

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Holyoakes Field First School
Number of pupils in school	273
Proportion (%) of pupil premium eligible pupils	20% (55 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Tasnim Koser
Pupil premium lead	Rachel Cerrone
Governor / Trustee lead	Justine Fitzer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,025
Recovery premium funding allocation this academic year	£8,975
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£89,000

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is an additional grant allocated to schools to support disadvantaged pupils. The amount of additional funding a school receives is dependent on the number of eligible pupils on roll. Eligible pupils include those pupils who have been eligible for Free School Meals (FSM) at any time in the last six years; those who are looked after (LAC); and those who are service children (SC).

Educational attainment is the best predictor of future success. At Holyoakes Field First School we are committed to maximising outcomes for all students; our approach is rooted in our whole school ethos. We pay particular attention to the progress of identified disadvantaged pupils (those in receipt of Pupil Premium funding) as they are often our most 'at risk' learners. However, we recognise that not all pupils who are disadvantaged are registered for or qualify for free school meals. We consider the following additional factors as likely to increase the degree of disadvantage a pupil may experience:

- Pupils who are on the Child Protection register or have a Child in Need plan or are close to meeting level 3 or 4 thresholds as outlined in the Worcestershire Levels of Need document
- Pupils who have experienced a significant bereavement/ loss or other traumatic event
- Pupils from families with very low levels of literacy
- Pupils who are 'new arrivals' to the country (sometimes separated from one or both parents)
- Pupils who have attended two or more schools by the time they are admitted to Holyoakes Field

At Holyoakes Field, decisions around the use of this funding will be based on guidance provided by leading educational research as well as our own analysis of the specific needs of our pupils and their families. The current pandemic has compounded the level of disadvantage experienced by our most vulnerable pupils as it has placed a greater number of families and their children into hardship. Schools really can make a difference. The Education Endowment Foundation (EEF) suggests that a tiered planning model for the academic year ahead can help schools balance approaches to improving teaching, targeted academic support and wider strategies. It is recommended in their Guide to the Pupil Premium as a way to help schools focus on a small number of strategies that are likely to make the biggest difference. This strategy sets out to outline the school's strategic approach to ensure this additional funding is effectively used to improve outcomes for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across reading, writing and maths (in particular with PPD pupils in Years 2, 3 and 4)
2	Pupils' emotional well-being and resilience.
3	Lack of wider opportunities and experiences.
4	Parental engagement in pupils' learning.
5	Attendance and punctuality

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
Narrow the gap between pupil premium and national outcomes. Pupils' progress and attainment to be at least in line with national.	Difference between PPD and non-PPD pupils has been significantly decreased. Pupil outcomes in Years 2, 3 and 4 have increased to be more in line with national.
Vulnerable pupils will develop resilience and sustain effective learning behaviours.	Qualitative data collected, including Thrive baselines/end points and Boxall profiles, shows that pupils have an improved self-efficacy and are able to manage their emotions and behaviours more effectively and readily. Vulnerable pupils are able to self-regulate. The attendance of identified pupils has improved by 10%.
Children will participate in a range of activities supplementary to the curriculum. This will include regular extra-curricular clubs and additional educational visits or experiences. Children will have regular PE sessions delivered by a sports coach specialist.	Enhanced learning opportunities are promoted and accessed by increasing numbers of disadvantaged pupils. Participation in school sports increased and health and fitness improved, as evidence in OSHL data outcomes.
Bespoke parent workshops enable parents to support their children with home learning more confidently and accurately.	Increased levels of parental participation and engagement in whole school matters.

	Parents are more confident in supporting their child with home learning tasks, in particular reading and maths.
Attendance figures for PPD pupils to be at least in line with national.	<p>Increased level of parents/ carers engagement working with the school to overcome barriers to poor attendance, resulting in increased attendance for targeted pupils.</p> <p>Parents/carers have a clear understanding of the high expectations of attendance and the positive benefits of good attendance on their child's attainment, well-being and wider development.</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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD is delivered to embed newer practices and the use resources to continue to strengthen staff pedagogical and subject knowledge in order to secure planning and greater consistency in the quality of teaching and learning.</p> <p>Staff CPD to focus on:</p> <ul style="list-style-type: none"> -Oracy and language vocabulary development. -adaptive teaching -mastery maths -Review of pedagogical approaches to support SEND. <p>Resources include:</p> <ul style="list-style-type: none"> -'Book write sequences of learning 	<p>The EEF tiered approach states that quality first teaching, including CPD, is the top priority and will have the biggest impact on pupil outcomes.</p> <p>Great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children'. EEF Guide To The Pupil Premium</p> <p>'Professional development, training and support is vital for early career teachers and aids retention.' EEF</p> <p>High quality teaching-every day, for all pupils- can and will make a positive difference' EEF- Making a difference</p> <p>'Schools should focus on developing teaching practice over a sustained period of time to drive meaningful change in their setting' EEF- Making a difference.</p> <p>'To a great extent, good teaching for pupils with SEND is good teaching for all.' Special Educational Needs in Mainstream Schools</p>	1

<p>-Whiterose Mastery materials</p> <p>-NCETM prioritising the curriculum</p>		
<p>Periodic moderation and standardisation activities across all year groups to ensure accuracy and consistency of teacher assessments.</p> <p>Including:</p> <ul style="list-style-type: none"> -On going support and self-directed training in our online assessment package (For new staff) -Internal and external moderation. -Pupil progress meetings. -Effective use of assessments 	<p>'All school leaders understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be.' EEF</p> <p>'Schools should invest in developing practitioners' own understanding of mathematics, their understanding of how children typically learn, and how this relates to effective pedagogy.' EEF</p> <p>Additionally, we have looked at school assessment system alongside teacher assessments and recognise the need to support staff in making accurate judgements when using our online assessment system.</p>	1
<p>TA professional development.</p> <p>Areas for development include:</p> <ul style="list-style-type: none"> -Best use of the TA -Effective scaffolding techniques to support SEND pupils -Delivering high-quality interventions. -mastery maths approach -Developing communication and language skills. -Developing pupils' oracy skills (through Voice 21). 	<p><i>'Making the best use of teaching assistants'</i> EEF documentation.</p> <p>'In school, oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. It is also a route to social mobility, empowering all students, not just some, to find their voice to succeed in school and life.' Voice 21- The Oracy framework.</p> <p>Through conducting self-assessments of current practice, we have remodelled the deployment of TA's. We recognise the importance of sharing effective practice when planning and delivering targeted intervention groups and want to develop clear TA leadership roles based on areas of expertise.</p>	1,2

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

Budgeted cost: £ 42,537

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke targeted 1:1 and small group provision.	The EEF toolkit's findings show that one-to-one tutoring can have a positive impact on a pupil's attainment up to 5 months and small group tuition up to 4 months.	1, 2

<p>Provision of additional experienced teacher to facilitate targeted 1:1 and small group teaching.</p> <p>Clear baseline and end of intervention data is used to inform next steps and evaluate effectiveness of the chosen method of targeted support.</p>	<p>EEF Making a difference document refers to the 'TARGET' model as a summary of typical active ingredients of successful targeted academic support. We recognise the importance of the 'Expert delivery' of interventions by using qualified teachers or trained teaching assistants to deliver an intervention programme precisely, where suggested delivery and protocols are followed.</p> <p>'Interventions should be carefully targeted through identification and assessment of need.' Special Educational Needs in Mainstream Schools</p> <p>We recognise the importance of only using effective and evidenced based interventions which have been proven to be successful in closing the attainment gap (Numbers count, 1st Class @Number, Project X, Precision teaching etc).</p> <p>Assessments are used to identify appropriate pupils and a carefully tailored, timetabled programme of support is put in place for individuals/ groups of pupils, delivered by trained teaching assistants, to ensure the right support is delivered to the right child.</p>	
<p>Continued implementation of Wellcomm (speech and language) intervention.</p>	<p>'Language provides the foundation of thinking and learning and should be prioritised.' EEF Early years guidance</p> <p>'High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.' EEF Early years guidance</p> <p>'Adults have a vital role to play in modelling effective language and communication.' EEF Early years guidance</p>	1,2,4
<p>Before school reading and writing booster sessions for identified pupils.</p>	<p>EEF (+4 months impact)</p> <p>Small group tuition is defined as one teacher or educator working with two to five pupils together in a group. This arrangement allows the teacher to focus exclusively on a small number of learners. Intensive tuition in small groups is often provided to support lower attaining pupils or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or teach challenging topics or skills.</p>	1, 5
<p>Lunchtime nurture sessions for identified pupils.</p>	<p>'Disadvantaged children are more at risks of low self-efficacy than their peers.' J.Gross</p> <p>We recognise the importance to develop pupils' self-efficacious beliefs to enable them to approach learning tasks and social situations with increased confidence and motivation.</p>	1,2,5

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

Budgeted cost: £22,488

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Monitor the attendance and punctuality of the vulnerable and support families in promoting school attendance, through liaisons with the attendance officer.</p> <p>Implement a range of attendance initiatives.</p> <p>Flexible drop off arrangements.</p>	<p>‘Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.’ EEF- Parental engagement</p> <p>‘There is some evidence of promise for several strategies including parental engagement approaches and responsive interventions to target the individual causes of low attendance.’ Attendance intervention rapid evidence assessment (EEF 2022)</p> <p>We recognise that vulnerable/ disadvantaged pupils are more likely to have poorer attendance, therefore attendance and punctuality are monitored weekly and good communications takes place with our Educational welfare officer. We understand the importance of developing effective relationships with families whose children are persistently absent and/or late and we endeavour to support them through face to face communications, telephone calls, home visits and personalised letters. By assigning an attendance officer within school, we have a dedicated person in role, who builds a trusting relationship with parents where they feel listened to and supported.</p>	<p>1, 2, 5</p>
<p>Targeted fitness clubs at lunchtimes delivered by an external coach.</p>	<p>Staff voice reflects that having skilled professionals promoting physical health and fitness to our most vulnerable pupils has a positive impact on pupils ‘readiness’ to learn in the classroom. Pupils demonstrate improved learning behaviours, attendance and self-efficacy.</p>	<p>2, 3, 5</p>
<p>Bespoke workshops for parents/ Stay and play sessions.</p>	<p>‘Tips, support, and resources can make home activities more effective, for example, where they prompt longer and more frequent conversations during book reading.’ EEF- Working with parents to support learner’s guidance:</p> <p>‘Book-gifting alone is unlikely to be effective, but carefully selected books plus advice and support can be beneficial for supporting reading.’ EEF- Working with parents to support learner’s guidance:</p> <p>‘Support parents to create a regular routine and encourage good homework habits,’ EEF- Working with parents to support learner’s guidance:</p> <p>Through our evaluations of remote learning, parental surveys and monitoring of engagement in weekly home learning tasks (reading and homework), we have identified the need to support our parents with the knowledge and understanding of how better to support their children at home with early maths and reading skills. We have also identified an additional need with our Year 2 pupils, of supporting parents/ carers with establishing good routines at home.</p>	<p>1, 2, 5</p>

<p>Provide a wider range of enrichment activities.</p> <p>Examples include</p> <ul style="list-style-type: none"> -Additional external visits linked to curriculum topics, -more able workshops, -music lessons/ clubs, -Severn arts performance, -‘Sensory’ music sessions for EYFS -Outdoor learning at Gorcott hill (Heart of England Forest) -Sports clubs delivered by trained coaches. 	<p>‘We think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.’ EEF Teaching and learning toolkit.</p> <p>‘Research suggests that planned educational visits can have impact that is difficult to achieve in the classroom and plays an important role in helping maintain mental health.’ Outdoor Education Advisors Panel National Guidance.</p> <p>We recognise the impact that Covid 19 has had on all of our pupils, in particular our most vulnerable and disadvantaged pupils, and how this has limited their opportunities to partake in external trips and enrichment activities from external providers, such as music, sports and core curriculum specialists. We know from pupil and staff voice the enjoyment and positive impact that these experiences have on our pupils’ progress and motivation to learn.</p>	<p>1, 2, 3</p>
<p>Access to free breakfast for all pupils.</p>	<p>‘It is important for pupils to start the day with a nutritious breakfast. Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.’ National school breakfast programme DFE</p>	
<p>Continue to develop pupil voice and pupil leadership.</p> <p>Pupils to participate in a range of pupil bodies, linking to school matters, including Junior librarians.</p>	<p>‘By ‘Character’, we mean a set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond. These are also referred to as ‘social and emotional skills’, ‘non-cognitive skills’ or ‘essential life skills’. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children’s later outcomes.’ EEF-teaching and learning toolkit.</p> <p>We recognise the importance of developing pupils’ leadership, personal and social skills to help better prepare pupils for success in later life. We plan to strengthen pupil voice and secure effective pupil participation and leadership through establishing various pupil bodies, around school matters, and implementing a prefect system in Year 4.</p>	<p>2, 3</p>

Total budgeted cost: £ 80,025

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 2023 to 2024 academic year.

Aim – 2023-2024	What we achieved																																																			
<p>1. Narrow the attainment gap across reading, writing and maths (in particular with PPD pupils in Years 2 and 3)</p>	<p>The results below show the percentage of pupils that reached the expected level of attainment or above at the end of Year 2 and Year 3, including those pupils who are disadvantaged:</p> <table border="1" data-bbox="566 716 1540 929"> <thead> <tr> <th></th> <th>Year 2 pupils</th> <th>Y2 PPD pupils</th> <th></th> <th>Year 3 pupils</th> <th>Y3 PPD pupils</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>68.3%</td> <td>53.9%</td> <td></td> <td>Reading</td> <td>65.5%</td> <td>57.2%</td> </tr> <tr> <td>Writing</td> <td>63.3%</td> <td>36.2%</td> <td></td> <td>Writing</td> <td>58.6%</td> <td>50%</td> </tr> <tr> <td>Maths</td> <td>71.7%</td> <td>53.9%</td> <td></td> <td>Maths</td> <td>69%</td> <td>50%</td> </tr> </tbody> </table> <p>Results reflect that there remains a gap between PPD pupils and their peers, however progress has been made towards narrowing this gap, as shown in the progress tables below:</p> <table border="1" data-bbox="566 1075 1212 1265"> <thead> <tr> <th></th> <th>Year 2 PPD Pupils On track or higher Summer 2022-2023</th> <th>Year 2 PPD Pupils On track or higher Summer 2023-2024</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>46.2%</td> <td>53.8%</td> </tr> <tr> <td>Writing</td> <td>46.2%</td> <td>46.2%</td> </tr> <tr> <td>Maths</td> <td>46.2%</td> <td>53.8%</td> </tr> </tbody> </table> <table border="1" data-bbox="566 1299 1212 1489"> <thead> <tr> <th></th> <th>Year 3 PPD Pupils On track or higher Summer 2022-2023</th> <th>Year 3 PPD Pupils On track or higher Summer 2023-2024</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>46.7%</td> <td>60%</td> </tr> <tr> <td>Writing</td> <td>40%</td> <td>53.3%</td> </tr> <tr> <td>Maths</td> <td>26.74%</td> <td>53.3%</td> </tr> </tbody> </table> <p>Improving results in reading and phonics this year has been a high priority. As a school, we have invested fully into the Read Write Inc reading and phonics programme. This involved whole staff CPD training and bespoke sessions, delivered by a lead professional. Rigorous monitoring and staff voice, show that knowledge, understanding of pedagogy, and the synthetic teaching of phonics has greatly improved. Half termly assessments have enabled the Phonics lead to closely monitor and track pupils' progress, and identify pupils for 1:1 or small group tuition to enable them to stay on track. Year 1 phonics results have improved measurably from last year, with 81% of pupils passing the Year 1 phonics test, in comparison to 62% passing last year. Out of the 6 PPD pupils in Year 1 50% passed, (2 out of the 3 the children that did not pass also have SEND needs)</p> <p>Furthermore, as a result of a targeted group of pupils receiving 1:1 and small group tuition, in addition to daily phonics sessions, 87% of the Year 2 pupils passed the Year 1 phonics retake test, resulting in 95% of the Year 2 cohort having passed the phonics check within Key stage 1.</p>		Year 2 pupils	Y2 PPD pupils		Year 3 pupils	Y3 PPD pupils	Reading	68.3%	53.9%		Reading	65.5%	57.2%	Writing	63.3%	36.2%		Writing	58.6%	50%	Maths	71.7%	53.9%		Maths	69%	50%		Year 2 PPD Pupils On track or higher Summer 2022-2023	Year 2 PPD Pupils On track or higher Summer 2023-2024	Reading	46.2%	53.8%	Writing	46.2%	46.2%	Maths	46.2%	53.8%		Year 3 PPD Pupils On track or higher Summer 2022-2023	Year 3 PPD Pupils On track or higher Summer 2023-2024	Reading	46.7%	60%	Writing	40%	53.3%	Maths	26.74%	53.3%
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The maths lead has taken part in the 'Embedding mastery maths' programme this year, and continued to provide quality CPD to strengthen staff pedagogy and subject knowledge. A 'teaching for mastery' approach has now been fully implemented throughout the school. Pupil voice shows that children enjoy maths and they reflect a more positive 'growth mindset' towards their learning. Reception, Year 1 and Year 2, have also taken part in the 'Mastering number programme' this year, which has resulted in children developing a better sense of number and enabled them to make better connections within maths.

Our EYFS outcomes show a positive picture, where our results are marginally in line with the National average.

	National Result	Holyoakes Field
Good level of Development	67%	61%

The use of daily maths sessions, teaching and revision of 'Key instant recall facts', alongside targeted maths interventions in Year 4 have been effective. 75.4% of pupils achieved 20 or more marks in the Multiplications Table Check, with 42% of pupils achieving full marks. Furthermore, 67% of PPD pupils achieved a mark of 20 or above.

Developing pupils' vocabulary and oracy skills has continued to be a high priority across the curriculum (Voice 21). Monitoring reflects that the use of specific vocabulary and use of STEM sentences is a strength throughout the school, and that pupils are able to articulate their thinking more clearly. This has been particularly evident amongst some of our most vulnerable learners, whose cognitive skills and self-confidence has markedly improved.

Holyoakes has invested heavily in speech and language provision this academic year, commissioning half a day a week of support from Worcestershire Speech and Language Therapy. As a result of this, those children who require more bespoke support have been able to access individual and group support delivered by the therapist (speech sounds and vocabulary), with one Year 1 class also receiving whole class listening sessions (5 children who are PPD and one who also has EAL).

Commissioning these services has also meant that all children have been reviewed this academic year, all new referrals have been seen quickly and 13 children have been discharged from the service. This number includes 4 children who have EAL and 3 children who are PPD.

Wellcomm continues to be used across the school. However, there is some inconsistency in the delivery of this, in terms of the number of sessions the children receive and how regularly the children are assessed. This needs to be closely monitored next academic year to ensure children have access to the required provision to make progress. Practise in Early Years remains strong and regular screening has taken place to support these children, to ensure that specific gaps are catered for. In the baseline assessments carried out in October 2023, 26/60 children (including one who is PPD) in Reception scored below their expected age for their language skills on the Wellcomm assessment. By Summer 2024, this had reduced to only 5 children (3 of which have complex needs and an EHCP in place – one PPD).

	<p>This is significant progress and shows the positive affect this intervention has had, alongside quality first teaching, on the language development of these children.</p>
2. Pupils' emotional well-being and resilience.	<p>Thrive continues to be an embedded strength throughout our school, and we continue to ensure that children feel safe and secure in their physical position as well as their mental and emotional health. Whole school pupil surveys show that 89% of pupils really enjoy coming to school and 96% of pupils feel safe at school.</p> <p>Monitoring shows that calming areas and sensory resources, along with taught strategies, are being used more effectively within the peaceful places in pupils' classroom.</p> <p>We have established a partnership with WEST (Wellbeing Emotional Support Team), who provide early support within our setting, supporting children with emotional well-being and mental health needs. We currently have 8 pupils who have been referred to WEST, 3 of which are PPD. These pupils and/or their parents/carers are receiving short term support targeted support from Educational Mental Health Practitioners (EMHP), where they use cognitive behavioural therapy (CBT) methods to help with low mood, wellbeing, anxiety and behavioural difficulties. We have a designated EMHP assigned to our setting once a week.</p>
3. Lack of wider opportunities and experiences	<p>All year groups have taken pupils on a least one-off site educational visit this year, with further planned enriching experiences taking place throughout the year such as a bus trip in EYFS, visits to local art galleries and museums, park visits, local area walks and swimming sessions for Years 2, 3 and 4. As part of the Year 2 curriculum, pupils visited the beach at Weston Super mare. This was an invaluable life experience for many pupils who had never visited a beach before. Pupil and staff voice, following trips and enrichment activities, reflect enjoyment and a positive impact on pupils' motivation to learn, and a deeper curiosity to progress in their work because of the 'real life' experiences they have taken part in.</p> <p>Sports clubs delivered by trained coaches are always well attended, and the number of PPD pupils attending has risen from the previous year. This now stands at around 40% for the last two terms attendance.</p> <p>Many children have engaged with musical opportunities offered to them this year, such as choir and recorders. 30% of pupils attending the choir are PPD, whilst 10% of children learning to play the recorders are PPD pupils. For those children that have attended, they have greatly increased in confidence and have developed a passion for music. This was demonstrated when they performed to larger audiences at a 'Redditch Gotta Sing' event and 'Trinity High School' performance.</p> <p>Other professionals have been invited into school to enrich pupils' learning experiences, such as a 'Aim higher' writing days, science workshops, BMX and dance workshops. Feedback from pupils following these events is always positive and they promote a growth mindset across the school.</p> <p>Pupil voice has continued to be a strength across school, with many pupil bodies formed, such as the School Council, Eco committee, Junior librarians, FAB committee, prefects and playleaders. These roles have enabled pupils to impact positively on whole school change. For example, the school council arrange a 'Pay to play event to raise money towards healthy foods for National Health Week.</p>
4. Parental engagement in	<p>Parent/ Carers 'Stay and play' sessions have continued to run regularly throughout</p>

<p>pupils' learning.</p>	<p>the year from Reception to Year 2. These sessions are well attended, and they always have a planned focus to enable parents/ carers to better support their child at home. For example, phonics, maths, reading, handwriting, internet safety and science sessions.</p> <p>We have a designated family support worker at our setting once a week, who supports targeted parents/ pupils as identified.</p> <p>Structured conversations took place face-to-face in the Autumn and Spring term, where teachers and parents/ carers discussed their child's attainment and next steps.</p>
<p>5. Attendance and punctuality</p>	<p>Our Pupil Premium attendance last year was 94%, which is above the National average at 92.9 % (2023)</p> <p>Attendance continues to be monitored fortnightly by our designated attendance officer, with information liaised to the assistant headteacher. Following phone calls and personalised letters to parents/carers, the assistant headteacher has held attendance meetings, where parental engagement has been positive and improvements in their child's attendance has improved.</p> <p>For example, the attendance of two PPD pupils that were persistent absentees, and of which received support from the attendance officer rose from 80.7% to 92.5% and from 72.4% to 82.7%.</p> <p>Our assistant headteacher attends half termly attendance liaison meetings with the MAT, where strategic discussions take place and CPD opportunities for all staff are planned for.</p> <p>Minutes late reports are compiled weekly, monthly and half termly. As a result of sending personalised letters half termly, the punctuality of some pupils has improved.</p> <p>Weekly attendance results are shared and celebrates with pupils, during a whole school assembly, and with parents/carers via the newsletter. Pupils respond positively to the inhouse competition and rewards.</p>