

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.

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School overview

Detail	Data
School name	Morden Mount Primary
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Steve Harris
Pupil premium lead	Kemi Okhani
Governor / Trustee lead	Collins Ross

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£211,905.00
Recovery premium funding allocation this academic year	£32,144.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£244,049

Part A: Pupil premium strategy plan

Statement of intent

At Morden Mount School, our aim is to ensure that the Pupil Premium Grant is spent ensuring that disadvantaged pupils gain the highest quality of education. Research has identified that disadvantaged children have been worst affected by the pandemic. We are fully aware of the barriers which children, and families, face. We work in collaboration with all stakeholders to give children a voice and to fully understand their needs.

Our intent is not to make assumptions, but work alongside pupils to understand their specific needs and also drill down in school data. We are fully aware our pupil premium strategy must meet the needs of pupils within our own school context. As a result, key milestones are factored into the strategy to ensure that the impact of our provision is reviewed and reflected upon.

Our school context:

Morden Mount has 420 pupils on roll in a two-form entry school. Morden Mount is a primary school located in a densely populated and urban area with a deprivation percentile indicator in the lowest 10%. The number of pupils who are classified as disadvantaged (39%) is currently above the national average (approximately 21%). 33% of pupils at Morden Mount has English as an additional language.

Our key objectives are:

- Ensure that social and economic deprivation does not impinge on pupils' academic and emotional progress within school.
- Understand and identify the barriers to pupils' learning.
- Foster independent learning skills and resilience required in future experiences, particularly a strong foundation within reading and the skills needed, resulting in all pupils being able to read fluently and access the curriculum.
- Ensure that the attainment gap between disadvantaged pupils and other learner groups is narrowed, moving in-line with national figures.
- Promote and foster the social and emotional wellbeing of all pupils to ensure basic needs are met and they are able to access the curriculum fully.
- Facilitate a broad and balanced curriculum that also enhances pupils' cultural capital, providing experiences that would not be possible at home.

How the key objectives will be achieved:

- Utilise pupil voice activities and reflect on in-house data to ensure that barrier to learning are identified.
- Subject leaders to enhance subject specific knowledge, providing a broad and balanced curriculum, provide training in school.
- External providers are used appropriately to support pupils' learning.
- Experiences and trips are timetabled into the curriculum to ensure that cultural capital is enhanced.
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- 1:1 tuition and small group work targets pupils' specific needs and reviewed regularly to ensure optimum progress.
- Provide a bespoke programme of support, led by trained professionals, to promote the social and emotional wellbeing of pupils.

- Links have also made to the most recent School Improvement Plan (SIP) 2022-2024 and school priorities.

Challenges

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

Challenge number	Detail of challenge
1	Low starts at Nursery and Reception entry points, particularly in core areas of learning. Deficits are more significantly evident in language development, vocabulary and communication skills.
2	Embedding the motivation and love of reading among disadvantaged pupils so that they can make accelerated progress and be better prepared for the next level in the education.
3	Significant social and emotional needs hamper pupils' enjoyment of school and limits achievement. Effective emotional regulation strategies and resilience are needed to navigate the demands of relationships and learning.
4	To accelerate the progress made by PPG pupils across the school so that by the time they leave in year 6, they are well prepared for their next stage in education.
5	Low school attendance figures of disadvantaged pupils increases their disengagement with learning and the risk of future failure

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>Challenge 1</p> <p>EYFS focus</p> <p>Improvement in communication and language results for PPG pupils closing the gap between their current levels and their age related expectations.</p> <p>Pupils identified with specific speech and language difficulty receive targeted or specialist intervention to meet their individual needs.</p> <p>All adults working with pupils across the EYFS will be equipped with knowledge and skills to drive the d</p> <p>Oral language interventions with frequent sessions (3 times a week or more) over a sustained period appear to be most successful</p>	<ul style="list-style-type: none"> • Early identification and targeted support for EYFS pupils identified with S&L delay/difficulty. • Targeted pupils taking part in the Early Language Intervention (NELI) programme make expected progress across the 20-week programme and those with communication and language difficulty receive specialist provision. • Explicit teaching of oracy is evident in English lessons and application of learnt skills is evident across the curriculum. • Language development focus is prioritised in the Early Years curriculum, the learning environment and the adult-pupils, pupil-pupil interactions.

	<ul style="list-style-type: none"> • The number of disadvantaged pupils reaching goal/expected levels is above National by the end of EYFS and KS1. • Disadvantaged pupils perform in-line with non-disadvantaged pupils in communication language and literacy.
<p>Challenge 2</p> <p>A renewed focus to drive the phonics and the love for reading amongst pupils' within and beyond the borders of the school, inculcating families, home and the community into the culture of reading.</p> <p>Establish strong partnerships with families by involving them in school activities, meetings, and decision-making processes. Regard parental engagement as a two-way process: involving not just informing parents/carers.</p> <p>Organise workshops and provide resources for parents on the importance of attendance, how to overcome barriers, and how to support their children's education.</p>	<ul style="list-style-type: none"> • Year round cycle of whole staff training on phonics and literacy support, coaching of specific staff, groups of staff with protected time to review and enhance reading curriculum. • Disadvantaged pupils will leave KS1 armed with the skills of fluency comprehension and evidenced by their KS1 attainment. • Reading levels will be in-line with expectations by the end of KS1 – • L25 in the reading scheme and by the end of KS2 disadvantaged pupils will meet their estimated targeted progress measures for reading. • Disadvantaged pupils perform in line with non-disadvantaged pupils by the end of KS2 (ARE). • The gap between disadvantaged pupils and non-disadvantaged pupils at KS1 narrows over time.
<p>Challenge 3</p> <p>Pupils exhibit good learning behaviours. Those with behaviour difficulties are well supported and can demonstrate an increase in emotional literacy and intrinsic motivators that improves their behaviours and attitudes for learning.</p>	<ul style="list-style-type: none"> • Through the graduated approach to SEN, children are identified early - target is 95% identification within the first 2 years of school and swift support is put in place. • Framework for timely review of support is embedded and used to evaluate impact and effectiveness. • Targets (IEPs where necessary) are set for all pupils and progress is measured (captured) against set targets. • Pupils and parents can verbalise how the support has helped them and how this has reduced the barrier to learning. • Pupils' voice survey is mostly positive and demonstrates pupils' positive self-regulation and interaction with their learning environment. • Reduction in SLT required intervention incidents during playtimes and in lessons for pupils with SEMH difficulties or behaviour plans.

<p>Challenge 4</p> <p>The progress made by PPG pupils is accelerated especially for those pupils working at lower attainment levels in writing and maths across KS2.</p>	<ul style="list-style-type: none"> • High quality teaching will stem from professional development and staff training that focuses on building capacity, rather than supporting key individuals; training middle leaders on how to instil high expectations, hold colleagues to account effectively, coach, mentor and line management with impact. • Pupils will be supported with developing independence through explicit teaching of how to organise and effectively manage their learning. <p>Pupils will need timely, effective feedback and strategies to be able to judge accurately how effectively they are learning. Teachers should also support pupils' motivation to undertake the learning tasks.</p>
<p>Challenge 5:</p> <p>Low school attendance figures of disadvantaged pupils increases their disengagement with learning and the risk of future failure.</p>	<ul style="list-style-type: none"> • Sustained high attendance of disadvantaged pupils from 2023/24 demonstrated by: • Diminishing number of pupils with below 90% attendance. • Monitoring of ongoing attendance concerns with action plans involving a whole family approach. • Monitoring of attendance data contemporaneously and collaborating with pupils, families, and support services to identify trends and implement targeted interventions. • Signposting pupils at risk of persistent absence for interventions that promote participation and enjoyment in school. • Analysing attendance data regularly to identify trends, patterns, and areas for improvement. • Using data-driven decision-making to adjust strategies and interventions based on what is working best. • Establishing strong partnerships with families by involving them in school activities that promotes and instils the value of good attendance.

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide effective research-backed Oral language training programme for all members of staff working with pupils in Early years.</p> <p>Increase contextual opportunities within and beyond the classroom environment for pupils to use and develop language.</p> <p>Monitor the delivery of the NELI, Talk Boost and school based intervention programmes, evaluating their impact and exploring ways of increasing their effectiveness.</p> <p>Engage with external language support services- Oxleas in support of pupils with more complex language development needs.</p>	<ul style="list-style-type: none"> • Oral language interventions supported or led by trained teaching assistants have broadly similar impact (+6 months) as those by teachers. • In the Early years and across the school, the interactions and conversations that pupils have with adults and peer to peer in a language rich environment is crucial to language development. Oral language interaction approaches might include: <ul style="list-style-type: none"> • targeted reading aloud and book discussion with young children; • explicitly extending pupils’ spoken vocabulary; • the use of structured questioning to develop reading comprehension; and • the use of purposeful, curriculum-focused, dialogue and interaction. • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions. • Oral language interventions with frequent sessions (3 times a week or more) over a sustained period appear to be most successful. Approaches that are delivered one-to-one also have larger impacts. • Pupils who have previously participated in the NELI intervention programme at the school made good progress in the development of oral language skills. • Impact in early years (+7 months) and primary schools (+6 months) <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1 SIP 1</p>

<p>Purchase of Little Wandle Letters and Sounds Revised, a complete systematic synthetic phonics programme, complete teaching scheme and staff CPD package.</p> <p>A renewed focus to drive the motivation to read and love for reading amongst pupils' across the school, pupils are motivated to read and excited to talk about and share books.</p>	<ul style="list-style-type: none"> • Information to parents on child development, progress or curriculum content creates helpful context, it is even more effective when the information is linked to specific actions that they can take to support learning. • Research evidence suggests that Parental encouragement for, and interest in, older children's learning is more important than direct involvement. • Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. • By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement • Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many pupils will develop these approaches without teacher guidance; however, disadvantaged children are less likely to develop these skills, hampered by socio-economic conditions. (EEF, Disadvantaged Readers) • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/readingcomprehension-strategies. • Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (The Reading Agency 2015). 	<p>1 SIP 1</p>
<p>Explore resources and pedagogical approaches to learning behaviours for disadvantaged pupils- setting goals,</p>	<ul style="list-style-type: none"> • Recent review of the evidence on 'Special Educational Needs in Mainstream Schools' found strong evidence that explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive teaching strategies are key 	<p>1 SIP 1</p>

planning and managing time, effort and emotions.	<p>components of high-quality and learning for pupils, most especially disadvantaged pupils.</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation 	
Use feedback, formative and summative assessment to tailor incisive support for disadvantaged pupils.	<ul style="list-style-type: none"> • Planning effective assessment is integral to supporting great teaching and have the benefit of precisely diagnosing gaps in learning and informing teaching. Teaching targeted at specific needs and knowledge gaps can be an effective method to support low attaining disadvantaged pupils or to catch those falling behind. <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p>	1 SIP 1

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

Budgeted cost: (£9, 0000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing CPD training for EYFS and Year 1 staff to deliver;</p> <p>Ongoing Nuffield language intervention programme for EYFS and Year 1 pupils.</p> <p>Early Talk Boost programme for pupils and parents in the Nursery class.</p>	<ul style="list-style-type: none"> • One barrier to effective learning faced by disadvantaged pupils is poor oral language and communication skills. Our data –based on diagnostic assessment tools to assess pupil’s language skills – have consistently illustrated this gap on school entry. • Children’s oral language ability during their early years is one of the strongest predictors of success in literacy, numeracy as well as wellbeing. • The Nuffield Early Language Intervention Programme (NELI) is currently the most well evidenced early language programme in the country. • On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress. • https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions • Early Talk Boost Intervention Targets pupils between the ages of 3 and 4. It is evidenced to be an effective approach to supporting pupils in the development of <p>https://guidebook.eif.org.uk/programme/early-talk-boost</p>	

<p>Engage with the National Tutoring Programme to provide a blend of online tuition and school-led tutoring, to further target the attainment gap of middle and low attainers among the disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Across Key Stage 2, end of year summative data shows that 63% of disadvantaged pupils reached the expected level for mathematics. However, pupils achieving GDS averaged only 16%. • Pearson provides bespoke 1:3 support for pupils, based upon a benchmark assessment, and targets gaps in knowledge across the mathematics curriculum. Sessions will focus on middle attainers, giving them the support needed to achieve highly in mathematics. • Research has shown that small group tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions three to five times a week over a set period appear to result in optimum impact. (Intervention, EEF) https://educationendowmentfoundation.org.uk/education • Evidence shows that where teaching assistants are trained to deliver an intervention to a small group or individual it has a higher impact, where deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. Studies show that learners made typically a little higher than +5 months progress. (Teaching Assistant led Interventions, EEF) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions 	<p>1 SIP1</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Set Pupil Asset to alert all stakeholders, including parents to daily attendance of pupils with clear indication of persistent absences.</p> <p>Enable teachers to access attendance data to convey clear</p>	<ul style="list-style-type: none"> • Attendance data factored in absences that are Covid related and resulted in periods of isolation. • Access of members of staff, including teachers to data on attendance and persistence absence for immediate intervention and links to attainment. • Links to attendance and attainment • Evaluation of pupil attendance at breakfast club shows low representation of disadvantaged pupils. • Attendance, high risk group for absence among disadvantaged pupils are now being monitored at 	<p>3 SIP 3</p>

<p>messages to parents about how absence affects attainment, wellbeing and wider outcomes</p> <p>Train staff in the use of Pupil Asset to monitor attendance.</p> <p>Hold Weekly meetings with SLT/Family to identify pupils below the expected attendance %.</p> <p>Target individual pupils for use of the Breakfast Club to Increase attendance and improve punctuality.</p>	<p>classroom and leadership level for quick and timely interventions.</p> <ul style="list-style-type: none"> • Offer a clear vision for attendance, underpinned by high expectations and core values, which are communicated to and understood by staff, pupils and families. <p>https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children/</p>	
<p>Embed effective whole school interventions to support the social, emotional and the mental wellbeing of pupils.</p> <p>Embed key SEL interventions: Place2BE</p>	<p>Post Lockdown, changes in pupils' social and emotional wellbeing was evident. Changes were made within school to support this.</p> <p>Evidence suggests that children from disadvantaged backgrounds could have, on average, weaker SEL skills at all ages than their peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>Those with grit will work persistently on accomplishing a single important goal over a long period despite failure, adversity or even boredom (Duckworth et al., 2007).</p> <p>(Social and Emotional Literacy, EEF)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	

<p>Enhance pupils' cultural capital through experiences in school and visits to location outside the Local Area.</p> <p>Experiences in school and visits, which are subsidised, are scheduled in at least one per term for each year group.</p> <p>Explore, direct and target disadvantaged pupils for far reaching wider school opportunities and social skills.</p>	<p>Covid restrictions have limited disadvantaged pupils' experiences with in-school visitors and visits. Learning outside the classroom helps to bring the curriculum to life – it provides deeper subject learning and increases self-confidence.</p> <p>https://www.hse.gov.uk/services/education/schooltrips.pdf</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they would otherwise might not be able to access. Through participation in these physical and emotional activities, outdoor learning can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>(Outdoor Learning, EEF).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Aim	Outcome
<p>Disparity between disadvantaged and non-disadvantaged pupils (gaps in knowledge across the curriculum)</p>	<p>Quality first teaching, effective learning evaluation assessment systems and targeted intervention were deployed effectively to close gaps between disadvantaged and non-disadvantaged pupils. Termly assessments for autumn, spring and summer demonstrated significant improvement in the attainment of disadvantaged pupils, narrowing the gap between disadvantaged and non-disadvantaged pupils significantly. 70% of disadvantaged pupils met the expectations for their year groups respectively. Dexterity in the use of assessment to measure and evaluate pupils' learning and the implementation of timely intervention has enabled gaps in learning to be identified and mitigated promptly. Teachers and leaders used progress meeting effectively to identify and evaluate effective interventions systems.</p> <p>KS2 statutory assessment demonstrated that 81% of middle attaining KS1 pupils made strong progress and achieve high standards in Reading, writing and Maths.</p> <p>Adaptation of the Breakfast club to provide targeted teaching of Early reading and Phonics skills for groups of disadvantaged pupils in year 2 increased the attainment of pupils in reading and phonics. 89% of the pupils in year 2 passed the phonics test in autumn 2021.</p>
<p>Social, emotional and mental health Promote and target the acquisition of core calculation skills.</p>	<p>In school intervention and tutoring have been used to target the development of core mathematical skills and the acquisition of these skills remains strong across the school. In the arithmetic test conducted from year two to year 6, each term and at the end of the year, approximately 75% of the pupils demonstrated exceptional core mathematical skills, responding accurately to questions set at expectations within their respective year group. Approximately 25% of the pupils demonstrated exceptional knowledge and their achievements fell within the greater depth expectations. Regular monitoring of assessments and performance enabled teachers to identify areas for focus</p>
<p>Quality first teaching with targeted intervention to close gaps.</p>	<p>Attainment and progress measures seen with Year 6 assessments (SATs) includes a significant increase in disadvantaged pupil achieving EXS in mathematics and 36% GDS. Year 6 maths is currently exceeding national markers for GDS.</p> <p>In Year 5 maths and reading outcome for EXS is nearly in-line with national average. Increase in EXS writer's in all year groups. Progress in current Year 5 has seen an increase among pupils on the cusp of achieving EXS however, support will be in place to ensure high attainment outcomes for EXS disadvantaged pupils demonstrating great mathematical skills. Academic mentor targeted the reading and comprehension skills of disadvantaged pupils in years 3 and 4. Pupils received robust support delivered in small tuition groups by an excellent Reading teacher. Current year 5 Autumn data for disadvantaged pupils in reading is higher than previous years.</p>

	Targeting of GDS groups from September 2021 onwards is required to pinpoint and support disadvantaged pupils with exceptional mathematical skills.
Strengthen the teaching of Phonics in year 1 and 2.	Adoption and implementation of an effective systematic phonic system across the school. Rigorous training of support staff to deliver strong phonics teaching sequence. Early years and year 1 classes have been equipped with Decodable early readers linked to phonics. Parents' information and support sessions have begun to ensure a joint approach to the teaching of the new phonics system. Early years and Year 1 support staff have been trained in the delivery of the Nullified Early language support Intervention. Impact will be evaluated in this academic year.
Promote pupils mental well-being through classroom activities and sports.	Our mental wellbeing curriculum is grounded in evidence-informed approaches that have proven to be effective within our context. This occurs in short dedicated sessions, within timetabled assemblies, PSHE lessons and crucially, within everyday practices. Additionally, ranges of strategies include music therapy, play therapy sports sessions, and group activities like Lego clubs. Pupils have access to a wide range of sports activities both before and after school. Active Kids coaches are also available daily to engage pupils in KS2 in sporting activities during lunchtime. We used our targeted support such as one-to-one counselling and sessions with the family practitioner to support our vulnerable pupils and their families. We are expanding our support and provision this year to include Place2BE - a charity organisation that provides mental health support in schools through one-to-one and group counselling.

Summary

Context – at time of reporting (December 2023)

This report will summarise progress towards targets on the 2022-2023 PPG strategy plan, which was within its final year. When looking at the data and information below it is important to keep in mind the context of our pupils who qualify for the Pupil Premium Grant.

19% of PPG pupils have special educational needs.

45 % of PPG pupils have English as an additional language.

9 % of PPG pupils have multiple needs (EAL + SEND)

Mobility remains high, families 'New to Country' who are only in the

area for a temporary period of time; families whose parents are professionals in the process of relocating, families in temporary housing and pupils who live out of borough who are waiting for Schools nearer to where they live.

Progress towards 3 Year Strategy Priorities – end of year 3

1. Language development and support: High percentage of pupils entering EYFS with language deficit and low starting points. SALT commissioned and intervention in place, this continues to be effective across all year groups for pupils presenting as requiring specialist level SALT intervention.

46% of nursery (13 children) needed Talk boost intervention, not including SEND/EAL.

24% of reception (25 children) needed NELI intervention following screening in the First part of the autumn 1 term.

81% of children achieved the Speaking ELG. The children who have not achieved speaking goal have identified and supported additional needs, including EAL.

All EYFS staff have attended training for quality talk and there is a clear pedagogy and reflection on practice based on training received. Impact of this increased awareness and practice on pupil outcomes will be identified in end of year data. The year group lead for EYFS has heard staff using more open questions and sentence stems to promote talk during her time spent in EYFS classes (Drop ins, monitoring and observations, this has added to the children's development.

The environment in the EYFS have been developed both inside and outside to enhance the development of language. Resources have been strategically placed to encourage interaction with pupils and the facilitation of language. The outside environment has been well planned to promote independent learning and curiosity around the development of language. Targeted activities which specifically relate to language focus and promote pupils' engagement with language were evident in learning walks and other forms of evaluation across the year. Pupils within EYFS requiring targeted speech and language therapy support have been identified and staff trained to implement Talk Boost (Speech and Language intervention) in the Nursery for an early start in the support of language development.

The Speech and language therapist continues to support the development of language (SALT support) 1 day a week to meet the needs of pupils who have been referred for language support and to further train the in-house Speech and language teaching assistant support. The training will continue incorporating more teaching assistant in the Early years to further spread the reach of the support to more pupils. Teachers and Teaching assistants have carried out a review of contextual opportunities within the EYFS setting for quality language development using rich conversational processes with pupils to further facilitate their language development. Language enriching resources and prompts have been strategically placed around the EYFS setting. Teachers have modelled to teaching assistants a wide range of language enhancing sessions to ensure that all the pupils with deficiency in their language development are accessing Quality first teaching as it relates to language development and in other areas of learning.

NELI our Reception based Language support programme is now in place with trained staff (both teachers and teaching assistant). The in-house speech and language support teaching assistants in EYFS, years 1 and 2 have also been trained in the NELI approach to developing language. The teaching assistants have reported that they find the NELI intervention to be very effective at boosting the language development of pupils.

Speech and language support will continue to require additional funding via PPG in the next strategy as it is an ongoing issue for our EYFS pupils on entry to the school system and seems to have a direct link to pupils who qualify for FSM.

2. Promoting reading for pleasure and increasing proportion of PPG pupils working at GD: Embedding a love of reading for our PPG pupils so that they can achieve in line with their non-PPG peers at greater depth in reading. The teaching of reading across the school is embedded and pupils are encouraged to read daily at school and home. The proportion of pupils reading at greater depth at KS2 in 2023 increased again to 33%. This has now been an upward trend for 3 years since

it was highlighted on the PPG strategy as a challenge in 2019/2020. These recent figures are only a 3% difference to that of their NPPG peers and a great achievement. All Year 6 pupils targeted through tutoring support for greater depth in reading achieved it. All have made progress from baseline. The targeted focus for year 3 pupils has also seen a rise in PPG pupils attaining expected levels or above in reading to 53% with 8% of these being at greater depth. Pupils within this year group will continue to be targeted via QFT and intervention.

The PPG Book scrutiny showed that pupils are accessing an ambitious curriculum alongside their NPPG peers. PPG books seen were well presented, evident progress at expected levels throughout the year in English was seen. Reading journals did, however vary, with some reading regularly with an adult, whilst others not. This was true of pupils with PPG who were also SEND as well as those at expected level. This was compensated for with class teachers dedicating regular reading with an adult in school time, which was recorded separately. Home reading will need to be an area for development and will form part of the next 3-year strategy for PPG pupils.

3. Improving emotional literacy and attitudes to learning: To improve emotional regulation and resilience for disadvantaged pupils so that they have the correct attitudes and aspirations to enjoy school and achieve well. Provision mapping and reviews demonstrate a good level of improvement in classroom behaviours, including pupils remaining on task for longer, reduced number of incidents for targeted pupils and quality/quantity of work completed in class. January INSET and two staff meetings have taken place focusing on Behaviour. Evaluation of peer observations demonstrate that when teachers are identifying small targets and evaluating them, gains are made in teaching and Learning e.g. the quicker and efficient end of day routines means that story time can happen.

The introduction of Zones of Regulation and 5 to thrive has provided a whole school language when thinking about self-regulation and co-regulation. This will continue to form part of the PPG strategy going forward as we continue to evaluate our behaviour policy and make changes in line with action research currently taking place.

4. Preparing pupils for the next stage of their education through accelerating progress and raising attainment: To accelerate the progress made by PPG pupils across the school so that by the time they leave in year 6, they are well prepared for their next stage in education. Pupils including PPG at KS2 outperformed pupils nationally in 2023 but gaps between PPG and non-PPG continue need to be further reduced to meet our own ambitious targets. At KS1, there is a significant difference in SEND between the PPG group and NPPG group, which disproportionately affects the figures for children reaching expected levels in comparison to their NPPG peers. The comparison to National figures will be added to this report when they are available.

Tutoring has been delivered and we have met all targets for tutoring this academic year. The numbers are as follows:

Total number of children: 226

Number of PPG children: 93 (41% PPG)

Total number of hours: 3334.25

Total number of children: 86

Number of PPG children: 53 (62% PPG)

Total number of hours: 1526.75

We exceeded targets for the number of hours delivered and children tutored. Priority was always given to PPG pupils. Tutoring was provided to year 2, 3, 4, and 6. Year 6 received additional tutoring during the summer term (Easter Booster Camp).

Summary of the progress and impact of tutoring 2022/2023:

Year 2

Maths: 100% of year 2 pupils with significant identified gaps in maths objectives met targets and returned to class with Quality First Teaching (QFT). Phonics: 50% of pupils targeted for phonics - phase 5 GPCs with more than one sound, met expected level by the end of their first block of tutoring, with the other 50% meeting expected level by the end of their second block.

Year 3

Reading: pupils made an average of 10 months progress in 8 weeks with their comprehension and 15 months with their accuracy.

Writing: key objectives to reach expected level were targeted for pupils receiving tutoring. All pupils started with significant gaps (only meeting 18% of objectives between them). All made good levels of progress and met 71% of the objectives targeted. 2 children were identified as requiring a further block of tutoring in the new year.

Maths: 100% of pupils targeted at met all targeted year 3 objectives by the end of their tutoring blocks and returned to QFT. All pupils targeted for maths tutoring at made good progress, with children moving from an average of 36% of objectives met to 72% met after 1 block of tutoring. 5 pupils required more than one block of tutoring and one pupil was identified as SEND and is receiving tailored additional support.

Year 4

Year 4 have been targeted for tutoring this academic year. In Spring they were targeted for spelling, grammar and punctuation (SPAG) gaps, and in summer term there was a maths focus. 100% of pupils receiving maths tutoring met age expected objectives by the end of their block and required no further intervention.

SPAG: 40 pupils were targeted for SPAG tutoring in the spring term. Baseline assessment showed that pupils only met 30% of the expected SPAG objectives. By the end of one block of tutoring this had risen to 64% enabling the children to return to class QFT to meet objectives by the end of the academic year.

Year 6

Reading: pupils have made an average of 3 months progress in the 8 weeks with their comprehension and 15.4 months with their accuracy.

SPAG: There were two targeted groups for tutoring, one targeting expected level and the other greater depth. Children within the expected group increased from 39% of objectives met to 70% within one block of tutoring and the greater depth pupils progressed from 46% of objectives met to 84%. Both groups were able to return to QFT without further intervention to meet targets.

Maths: Basic knowledge and understanding of the 4 operations was targeted for the Autumn term for year 6 maths tutoring. Progress was made with baselines showing pupils were meeting 35% of expected objectives, which increased to 74%, by the end of one block of tutoring. This meant that

pupils were able to return to QFT for the remaining objectives to be met in class as they were back on track with their peers.

5. EAL and mobility: The school has high number of pupils with EAL across the school (52%), with an increasing number of pupils new to English and new to country in KS2. Mobility is also high with 44 pupils entering or leaving the school mid-year in 2021-22). Clear procedures, assessment, monitoring and tracking are all in place for pupils who enter with English as their second language with all pupils meeting the expectations to move from proficiency A to C1 within 1-year receiving intensive 1:1 or small group English lessons.

6. PPG pupils with additional learning and developmental needs: Nearly 20% of PPG pupils are also on the SEND register that brings additional challenges to ensure that these pupils make excellent progress. All PPG/SEND pupils have made good progress in line with their academic abilities. The new pupil Asset assessment system should, over time, allow us to set targeted progress measures based on individual patterns of progress. It will also identify any regression or spikey profiles that have not been easily tracked in the past when using excel spreadsheets. Pupils with SEND/PPG have hugely varied profiles and progress due to the complex and varied nature of their SEND.

7. Improving attendance and reducing absence PPG pupils' persistent absence data was lower than whole school by 0.88% at 9.92%. This is also significantly better than the National figure for FSM6 PA at 11.4%. Attendance rates for our disadvantaged were however still lower than whole school by 1.3% at 93.2% despite ongoing targeted and personalised support in place for our families who struggle with attendance. When comparing our persistent absence figures with data currently available nationally and regionally via the Fisher Family Trust (FFT) we are still performing better than London schools and schools nationally. When comparing our persistent absence rates with other London schools, we are +1.8% better for FSM6 pupils and recent data from the analysis shows we were better by 6.4% nationally. Despite outperforming schools nationally, the reduction of the proportion of PPG pupils with persistent absence will continue to be an area of challenge identified in the next 3-year PPG Strategy, with ambitious targets to have the group proportionately represented within the figures by 2026.

It is good to see that the targeted work is having a positive impact on pupil attendance. Zones of Regulation Work, free/subsidised access to extra-curricular activities, mentoring, Mental Health in Schools Team, (Place2BE), parent workshops, attendance advisory and attendance support, SLT involvement and continuous improved communication between class staff and parents we hope will all continue to positively impact attendance; however, this will take time.

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
In-school tutoring	Teachers and Teaching assistants

Little Wandle Letters and Sounds	Little Wandle Phonics programme
Phonics Breakfast Club	Trained Teaching assistants
Online maths/Literacy tool for KS1	Maths/Spelling shed
Online maths tool for KS2	TTRockstars/Learning by Question (LBQ)

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.