

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	Awsorth Primary and Nursery School
Number of pupils in school	295
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 – 2025/2026
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Ben Painter
Pupil premium lead	Craig Ashton
Governor / Trustee lead	Simon Pearse

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,390
Recovery premium funding allocation this academic year	£8990
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	£92,380

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Every decision made, with regards to Pupil Premium funding and approaches is backed up by sound education research, predominantly taken from the Education Endowment Foundation Toolkit (EEF).

We will consider the challenges faced by vulnerable pupils. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- raise attainment and aspirations for all children through the strategic use of pupil premium funding in areas such as: whole school CPD, high quality schemes of work and educational experiences and visits.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Pupil premium boys particularly struggled with phonics compared to girls in the previous academic year. Pupil premium children underperformed compared to non-pupil premium children at the end of year 2 in phonics. Whole class data was also below national expectations. Year 1 phonics was also significantly below national expectations last year. Within reading, pupil premium underperformed when compared to non-pupil premium children last year, which highlights the important link between phonics and overall reading development and attainment.
2	Number fluency within maths is a high priority area, particularly within Key Stage 1, based on data from the previous academic year. KS1 data was significantly below national expectations in the previous academic year. Pupil premium children's data was also below non-pupil premium children within maths. This insecurity around number is evident when those children enter Key Stage 2 which has a considerable effect on how they apply arithmetic knowledge to problem solving tasks.
3	Last year our pupil premium children outperformed non-pupil premium children across reading, writing and maths in KS2. This was largely due to our quality intervention and SATs booster programme. A large proportion of disadvantaged children this year will require targeted intervention such as: writing conferences to improve technical accuracy and composition, maths arithmetic and fluency intervention and focused reading comprehension skill support. Year 6 SATs booster classes will also be in place in the Spring term.
4	A large percentage of our disadvantaged children do not have regular opportunities to experience a wide range of extra-curricular and/or aspirational events, compared to non-pupil premium children. This also relates to educational visits out of school. This barrier was also heightened by the pandemic which has also impacted on social and emotional development.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Social and emotional barriers can also affect pupil attendance.

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
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Improved reading attainment among disadvantaged pupils by the end of Key Stage 1	A significant reduction in the gap between pupil premium children's phonics and reading data compared to non-pupil premium children
Improved maths attainment among disadvantaged pupils by the end of Key Stage 1, with a particular focus on number fluency	A significant reduction in the gap between pupil premium children's maths data compared to non-pupil premium children
Improved maths, writing and reading combined score among disadvantaged children by the end of Key Stage 2. Pupil premium children to perform as well as non-pupil premium children	End of Key Stage 2 SATs data to be comfortably above national data. Pupil premium children's data to be in line with non-pupil premium data
To ensure disadvantaged children can attend extracurricular events and educational visits and experiences to raise aspirations	All children to have equal access to educational visits/experiences and extracurricular experiences. There won't be any additional barrier (such as financial) to our disadvantaged children attending these experiences. Funding is in place to ensure financial barriers are removed
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher and TA observations • a significant reduction in social and emotional concerns from children and parents • an increase in access to social emotional support systems such as ELSA, particularly for disadvantaged children. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils to improve wellbeing • Our disadvantaged children will achieve a good or better level of attendance

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: £46,190 (50% of funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of Numicon resources for EYFS and KS1. Numicon CPD to be organised for whole school.</p>	<p>Manipulatives and representations can be powerful tools for supporting young children to engage with mathematical ideas.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>Research shows that Numicon is very successful in the development of number fluency and understanding:</p> <p>https://global.oup.com/education/content/primary/case-studies/pages/numicon_case_studies?region=uk</p>	<p>2</p>
<p>Purchase of 'Rhino Readers' synthetic phonics</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.</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Reading comprehension strategies are high impact on average (+6 months).</p>	<p>1</p>

	<p>Alongside phonics it is a crucial component of early reading instruction.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	
<p>Implement whole school daily 1:1 reading with children who fall in the lowest 20% of their cohort in reading.</p>	<p>https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency</p> <p>There is a wealth of evidence which highlights the important role fluency plays in pupils' reading development. Pupils must master fluency before being able to comprehend texts effectively. Disadvantaged children are less likely on average to read regularly; therefore, it is important that schools provide ample opportunities for daily reading.</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	1
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub re-sources and CPD (including</p>	<p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p> <p>There is a lot of variation behind this average. It seems to be important that a high bar is set for achievement of 'mastery' (usually 80% to 90% on the relevant test). By contrast, the approach appears to be much less effective when pupils work at their own pace (see also Individualised instruction).</p>	2,3

<p>Teaching for Mastery training).</p>	<p>Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress (see also Collaborative learning and Peer tutoring).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	
<p>Pupil Premium Lead to attend 3 Pupil Premium network events throughout the year</p>	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap; therefore, quality CPD is very important in raising attainment and social and emotional status, particularly for disadvantaged children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1,2,3,4,5</p>
<p>Purchase of standardised diagnostic assessments (GL assessments)</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment?utm_source=/news/eef-blog-new-case-studies-making-effective-use-of-diagnostic-assessment&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>Research also suggests that standardised testing does not negatively affect wellbeing of pupils as previously thought:</p>	<p>1,2,3</p>

	https://www.tandfonline.com/doi/full/10.1080/0969594X.2021.1929829	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

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

Budgeted cost: £32,333 (35% of funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of FFT tutoring with the 'Lightning Squad.' 1:1 to 1:6 tutoring for EYFS to Year 6	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,3
Implementation of phonics recovery programme	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1

	<p>Reading comprehension interventions. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	
Year 6 SATs small group tutoring/booster programme	<p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Reading comprehension interventions. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	3
Delivery of one-to-one ELSA support	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers). Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	5
Whole school weekly one to one pupil premium intervention linked to children's academics needs within	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p>	3

reading, writing and maths	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	
One-to-one 'Switch On' reading programme to be implemented across the school	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Switch-on Reading appears to be effective for weak and disadvantaged readers.</p> <p>It can be delivered by teaching assistants after two-days of training, and full training and support is required for all relevant staff.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/switch-on-reading</p>	1,3

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

Budgeted cost: £13,857 (15% of funding)

Activity	Evidence that supports this approach	Challenge number (s) addressed
Whole class music instrument provision in KS2 to raise aspirations and develop musical understanding and interests. This will be led	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.	4

<p>by music specialists from 'Inspire Music and Rose Music. PP children will also have the opportunity to access free private music lessons in school.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers). Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	5
<p>Attachment, behaviour and trauma CPD and support. Whole school to take part in CPD resulting in a National Wellbeing Award. This will focus on: attachment, trauma, wellbeing, resilience, inclusion, self-regulation, neglect and behaviour. School to access the complete CPD package which will result in the gold award and the highest level of support and training in this area.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	5
<p>Reduction in educational visit cost for all children to ensure all children have equal access to quality experiences</p>	<p>It is essential that all children have equal access to educational and aspirational experiences offered by the school. Pupil premium funding ensures that disadvantaged children do not miss out on these memorable and high quality experiences. The funding also ensures that non-pupil premium children with challenging financial backgrounds also do not miss out.</p>	4

	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/706830/Charging_for_school_activities.pdf	
Equal access to breakfast and after-school clubs for disadvantaged children and non-pupil premium children	<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.</p> <p>https://www.gov.uk/guidance/breakfast-clubs-programme-2021-2023</p> <p>The findings below suggest that, where improvements are seen, it is not just eating breakfast that delivers improvements but attending a breakfast club. This could be due to the content of the breakfast itself or to other social or educational benefits of the club.</p> <p>Pupil behaviour, as measured by a teacher survey, improved in breakfast club schools. This is interesting because it shows that breakfast clubs may improve outcomes for children who do not even attend breakfast club by improving classroom environments. This key conclusion is unchanged from the original report.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p>	4,5
Collaboration with the school Attendance Officer to reduce poor attendance. This is achieved through a variety of methods such as: rewards, letters/calls home to engage with parents and parent school attendance meetings in school.	<p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <ul style="list-style-type: none"> • This document gives guidance to schools and local authorities to support them to improve school attendance. • The first part of this document sets out the principles underpinning an effective whole school strategy for attendance. • The second part of this document outlines actions that school staff and local authorities may consider taking to improve attendance for all pupils, pupils at 	5

	<p>risk of persistent absence and pupils who are persistently absent (PA).</p> <ul style="list-style-type: none"> • This guidance has been informed by: <ul style="list-style-type: none"> • our engagement with schools who have significantly reduced their persistent absence levels • teachers' standards • Ofsted's school inspection handbook • other DfE statutory and non-statutory guidance <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p> <p>Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p>	
<p>As part of <i>British Science Week</i>, professionals from STEM industries will be leading talks and workshops within school to raise children's aspirations for the future</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p> <p>By aspirations we mean the things children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment.</p>	<p>4</p>

	<p>Aspiration interventions tend to fall into three broad categories:</p> <ul style="list-style-type: none">-interventions that focus on parents and families;-interventions that focus on teaching practice; and-out-of-school interventions or extra-curricular activities, sometimes involving peers or mentors. <p>https://educationendowmentfoundation.org.uk/public/files/Toolkit/References/EEF_Aspiration_interventions_Toolkit_References.pdf</p>	
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Total budgeted cost: £ 92,380

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 2021 to 2022 academic year.

EYFS:

Good/expected level of development:

FSM: 50

Non FSM: 73.34 (23.3 gap)

FSM6: 33.3

Non FSM6: 75.9 (42.6 gap)

Overall in EYFS, non-pupil premium children performed significantly better than pupil premium children.

National FSM6: 49.7% attained a GLD which is above our EYFS data.

KS1:

Reading:

FSM: 40

Non FSM: 53.3 (13.3 gap)

FSM6: 40

Non FSM6: 53.3 (13.3 gap)

National FSM6: 51.4% achieved the expected level which is above our KS1 data.

Writing:

FSM: 40

Non FSM: 53.3 (13.3 gap)

FSM6: 40

Non FSM6: 53.3 (13.3 gap)

National FSM6: 41.1% achieved the expected level which is above our KS1 data.

Maths:

FSM: 50

Non FSM: 56.7 (6.7 gap)

FSM6: 50
Non FSM6: 56.7 (6.7gap)

National FSM6: 52% achieved the expected level which is above our KS1 data.

Overall in KS1, non-pupil premium children performed significantly better than pupil premium children.

KS2:

SPaG:

FSM: 81.8
Non FSM: 64.9 (16.9 gap)

FSM6: 83.3
Non FSM6: 63.9 (19.4 gap)

Reading:

FSM: 90.0
Non FSM: 78.4 (12.5 gap)

FSM6: 91.7
Non FSM6: 77.8 (13.9 gap)

Writing:

FSM: 81.8
Non FSM: 67.6 (14.2 gap)

FSM6: 75
Non FSM6: 69.4 (5.6 gap)

Maths:

FSM: 81.8
Non FSM: 72.2 (9.6 gap)

FSM6: 81.8
Non FSM6: 72.2 (9.6 gap)

Combined:

FSM: 72.7
Non FSM: 55.6 (17.1 gap)

FSM6: 72.7
Non FSM6: 55.6 (17.1 gap)

Overall in KS2, pupil premium children significantly outperformed non-pupil premium children.

National FSM6: 42.9% achieved the combined expected level for RWM. Our FSM6 children significantly outperformed when compared to national data.

Last year's whole school data is justification for the way in which we have allocated our pupil premium funding for this academic year, particularly in EYFS and KS1. Our assessment and research-based quality intervention programme, resulted in positive SATs results that were above the national level.

Our termly year group pupil premium trackers were very successful and ensured all teachers planned and reviewed pupil premium provision specific to their children each term. Teachers also engaged with educational research to ensure effective and meaningful intervention. These trackers ensured that teachers and the Pupil Premium Lead could easily see what interventions were in place and what the impact was, which influenced this year's strategy. The trackers also clearly show attendance levels for disadvantaged children and whether they are accessing extra-curricular and enrichment activities. This year, we have added a termly behaviour rating score and a termly class participation score so that we can assess the behaviour and attitudes of our disadvantaged children. This will help us to intervene where necessary to improve behaviours and engagement.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Last year using pupil premium funding, we raised the profile of music throughout the school in collaboration with Inspire Music and Rose Music, which generated significantly more interest than previous years. This resulted in all Key Stage 2 classes learning a new instrument throughout the year and an oversubscribed music tuition programme which involved 4 instruments/styles of music. Pupil premium children also signed up for private lessons which were paid for using pupil premium funding and a remission scheme from Inspire Music. Without this, our disadvantaged children would not have had this opportunity. This provision will continue this year.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for all pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. There will be an analysis of data to determine how many disadvantaged children are accessing these extracurricular opportunities.

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. As a staff team we looked at how pupil premium funding was previously spent and what educational research says about those approaches. We also looked at whole school data to analyse the effectiveness of pupil premium intervention.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

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

To further develop mathematics fluency and how mastery maths is delivered in school, the Awworth Primary School maths lead will be delivering mastery training to all staff focused on the '5 big ideas of mastery' and mastery strategies such as the bar model and pictorial, concrete and abstract methods. There will also be CPD focused on strategies and resources to further develop number fluency across the school. This will impact all children with the additional aim of reducing the fluency gap between pupil premium and non-pupil premium children.

Pupil premium attainment and progress is monitored throughout the school through the use of pupil premium data trackers. Each teacher from EYFS to Year 6 completes this tracker each term to show the following for the pupil premium children in their class:

- Reading, writing and maths attainment and progress
- Interventions in place and their impact. These also include any social and emotional interventions
- Attendance

-Enrichment activities

-Behaviour rating

-Participation in class rating

To raise the self-esteem and overall emotional well-being of our disadvantaged children, we are ensuring that whole school responsibilities, such as: hall monitor, playtime sports monitor, assembly chair monitor, school radio DJ etc. are allocated to those children as well as non-pupil premium children. This will have a positive impact of the behaviours, attitudes and levels of engagement of our Pupil Premium children.

To ensure that we understand the specific needs of our Pupil Premium children, all teachers complete a vulnerability calculator which accurately identifies each child's specific need. This ensures that the most appropriate provision is implemented for each individual child.