

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	High Street Primary Academy and Millbay Academy – Primary phase
Number of pupils in school	125 High Street 86 Millbay Primary
Proportion (%) of pupil premium eligible pupils	41% High Street 73% Millbay Primary
Academic year/years that our current pupil premium strategy plan covers	2023/24
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Stephanie Blake
Pupil premium lead	Charlotte Parry
Governor / Trustee lead	Nick Buckland

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,295 High Street £91,723 Millbay Primary <b>£163,018 Total</b>
Recovery premium funding allocation this academic year	£7,395 High Street £9,063 Millbay Primary <b>£16,458 Total</b>
Pupil premium funding carried forward from previous years	<b>£9,646 High Street</b>
<b>Total budget for this academic year</b>	£88,336 High Street £100,786 Millbay Primary <b>£189,122 Total</b>

## Part A: Pupil premium strategy plan

### Statement of intent

High Street Primary Academy and Millbay Academy (primary phase) have federated to form one school, under one headteacher, following the same exciting and ambitious curriculum. We are proud of our federation and are called MBHS.

MBHS is dedicated to providing the best education for all and aspires to set pupils up for the brightest futures. As part of Reach South, our motto, "Aspiration beyond expectation" lies at the heart of everything we do. Beyond the overarching motto, we at High Street also have five key values we aspire to instil into every pupil and which underpin everything: respect, responsibility, courage, curiosity and creativity. MBHS is a place where everybody matters and every moment counts.

This is from an inspirational curriculum which gives children experiences on which to base their learning and their future life choices, to a strategic staffing, recruitment and CPD plan which ensures that all teachers and staff members can improve, not because they are not good enough but because it leads to collective teacher efficacy. Collective Teacher Efficacy is strongly correlated with student achievement (John Hattie, Visible Learning).

When making decisions about using Pupil Premium funding it is important to consider the context of the academy and the subsequent challenges faced. This alongside research conducted by the EEF support the strategic spending of the Pupil Premium funding. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our school will:

- Have a designated Senior Leader for Disadvantaged.
- Have a named Governor for Disadvantaged.
- Have a costed Pupil Premium Strategy that uses a consistent framework based on the three areas of need identified through the EEF research. This plan will be available on the website and reviewed termly by senior leaders and Governors.
- Provide funding for Disadvantaged to access extra-curricular opportunities and ensure they are represented in every aspect of school life.
- Ensure every aspect of the academy's assessment recording system has a reporting mechanism for Disadvantage.
- Furthermore, we will use the following guiding principles as part of our work in supporting Disadvantaged children:
  - All staff are aware of the disadvantaged students they teach, tutor or mentor: we consciously build strong relationships with these students, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations.
  - We focus relentlessly on developing them as individuals: their talents, their academic endeavours and acknowledge and address the unique barriers they face.

- At the front of our minds we remember that we are powerful advocates: we have a responsibility to ensure that every disadvantaged student is prioritised for enriching academic and extra- curricular opportunities that challenge and inspire them.
- We develop disadvantaged students as leaders in our community: we believe in them, even when they don't believe in themselves; we prioritise them at every opportunity, proactively encourage them to take on leadership roles and ensure they develop the skills in order for them to be successful.
- We know that excellent teaching is at the heart of disadvantaged learners' success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable students.
- We know that excellent teaching is adaptive and meets the needs of the learner: teachers engage with Visible Learning approaches and evidence-informed approaches to refine, develop and improve in order to ensure our learners achieve their potential. We understand the importance of subject mastery and seek always to develop subject knowledge and expertise.
- We address financial and practical barriers to learning and enrichment: we know how parents or carers can apply for bursaries to support access to activities and enrichment opportunities; we provide a member of staff to signpost parents or carers to these opportunities.
- We offer opportunities for independent practice: we explicitly teach students learning habits underpinned by Rosenshine's principals. These are embedded in lessons and leaders monitor their success throughout their school career and intervene, where necessary, to support progress.
- We raise aspirations and focus on the future: we provide guidance and support that allow our students to explore opportunities they may not have considered. We develop strong links with universities and businesses in order to encourage all students to broaden their horizons.
- We understand that excellent attendance is fundamental to student success: we intervene early and positively when students are absent and ensure that any barriers to excellent attendance are addressed.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Weak Language and Communication skills</b> Most children are working at a Blanks levels 1 or 2 and are unlikely to have the breadth of vocabulary that reflects their experiences on entry to reception. This creates a 'learning gap' at a young age which High Street Academy challenge with robust early intervention. In KS1 and KS2, children are unlikely to use talk to connect ideas and explain what is happening or predict what will occur coherently.
2	<b>Low attainment on entry to the Early Years Foundation Stage in all areas but particularly in comprehension.</b>

	Most children are working below age related expectation on entry to Reception and are assessed to be working at Blanks Level 1 or 2 and some show deficits in all language areas that are screened for on entry to Reception. This negatively impacts on the children being able to display confident and independent choices in all areas of the EYFS. Despite making accelerated progress, children do not meet the following comprehension KPI: demonstrate understanding of what has been read to them by retelling stories and narratives using their own words And recently introduced vocabulary; anticipate where appropriate key events in stories; use and understand recently introduced vocabulary about stories, non fiction, rhymes, poems and during role-play.
3	<b>Achievement in Writing</b> Achievement in Writing, across the school, is lower for disadvantaged pupils than others. Whilst there are signs of improvement of progress of disadvantaged pupils across the school, however at the end of KS2, their attainment remains below their non-disadvantaged peers across Writing.
4	<b>Progress and Attainment in Mathematics</b> The progress and attainment of disadvantaged pupils is lower than their non-disadvantaged peers. This is across the school and will be a key focus for 2023-2024.
5	<b>Times Tables Recall</b> Knowledge of times tables is lower for pupils eligible for Pupil Premium than for other pupils this is especially evident in the Year 3 and 4 cohort.
6	<b>Complex family situations</b> Pupils eligible for pupil premium at MBHS Primary Academy have, on average, experienced more Adverse Childhood Experiences.
7	<b>Accumulation and retention of skills and experiences needed to improve social capital and life aspirations</b> The accumulation of skills and experiences are required within the school needs to improve social and cultural capital and life aspirations of all pupils, particularly those from disadvantaged backgrounds. The ability to retain and build upon those experiences is a 2023-2024 key focus.
8	<b>Attendance and Punctuality issues</b> Attendance and punctuality are currently a challenge for disadvantaged pupils as they are currently below their non-disadvantaged peers. This will be a key focus for 2023-2024.

## 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
Improved language and communication skills for pupils eligible for Pupil Premium.	The percentage of disadvantaged pupils that require intensive Speech and Language intervention based on Language Link assessments will fall in line with non-disadvantaged. Pupils who are eligible for Pupil Premium and have an identified gap in vocabulary acquisition, across the school, make rapid progress so by the end of KS2, age expectations(+) are met.

	<p>Children leaving EYFS will be working at a Blanks level 4 unless a SEND need is identified and any language gaps identified in the screening will be closed.</p> <p>During pupil conferencing and lesson observations pupils are observed as having a breadth of vocabulary that reflects their experiences and children will be observed to connect ideas orally and explain what is happening coherently.</p>
<p>Higher rates of progress across EYFS especially in understanding, listening and attention especially in the following KPIs: Comprehension.</p>	<p>Pupils identified as Pupil Premium make as much progress as non-PP peers across EYFS and those who are identified as Low Prior Attaining make accelerated progress. Progress will be visible in learning walks, lesson observations and in learning journeys.</p> <p>During observations, pupils will be observed to be taking advantage of well-planned creative opportunities. By the end of EYFS, all PP pupils will have achieved these KPIs unless an SEND need has been identified.</p>
<p>Achievement in early Reading will be maintained and in Writing it will be improved</p>	<p>Progress of disadvantaged groups will be in line or above non disadvantaged pupils in phonics screening and early reading assessments.</p> <p>The percentage of disadvantaged pupils achieving age related expectation will increase from last year.</p>
<p>Progress and attainment in Maths will improve</p>	<p>Progress of disadvantaged groups will continue to be in line 6 or above non disadvantaged pupils.</p> <p>The percentage of disadvantaged pupils achieving age related expectation will increase in Maths, aligning with non-disadvantaged pupils.</p>
<p>Pupils eligible for Pupil Premium will know their times tables to 12x12 fluently by the end of Year 4.</p>	<p>When tested at the end of Year 4, the percentage of Disadvantaged pupils who will know their tables to 12x12 fluently will increase from last year.</p>
<p>Families, identified as having complex family situations are supported through a multi-agency approach.</p>	<p>Parent/child voice captured will show effective intervention has been put in place. Pupil progress in Social, Emotional interventions and communication KPIS and will show that for pupils with less than 4 ACES will make expected progress. Those with more than 4 ACES will have a personalised plan in place based on robust plan-do-review process.</p>
<p>Better outcomes for disadvantaged learners and support them to accumulate the skills and experiences needed to improve social capital and life aspirations.</p>	<p>There will be an increased access for disadvantaged pupils for the accumulation of skills and experiences to improve social capital and life aspirations.</p> <p>Pupil conferencing on life aspirations will take place. An 'Aspirations Week' will take place. KS2 secondary destination choices to be well informed.</p>

	<p>Every Pupil Premium pupil will attend 4 school trips, events or visitors over the school year. MBHS curriculum will ensure all trips, events and visitors are explicitly linked to their learning and will encourage children to remember their learning over time.</p>
<p>Increased attendance rates and punctuality for pupils eligible for Pupil Premium.</p>	<p>Reduce the number of absentee letters sent out by at least 20%.  Overall PP attendance will be to be at/above 95%.  Reduce the number of PP pupils late to school (current % HS – 2.6%, MB – 2.5%).  Dedicated Inclusion, Attendance and Welfare Officer to work inline with TEAM educational welfare service focused on strategies to reduce absenteeism and lateness.</p>

## Activity in this academic year

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

## Teaching

Budgeted cost: £107,684

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintaining High Quality First Teaching	<p>Many different evidence sources recognise quality first teaching as the most effective way to improve progress and attainment. Including the EEF publication 'Using your Pupil Premium effectively':  <a href="https://educationendowmentfoundation.org.uk">The EEF Guide to the Pupil Premium   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">EEF blog: Unlocking potential: the power of the Pupil Premium   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Teachers, including catch up teachers, will use Assessment for Learning to ensure misconceptions (particularly in the Maths and Writing) are addressed. Where possible and needed, personalised learning is available.</p>	1-5, 7&8
Maintain structured phonics programme in KS1 and KS2 through robust training program.	<p><a href="https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes#validated-ssp-programmes">https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes#validated-ssp-programmes</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Read Write Inc. Phonics and Fresh Start   EEF (educationendowmentfoundation.org.uk)</a></p>	2,3
Additional adults in EYFS ensuring there is a sharp focus on children acquiring a wide vocabulary and communicating effectively.	<p>The 'Closing the Attainment Gap' document produced by EEF shows that targeted small group and 1:1 intervention has been shown to have the largest potential for immediate impact on attainment. The EEF document 'Preparing for Literacy' recommends that High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a></p> <p>Adults have a vital role to play in modelling effective language and communication and language provides the foundation of thinking and learning and should be prioritised.</p>	2
Additional adults in year 6 ensuring	Catch up funding will employ an additional teacher to provide:	3,4

<p>teaching is enhanced, particularly in writing and Maths</p>	<p>Daily maths 'scoop' to address any misconceptions before the next lesson (across KS2)          Additional Early Bird sessions – personalised, targeted maths teaching          Targeted teaching within the Maths lessons          The 'Making Best Use of Teaching Assistants' document produced by EEF shows that when directed strategically Teaching Assistants can have a positive impact on pupils' progress. In particular, in additional Year 6 Teaching Assistants will be deployed to:          Support pupils develop independent learning skills and manage their own learning          Deliver high quality one-to-one and small group using structured interventions          Support pupils all disadvantaged from all ability groups.          HLTA will be deployed to Y6 to enhance the learning and progress within writing through targeted teaching based on previously identified misconceptions.</p>	
<p>Continue to develop MBHS curriculum to ensure all learning is taught in sequential blocks with an emphasis on retaining, reviewing and building on previous learning. This will lead to all pupils to 'know more and remember more'.          Curriculum Lead to design staff CPD to build confidence and consistency throughout the school.</p>	<p>There is evidence provided by EEF that clearly shows how metacognitive strategies have supported retention of knowledge across the curriculum:  <a href="https://www.educationendowmentfoundation.org.uk/blog/anchoring-curriculum-knowledge-using-metacognitive-strategies">EEF blog: Anchoring Curriculum Knowledge Using Metacognitive...   EEF</a>  <a href="https://www.educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a></p> <p>To support 'children remembering more to learn more' the MBHS curriculum is also being redesigned to ensure spaced learning occurs throughout the units of work. This is also in line with advice from EEF and the National Library of Medicine:  <a href="https://www.educationendowmentfoundation.org.uk/smart-spaces">SMART Spaces   EEF</a>  <a href="https://www.educationendowmentfoundation.org.uk"> (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://pubmed.ncbi.nlm.nih.gov/26212112/">Evidence of the Spacing Effect and Influences on Perceptions of Learning and Science Curricula - PMC</a>  <a href="https://pubmed.ncbi.nlm.nih.gov/26212112/"> (nih.gov)</a></p>	<p>1-5</p>

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

Budgeted cost: £26,511



Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase revision materials and additional equipment to ensure all Disadvantaged pupils can regularly access high quality resources to consolidate learning in the classroom. E.g. Maths Boot Camp, My Maths, Time Tables Rocks Stars	Research on Rosenshine’s Principles of Instruction and Willingham’s fluency and drilling show that students’ confidence and fluency will improve through independent practice as children will need to retrieve the number facts from their long term memory whilst playing this game.	4,5
Implement interventions which supports developing the fluency and reasoning skills in Mathematics	Research on Rosenshine’s Principles of Instruction and Willingham’s fluency and drilling show that students’ confidence and fluency will improve through independent practice. Children will need to retrieve the number facts from their long-term memory. Purposeful practice is also cited as a specific strategy – one which will be planned, delivered and assessed by highly skilled Maths team. <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/mathematics-guidance-key-stages-1-and-2-covers-years-1-to-6.pdf">Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)</a>	5
Speech and Language Therapy	The EEF Toolkit shows that communication and language approaches especially in the early years has high impact for low cost based on extensive research. <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</a>	1
Academic Mentor and Tuition	In the EEF, there is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	4

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

Budgeted cost: £54,927

Activity	Evidence that supports this approach	Challenge number(s) addressed
Multi Agency Support Team (MAST)	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social Emotional Learning can lead to learning gains of +4 months over the course of a year. When behaviour needs cannot be met an universal or targeted level and the school has followed the Graduated Approach, specialist advice and services can be sought from the MAST team including support at TAMs and EHATS, therapy services and family support for boundaries and appropriate chastisement.	6,8
SENCo	The level of pupils with SEN is significantly above average at High Street Primary Academy and in line with National at Millbay Academy (primary phase). A high proportion of pupils with SEN are also eligible for pupil premium funding. Two of the key priorities for the SENCo will be to establish and manage SEN throughout the Academy using the Graduated Approach and to focus on the early identification of SEN in pupils at the Academy. Both aims are stated in the Code of Practice (2015) and strategies to achieve them are taken from NASEN.	1-8
Continue to subsidise enriching after-school school clubs and educational trips/visits opportunities. Continue to subsidise enhanced lunchtime play/sports activity provision	<p>DfE strategy 2015 – 2020: provide world class education and care that allows every child and young person to reach his or her potential, regardless of background.</p> <p><a href="http://www.gov.uk">DfE strategy 2015 to 2020: world-class education and care - GOV.UK (www.gov.uk)</a></p> <p>Child Poverty Action Group: Improving Children's Life Chances. <a href="#">cpag book summary.pdf</a></p>	6,7,8
Breakfast Club, early morning support	Evaluation from the EEF found that in schools where there are free of charge, universally provided breakfast, before school, there was an average of 2 months' additional progress for pupils in Key Stage 1. Schools that had a Breakfast Club also saw improved attendance.	8
Inclusion, Attendance	Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%. Improving	

and Welfare Officer	'Attendance Guidance Report' and 'Working with Parents to Support Children's Learning Guidance Report' from the EEF suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	
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**Total budgeted cost: £189,122**

## 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.

<p>High Street and Millbay Academy (primary phase) are completely federated but operate under two DfE identities. In July 2023, High Street Primary Academy was awarded "Good" status from Ofsted. This inspection celebrated and marked the significant improvements made in all areas of MBHS which involved all the points from the 2022-2023 Pupil Premium Strategy. In particular the inspectors noted,          "Pupils learn a highly ambitious curriculum. Leaders have thought carefully about what pupils need to know and when. They have also considered what they want pupils to learn about the local area and the wider world. This helps pupils to learn about opportunities that may await them beyond the school's city centre location. Teachers make regular checks on pupils' understanding. They use this to adapt learning to reflect pupils' prior knowledge. This helps pupils to learn well."           "Staff in the early years have a deep understanding of how children learn. They are clear about the focus for each learning activity and the vocabulary that children need to know. This helps children to talk with confidence about their learning. Children leave the early years well prepared for the curriculum in Year 1."</p>	<p>Inspection dates: 3 and 4 July 2023</p> <table border="1"> <tr> <td><b>Overall effectiveness</b></td> <td><b>Good</b></td> </tr> <tr> <td>The quality of education</td> <td><b>Good</b></td> </tr> <tr> <td>Behaviour and attitudes</td> <td><b>Good</b></td> </tr> <tr> <td>Personal development</td> <td><b>Good</b></td> </tr> <tr> <td>Leadership and management</td> <td><b>Good</b></td> </tr> <tr> <td>Early years provision</td> <td><b>Good</b></td> </tr> <tr> <td>Previous inspection grade</td> <td>Inadequate</td> </tr> </table>	<b>Overall effectiveness</b>	<b>Good</b>	The quality of education	<b>Good</b>	Behaviour and attitudes	<b>Good</b>	Personal development	<b>Good</b>	Leadership and management	<b>Good</b>	Early years provision	<b>Good</b>	Previous inspection grade	Inadequate
<b>Overall effectiveness</b>	<b>Good</b>														
The quality of education	<b>Good</b>														
Behaviour and attitudes	<b>Good</b>														
Personal development	<b>Good</b>														
Leadership and management	<b>Good</b>														
Early years provision	<b>Good</b>														
Previous inspection grade	Inadequate														
Intended Outcome	Success Criteria	2022 - 2023		2023 – 2024											
Improved language and communication skills for pupils eligible for Pupil Premium.	The percentage of disadvantaged pupils that require intensive Speech and Language intervention based on Language Link assessments will fall in line with non-disadvantaged.														
	Children leaving EYFS will be working at a Blanks level 4 unless a SEND need is identified and any language gaps identified in the screening will be closed.														
	During pupil conferencing and lesson observations pupils are observed as having a breadth of vocabulary that reflects their experiences and children will be observed to connect ideas orally and explain what is happening coherently.														
Higher rates of progress across EYFS especially in understanding, listening and attention especially in the following KPIs: Children know more so are confident about coming up with their own ideas.	Pupils identified as Pupil Premium make as much progress as non-PP peers across EYFS and those who are identified as Low Prior Attaining make accelerated progress.	HS	MB												
	Progress will be visible in learning walks, lesson observations and in learning journeys.	HS	MB												

	The amount of pupils who are GLD by the end of Reception will be at least in line non-PP pupils nationally.	HS	MB Significantly small cohort	
	During observations, pupils will be observed to be taking advantage of well-planned creative opportunities.	HS	MB	
	By the end of EYFS, all PP pupils will have achieved these KPIs unless an SEND need has been identified.	HS	MB	
Achievement in Reading and Writing will improve	Progress of disadvantaged groups will continue to be in line or above non disadvantaged pupils. The percentage of disadvantaged pupils achieving age related expectation will increase from last year (50%) to at least 68%.	R (all) HS – 77% +4.4 MB – 71% +2.8 Cohort size meant PP was statistically insignificant.		
		W HS -62% +2.5 Cohort size meant PP was statistically insignificant.	W MB – 63% +2.3 (all)	
Progress and attainment in Maths will improve	Progress of disadvantaged groups will continue to be in line or above non disadvantaged pupils.	M HS +3.2 (all) Cohort size meant PP was statistically insignificant.	M MB +0.9 (all)	
	The percentage of disadvantaged pupils achieving age related expectation will increase in Maths, aligning with non-disadvantaged pupils.	HS – 69% Cohort size meant PP was statistically insignificant.	MB – 61% (all)	
Pupils eligible for Pupil Premium will know their times tables to 12x12 fluently by the end of Year 4.	When tested at the end of Year 4, Disadvantaged pupils will know their tables to 12x12 fluently, in-line with other pupils.	Significant improvement from 2022 but MTC will continue to be a focus 2023-2024.		
There will be a reduction in the type of incident where a child may have difficulties in managing their emotions or behaviour.	All disadvantaged pupils and their families are effectively supported at the point of need.			
	Disadvantaged pupils feel safe, happy and secure during all parts of the school day.			
	All Disadvantaged pupils in EYFS know more, so are confident about coming up with their own ideas and have strategies to manage emotions.			
	Disadvantaged pupils approach learning with confidence and take risks in their learning, communicating their learning needs.			
Better outcomes for disadvantaged learners and support them to accumulate the skills and experiences needed to improve social capital and life aspirations.	There will be an increased access for disadvantaged pupils for the accumulation of skills and experiences to improve social capital and life aspirations.			
	Pupil conferencing on life aspirations will take place.			
	An 'Aspirations Week' will take place			
	KS2 secondary destination choices to be well informed			
	There will be reports on whether these children attend university or further education in the future			

Increased attendance rates and punctuality for pupils eligible for Pupil Premium.	Reduce the number of absentee letters sent out by at least 20%.	HS	MB	
	Overall PP attendance to be above 95% and reaches 98.5%.			
	Reduce the number of PP pupils late to school.			
	Dedicated Inclusion, Attendance and Welfare Officer			

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Read, Write, Inc	Read Write Inc
PHSE Association	PHSE Association
Numbots	Maths Circle team
Times Tables Rock Stars	Times Tables Rock Stars
SATS Bootcamp	SATs Boot Camp
My Maths	Oxford University Press
Widgit	Widgit Software Ltd