

Pupil premium strategy statement 2022-2025 – Guildhall Community Primary School

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

It outlines our pupil premium strategy for 2022-25, specifically how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	318
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Andy Mathews, Headteacher
Pupil premium lead	Fiona-Catherine Thompson, Deputy Headteacher
Governor / Trustee lead	Ben Tanner

Funding overview 2022-23

Detail	Amount
Pupil premium funding allocation 2022-2023	<p><i>Estimated - £72,240</i> <i>Actual - £70,750</i> Difference: - £1490</p> <p><i>(£1,385 per pupil x 46 FSM/Ever 6 = £63,710)</i> <i>(£320 per pupil x 22 service children = £7,040)</i></p>
Recovery premium funding allocation this academic year	<p><i>Estimated £6,235</i> <i>Actual £6,670</i> Difference: £435</p> <p><i>(£145 per pupil x 46 pupils)</i></p>
Additional Payment for LAC x 2 pupils (Spring 2023)	£600
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total spend for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year.</i>	<p><i>Estimated £78,475</i> <i>Actual £78,020</i> Difference: - £455</p>

Detail	Amount
<p>Pupil premium funding allocation 2023-2024</p> <p><i>*Please note, these figures are fairly changeable throughout the year.</i></p>	<p>Estimated - £72,960</p> <p><i>(£1,455 per pupil x 46 FSM/Ever 6 = £66,930)</i></p> <p><i>(£335 per pupil x 18 service children = £6,030)</i></p>
Recovery premium funding allocation this academic year	<p>£ 6,670</p> <p><i>(£145 per pupil x 46 pupils (2022/23 census))</i></p>
<p>Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i></p> <p><i>*Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	£0
<p>Total budget for this academic year</p> <p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	£ 79,630

Proposed Funding overview 2023-24

Detail	Amount
<p>Pupil premium funding allocation 2023-2024</p> <p><i>*Please note, these figures are fairly changeable throughout the year.</i></p>	<p>Estimated - £72,960</p> <p><i>(£1,455 per pupil x 46 FSM/Ever 6 = £66,930)</i></p> <p><i>(£335 per pupil x 18 service children = £6,000)</i></p>
<p>Recovery premium funding allocation this academic year</p>	<p>£ 6,670</p> <p><i>(£145 per pupil x 46 pupils (2022/23 census))</i></p>
<p>Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i></p> <p><i>*Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	<p>£0</p>
<p>Total budget for this academic year</p> <p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	<p>£ 79,630</p>

Part A: Pupil premium strategy plan

Statement of intent

Guildhall is a positive and inclusive school with a hardworking, enthusiastic and dedicated staff team. We have an experienced senior leadership team and a school ethos that champions the highest expectations and nurture, putting children and staff at the heart of all we do.

We are a pan-45, two form entry primary school in Bury St Edmunds, Suffolk, in the historic part of this cathedral town, and our pupils range from across a wide area, many from outside our direct catchment area, including military families (5%). Currently, 19% of pupils are pupil premium but we recognise that many families will be just above this threshold and we are mindful of this when considering the range of opportunities and provisions we offer and the support we may need to give.

Although we are a school in the heart of Suffolk, our historic, listed building and location within the centre of town, means that our children have limited access to outdoor and green spaces and we continue to pursue this as an area of development, understanding the importance of facilities for sporting and outdoor learning and the benefits of the natural world. We actively seek opportunities to enrich our curriculum by engaging in activities and experiences outside of school including the local rugby club, Royal Ballet School and cathedral, local trips and regional and national opportunities.

We strongly believe the curriculum is our children's opportunity to develop lifelong interests and talents. We aim to provide the knowledge, skills, experiences and opportunities that will improve the life chances for all, especially our disadvantaged pupils.

Our curriculum is under development this year as we continue to respond to the needs and interests of our children alongside the national curriculum. We are continuing to focus on language development in all its forms with a clear emphasis on vocabulary, oracy and reading. We are constantly looking to refine and improve teaching and learning practice in this area whilst also providing targeted interventions to struggling learners both prior to, and during the school day.

We have a strong ethos of inclusion and a compassionate approach towards engaging and supporting our children and parents. We have high expectations for behaviour and support pupils to engage and manage challenges through support from our pastoral team. Targeted support enables pupils to develop their emotional literacy, resilience and enables them to feel more positive about themselves and their learning.

There is a collective understanding of the impact of disadvantage on pupils' learning and staff at every level speak with ambition for all our pupils and they all fully understand the part they play in addressing educational disadvantage. Through leadership capacity, there is a sharp focus on the quality

of pupils' learning experiences. Our leadership team play a significant role in evaluating progress through ongoing and supportive monitoring and quality assurance. They devote time to our staff for collaborative team planning, teaching, and modelling by spending time in classrooms to provide on the spot coaching, training, and immediate feedback to develop practice.

A clear, shared understanding of strategic milestones and goals enable constructive conversations between staff members, governors and leaders. Our middle leadership team are developing their skills in ensuring all subjects in our curriculum are taught at the highest standard to enable pupils to have excellent teaching and learning that engages, inspires and empowers them for their future studies and careers. Children are encouraged to be aspirational, with individuals from a wide range of backgrounds profiled and celebrated across the curriculum.

The Education Endowment Foundation (EEF) recognises that there is a significant gap in attainment between disadvantaged pupils and their peers and that furthermore 'evidence is clear that disadvantaged students have fallen further behind during the pandemic' and that the effects of the disruption to education seen during Covid-19 has and continues to have a disproportionate effect on disadvantaged pupils.

Our 2022-2025 pupil premium strategy plan aims to address the main barriers that our children face. It is our intention that no child should be left behind either socially or academically due to disadvantage. Through the development of an inspirational and inclusive learning environment coupled with robust tracking, careful planning and targeted support we aim to remove barriers to learning and enable all our children to access opportunities that will raise their aspirations so they can achieve excellence and reach their full potential.

Challenges

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

Challenge number	Detail of challenge
1	Low attainment and slow progress rates of disadvantaged children have been exacerbated by the pandemic. The children have gaps that continue to need addressing.
2	Communication and vocabulary skills are noticeably poorer in EYFS and KS1. There is a noticeable decline in children's oracy and vocabulary skills across the school, phonemic awareness and Personal, Social and Emotional Development affecting pupils from reaching expected age related milestones.

3	Many of our children and families are struggling with social and emotional difficulties and in some case financial hardship. Children continue to be less resilient and are struggling with conflict and challenge. This will led to disengagement, relational conflict and emotional outbursts.
4	Children's resilience and stamina for learning has been adversely affected as has their ability to use standard levels of presentation and grammatical features. There continue to be gaps in learning due to education disruption meaning teachers are continuing to address these before moving learning on and pupils are relying more heavily on adult support within the classroom.
5	Many families already had limited exposure to culturally enriching experiences but this was exacerbated with the closure of social venues during the pandemic and continues to be an issue with the increased cost of living a barrier for many families.

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 attainment and progress for disadvantaged pupils	<ul style="list-style-type: none"> • All disadvantaged children make at least expected progress demonstrated by the data set and from previous key stage results. • Gap in attainment and progress between PP and non PP children will reduce.
Improved communication and vocabulary skills	<ul style="list-style-type: none"> • EYFS data shows improvement in oracy and communication outcomes. • Phonics outcomes will be in line with national outcomes and the attainment gap will reduce. • Attainment gap will reduce through improved academic outcomes in reading and writing • Improved self-regulation, reduction in behaviour incidents. • Pupils use wider and more sophisticated vocabulary in their oral and written learning evidenced through book looks, teacher assessment.
Social and emotional difficulties are well supported and managed.	<ul style="list-style-type: none"> • Increase in number of children accessing nurture opportunities to boost self-esteem, self-confidence and resilience. • Improved behaviours seen within and beyond the classroom. • Pupil and teacher surveys demonstrate improved self-esteem and well-being.

	<ul style="list-style-type: none"> • SLT and pastoral team quickly identify and support families / children who are facing difficulties. • Referrals are made to relevant support services as appropriate. • Transition workshops help children prepare for next step including self-care.
Improved resilience and stamina for learning	<ul style="list-style-type: none"> • Learning walks, pupil book studies and teacher assessment demonstrate that children are being encouraged to be independent by all staff and are developing appropriate metacognitive skills. • Improved outcomes for PP pupils in RWM. • Reduction in PP absence and persistent absence • Reduction in the number of behaviour incidents disrupting learning.
Pupils access culturally enriching experiences	<ul style="list-style-type: none"> • The new curriculum at Guildhall Feoffment is designed to be more diverse, inspiring and challenging. • Pupils have an increased range of visits and experiences to inspire and enhance learning. • An increased range of social, cultural, enrichment and sporting experiences within (and outside) the school day are provided. • Reading spine in place enabling pupils to access a diverse and enriching reading curriculum.

Proposed Activity during academic years 2023-24

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: £ 52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning focus using evidence-based strategies to support consistently excellent teaching.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	1, 2, 3 & 4

<p>Development of senior and middle leadership to monitor and support staff to secure excellent practice.</p> <p>Regular book studies and learning walks with feedback to staff given.</p> <p>Ensure all lessons provide opportunities for all children to engage with mastery approach.</p> <p>Ensure ECTs and trainee are supported through excellent mentorship, training and induction programmes.</p>	<p>Termly assessment and monitoring and progress discussions enable more targeted teaching.</p> <p>Access to high quality teaching is the most important lever schools have to improve outcomes for pupils (+4months)</p> <p>Evidence of meaningful, directed teacher feedback and targets supports better practice (Ambition Institute, 2022)</p> <p>Evidence indicates that mastery learning can deliver approximately five additional months' progress on average. (EEF 2020-1)</p> <p>Evidence of better teacher retention, well-being and improved teacher practice through ongoing coaching and training. (ECF 2022, Ambition Institute)</p>	
<p>High quality and consistent phonics teaching takes place across the school including engaging with WENSUM English Hub to develop high quality teaching in phonics and early reading.</p> <p>Reading curriculum ensures the skill of reading is taught effectively and consistently across the school.</p> <p>Vocabulary and Literacy rich curriculum, designed, and implemented across the whole curriculum.</p> <p>Reading spine developed which ensures a wider range of texts with a rich and diverse vocabulary and themes are available and promoted.</p>	<p>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 2022)</p> <p>High-quality feedback to improve outcomes will be monitored termly by SLT. WENSUM Hub audits show improved teaching and learning and outcomes for pupils.</p> <p>Making best use of teaching assistants to support learning in the classroom. (EEF-2020-1) There is evidence to suggest that oral language interventions delivered by trained teaching assistants have a broadly similar impact to those delivered by teachers.</p> <p>Supporting oral language development. EEF There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions, (EEF 2022)</p>	<p>1,2,3 & 4</p>

Develop a culture where reading is a high priority and children gain a love of reading leading to them having the skills to access all learning.	Development of library and book clubs to ensure pupils have access to and are supported to choose high quality, diverse reading material. Weekly reading assemblies include pupil voice.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted and focussed small group support	Ofsted research led framework and EEF demonstrate importance of well-tailored interventions to support pupils.	1, 2, 3 & 4
Dedicated Teaching Assistants to support targeted interventions such and oral language development	Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. (EEF-2020-1)	1, 2, 3 & 4
<p>Enhance provision of books throughout the school, including the allocation of books to keep for all disadvantaged children</p> <p>Ensure high quality texts are available for guided reading and reading for pleasure in all classes and subjects and across the school.</p> <p>Ensure disadvantaged children have access to their own books at home and</p>	<p>Reading comprehension strategies are of high impact on average (+6 months). It is crucial that pupils are taught a wide range of strategies explicitly and consistently. Pupils should then be supported to apply taught comprehension strategies independently to other reading tasks, contexts and subjects.</p> <p>This should be taught alongside phonics (+6 months impact) as a fundamental component of early reading instruction. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</p>	1, 2 & 4, 5

<p>are read with regularly throughout the week.</p> <p>Provide targeted reading, writing and maths interventions – e.g. phonics, Nessy, Beat it Dyslexia, precision teaching strategies.</p> <p>Ensure oral language interventions are in place as part of early interventions in KS1 and Early Years. .</p>	<p>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practise the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>Oral language interventions should be in place to support the learners use of vocabulary, articulation of ideas and spoken expression (+6 months impact)(EEF 2020-1)</p> <p>Evidence indicates that feedback can deliver approximately 6+ additional months' progress on average. (EEF 2020-1)</p>	
<p>Specialist S&L TA for 5 morning or afternoon sessions every week</p>	<p>Oral language interventions should be in place to support the learners use of vocabulary, articulation of ideas and spoken expression (+6 months impact) (EEF 2020-1)</p>	<p>2 & 3</p>

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

Budgeted cost: £ 10,630

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work with external agencies including CAMHS and MASH to support pupils and families.	Ofsted expect to see learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. (2021)	3, 4, 5
Ensure provision of through Pastoral team - offer bespoke SEMH	Increasing evidence of Social Emotional Mental Health Problems in young people especially following the pandemic. EEF Toolkit Social and Emotional Learning +4 months	3, 4, 5

interventions to pupils, like SMART thinking and nurture club.		
Financial support for disadvantaged children for additional uniform or outside clubs and activities where specific need has been identified.	Lack of opportunities socially and culturally can impact on a child's self-esteem and confidence which can have a knock on effect on their learning outcomes.	3, 4, 5
Use pastoral behaviour support/intervention to positively reinforce attitudes to learning.	EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.	3, 4, 5
Teachers to ensure trips and visits are planned with disadvantaged pupils in mind and financial barriers are removed wherever possible.	SecEd research by Sutton Trust (2014) emphasises the positive effect of extra-curricular experience in both education outcomes. Families will be supported as needed to enable all disadvantaged pupils to attend.	5

Total budgeted cost: £ 79,630

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil Premium children numbers

	Sept 2021	Sept 2022	Sept 2023
% of total PP children on roll (includes FSM, Ever6 & Forces)	70/333 (21%)	65/322 (20%)	60/318 (19%)
% FSM children on roll	46/333 (14%)	47/322 (15%)	45/318 (14%)
% of PP children who are FSM	46/70 (66%)	47/65 (72%)	45/60 (75%)
% of Forces children on roll	24/333 (7%)	18/322 (6%)	15/318 (5%)

All Pupil Premium children numbers by year group – Summer 2023 and Autumn 2023

Year Group	All PP Summer 2023	All PP Autumn 2023
Year R	9	9
Year 1	10	9
Year 2	6	9
Year 3	10	5
Year 4	9	8
Year 5	11	9
Year 6	9	11
Total	64	60

Pupil Premium children numbers for Autumn, Spring & Summer Term 2022 - 2023

Number of Pupil Premium Pupils	Autumn Term 1/9/22 – 16/12/22	Spring Term To 31/3/23	Summer Term To 21/7/23
Number of ALL pupils on roll	278	296	316
Number of PP pupils eligible for pupil premium funding	62	63	64
Number of FSM pupils	44	45	48
Number of Ever 6 pupils	2	2	2
Number Forces	16	16	16
Number of LAC	0	2	2
Number of PLAC	1	1	1
Attendance average of all pupils (<i>accumulative</i>)	95.8%	95%	96%
Attendance average of all PP pupils (<i>accumulative</i>)	94.8%	94.8%	96.2%

Evidence above shows that Pupil Premium children had attendance in line with their non-PP peers and this has improved from the previous year due to ongoing rigorous monitoring and follow up of absence. Our Persistent Absence rate was 7% in 2022-23 well below the national figure of 22.3%. Of those children with persistent absence, 5 children were PP and this is an area we continue to target and support. All persistent absence was referred to or discussed with the Educational Welfare team and one family was supported by the Educational Welfare Officer resulting in improved attendance.

Pupil Premium Attainment data Summer term 2023

This data includes all Pupil Premium children – FSM and Service Children.

Reception: GLD Outcomes 65% (National 67%)

Final Reception National Data is released on 30th November – provisional speculative data is that the figure will be approx 67%.

The GLD outcomes for all children in Reception are broadly in line with expected national data. However, Pupil Premium data was 50%, lower than the cohort and national figures and this continues to be an area to target. The phonics programme introduced in January 2023 did make significant improvements in pupil's early reading and writing outcomes and phonics interventions took place before and during the school day for pupils not making expected progress.

During the Autumn term, the cohort was screened for speech and language difficulties and 40% of the cohort were below expected speech and language development levels. This may have been due to limited interactions and access to provision during the pandemic. As a result, 12 hours of S&L support was delivered in school every week and 6 children were referred for additional external support. These children will continue to receive targeted support in 2023-24 to ensure they catch up with their peers. 4 children in EYFS, 3 of which were PP received additional pastoral support sessions in 2022-23 to support with regulating emotions and developing emotional literacy.

In 2023-24, EYFS and Key Stage 1 pupils will also have Mastering Number (NCETM) Maths meetings four times a week to strengthen early number understanding and increase fluency in calculation.

In 2023-24 our School Development Plan recognises the importance of continuing to improve the provision and curriculum for the Early Years phase. Staffing changes, ongoing CPD and curriculum development will ensure outcomes for pupils in the Foundation stage continue to improve with a specific focus on the lower attaining 20% pupils.

Year 1 Phonics Data: 91% pass (National 79%)

All children have continued on the phonics review programme in Autumn term 2023 and those who did not pass receive daily targeted support.

Year 2 Phonics Data: 85% (National 89%)

The continued teaching of our new phonics programme in Year 2 significantly supported pupils to catch up gaps from EYFS and Year 1 meaning that our phonics results improved from the Year 1 results in 2021/22 of 67%. **100% of PP** children passed their phonics. Any children who did not pass are continuing small group and SEND phonics programmes in Year 3.

The KS1 results for this cohort are broadly in line with national results which shows the effect of the pandemic on this cohort in Reception and Year 1. Further investment in developing these reading skills and supporting learning behaviours will continue into Key Stage 2 to continue to address these gaps through whole class reading teaching, interventions, precision teaching and pastoral support.

Broadly in line with main cohort

Exceeding main cohort

Below main cohort

Whole School Data per year group:

Year Group		Percentage At ARE			Percentage at GD		Percentage at ARE in Reading, Writing and Maths	
	Reading	Writing	Maths	Phonics	Reading	Writing	Maths	
Reception (8 pupils, 2 PP&SEN)	5/8 62.5% (all pupils 85%)	4/8 50% (all pupils 68%)	5/8 62.5% (all pupils 79%)					GLD Outcomes 50% (all pupils 68%)
Year 1 (8 pupils, 6 PP&SEN)	5/8 62.5%	4/8 50%	4/8 50%	6/8 75%	1/8 12.5%	1/8 12.5%	2/8 25%	

	(all pupils 80.4%)	(all pupils 73.9%)	(all pupils 71.7%)	(all pupils 91%)	(all pupils 28.3%)	(all pupils 6.5%)	(all pupils 23.9%)	
Year 2 (5 pupils, 2 PP& SEN)	3/5 60% (all pupils 53%) National 68%	3/5 60% (all pupils 49%) National 60%	3/5 60% (all pupils 62%) National 70%	4/5 100% (all pupils 85%) National 89%	1/5 20% (all pupils 13.3%)	0/5 0% (all pupils 6.7%)	0/5 0% (all pupils 13.3%)	<i>DfE do not release a National combined figure at KS1</i>
Year 3 (10 pupils, 2 PP& SEN)	9/10 90% (all pupils 78.3%)	9/10 90% (all pupils 82.6%)	8/10 80% (all pupils 80.4%)		3/10 30% (all pupils 28.3%)	1/10 10% (all pupils 13%)	1/10 10% (all pupils 21.7%)	80% (all pupils 71.7%)
Year 4 (10 pupils, 3 PP& SEN)	7/10 70% (all pupils 77.8%)	9/10 90% (all pupils 85.7%)	7/10 70% (all pupils 66.7%)		4/10 40% (all pupils 35.6%)	3/10 30% (all pupils 22.2%)	0/10 0% (all pupils 15.6%)	60% (all pupils 64.4%)
Year 5 (11 pupils, 3 PP& SEN)	6/11 54.5%	8/11 73%	8/11 73%		4/10 36.5%	2/11 18% (all pupils 13%)	1/11 9%	45.5% (all pupils 61.1%)

	(all pupils 75.9%)	(all pupils 83.3%)	(all pupils 75.9%)		(all pupils 29.6%)		(all pupils 24.1%)	
Year 6 (10 pupils, 3 PP& SEN)	7/10 70% (all pupils 75%) National (all pupils) 73% National PP 60%	7/10 70% (all pupils 75%) National (all pupils) 71% National PP 58%	8/10 80% (all pupils 79%) National (all pupils) 73% National PP 59%		5/10 50% (all pupils 42%) National 29%	2/10 20% (all pupils 15%) National 13%	2/10 20% (all pupils 33%) National 24%	70% (all pupils 63%) National 59% National PP 44%

*** Please note: National KS2 figures are still provisional and will be updated in December 2023.**

In 2021-22, in line with national figures, there was a consistent gap between the achievement of non-Pupil Premium and Pupil Premium students across the school.

Nationally, in 2022-23, the disadvantage gap narrowed slightly but is still higher than before Covid. However, at Guildhall Feoffment, we have seen increases in pupil premium achievement and gaps narrowing, particularly in Year 6 where disadvantaged pupils performed in line with or better than their peers and significantly better than nationally in all areas except greater depth Maths.

The proportion of disadvantaged pupils reaching the expected standard in all of reading, writing and maths rose slightly to 44 per cent in 2023, compared with 43 per cent in 2022. It is still below the figure of 51 per cent in 2019. Currently, there is no comparative greater depth data for individual subjects at the end of KS2.

As in 2021/22 and nationally, the widest gaps between Pupil Premium and non-Pupil Premium children are seen in the younger age groups indicating that there are still areas to target following the closure of services and restrictions during the pandemic. These areas continue to be targeted with additional support staff time, speech and language interventions, phonics programmes, mastering number

Across the middle phase of the school in Years 3-5 there are specific gaps in reading and writing and in Pupil Premium children achieving greater depth standard. Throughout every phase of the school, an improved core and wider curriculum programme will ensure pupils are reading high quality texts and improved experiences e.g. trips, activities and visitors to support linking them into their writing and wider curriculum.

Our school development plan aims to specifically address these gaps through improving the quality of reading teaching and reading culture across the school, and the attainment of the lower attaining 20% and by ensuring that the children demonstrate improvement in their written and oral vocabulary in all subjects.

Senior leaders have supported staff through ongoing CPD in curriculum design, maths fluency and reasoning, reading teaching strategies and writing moderation to ensure high quality teaching and subject leadership monitoring. Governors work with senior leaders and subject leaders to carry out regular deep dives to monitor teaching and learning outcomes.

Wider curriculum strategies

During 2022-23, a pastoral team was established and 1:1 and group sessions were facilitated for 49 children, 31% of which were Pupil Premium. These sessions supported children with transition strategies, developing emotional literacy, regulating behaviours and building friendships. These sessions enabled pupils to engage better within the classroom and with their peers. A member of SLT is training to be the Mental Health Lead for the school in 2023-24 and will look to develop and enhance our provision for promoting wellbeing and good mental health including running CPD for staff and workshops from pupils facilitated by Suffolk Young Minds.

We also partnered with Suffolk Young Carers, referring families for support at home or in the holidays, pastoral support and facilitating half termly in school workshops for our young carers to meet, do fun activities and make connections together. We achieved our Bronze award in 2023 and are working towards the Silver Award in 2023-24. 24% of our Pupil Premium children are young carers which accounts for 63% of our young carers.

In 2022-23, we significantly increased the opportunities available through extra-curricular activities including, Lego club, a range of sports, Benjamin Britten Choir, times tables, gardening, Strictly dancing, Guildhall Gossip (school newspaper), board games club,

spanish club and storytelling for KS1. The majority of clubs were free or subsidised. Following data analysis across the year, we found that clubs at lunchtimes had a higher uptake by Pupil Premium children. We further investigated why this was the case through discussions with pupils, parents and staff and have developed our offer in 2023-24 to include additional opportunities and further support through our booking system, prioritised places and funded places to increase uptake.

Through our ongoing curriculum development we have identified trips and experiences that will broaden and extend pupil's knowledge and horizons. In 2022-23, more trips were provided to all classes and further trips and opportunities are planned in 2023-24, including visiting Bhaktivedanta Manor in Cambridge, the National Space Centre in Leicester and trips to London; pupil premium children are supported financially to attend. We have also developed an improved music offer and children will be able to learn piano, ukulele, guitar, flute and trumpet in school in 2023-24. This has been designed to be affordable to all families and pupil premium children will have their lessons and instrument hire supported.

During 2022-23, we also increased the number of volunteers supporting the school, 7 each week across all key stages. We have been fortunate to recruit volunteers from across the community who support trips and experiences, sharing their knowledge and expertise to link with our curriculum and hearing children read or reading to children. Having our volunteers has enabled pupils, in particular our pupil premium pupils to have quality time with an adult and develop in their confidence and conversational skills. We are aiming to develop opportunities for volunteering further in 2023-24 through one off or short term opportunities or more regular support to continue to enhance the experiences for our pupils.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Not applicable	