

Pupil Premium Strategy Statement

This statement details Horton Park Primary 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	Horton Park Primary School
Number of pupils in school	435 Inc RP
Proportion (%) of pupil premium eligible pupils	206 (47.3%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	September 2024
Statement authorised by	Saima Bahadur
Pupil premium leads	Laura Naylor
Governor / Trustee lead	Dajinder Bhambra

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£276,398
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery premium funding allocation this academic year	£30,679
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	£330,330.75

Part A: Pupil premium strategy plan

Statement of intent

At Horton Park Primary School, we all learn to succeed and follow a clear strategy of supporting all pupils regardless of background allowing them to reach their full potential.

We aim to ensure we spend our additional Pupil Premium Grant and Recovery grants to ensure that we are making a positive difference to all learners and helping to combat their many barriers to learning. We ensure that any difference in achievement and opportunity between those Pupils who are disadvantaged and other learners, is diminished.

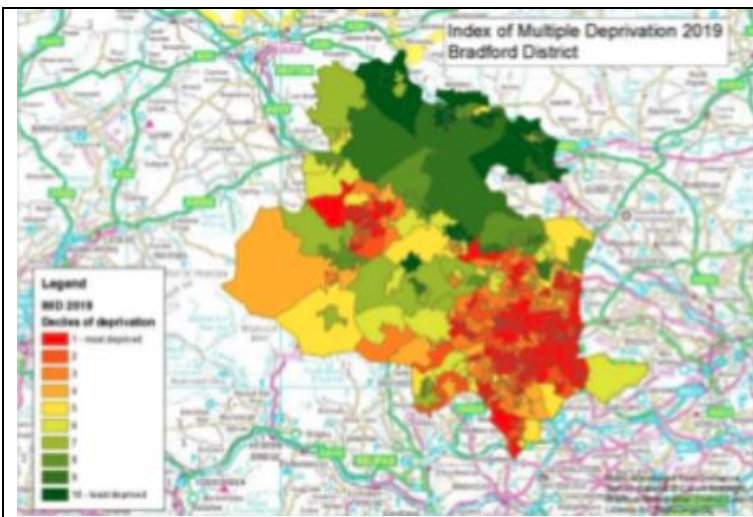
We believe that at Horton Park we can provide a range of support for those Pupils who face specific barriers to their learning and raise their aspirations, including for those Pupils in receipt of the Pupil Premium Funding. At the heart of our approach is high-quality teaching, robust diagnostic assessments, high quality resources and proven strategies and programmes to support all pupils in their learning and progress. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside the progress of their disadvantaged peers.

Our strategy incorporates wider national plans for education recovery, notably in accessing and utilising the support being offered through the National Tutoring Programme.

We want our disadvantaged pupils to:

- Develop high levels of literacy, language and communication skills
- Attain at least in line with their non disadvantaged peers
- Attend school regularly
- Access a broad and balanced curriculum
- Develop high levels of cultural capital
- Be supported and nurtured at home and parents to be confident in addressing their child's needs
- Demonstrate high levels of well-being

Context The latest Index of Multiple Deprivation 2019 ranks Bradford as the 5th most income deprived district in England. Little Horton ward is one of six wards in the Bradford East area. Little Horton ward lies to the south of Bradford City Centre. It includes both industrial and residential development. As well as the area of Little Horton, it also contains the areas of West Bowling, Marshfields and Canterbury. Little Horton ward is ranked 2nd of 30 wards in the District.



Challenges

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

Challenge number	Detail of challenge
1.	Low language levels. A large % of our pupils have language and communication delay or difficulties when they arrive in Reception.
2.	PP pupils have fallen behind their peers in terms of basic skills consolidation due to Covid closures.
3.	Pupils' communication, language and vocabulary skills have been adversely affected by Covid-lockdowns / Covid related absences.
4.	Addressing Pupil Premium Pupils who have low attendance and / or arrive at school late persistently.
5.	Safeguarding and welfare issues, sometimes with social services involvement.
6.	Pupils and families experience emotional and social difficulties including mental health difficulties.
7.	Socio-economic disadvantages contributing to the learning of these pupils e.g. poverty and deprivation
8.	Poor health and diet e.g. high level of medical needs (dental, sight, poor health conditions etc.);
9.	Lack of life experiences and lack of support / ability to support at home. Many do not have positive role models and, as a result, aspirations are low.
10.	Pupils have become passive in their approaches to learning due to the impact of online learning and home issues.

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
1) Disadvantaged pupils develop high levels of literacy, language and communication skills	<ul style="list-style-type: none">• Early identification of PP pupils' language and communication show improved levels of oracy, increased confidence in communication and use of wider breadth of vocabulary• Reading, Phonics and writing improves with outcomes in line or above non-PP nationally

	<ul style="list-style-type: none"> • All classrooms have a language enriched environment and vocabulary focus in all lessons and pupils are able to confidently speak about learning • All pupils read daily at home / school with increased skill and fluency and develop a love for reading
2) Disadvantaged pupils attain at least in line with their non disadvantaged peers	<ul style="list-style-type: none"> • Across school Pupils attain at least in line with their non disadvantaged peers in R, W and M • More able disadvantaged pupils across school make good progress in line with their targets • Disadvantaged pupils receive targeted interventions to accelerate progress and diminish the gap • Quality of intervention support is monitored, and measurable impact is clearly evidenced • SLT and teachers aware of attainment, progress and trajectory for pupils
3) Disadvantaged pupils attend school regularly	<ul style="list-style-type: none"> • PP pupils' attendance is in line or better than non-disadvantaged children nationally • Pupils with ongoing concerns are identified and regularly monitored with attendance action plans in place • Pupils and parents understand the importance of attending school everyday and ultimately enjoy coming to school • Persistent absence for disadvantaged pupils is lower than national • Individual support plans in place for identified families as required.
4) Disadvantaged pupils access a broad and balanced curriculum	<ul style="list-style-type: none"> • The curriculum is purposeful, deep and ambitious for disadvantaged pupils • Through regular monitoring and moderations, it demonstrates quality first teaching and high-quality work for disadvantaged pupils • Pupils can talk about their learning confidently
5) Disadvantaged pupils develop high levels of cultural capital	<ul style="list-style-type: none"> • Disadvantaged pupils acquire knowledge and cultural capital they need to succeed in life • Disadvantaged pupils benefit from the extra-curricular opportunities provided by the school • PP pupils access all school trips/residentials and visits planned for their class

	<ul style="list-style-type: none"> • Pupils have access to a wide range of experiences and opportunities to further develop their interests
6) Disadvantaged pupils are supported and nurtured at home and parents to be confident in addressing their child's needs	<ul style="list-style-type: none"> • Parents are up to date with information on how to support their child at home, including information about the school's method of reading and how to help their child to learn to read • All disadvantaged pupils engage with remote learning and have appropriate laptops and this to be evidenced by pupil work • Pupils feel confident in how to support their pupils learning at home • Parents regularly attend school and contribute to the life of school, via parent forum and steering groups, parent consultations and workshops offered • Individual learning support plans in place for identified families as required
7) Disadvantaged pupils demonstrate high levels of well-being	<ul style="list-style-type: none"> • All pupils consistently have positive attitudes towards their education and school • Pupils are more resilient when approaching cognitively challenging activities • Pupils can contribute actively to school life and the wider community • Pupils to be highly motivated and show high levels of engagement in all areas of learning

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Little Wandle Letters and Sounds Revised, a complete systematic synthetic phonics programme, complete teaching scheme and staff CPD package	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2 and 3
<p>CPD to continue to ensure teachers and teaching assistants have the most current and up to date skills and knowledge to deliver quality first teaching and support across the curriculum.</p> <p>Continuing to ensure new and previous initiatives are effective</p>	<p>A key factor for attainment and progress is effective teaching, as highlighted by the Sutton Trust's 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.</p> <p>EEF evidence also suggests that teaching assistants have a good impact on pupils' attainment and progress if they are trained well in the interventions and support, they are delivering.</p> <p>Pupil Premium Guidance.pdf(educationendowmentfoundation.org.uk)https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/supportforschools/bitesize-support/closingtheattainmentgap?utm_source=/support-forschools/bitesizesupport/closingtheattainmentgap&utm_medium=search&utm_campaign=site_search&search_term=well</p> <p>https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf</p> <p>https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf</p>	1, 2, 3, 7, 9 and 10

<p>Vocabulary training for all staff targeted at enabling vulnerable /disadvantaged groups to access higher tiers of language</p>	<p>There is clear and consistent evidence about the importance of vocabulary development. The OFSTED Inspection handbook research highlights a range of studies which suggests a vocabulary gap between children from disadvantaged families and their peers exists.</p> <p>Using the EEF's Guidance Reports (Improving Literacy in KS1, Improving Literacy in KS2 and Preparing for Literacy) we have prioritised responding to the barriers relating to vocabulary.</p> <p>Education Endowment Foundation – Oral language interventions +5 /6 months.</p> <p>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p>	<p>1, 3 and 7</p>
<p>Provide high quality 'teaching vocabulary' and spelling training for all staff</p>	<p>Education Endowment Foundation – Oral language interventions +5 /6 months</p> <p>Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</p> <ul style="list-style-type: none"> • Weekly words English • Weekly words Maths • Group reading structure in KS1 • Clear spelling structure in KS2 (Alison Philipson) <p>Whole school initiative to supporting pupils with developing ideas, vocabulary and organisation of writing. EEF guidance supports clear whole school approach developing oracy and vocabulary to support writing.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1, 2, 3</p>

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	
CPD and training in research on best pedagogy to support learning e.g. cognitive load and science of learning	<p>Continue to develop staff's understanding on how to structure and deliver new content to support pupils in acquiring and securing knowledge and skills. CPD provided to lead teacher development on the Science of Learning.</p> <p>Evidence from Sutton's Trust research indicates that use of proven effective pedagogy results in improved outcomes and greater progress for pupils.</p> <p>https://www.cese.nsw.gov.au//images/stories/PDF/Cognitive_load_theory_practice_guide_AA.pdf</p> <p>https://www.suttontrust.com/wp-content/uploads/2014/10/What-Makes-Great-Teaching-REPORT.pdf</p>	1, 2, 3, 7, 9 and 10
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary	<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	1, 2, 3, 7, 9 and 10
NACE accreditation programme	<p>Ensuring curriculum continues to meet the needs of more able learners including those from a disadvantaged background who are at risk of not reaching their full potential. Various research evidence from Suttons Trust indicates that raised teacher expectations results in higher outcomes for all pupils.</p> <p>https://www.nace.co.uk/blogpost/1814360/374979/Why-focus-on-more-able-learners</p> <p>https://www.suttontrust.com/wp-content/uploads/2019/12/2teachers-impact-report-final-1.pdf</p>	10
Training and deployment of Mental Health Lead, Mental Health First Aiders and Mental Health Champions	<p>Research indicates that pupils have suffered from various traumas, insecurities and challenges during the COVID pandemic that will impact on their social interactions with peers, transition to school and readiness and ability to learn. Pupils from disadvantaged backgrounds have been disproportionality impacted. Targeted support will be required to enable these pupils to overcome their challenges and maintain a good</p>	3, 4, 5, 6, 7, 8 and 9

	<p>level of well-being.</p> <p>Impacts of lockdown on the mental health of children and young people Mental Health Foundation</p> <p>Children and young people’s mental health: prevention evidence - GOV.UK (www.gov.uk)</p>	
<p>Recruitment of an attendance office and development of the PIW team</p>	<p>EEF recommendations ‘Working with Parents to Support Children’s Learning’ recommends offering more sustained and intensive support where needed. Pastoral Workers will support parents in accessing appropriate services, classes and workshops and will also support in building a strong, trusting relationship between parents and school.</p> <p>Pupil Premium Parental Engagement - The School Planner Co Impacts of lockdown on the mental health of children and young people Mental Health Foundation</p> <p>Children and young people’s mental health: prevention evidence - GOV.UK (www.gov.uk)</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	<p>4, 5, 6, 7, 8 and 9</p>

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

Budgeted cost: £63,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deployment of HLTA's, TA's and Teachers to deliver interventions in Reading, Writing and Maths</p>	<p>Evidence supports that 1:1 and small group interventions, particularly structured interventions have a good impact on raising attainment of pupils struggling in aspects of literacy</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=interventions%20teac</p>	<p>1, 2, 3 and 10</p>
<p>Small group intervention</p> <p>Employ additional staffing (TA's) to work with under achieving disadvantaged children R-Y6. This will include more able children at risk of underperforming.</p> <p>Mathletics/TTRockstars Targeted Maths Support which includes our dis-advantaged pupils</p> <p>Provide designated, highly qualified and</p>	<p>Education Endowment Foundation – Small group tuition– +3months</p> <p>'Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy. Taken from the EEF summary of recommendations (Im-proving Literacy in Key Stage 1).</p> <p>We know that Mathletics and TTRockstars is highly effective in developing and supporting our pupils' fluency and maths reasoning.</p> <p>Focused quality first teaching for our MA PP pupils consistently allows us to quickly and effectively identify and address gaps in learning.</p> <p>Brooks's What Works for Literacy Difficulties?</p> <p>'Three studies (Norfolk, York, Cumbria) were based on the computer-installed system. Norfolk and York showed useful to substantial gains in comprehension, Cumbria demonstrated useful gains in reading accuracy, and York and Cumbria showed useful gains in spelling. A project in Darlington using the web-based system showed a useful gain in reading.</p>	<p>1, 2, 3 and 10</p>

<p>skilled KS2 teacher to teach Maths and Writing daily to identified vulnerable groups (mainly PP pupils) in, Year 6</p> <p>Purchase LEXIA for use with Y1 upwards both at home and at school. Deploy skilled TA for 1:1 work with PP pupils regularly.</p> <p>Dedicated adult to work with small groups interventions Year 1/2</p> <p>KS2 phonics intervention</p> <p>Raving Readers all support staff work in classrooms from 8:30 to support pupils with reading</p>		
<p>Tutoring</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. Evidence indicates that tuition and intervention have the most impact if they follow and link with the work being taught in the classroom. This is why a school-led tutoring approach has been selected</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://sandbox.educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1, 2, 3 and 10</p>

	https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/closing-the-attainment-gap?utm_source=/support-for-schools/bitesize-support/closing-the-attainment-gap&utm_medium=search&utm_campaign=site_search&search_term=well	
<p>Speech and Language therapy</p> <p>Employ a Speech and Language support worker to target disadvantaged pupils with communication and language deficits, working with these children fortnightly in order to improve language development, communication and oracy and provide support and training to staff.</p>	<p>Education Endowment Foundation – Oral Language Interventions - + 5/6 months</p> <p>All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).</p>	1, 2, 3 and 7

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

Budgeted cost: £121,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employing attendance officer to monitor trends in attendance and identify and intervene early to	<p>DFE published research that showed a link between school absence in KS2 and lower attainment results at the end of KS4. Improving attendance for pupils will improve their academic outcomes. Use of attendance officer follows DFE guidance.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/509679/The-link-between-absence-and-attainment-at-KS2-</p>	4, 5, 7 and 8

<p>improve attendance for pupils.</p> <p>Carry out home visits and offer appropriate support to families to improve attendance.</p> <p>Refer families to appropriate agencies for support</p> <p>Create robust procedures that are implemented consistently to monitor attendance including reward systems to encourage good attendance</p>	<p>and-KS4-2013-to-2014-academic-year.pdf</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	
<p>Purchase of IT equipment for pupils from disadvantaged backgrounds to access learning at home</p>	<p>EEF and Sutton Trust research indicates that pupils from disadvantaged backgrounds did not have the same access to online learning and this increased the attainment gap.</p> <p>https://www.suttontrust.com/our-research/remote-learning-the-digital-divide/</p>	7, 9 and 10
<p>Resources to support home learning including materials to write</p>	<p>Research indicates that parents from poorer socioeconomic backgrounds struggle to purchase and provide their children with resources to support them with their learning at home.</p> <p>https://www.suttontrust.com/our-research/covid-19-and-social-mobility-impact-brief/</p>	7, 9 and 10

and record learning, online resources and workbooks		
Breakfast Club to provide pupils with a free breakfast in order to ensure good health and support pupils' concentration levels	EEF research indicates improved attendance, concentration and attainment, particularly for pupils in KS1 as a result of attending a breakfast club Breakfast clubs work their magic in disadvantaged English schools - Institute For Fiscal Studies - IFS	4, 7 and 8
Subsidising educational visits and visitors/workshops and residential for pupils from disadvantaged backgrounds	It is widely acknowledged that children from disadvantaged backgrounds may have limited access to the cultural experiences and arts activities that children from wealthier backgrounds generally take for granted, such as family visits to theatres, museums and galleries. This is particularly true for the pupils in our school. They often lack financial support from their parents/carers for such things as extra-curricular or performance workshops. Quite simply, they may lack the 'cultural capital' of their peers and their only opportunities for such activities are those provided through school	9
After school clubs delivered by teaching staff: Sports, crafts etc.	The Social Mobility Commission report highlights disparities in children's participation rates across a wide range of extra-curricular activities and recommends that government increases the capacity of schools to provide extra-curricular activities and provision https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility	9
Learning Mentor counselling and support for emotional health and wellbeing. Deploy 2 Learning Mentors to support our PP children with behavioural and	Education Endowment Foundation Some studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour	5, 6, 7, 8 and 9

emotional difficulties, working with them to overcome barriers to learning.		
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TOTAL BUDGETED COST: £334,500

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.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. To help us gauge the performance of our disadvantaged pupils, we compared their results to those for disadvantaged and non-disadvantaged pupils at national level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils within school.

KS2	2023	Reading	Writing	Maths
Expected Standard or above	School	90%	90%	92%
	National	73%	72%	73%
Exceeding (Higher Standard)	School	36%	20%	23%
	National	29%	13%	24%
Disadvantaged	School	83%	83%	89%
	National	78%	77%	79%
Non-disadvantaged	School	100%	100%	96%
	National	78%	77%	79%

Pupils achieving the expected standard or above in Reading, Writing and Maths is significantly higher than national. Pupils achieving the higher standard in Reading and Writing is above national and Maths is in line with national. Attainment of disadvantaged pupils in reading, writing and maths is significantly above the national for disadvantaged pupils. The non-disadvantaged pupils are also achieving significantly above in comparison to national.

KS1	2023		Reading	Writing	Maths
	Expected Standard or above	School		67%	60%
National			68%	60%	70%
Exceeding (Higher Standard)	School		16%	16%	14%
	National		19%	8%	16%
Disadvantaged	School		60%	57%	51%
	National		73%	65%	75%
Non-disadvantaged	School		75%	64%	64%
	National		73%	65%	75%

Attainment is in line with national for Reading and Writing, with the exception of Maths which is significantly lower. However, the pupils achieving the higher standard in Maths and Writing is higher than national. Attainment of disadvantaged pupils is lower than disadvantaged pupils nationally.

Phonics	2023		
	School		76%
National		79%	
Disadvantaged	School		82%
	National		67%
Non-disadvantaged	School		69%
	National		82%

Disadvantaged pupils passing phonic screening check significantly above disadvantaged peers nationally. Gap between percentage of disadvantaged pupils passing phonic screening check compared to their non-disadvantaged peers nationally is significantly lower than the national trend.

Intended Outcome	Impact
Disadvantaged pupils develop high levels of literacy, language and communication skills	<ul style="list-style-type: none"> -Disadvantaged pupils are performing well in their phonic screening checks with 76% passing the check at the end of Y1 - Implementation of Little Wandle Phonics, CPD around early reading and quality first teaching from staff has been extremely effective and narrowed the attainment gap of disadvantaged pupils passing their phonic screening check. -Small group phonic sessions and targeted phonic interventions in year 1 and year 2 ensured disadvantaged pupils were given targeted support, which resulted in accelerated progress. -There is an increase in the percentage of disadvantaged pupils achieving the higher standard in reading, writing and maths in KS2 compared to their prior attainment in KS1. - Early identification of speech and language impediments and delays and timely and effective support to address needs.
Disadvantaged pupils continue to attain at least in line with their non-disadvantaged peers	<ul style="list-style-type: none"> -The performance of disadvantaged pupils by the end of KS2 is significantly above the performance of disadvantaged pupils nationally both at the expected level and at the higher standard. Progress of disadvantaged pupils by the end of KS2 is also significantly above the national average. -Although the attainment gap for reading and writing between disadvantage and non-disadvantaged is apparent, progress measures show that pupils are making progress from their individual starting points. - Effective CPD offer to support staff and teaching staff has ensured consistent high-quality teaching and learning across the curriculum, particularly evident in the implementation of the mastery approach in maths.
Disadvantaged pupils attend school regularly	<ul style="list-style-type: none"> -Absence of disadvantaged pupils was 7.5% compared to 7.2% nationally for primary schools for all pupils. The absence of disadvantaged pupils is lower than the national average for disadvantaged pupils, which was 11.1% (from the last statistics released from DFE July 2024). This demonstrates that the work being carried out is having an impact on improving attendance for disadvantaged pupils. -Whole school absence was 6.3%, which is broadly in line with national absence at 5.5% and in line with Bradford at 6.3%. -Persistent absence for disadvantaged pupils is 11.6% compared to 15.2% nationally (from the last statistics released from DFE July 2024). -This demonstrates the impact of the attendance officer and community involvement worker to support families in building resilience and implementing robust procedures to monitor and encourage regular attendance in school. -Effective use of a free breakfast club to support disadvantaged and vulnerable families to access a nutritious start to the day and encourage regular attendance and punctuality.
Disadvantaged pupils develop high levels of cultural capital	<ul style="list-style-type: none"> - Subsidising school residential increased the proportion of disadvantaged pupils taking part. -All disadvantaged pupils took part in trips and visits planned for their class -Parental surveys, qualitative data from pupil voice and the school's curriculum demonstrate that disadvantaged pupils have access to a wide, rich set of experiences and opportunities to develop their talents and interests within

	the school day and as part of extra-curricular activities beyond the school day. This has included: a wide range of after school clubs such as fencing, music and arts, archery and film club.
Disadvantaged pupils access a broad and balanced curriculum	<ul style="list-style-type: none"> -Monitoring and evaluation including external reviews such as the IQM centre of Excellence award confirms that the curriculum is ambitious for disadvantaged pupils and all pupils. -Observations, pupils work, discussions and external monitoring demonstrate that all pupils are accessing a broad and balanced curriculum
Disadvantaged pupils are supported and nurtured at home by parents who understand and are confident in addressing their child's needs	<ul style="list-style-type: none"> -Deployment of the pastoral team to support vulnerable families in accessing services and providing opportunities for parents to develop and take part in own personal development. This has built strong relationships between school and home and also raising community aspirations. - Data demonstrates that the majority of disadvantaged pupil's parents/carers attend parents' evenings, those that were unable to attend received a telephone consultation so that information about their child's progress and achievements could be shared - High engagement and attendance at parental workshops/ classes and assemblies and other school events by the parents of disadvantaged pupils -Positive feedback from parents about the information and resources provided to support their child's learning at home, including information about the school's methods for teaching individual subjects -Parent feedback shows that parents know what their child is learning and how to help them to improve
Disadvantaged pupils demonstrate high levels of well-being	<ul style="list-style-type: none"> -High engagement and participation of parents in workshops and classes that have been delivered to support families. Examples include but are not limited to: Autism awareness group, ESOL, Mental Health and Healthy Lifestyles support -Early identification and timely targeted intervention for pupils requiring additional SEMH support has ensured that their individuals needs have been appropriately met. -Pupils individual well-being needs are effectively met through use of additional support and targeted intervention accessed via: Barnardos, Young Carers, Buddies and Bereavement support. -Observation and monitoring demonstrate that disadvantaged pupils' show high levels of well-being in school. -Reactive, robust and progressive PSHE curriculum supports pupils in recognising and supporting their own and others wellbeing needs demonstrated through monitoring and observations. -Observations, monitoring and pupil discussion demonstrates that pupils are highly motivated and show high levels of engagement in all areas of learning. -Community Involvement worker supported families in accessing relevant services and securing support packages and grants for families that required it. This included food parcels, white goods and clothing. -Implementation of the Positive Relational Approach has facilitated pupils in managing emotions and reducing low-level disruption and distractions.

Based on all the information above, we are at present on course to achieve many of the outcomes we set out to achieve by 2024 as stated in the Intended Outcomes section above. Aspirations for the attainment of our disadvantaged pupils is extremely aspirational and above what has yet to be achieved nationally. Although our disadvantaged pupils are performing better than their disadvantaged peers nationally and the gap between national non-disadvantaged pupils and disadvantaged pupils nationally is decreasing, the gap in attainment still remains.

Our evaluation of the approaches delivered last academic year indicate that use of diagnostic assessments have supported in identifying the key gaps in knowledge and skills to support pupils particularly disadvantaged pupils, which resulted in accelerating their progress as demonstrated by the progress measures at the end of KS2.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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
Inclusive PE sessions all abilities.	Jasmineactive.com
Maths and English small group interventions	https://www.2simple.com/purple-mash/
Increasing pupil wellbeing and attendance	www.marvellousme.com
Communication with parents	EduSpot and Marvellous Me
Maths Timetables Timetable Rockstars	https://play.ttrockstars.com/auth/school
Maths Numbots	https://numbots.com/
Curriculum Maestro	Cornerstone Education
White Rose Maths	White Rose Education

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

The gap in attainment in reading and writing and phonics is the key focus for this academic year. Further CPD will be delivered to develop oracy and dialogic talk which will then support pupils in being to express their ideas and transfer this into their writing. Additional opportunities will be provided to work with authors and explore further opportunities to stimulate writing and develop writing skills.

Further opportunities to develop the love of reading through reward schemes. Targeted interventions via small group sessions and 1:1 to accelerate the progress of disadvantaged pupils and narrow the attainment gap between disadvantaged pupils and their non-disadvantaged peers.

Use of DFE grant to train a mental health lead in school to promote and facilitate the mental health and well-being of pupils

Continued CPD to support in the development of knowledge and skills in adapting teaching and learning to meet the needs of pupils with SEND