice through regular surveys and coffee mornings. SLT to review feedback and implement where appropriate to further practice.</p> <p>Clear focus to be established on the importance of parental engagement on their child's development.</p> <p>Refinement of half termly class newsletters to ensure consistency across school.</p>	<p>EFF research identifies the crucial role parental engagement plays in pupil outcomes.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>4</p>
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## Total budgeted cost:

## 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.

Review of 2021 2022 outcomes								
Aim	Outcome							
<p>Attainment in phonics (although previous years data is strong PP in coming cohorts include additional needs of SEND and EAL)</p>	<p>Phonics data continues to be a strength of the school with a high percentage of PP passing the screening check at the end of Year 1 and resits in Year 2.</p> <p>APS of PP phonics screening increased from 8.67 baseline to 26.67 end of summer term.</p> <table border="1" data-bbox="799 1816 1406 2063"> <thead> <tr> <th></th> <th>% PP passing the screening check</th> <th>% non PP passing the screening check</th> </tr> </thead> <tbody> <tr> <td>Year 1 Summer 2023</td> <td>80% (4 / 5 pupils)</td> <td>95%</td> </tr> </tbody> </table>			% PP passing the screening check	% non PP passing the screening check	Year 1 Summer 2023	80% (4 / 5 pupils)	95%
	% PP passing the screening check	% non PP passing the screening check						
Year 1 Summer 2023	80% (4 / 5 pupils)	95%						

		1 pupil not passing also has SEND	
	<b>Year 1 Summer 2022</b>	75% (3 / 4 pupils) <i>1 pupil not passing has additional barriers – EHCP.</i>	95% <i>1 pupil not passing has additional barriers – EHCP.</i> 1 pupil not passing achieved a raw score of 31.
	<b>Year 1 Summer 2021</b>	100% (6 pupils)	97% 1 pupil not passing is also SEND.
	<b>Year 2 Summer 2023</b>	100%	97% 1 pupil not passing is also SEND / EHCP
	<b>Year 2 Summer 2022</b>	86% (6/7 pupils) <i>1 pupil not passing has additional barriers – EHCP / EAL. Mobility from Summer 2021.</i>	100%
	<b>Year 2 Summer 2021</b>	92% (11/12 pupils) <i>1 pupil not passing has additional barriers – SEND</i>	97%
Raise the attainment of pupils eligible for the pupil premium grant in times tables.	<p><b>2022:</b> APS of PP Y4 MTC increased from 14.89 baseline to 20.20 end of summer term. PP achieving 20+ marks increased from 30% baseline to 70% MTC summer test.</p> <p><b>2023:</b> APS of PP Y4 MTC increased from 20.20 baseline to 23.20 end of summer term. PP achieving 20+ marks increased from 81% baseline to 100% MTC summer test.</p>		
		<b>% PP achieving 20+ marks</b>	<b>% non PP achieving 20% marks</b>
	<b>Year 4 Summer 2023</b>	<b>100%</b>	<b>88%</b>

	<b>Year 4 Summer 2022</b>	70% (7/10 pupils) 3 pupils not passing, 2 also have SEND.	97%	
	<b>Year 4 Summer 2021</b>	80%	91%	
Increase the attainment of pupils in EYFS and increase progress rates.		<b>% PP achieving GLD</b>	<b>% Non PP achieving GLD</b>	
	<b>GLD Summer 2023</b>	40% (2 / 5 pupils)	77%	
	<b>GLD Summer 2022</b>	60% (3 / 5 pupils)	75%	
	<b>GLD Summer 2021</b>	50%	65%	
Progress over time in reading, writing, maths.		<b>2023 PP Progress measures</b>	<b>2022 PP Progress measures</b>	<b>2019 PP Progress measures</b>
	<b>Reading</b>	3.5	7.4	-4.7
	<b>Writing</b>		3.7	-5.9
	<b>Maths</b>	3.1	5.1	-3.1

## 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
Read, Write, Inc	Ruth Miskin - Oxford

## Further information

When planning our Pupil Premium Strategy Plan we adopted the tiered approach, focusing on:

- High quality teaching
- Targeted academic support
- Wider strategies

From this we identified the challenges linked to each tier and the mitigating actions we will take to overcome each barrier and linked each of these tightly with our school improvement plan to ensure they remain highly prioritised and impact of actions is regularly monitored.

Area	Challenge	Mitigating action
Teaching	Providing adequate time for professional development.	Effective and efficient use of staff meetings and INSET days.
Targeted support	Ensuring targeted support is provided by SLT to support staff in delivering interventions.	Senior leadership capacity and support to new SENDco.
Wider strategies	Developing a change in mindset to attendance and the importance of education.	Improved channels of communication with parents/carers, including regular texts, emails, visits to school and parental workshops.

To further strengthen our strategy plan, we have created an approach to supporting disadvantaged pupils. Again, this approach reflects our tiered system above.

### High quality teaching:

Underpinned by early identification, tailored support through QFT, effective feedback and use of regular assessment.

### Targeted academic support:

Incorporating planned teacher support, booster classes and daily reading opportunities.

### Wider strategies:

Fostering a positive approach to relationships with our families and promoting good attendance.

[OUR APPROACH TO SUPPORTING DISADVANTAGED PUPILS \(adobe.com\)](https://www.adobe.com)