

## Pupil premium strategy statement

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	Taverham VC CE Junior School
Number of pupils in school	433
Proportion (%) of pupil premium eligible pupils	13.4%
Academic year/years that our current pupil premium strategy plan covers	2 years (September 2021-July 2023)
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Paul Henman
Pupil premium lead	Sam Jones
Governor / Trustee lead	Deidre Porter

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 88,490
Recovery premium funding allocation this academic year	£ 8,410
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 4,810
<b>Total budget for this academic year</b>	<b>£ 101,710</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Taverham VC CE Junior School, we realise that not all children who are eligible for free school meals are socially disadvantaged, and also that not all pupils who are socially disadvantaged will be registered for free school meals, be looked after or are from service families. Therefore, we allocate pupil premium funding on a needs basis where we identify priority groups or individuals. However, the purpose of the funding is to narrow the gap between eligible and non-eligible pupils, so the impact of the expenditure must reflect a narrowing (and aspirational, closed) gap between those groups of children in terms of attainment and progress. We aim to set high expectations for all pupils.

Our successes in Pupil premium provision in recent years have been centered around these key areas:

- Whole-school staff development in the explicit teaching of reading, fluency and CPA approach in maths and writing assessment and teaching
- Targeted provision for individuals (based on pupil progress meeting, ongoing formal and formative assessments, liaison between staff and Pupil Premium Champion) that supports under-performing pupils (not just low attainers)
- Disadvantaged pupils experiencing enriching experiences, roles of responsibility and opportunities to exercise their voice within the school community
- A feedback policy and marking scheme which identifies each pupil's strengths, areas to focus on and next steps. Pupils have time allotted during the lesson to respond to the feedback and discuss it with teachers.
- Ensuring engagement by parents with the school (through learning reviews, reading/ maths cafés, sporting and music events, open evenings etc.)
- Having a dedicated member of staff (PP Champion) responsible for their well-being, communication with parents that liaises regular with a designated Governor for Pupil Premium

We look to continue and build on the above successes by addressing specific areas that require 'narrowing the gap further' and by more widely raising the attainment and progress of disadvantaged pupils and their peers. We will also look to respond to the recent Coronavirus crisis and use this strategy as a tool for addressing social/ emotional, well-being and academic challenges that have emerged for our disadvantaged pupils and their peers.

### Ofsted Report

*"The appointment of a 'pupil premium champion' has raised the profile of disadvantaged pupils across the school. The champion ensures that disadvantaged pupils take a full part in school life and are represented in activities such as the school council, sports council and a range of extra-curricular clubs.*

*Leaders have ensured that every pupil supported by the pupil premium has an individual learning plan and they are each reviewed at pupil-progress meetings. The pupil premium is carefully spent on overcoming barriers to learning and ensuring that disadvantaged pupils receive the support they need. As a consequence, in every year group, differences in attainment are diminishing between disadvantaged pupils and the others.*

*Nonetheless, there remain some areas where differences persist, such as reading in Year 5 and writing in Year 4."*

- Taken from Ofsted inspection report (June 2018)

## Challenges

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

Challenge number	Detail of challenge
1	Low percentage of pupils reaching expected standard in writing
2	Pupils were not able to access the full curriculum in areas such as computing and music during 'lockdowns'
3	Lack of engagement/ difficulty engaging from some parents with home-learning, reading, school life in previous academic years and low participation in extra-curricular involvement of disadvantaged pupils
4	Pupils suffering with mental-health or mental well-being concerns

## 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
Disadvantaged pupils progress well in writing	Gap narrows between disadvantaged pupils and their peers in writing
Pupils enjoy a balanced and broad curriculum	Pupils have studied a wide range of subjects and have been given opportunities for creativity and exploration in a variety of topics. Pupils respond positively when asked about their learning experiences.
Families and the school have regular communication that is of benefit to the pupils in our care and pupils feel more involved in the school community	The school has regular contact with our families and they feel comfortable in contacting us as required
Pupils feel safe, valued, happy and able to learn	Pupils demonstrate positive well-being and good mental health. Where they do not, evidence-based provisions have been efficiently made. Pupils make good progress across subjects.

## 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: £ 74,606

Activity	Evidence that supports this approach	Challenge number(s) addressed
<a href="#">£4,123</a> Funding HLTA cover for subject leads and other staff in relation to curriculum CPD	Positive internal data and monitoring has indicated that effective CPD in writing has had a positive impact on teaching and learning, as well as pupil and staff perceptions – we expect similar outcomes for foundation subjects	1-2
<a href="#">£31,655</a> % salary of AHT and SENCo		1-4
<a href="#">£1,100</a> External training provider in phonics	“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” EEF	1
<a href="#">£250</a> Training sessions for foundation subject leaders (and additional staff)	Increased subject knowledge in teachers allows for better outcomes in pupils (PUTTING EVIDENCE TO WORK: A SCHOOL'S GUIDE TO IMPLEMENTATION - EEF)	2
<a href="#">£37,228</a> % salary of Teaching assistants	“Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2–0.3).” – EEF	1-2

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

Budgeted cost: £ 14,992

Activity	Evidence that supports this approach	Challenge number(s) addressed
<a href="#">£350</a> IDL Ascentis	Zindato (2018) “an average of 1 session of IDL per week improves reading ability by 1.9 days and spelling ability by 1.8 days” “Key Stage 2 learners showed the greatest improvement in spelling”	1
<a href="#">£1700</a> Physical resources (CGP, Maths No problem)	Recommended by the DfE for schools on the Teaching for Mastery Programme	1-2
<a href="#">£175</a> Hamilton enrolment	Hamilton resources (including maths mastery) have been effective in our school for use in whole-class and group sessions	1-2
<a href="#">£3,447</a> Funding of a 0.8 supply teacher to allow teachers to have ‘catch-up’ sessions ( <a href="#">£8410</a> ERP is used for the remaining cost of catch-up sessions)	Internal data indicates this approach is successful in accelerating progress for those pupils involved.	1

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

Budgeted cost: £ 12,112

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>£2,000</u> Financial support for Y6 residential and other trips/visitors	Prior success in percentage of PP eligible pupils attending events and visitor days	2, 4
<u>£4,052</u> % of PSA salary	Previous 3 <sup>rd</sup> party interventions were place-limited and oversubscribed and often required more regular contact with families. Previous year of having a PSA has created	3, 4
<u>£1,000</u> Additional equipment, resources and transportation	Pupils able to attend school where they otherwise would be unable.	1, 2, 4
<u>£1,000</u> Financial support for fully-funded music lessons and equipment	26 Pupil Premium pupils attended 1:2 or 1:1, or small group music tuition in the last academic year, including performing to parents and infant school pupils	3-4
<u>£500</u> Training for MSA in ZOR and 'Managing Lunchtime moments'	Dunn, Michelle, "The Impact of a Social Emotional Learning Curriculum on the Social-Emotional Competence of Elementary-Age Students" (2019). Also, prior success in a pilot conducted by one class for two-terms.	4
<u>£1,500</u> Financial support for fully-funded places and sundries for extra-curricular clubs	Pupil uptake in clubs has previously been greater for cost-free activities. Parents invited to attend 3 performances throughout the year had good Pupil Premium parent attendance.	3-4
<u>£200</u> Audible and Kindle subscription	Has previously allowed pupils greater access to texts, removed decoding barriers and promoted enjoyment of reading.	3-4
<u>£900</u> Additional resources as required through the year		4
<u>£960</u> Equipment and resources for service children		4

**Total budgeted cost: £ 101,710**

## Part B: Review of outcomes in the previous academic year

### 2022 Key Stage 2 results

	Pupils eligible for PP	Pupils not eligible for PP		
	School average	School average	Gap 2022	
% making expected progress in reading (from our baseline)	86	90	-4	
% making expected progress in writing (from our baseline)	86	92	-6	
% making expected progress in maths (from our baseline)	86	93	-7	
<b>END OF KS2 (ATTAINEMENT)</b>				
	Pupils eligible for PP	Pupils not eligible for PP		
	School average	School average	Gap 2022	Gap 2019
% achieving expected standard or above in reading, writing and maths	52	63	-11	-11
% achieving greater depth standard in reading, writing and maths	0	2	-2	
% achieving expected standard or above in reading	85 (+)	87	-2	-11
% achieving greater depth in reading	24	33	-9	
% achieving expected standard or above in writing	57 (+)	67	-10	-7
% achieving greater depth in writing	0	8	-8	
% achieving expected standard or above in maths	81 (+)	86	-5	-14
% achieving greater depth in maths	10	26	-16	

#### Average scaled score for disadvantaged pupils in:

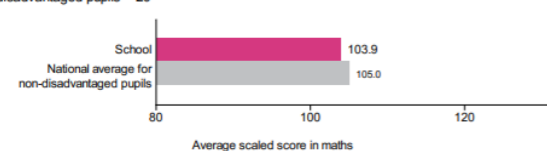
##### Reading

Number of disadvantaged pupils = 20



##### Maths

Number of disadvantaged pupils = 20



	Reading	Writing	Maths
<b>Progress score for disadvantaged pupils</b>	1.58	-2.81	-0.19
<b>National average progress score for disadvantaged pupils</b>	-0.83	-0.76	-1.15

#### National picture

*In reading, attainment remained stable for disadvantaged pupils at 62% and increased from 78% to 80% for other pupils. In writing, attainment fell from 68% to 55% for disadvantaged pupils and from 83% to 75% for other pupils. In maths, attainment fell from 67% to 56% for disadvantaged pupils and from 84% to 78% for other pupils.*

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

## Planned strategy for 2021-2023

\*(2021-22 Actions to continue unless stated otherwise)

ACADEMIC YEAR							
				Quality of teaching for all			
Objective	Success criteria	What's the evidence and rationale for this choice?	2021-22 Actions	2021-22 Outcomes	Additional 2022-23 Actions*	Staff lead	2022-23 outcomes

Disadvantaged pupils progress well in writing	<p>Pupils perception of writing and themselves as writers improves</p> <p>Embedded use of new school writing planning frameworks</p> <p>Embedded use of live-modelling within the teaching of writing</p> <p>Pupils more confident to discuss and evaluate theirs and other's writing</p>	<p>From monitoring, pupils are not always able to talk about what 'good writing' is</p> <p>Pupils' independence is less apparent in planning stages than in editing</p> <p>Pupils are less confident at addressing feedback on style, cohesion etc. than spelling, punctuation and grammar</p> <p>Expected writing attainment has been below the national average at the end of KS2 for all pupils</p> <p>Writing has seen the greatest drop since Y3 Baseline of core subjects</p> <p>The most recent internal assessments indicate that further focus is required on the teaching of writing</p>	<p>Extended CPD project for all teachers (involving external coach from VNET) – 2 terms of exclusive focus on the teaching and learning of writing</p> <p>Ongoing formal and informal evaluations of pupils' perception and self-awareness around writing and themselves as a writer</p> <p>Tracking progress termly</p> <p>Regular whole-school and year-group moderation of writing</p>	<p><i>Teaching staff have received fortnightly CPD sessions throughout the Autumn term and will continue to do so for the Spring term</i></p> <p><i>Teaching Assistants received a half-day INSET on supporting less-able writers</i></p> <p><i>Year group moderation took place in December 2021.</i></p> <p>Internal data suggests that, since the Autumn assessments (the start of our CPD project), pupils' attainment in writing has increased for boys in all year groups and for girls in Year 3 and 6.</p> <p>Pupil-voice survey of all pupils show a significant shift in attitudes to writing. The pupils told us in this survey that they feel like they have a better understanding of what makes a good writer, have a better grasp of how to improve their writing and agree more that displays and other resources help them with their writing. The survey also showed that significantly more pupils say that they now enjoy writing more than before.</p>	<p><i>Provide all teaching and support staff with Phonics training in the Autumn term</i></p> <p><i>Additional CPD time in the summer term to reinforce approach to the teaching of writing</i></p> <p><i>Further opportunities for any planning of writing to be supported by the English lead (or time allocated for group planning)</i></p> <p><i>Year groups to adapt plans and action changes to their teaching of writing based on last year's reflections.</i></p> <p><i>Knowledge organisers in all foundation subjects (and science) to highlight subject-specific vocabulary for pupils</i></p>	English lead and AHT	<p><b>See Appendix A for full KS2 2023 results</b></p> <p><i>Staff training took place</i></p> <p><i>Accelerated Reading system prepared and set up ready for September 2023 start. This system will support with early readers' development of vocabulary and writing skills.</i></p> <p><i>As required, teachers and YGL's worked in collaboration with the English lead to ensure that writing planning was in line with our purpose-led approach.</i></p> <p><i>Vocabulary features in all foundation subject knowledge organisers and is present on classroom displays, including maths and science.</i></p> <p><i>Teachers use skills-based assessment grids for each pupil after all assessed pieces of writing. This is a tool for formative and summative assessments and is also passed on to the pupils' next teacher to guide their planning for the coming year.</i></p> <p><i>Since the writing CPD was first introduced in September 2021, the KS2 results have shown progress from Baseline assessments has improved year on year.</i></p> <p><i>The progress during this period has been most significant for disadvantaged pupils (from 67% of pupils making expected progress from Baseline in 2021 to 95% in 2023). Now the percentage of Pupil Premium eligible pupils making expected progress from Baseline is in line with the cohort as a whole (85%) - see Appendix B for further details</i></p>
---	---	--	---	---	---	----------------------	---



<p>Pupils enjoy a balanced and broad curriculum</p>	<p>Pupils learn a breadth of skills, knowledge and understanding</p> <p>Pupils enjoy their learning and reintegration in to school after a long absence</p>	<p>Restrictions over the previous two years have made covering the curriculum in areas such as music, computing, D&amp;T and art more challenging.</p> <p><i>We should be delivering a broad, balanced and ambitious curriculum</i> (July 2020 Guidance for re-opening schools)</p> <p>Music, PE and computing have not been able to have the full curriculum coverage that was previously possible before 'bubble' restrictions</p> <p>Subject leader reviews and end of year group reviews indicate other foundation subjects have some skills or knowledge that has not been covered</p> <p>Staff surveys have indicated that a greater breadth of knowledge and relevance to 21<sup>st</sup> century life would be beneficial to our pupils' experience</p>	<p>Half-termly curriculum maps created by each year group</p> <p>MTP's clearly indicate skills and knowledge coverage and areas for assessment</p> <p>YGL's to use subject overview sheets (created in Spring 2020) in their planning</p> <p>Whole-school curriculum coverage sheet used by YGL's for each half-term</p>	<p>Subject leaders were given time to amend curriculum overviews to ensure effective curriculum coverage and progression for pupils as they move through the school.</p> <p>Collaborative work between SLT and subject leaders took place during the January INSET to ensure skills and knowledge coverage across the school's taught curriculum.</p> <p>The product of the above two points will be published on the school's website.</p> <p>Half-termly curriculum maps have been published ahead of each new half-term</p> <p>The curriculum overviews are published and used by staff to ensure coverage and breadth across the curriculum.</p> <p>Foundation subjects are taught and timetabled as discrete lessons.</p> <p>Curriculum maps are published for families ahead of each new half-term.</p> <p>Knowledge organisers are in place to start in September. They will be in pupils' books at the start of each area of study. These will outline the coverage, key vocabulary and areas/ skills to be studied. They also remind pupils of prior learning in that subject.</p> <p>Collaborative work with Drayton Junior and Taverham High School helped to share good practice and create a clear link and progression from primary to secondary in all subjects.</p>	<p>Knowledge organisers, created by subject leaders, including the 'big idea' of the unit, explicit references to prior learning, expected learning for the current unit and subject-specific vocabulary, are then to be discussed with pupils and stuck into exercise books at the start of all units.</p> <p>Subject-specific exercises books to be used for all foundation subjects. These will be kept and used as pupils progress through year groups in order to track progress and coverage.</p> <p>Subject leaders to be allocated time termly (rather than annually) to monitor their subject, including such activities as discussions with pupils, book scrutiny and learning walks.</p> <p>The subject leaders will further develop links with their Taverham High School and Drayton Junior equivalents by meeting throughout the year to discuss progression, teaching and learning and assessment.</p> <p>Subject leaders to all attend additional training in their area. All other teaching and support staff are able to access an of these training sessions.</p> <p>A programme of CPD sessions to be delivered by subject leaders to all teaching staff across the year. This will include training on high-quality teaching of each subject, effective assessment and subject knowledge.</p> <p>Additional efforts in extra-curricular participation for PP eligible pupils (see p9)</p>	<p><i>Subject leaders and year group leaders</i></p>	<p>Knowledge organisers are used in all foundation subject books and are introduced at the start of any new unit of work. During learning walks and subject monitoring, pupils have referred to them and explained how they have been helpful (e.g. for new vocabulary)</p> <p>Pupils have had a full year using subject-specific exercise books. During monitoring, pupils have been able to describe, for example, what geography is. They are also able to draw better links between units within a subject across their time at our school. For example, pupils have been able to discuss how their studies of the Romans (Y4) links with their work on Anglo-Saxons (Y5).</p> <p>Subject leaders have had termly release time to monitor their subject. This has included discussions with pupils, book scrutiny and discussions with teachers, among other activities. Reports and action plans for next year have been compiled with subject overviews amended based on reflections from this year's learning and discussions with KS1 and KS3 counterparts.</p> <p>There have been multiple meetings between subject leaders at our school and counterparts at our feeder infant and high schools. This has enabled our subject leaders to appreciate the expectations and coverage required for success at high school while also understanding the prior learning from KS1.</p> <p>All subject leaders have attended externally provided subject-specific CPD and have delivered training to the teaching staff based on their findings. The staff meetings have also provided further opportunity to reflect on ongoing assessments, coverage and planning.</p>
---	---	---	--	---	--	--	--

--	--	--	--	--	--	--	--

				Targeted support			
--	--	--	--	------------------	--	--	--

Objective	Success criteria	What's the evidence and rationale for this choice?	2021-22 Actions	2021-22 Outcomes	Additional 2022-23 Actions*	Staff lead	2022-23 outcomes
-----------	------------------	--	-----------------	------------------	-----------------------------	------------	------------------

<p>Pupils feel safe, valued, happy and able to learn</p>	<p>Pupils are in an emotionally stable position and have a well-being that allows them to learn and make progress.</p> <p>Pupils of disadvantaged backgrounds are being effectively supported in managing their emotions and behaviours</p>	<p>Continuing issues from 'lockdown' and other events of previous two years are apparent in pupils in our school.</p> <p>Pupils will return to school from wide-ranging experiences of 'lockdown' and home life. Separate studies by Elder (1999) and Grand (1992) found that economic shocks were associated with higher levels of aggressive parenting and negative impacts on children's development.</p> <p>"The 5 losses, of routine, structure, friendship, opportunity and freedom, can trigger the emergence emotionally of anxiety, trauma and bereavement in any child. The overall impact cannot be underestimated." – Recovery Curriculum by Carpenter</p> <p><i>Intervention programmes guide – Covid-19 support guidance for schools (EEF – June 2020)</i></p>	<p>New pastoral role created and appointed for the next academic year will regularly liaise with SENDCo</p> <p>Weekly mental-health/ well-being assembly delivered remotely to the whole school</p> <p>Class assemblies and PSHE lessons to be tailored to meet immediate and group/ individual specific need (under guidance of RSHE lead and RSHE governor)</p>	<p><i>Pastoral worker currently has regular sessions with 16 pupils as well as hosting a lunchtime club for a further 6 pupils (the sessions cover a variety of needs including bereavement, anxiety, and other emotional needs linked to persona circumstances) Sessions are tailored for individuals and are 1:1.</i></p> <p><i>Referrals and requests for sessions with our pastoral worker are made by parents or teachers and supported by our SENCO (DHT)</i></p> <p>Weekly mental-health assemblies have taken place (led by DHT)</p> <p>PSHE ('Life Skills') lessons have continued to meet individual/ groups' needs and maintain statutory coverage during the Autumn term, under the guidance of the PSHE lead and Josie Rayner-Wells (NCC Senior Adviser for Inclusion and our Chair of Governors)</p> <p>A school-wide implementation of the Zones of Regulation scheme is ready to commence in September. This will include training for staff, weekly sessions with all pupils and embedding through weekly assemblies.</p>	<p><i>Support staff and teachers to be introduced to the Zones of Regulation scheme as part of INSET</i></p> <p><i>Zones of Regulation 12-session scheme to be delivered to all classes during the Autumn term</i></p> <p><i>Additional time will be allocated in weekly well-being assemblies to this initiative.</i></p> <p><i>Zones of Regulation displays to be created around the school</i></p> <p><i>Midday supervisors to receive training in ZOR as well as attending 'Managing Lunchtime Moments' (a training course designed by Norfolk LA but delivered by the AHT)</i></p> <p><i>All staff to use ZOR terminology when discussing emotions and behaviours with pupils</i></p> <p><i>Curriculum Forum to be formed (from Pupil Premium eligible pupils) to feedback on the curriculum (e.g. Knowledge Organisers, assessment, learning...)</i></p>	<p>DHT (SENDCo), RHSE coordinator, Mental Health Champion and pastoral worker, AHT</p>	<p>Zones of Regulation (ZoR) programme has been delivered to all classes in the school with reinforcement from weekly well-being assemblies (DHT). It will be delivered to new Year 3 pupils and will continue to be referred to as part of Life Skills in all year groups.</p> <p>Midday supervisors received training and resources to facilitate them using the ZoR vocabulary and scripts.</p> <p>Individuals and small groups were involved in discussions around knowledge organisers and the implementation of ZoR.</p> <p>ZoR displays are present in all year group areas and are referred to as issues arise and as part of wider discussions around emotional regulation.</p> <p>An additional initiative of Playground Buddies has been formed, from a suggestion via School Council. Pupils wear a hi-vis jacket which identifies them as somebody that can support pupils during play times. This scheme gives all pupils the opportunity to take responsibility for the well-being of their peers during lunch and play times. Pupils have said how beneficial this initiative has been, both for the 'buddy' and those needing emotional or friendship support.</p>
<p>Other approaches</p>							
<p>Objective</p>	<p>Success criteria</p>	<p>What's the evidence and rationale for this choice?</p>	<p>2021-22 Actions</p>	<p>2021-22 Outcomes</p>	<p>Additional 2022-23 Actions*</p>	<p>Staff lead</p>	<p>2022-23 outcomes</p>

<p>Families and the school have regular communication that is of benefit to the pupils in our care and pupils feel more involved in the school community</p>	<p>Pupil's aspirations raised</p> <p>Pupils have access to enriching experiences</p> <p>Pupils take on roles of importance to raise self-esteem</p>	<p>The previous years' restrictions have greatly limited opportunities available to pupils.</p> <p>Pupils from disadvantaged backgrounds are statistically less likely to pursue higher education and low self-esteem can be a barrier to progress and attainment in disadvantaged pupils.</p> <p>"Lack of confidence and low self-esteem are a 'risk factor' in able disadvantaged pupils"- Research to understand successful approaches to supporting the most academically able disadvantaged pupils – (November 2018)</p> <p>School and College-level Strategies to Raise Aspirations of High-achieving Disadvantaged Pupils to Pursue Higher Education Investigation (January 2014)</p> <p>"Young people need informed and detailed help to take the pathways that are likely to lead to fulfilment of the longer-term ambitions...and attainment, aspirations and motivation to HE are inextricably linked" – Menzies (2013)</p>	<p>Recording of events and opportunities by AHT.</p> <p>Reporting to designated governor occurs at least termly.</p>	<p>Year 5 Planetarium visit subsidized for Pupil Premium eligible pupils</p> <p>Ancient Egypt enrichment day in January to be funded for Pupil Premium pupils</p> <p>All Year 6 Pupil Premium eligible pupils attended the UEA Nursing School to support students in their practical skills and tour the campus and learning spaces.</p> <p>A group of Year3/4 pupils (largely Pupil Premium eligible pupils) attended an outdoor activity event involving other Norfolk primary schools.</p>	<p>Curriculum Forum to be formed (from Pupil Premium eligible pupils) to feedback on the curriculum (e.g. Knowledge Organisers, assessment, learning...)</p> <p>School to use its new Sports Partnership membership to allow Pupil Premium eligible pupils to attend further sporting, team-building and outdoor education opportunities outside of school.</p>	<p>AHT</p>	<p><i>There has been a total of 13 sports events led by the local high school and/ or School Sports Partnership. These have spanned all year groups, with many events being designed with providing opportunities for disadvantaged pupils.</i></p> <p><i>These 13 events (the most the school has ever taken part in) are in addition to the numerous cross-country, cricket, football and athletics fixtures and tournaments that have taken place across the year.</i></p> <p><i>Year 3 Parents Evenings now take place at the start of the year (during the same period as open evenings for Years 4-6) to allow early contact with parents.</i></p> <p><i>Year 2 prospective families were also invited to an open evening in the Autumn term, with all classrooms hosting subject-related activities and opportunities to meet staff and hear about the school.</i></p> <p><i>In addition to usual procedures around transition, Year 2 parents were invited to visit the school on two evenings after transfer day to speak further with staff and to see the school and its grounds.</i></p>
--	---	--	--	---	---	------------	--

	<p>Pupils of disadvantaged backgrounds are, at least, proportionally represented in leadership roles and in benefiting from the school rewards system.</p>	<p>It is important that we provide opportunities for disadvantaged pupils to feel valued and have enriching experiences.</p> <p>Memorable life experiences and 'pupil voice' are cited as evident in successful schools when closing the gap - Raising Achievement for Disadvantaged Pupils - CES (April 2016)</p> <p>"On the basis that attainment, aspirations and motivation to H.E. are inextricably linked, intervention requires...the importance of a key individual with specific responsibilities for coordinating this work." - Menzies (2013)</p>	<p>Recording of house points, certificates, sanctions, parental engagement by AHT</p> <p>Reporting to designated governor occurs at least termly.</p>	<p>Pupil Premium pupils make up more than their percentage equivalent in School and Eco Council</p> <p>Over 15% of house captains are Pupil Premium eligible</p> <p>Over 15% of certificates of recognition were awarded to pupils eligible for free-school meals</p> <p>Over 60 pupils were selected for the waiter role for Christmas lunches</p> <p>All Pupil Premium eligible pupils were fully-funded a Christmas lunch.</p> <p>100% attendance of Pupil Premium families at Learning Reviews was achieved (remotely or in person)</p> <p>Pupil Premium pupils received over 17% of the school's house-points this academic year.</p> <p>23% of Pupil Premium eligible pupils attended a club.</p> <p>7% of sports club attendees were Pupil Premium eligible.</p> <p>10% of non-sports club attendees were Pupil Premium eligible.</p>	<p>More clubs to take place at lunchtimes (rather than after school)</p> <p>Additional CSF sports clubs to run compared to the previous academic year (fees to be fully-subsided for PP eligible pupils)</p> <p>Music clubs to recommence this year, including choir and orchestra.</p> <p>AHT to meet (at the end of Autumn 1) with a group of PP eligible pupils who are not attending any clubs to generate further appealing club ideas. Additional club(s) to be implemented in Autumn 2 from this discussion (funded if necessary)</p> <p>The school Christmas service to include a role for the whole of Year 5 as well as Year 3 and Year 6 non-musicians</p>	<p>AHT</p>	<p><i>House captains continue to be representative of our demographic, including disadvantaged pupils in all councils and groups of responsibility.</i></p> <p><i>The additional clubs (including those created after the AHT met with non-attendee pupils) in conjunction with lunchtime scheduling, has meant that over 95% of lower KS2 pupils have participated in extra-curricular clubs or activities.</i></p> <p><i>Over 95% of Year 5 Pupil Premium Pupils took part in the Christmas Carol service, performing to parents and the general public at St Peter Mancroft Church.</i></p> <p><i>The Year 6 production has enabled all Pupil Premium pupils to be involved in an extra-curricular arts activity.</i></p>
--	--	--	---	--	---	------------	--

## Externally provided programmes

All externally provided programmes listed in "Activity in this academic year" section

## Appendix A

	Pupils eligible for PP	Pupils not eligible for PP			
	School average	School average	Gap 2023	Gap 2022 *(from BL)	
% making expected progress in reading (from KS1)	79	92	-13	-4	
% making expected progress in writing (from KS1)	86	90	-4	-6	
% making expected progress in maths (from KS1)	71	86	-15	-7	
<b>END OF KS2 (ATTAINEMENT)</b>					
	Pupils eligible for PP	Pupils not eligible for PP			
	School average	School average	Gap 2023	Gap 2022	Gap 2019
% achieving expected standard or above in reading, writing and maths	40	66	-16	-11	-11
% achieving greater depth standard in reading, writing and maths	0	13	-13	-2	
% achieving expected standard or above in reading	80	77	+3	-2	-11
% achieving greater depth in reading	30	41	-11	-9	
% achieving expected standard or above in writing	55	71	-16	-10	-7
% achieving greater depth in writing	5	14	-9	-8	
% achieving expected standard or above in maths	60	77	-17	-5	-14
% achieving greater depth in maths	15	31	-16	-16	

## Appendix B (writing progress)

All pupils KS2 results	Made expected or better than expected progress from Baseline (%)	Made better than expected progress from Baseline (%)
2023	95	25
2022	91	18
2021	90	25

Pupil Premium KS2 results	Made expected or better than expected progress from Baseline (%)	Made better than expected progress from Baseline (%)
2023	95	18
2022	86	5
2021	67	22