

# Pupil premium strategy statement

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	Bugle School
Number of pupils in school	168
Proportion (%) of pupil premium eligible pupils	34.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Luke Rees/Sally Hannaford
Pupil premium lead	Sarah Carter
Governor / Trustee lead	Ann Bradley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,025
Recovery premium funding allocation this academic year	£ 7, 975
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£88,000

## **Part A: Pupil premium strategy plan**

### **Statement of intent**

The aim is for all pupils, regardless of the barriers that they face, to fulfil their full potential with the aim to achieving high attainment across all subject areas, whilst being a happy, positive citizen within modern society. The pupil premium strategy's principal aim is to ensure that disadvantaged pupils achieve that objective.

When writing this statement, considerations are made as to the challenges faced by the vulnerable pupils. This may include those who are under the supervision of a social worker, in care or at risk of serious neglect.

Following the recommendations set out in the EEF Guide to Effective Pupil Premium, High quality teaching is at the centre of our approach with a focus on clear identification of the areas in which disadvantaged pupils require most support. This is a key driver to ensuring that the disadvantaged attainment gap is closed and at the same time will have a positive impact on the non-disadvantaged pupils in our school. This strategy is written to ensure that the progress of the non-disadvantaged pupils is at least sustained and aims to further improve their progress.

The overarching principles outlined are also integral to the school's wider plans for education recovery following the COVID pandemic.

The approaches taken within this strategy will be responsive to both the ongoing challenges faced by the disadvantaged group as a whole but also the individual needs of pupils. The approaches taken are research informed and are reactive to the school's robust assessment systems and allow for ongoing daily impact to classroom practice and therefore, pupil progress.

### **Demography and School Context**

Bugle school consists of pupils who all live in the surrounding villages of Bugle, Penwithick and Roche. It is one of 3 schools in the local area, with almost all of the pupils living in the village of Bugle.

The school's roll has been falling for the past 5 years, averaging around 200 pupils, with a further 21 on roll in the nursery. The current roll is 168 including nursery pupils. Mobility is extremely high currently and many EAL families are joining. 19% of the school population are EAL.

Bugle is a small hamlet in the parish of Treverbyn. Traditionally, workers living in the area would have been employed in the China Clay industry, though due to its decline over the past 30 years, this has become less common. Clay stopped being shipped from Par around 10 years ago and much of the docks has now closed. The village is home to a large static home site, which has been owned and run by generations of travelling families. Over the past 10 years, many of these have moved into smaller sites or build permanent residence in the local area. Bugle is an area of high

deprivation, with 84% of our pupils living in the 0-30% most deprived LSOAs in England.

The levels of EAL pupils attending Bugle School are broadly in line with the national average, 20.2% (Bugle 19%), but is significantly higher than the Cornwall average (5%). The proportion of disadvantaged pupils at Bugle (34.5%) is above the national average.

## Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectations at the end of Year 6, preparing them for the next step in their education.

## Achieving these objectives

- Focusing on ensuring that all pupils receive wave 1 high quality teaching.
- Ensure that teaching matches the children's needs so that all pupils make accelerated progress from their starting points.
- 1-1 support and small group intervention is effective at making up for gaps in learning.
- Additional teaching and learning opportunities provided through skilled HLTAs.
- All our work through the pupil premium statement will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations.
- Pay for activities, educational visits and residentials, ensuring children have first-hand experiences to support their learning in the classroom.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote Bugle values and thus enhance learning.

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

## Challenges

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

Challenge number	Detail of challenge
1	Weak Language and Communication skills are prevalent with under developed oral language skills and vocabulary gap more evident in disadvantaged pupils. Pupils on entry to Reception, including nursery, have significant gaps with this and it is present as children move throughout KS1 and KS2, which impacts their academic achievement across the curriculum.
2	Our assessments and observations have identified that pupils' basic skills in maths have been significantly impacted following the sustained school closures. This has led to significant knowledge gaps and therefore pupils falling below the age-related expectations. Most recent end of KS2 data from 2023, shows the gap between disadvantaged and non-disadvantaged pupils in maths is -4.
3	Assessments, observations and discussions suggest that disadvantaged pupils generally have greater difficulties with reading than their peers. This negatively impacts their development as readers. 89% of our disadvantaged pupils passed the Phonics Screening Check compared to 94% of all pupils. Most recent end of KS2 data from 2023, shows the gap between disadvantaged and non-disadvantaged pupils in reading is -5.
4	Our whole school data for the 2022/23 year shows that attendance was 90%, 5% below national figures for primary schools. Persistent absence rates of 46% are significantly above the 22.3% of pupils nationally who were estimated to be "persistently absent" in the same year. This includes 45% of disadvantaged pupils. Our monitoring indicates that absenteeism is negatively impacting disadvantaged pupils' progress.
5	More frequent behavioural difficulties, identified as SEMH, have led to an increase in the number of exclusions that have taken place within the school. 22 days were lost as a result of fixed term exclusions during the 22/23 academic year, 83% (5 out of 6) of these were disadvantaged pupils. Observations from staff in lessons indicate that many of our pupils lack knowledge in how to self-regulate or use metacognitive strategies when facing challenges in their learning which can lead to poor behaviour and lost learning opportunities.
6	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. This is supported by the increased number of referrals to the Early Help teams (14 in the past 12 months with 71% of these being disadvantaged families). As a result of this, pupils' well-being has been significantly impacted.

7	Poor language development and comprehension - children's use of Tier 2 and 3 vocabulary is lacking in all year groups.
8	Parental engagement and support from home.
9	Accumulation of skills and experiences needs to improve social and cultural capital and life aspirations.

## 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
Improve the oral language, communication and vocabulary of disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This should be evident when observing lessons, talking with pupils and looking in books.  The gap between disadvantaged and non-disadvantaged will close in the prime areas, as well as throughout the curriculum.
Improved reading progress and attainment in disadvantaged.	Achieve above national average progress scores in KS2 Reading (0)
Improved writing progress in disadvantaged pupils.	Achieve above national average progress scores in KS2 writing (0)
Improved maths progress in disadvantaged pupils.	Achieve above national average progress scores in KS2 maths (0)
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing will be demonstrated by:  -significantly reducing the impact of poor behaviour on pupils including reducing exclusion levels for all pupils, especially disadvantaged.  -Increase levels of participation in extra-curricular activities and access to additional enrichment activities.  -Improve the learning behaviour of all pupils, including the use of meta-cognition and self-regulation, but particularly our disadvantaged pupil group.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Ensure that attendance of disadvantaged pupils is above 95%.  Reduce persistence absence so that disadvantaged groups are in line with national average.

<p>Approaches to language development and comprehension to be school-wide and rooted in evidence and good practice.</p>	<p>Teachers, Leaders, and Hub Council to focus on addressing the language gap during strategy review evaluations.</p> <p>Pupils across EYFS, KS1, and KS2 to be provided with interesting examples of the use of new words and lots of encounters with new words. Teachers to reward the use of new words both in and outside of the classroom. This will be visible in learning walks, lesson observations, pupil conferencing and book looks.</p>
<p>Increased parental engagement and support from home.</p>	<p>Increase in the number of families attending Parent/Carer Meetings.</p> <p>Class Dojo to build classroom communities that encourage pupils and engage parent/carers with home learning activities.</p> <p>Home Learning opportunities to be provided to support the delivery of the curriculum.</p>
<p>All staff to take responsibility for better outcomes for disadvantaged learners and support them to accumulate the skills and experiences needed to improve social capital and life aspirations.</p>	<p>Increased access for disadvantaged pupils for the accumulation of skills and experiences needs to improve social capital and life aspirations. Pupil conferencing on life aspirations. KS2 secondary destination choices more diverse. Reports on whether these children attend university or further education in the future.</p> <p>Over 75% of pupils from disadvantaged backgrounds will attend a club.</p>

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
High Quality Teaching	<p>De-emphasising or replacing high-quality teaching with other activities will only worsen educational disadvantage. Focusing on raising aspirations and improving parental involvement will be unlikely to lead to success if it is not built on success in the classroom. Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment including the EEF publication 'Closing the Attainment Gap'. To maintain high quality teaching, continued professional development must be embedded and three members of the leadership team have attended training on Leading Learning with an EEF Research Network School. Professional development to help teachers implement the core teaching elements (metacognition and self-regulated learning, and language development and comprehension) will be a priority. Embedding the use of formative assessment strategies across the school will support teachers to identify gaps in learning and address the needs of all learners.</p>	1,2,3,4,5,7
Effective professional development to ensure high quality teaching through the combined use of Walk-thrus, and metacognition.	<p>According to the EEF, 'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.'</p> <p>Walk-Thrus develop teachers' understanding of the best evidence-informing teaching strategies, capturing and communicating ideas to ensure colleagues have a shared understanding.</p> <p>The potential impact of metacognition and self-regulation approaches, according to the EEF, is high (+7 months additional progress).</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,3,5
Purchase of standardised diagnostic assessments	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction	1,2,3

<p>(Reading and Maths)</p> <p>Training and support for staff to ensure that assessments are used to inform future teaching.</p>	<p>In addition to this, if used effectively, assessments allow adults to provide high quality feedback to the pupils of which the EEF highlights can lead to an average over 8 months additional progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/assessment-and-feedback">Assessment and feedback   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Key adults in EYFS and KS1 ensuring there is a sharp focus on children acquiring a wide vocabulary and communicating effectively.</p>	<p>The 'Closing the Attainment Gap' document produced by EEF shows that targeted small group and 1:1 intervention has been shown to have the largest potential for immediate impact on attainment. The EEF document 'Preparing for Literacy' recommends that high quality adult - child interactions are important and sometimes described as talking with children rather than just talking to children. Adults have a vital role to play in modelling effective language and communication and language provides the foundation of thinking and learning and should be prioritised.</p> <p><a href="https://educationendowmentfoundation.org.uk/closing-the-attainment-gap">Closing the attainment gap   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/preparing-for-literacy">Preparing for Literacy   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,7</p>
<p>Improve the quality of emotional and mental health support and teaching to ensure that pupils are ready to learn.</p> <p>Academic approaches to the delivery of social and emotional education is embedded across the school through highly personalised and targeted training and support.</p>	<p>There is extensive evidence associated with improve child emotional and social skills with improved academic support. The EEF recognise this through their research in to social and emotional learning, stating that when delivered effectively, can have up to +4months progress within a year.</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>5, 6</p>



WalkThrus CPD and Incremental Coaching	To maintain high quality teaching, continued professional development must be embedded. Incremental coaching is a form of teacher development based on an approach to observation and follow-up conversations.	1-5
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="https://educationendowmentfoundation.org.uk/Phonics-EEF">Phonics   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/Teaching-Assistant-Interventions-EEF">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	1, 3
Academic Mentor and Tuition  Pupils, especially those at the end of Y6, to be given bespoke group intervention which is targeted to support their basic skills.	There is extensive evidence supporting the impact of high quality one-to-one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum, and focused on the areas where pupils would most benefit from additional practice or feedback.  <a href="https://educationendowmentfoundation.org.uk/Small-group-tuition-EEF">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3
Times Table Rock Stars	Research on Rosenshine's Principles of Instruction and Willingham's fluency and drilling show that pupils' confidence and fluency will improve through independent practice. Children will need to retrieve the number facts from their long-term memory whilst playing this game which will boost learning and support them to remember more.	2
Purchase of a programme and staff training to improve communication and language skills for disadvantaged pupils who have relatively low spoken language skills in the early years.	According to the EEF Early Years Toolkit, 'Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.	1, 3

	<a href="https://educationendowmentfoundation.org.uk">Communication and language approaches   EEF (educationendowmentfoundation.org.uk)</a>	
One-to-one tuition in maths and reading to support pupils in meeting ARE at the end of KS2.	The key findings from EEF research indicate that, 'On average, one to one tuition is very effective at improving pupil outcomes. Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.'  <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>	2

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School provision is known as an effective tool to support pupils' emotional wellbeing. Pupils who present with low self-esteem, emotional resilience and self-worth have been	Based on our experiences and those of similar schools to ours, we know a Forest school setting will encourage pupils to take managed risks appropriate to the environment and to themselves and will build on an individual's innate motivation, positive attitudes and/or interests. This will then be able to be applied to their academic learning.  Sutton trust: Collaborative Learning +5 months <a href="#">Sutton Trust: Enrichment Forest School Principles Sutton Trust:</a>  Outdoor adventure learning +4 months <a href="#">Forest School Research</a>  <a href="#">Forest School Principles</a> - Principle 3	5,6
The school has invested heavily in ensuring that staff training regarding behaviour is relevant and purposeful. We have 3 full 10 day trained practitioners who provide bespoke 1:1 support to pupils with managing their behaviour.	The Trauma informed approaches which aim to have a relational understanding of the specific child's needs, focus on building positive relationships, and having clear consistently applied whole school approach to rewards and sanctions, along with effective routines, mirrors the findings and recommendations from the EEF improving behaviour in schools.	5

	<a href="https://www.traumainformedschools.co.uk/">https://www.traumainformedschools.co.uk/</a>	
Extra-Curricular Activities and Curriculum Enrichment	<p>One of the key lessons learned in the Closing the Attainment Gap document produced by the EEF is that essential life skills (character) are important in determining life chances. Both visits and visitors can enhance and deepen knowledge, but only if they are planned and connected to the subject. However, too many visits and visitors are stand-alone activities and when this happens, it means missed opportunities for learning. Visits and visitors can provide opportunities for generating questions, further research, and extended writing opportunities. Curriculum enrichment is considered by subject leaders and class teachers to support our pupils to develop the knowledge and skills they need to enable them to understand the world just that little bit better. Pupils at Bugle Primary School need access to experiences to enable them to accumulate these skills.</p>	9
<p>The school community is currently experiencing a number of challenges linked to the pandemic and the cost of living crisis. The impacts on both pupil and parental mental health are evident. The school provide ongoing pastoral support from the leadership team this includes: referrals to Early Help, CAMHs and offering cost of living support and advice.</p>	<p>Recorded incidents of anxiety and mental health have increased significantly over the past 12 months. The school have made 3 CAMHs referrals all of which were for pupils from disadvantaged families. 6 children have been seen by the school's allocated mental health support worker (50% of pupils from disadvantaged families) and 14 referrals to EHH have been made (71% disadvantaged).</p> <p>The school have continued to support families with food vouchers, clothing, hardship funds and supporting other trips and experiences of the children.</p> <p>The school have an allocated CAMHs mental health support worker who attends the school weekly. Priority is given to disadvantaged pupils who require support with anxiety and coping strategies to support school attendance.</p>	6
Embedding principles of good practice set out in the DfE's Improving	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4

<p>School Attendance advice. Working closely with the Education Welfare Officer</p> <p>Staff training and additional support from the externally appointed EWO ensure that all staff members, from the admin teams through to teachers and Senior Leaders are able to effectively implement the school's policy on supporting attendance.</p>	<p>Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%. 'Improving Attendance Guidance Report' and 'Working with Parents to Support Children's Learning Guidance Report' from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p><a href="http://www.gov.uk">Improving school attendance: support for schools and local authorities – GOV.UK (www.gov.uk)</a></p>	
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**Total budgeted cost: £ 88,000**

## 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 2022 to 2023 academic year.

Phonics Screening Check – Summer 2023	
Phonics Screening check	32+
Disadvantaged	89% Bugle – 94% (all pupils) National – 79% (all pupils)

KS1 - At Key Stage One, the results for disadvantaged pupils were slightly above those for all pupils.

KS1 Assessments – Summer 2023		
Subject	EXS (all pupils)	EXS (disadvantaged pupils)
Maths	63.2%	66.7%
Reading	63.2%	66.7%
Writing	52.6%	55.6%

KS2 Assessments – Summer 2023		
Subject	Disadvantaged Progress	All pupils
Maths	-3.75	-5.26
Reading	-4.35	-4.62
Writing	0.89	0.10

Assessments during 2022/23 academic year suggested that the performance of disadvantaged pupils was slightly better than non-disadvantaged pupils in KS1 and KS2 (progress). Although, attainment of KS2 disadvantaged pupils was below that of non-disadvantaged at the end of KS2 in reading, writing and maths. Implementation of key strategies in phonics teaching and 1:1 support had a significant impact on disadvantaged pupils with 89% passing the Phonics Screening Check compared to 94% of all Year 1 pupils. The disadvantaged pupils passing the check (89%) exceeded the 70% non-disadvantaged pupils. Maths remains a concern for the school. This area seems to have been impacted more significantly by the school closures than others. Whole school progress at KS2 in maths was -5.26 with disadvantaged pupils at -3.75; attainment for all pupils (63.2%) and disadvantaged pupils (66.7%) was below national (70.4%).

Our assessment of the reasons for these outcomes point to a combination of the ongoing impact of C-19 combined with attendance to varying degrees. Initial assessments indicated that maths had been disproportionately impacted during the closures creating significant gaps which were compounded by ongoing absence linked to COVID. As evidenced in schools across the country, this continued to be most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions.

Although overall attendance in 2022/23 was lower than in the preceding 2 years at 89%, there was no significant difference between the attendance of disadvantaged pupils and all pupils. Persistent absence was at 46% (whole school), with disadvantaged pupils at 45%. Both the whole school attendance and the percentage of persistently absent pupils continue to be a significant concern and barrier to learning which is why attendance remains a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted. 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. We are building on that approach with the activities detailed in this plan.

## Review of the previous academic year

### Outcomes for disadvantaged students

<b>Intended outcomes</b>	<b>Success Criteria</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
Improve the oral language, communication and vocabulary of disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This should be evident when observing lessons, talking with pupils and looking in books.			

	The gap between disadvantaged and non-disadvantaged will close in the prime areas, as well as throughout the curriculum.			
Improved reading progress and attainment in disadvantaged pupils including the learning and application of phonics.	Achieve above national average progress scores in KS2 Reading (0)			
	PSC – In line with national (75% 2022)			
Improved writing progress in disadvantaged pupils.	Achieve above national average progress scores in KS2 writing (0)			
Improved maths progress in disadvantaged pupils.	Achieve above national average progress scores in KS2 maths (0)			
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	-significantly reducing the impact of poor behaviour on pupils including reducing exclusion levels for all pupils, especially disadvantaged.			
	Increase levels of participation in extracurricular activities and access to additional enrichment activities.			
	-Improve the learning behaviour of all pupils, but particularly our disadvantaged pupil group.			
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Ensure that attendance of disadvantaged pupils is above 95%			
	Reduce persistence absence so that disadvantaged groups are in line with non-disadvantaged groups and in line with the national average.			
Approaches to language development and comprehension to be school-wide and rooted in evidence and good practice.	Teachers, Leaders, and Governors to focus on addressing the language gap during strategy review evaluations.			
	Pupils across EYFS, KS1 and KS2 to be provided with interesting examples of the use of new words and lots of encounters with new words. Teachers to reward the use of new words both			

	in and outside of the classroom. This will be visible in learning walks, lesson observations, pupil conferencing and book looks.			
	Pupils across EYFS & KS1 to have access to Wellcom provision with all disadvantaged pupils screened and prioritised.			
Increased parental engagement and support from home.	Increase in the number of families attending Parent/Carer Meetings.	Autumn term 67%. Aim to increase to 75% for Spring.		
	Class Dojo to build classroom communities that encourage pupils and engage parent/carers with home learning activities.			
	Home Learning opportunities to be provided to support the delivery of the curriculum.			
All staff to take responsibility for better outcomes for disadvantaged learners and support them to accumulate the skills and experiences needed to improve social capital and life aspirations.	Every pupil eligible for PP will attend at least three trips per year.			
	Over 75% of pupils eligible for PP will attend an extra-curricular activity.			
<b>Success Criteria Met</b>	<b>On Track to meet Success Criteria</b>	<b>Started but not on track to meet Success Criteria</b>	<b>Not yet started</b>	



## 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*

<b>Programme</b>	<b>Provider</b>
Number Sense	Number Sense Maths
Read Write Inc. Fresh Start	Ruth Miskin's Read Write Inc
Read Write Inc. Phonics	Ruth Miskin's Read Write Inc
Trauma Informed Schools training	TIS UK
White Rose Resources	White Rose Premium Resources
Nuffield Early Language Intervention	Oxford University Press
Jigsaw	Jigsaw PSHE Ltd
WellComm	GL Assessment