

# Pupil premium strategy statement – Trafalgar Community Infant School Updated 2024-2025

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, 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	11 (out of 209 children) 3 out of these 11 also EAL 5 out of these 11 also have SEND
Proportion (%) of pupil premium eligible pupils	5.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023 2023-2024 and 2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Fiona Hickie
Pupil premium lead	Claire Edgal
Governor / Trustee lead	Holly Prescott

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<p>Total £20,735 for <b>2022-23</b> (based on October census 2022)</p> <p>Total £22370 for <b>2023-24</b> (based on October census 2023, 14 children x £1455)</p> <p>Total £14800 for <b>2024-2025</b> (based on October census 2024, 10 children x £1480)</p>
Recovery premium funding allocation this academic year	£0 no longer available
<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 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	£0

## 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 good attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including good progress for those who are already high attainers.

We will consider the challenges faced by all our vulnerable pupils. The activities we have outlined in this statement are 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 our 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 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 supported and challenged in the work that they are set
- act early to intervene at the point when a specific 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

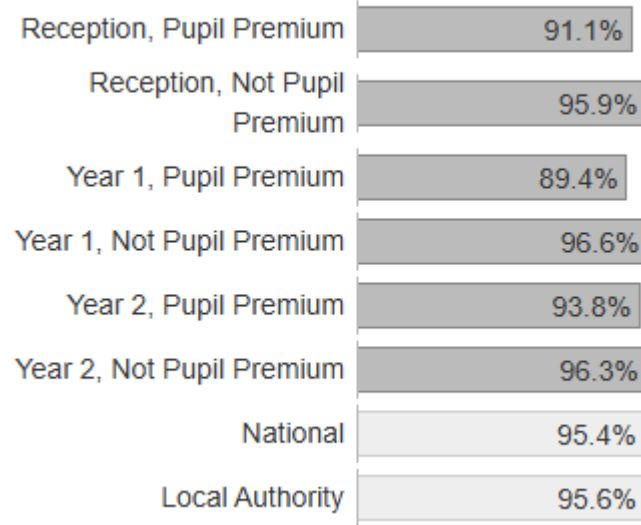
## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Language and Vocabulary</b></p> <p>Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers.</p> <p>Data from end of EYFS Summer 2024 25% (1 of 4) pupil premium child met in Listening, Attention and Understanding and Speaking at the end of Reception.</p>
2	<p><b>Reading, Writing and Phonic Knowledge</b></p> <p>Assessments, observations and discussions with pupils suggest some disadvantaged pupils have greater difficulties when reading and writing than their peers do. This is often because they have a poorer knowledge of phonics or struggle to apply their phonic knowledge, when compared to their peers. This negatively affects their development as readers and writers.</p> <p>Data Autumn 2024: 1 (9%) KS1 pupil premium child is on track in reading compared to 69% non-pupil premium children. 2 (18%) KS1 pupil premium children are on track in writing compared to 60% of non-pupil premium children..</p>
3	<p><b>Knowledge of Number</b></p> <p>Assessments, observations and discussions with pupils indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Data Autumn 2024: 3 (27%) KS1 pupil premium children are currently on-track in maths compared to 72% of non-pupil premium children.</p>
4	<p><b>Well Being</b></p> <p>Observations and discussions with pupils and families have identified social and emotional issues for many pupils and their families.</p>

There is also a lack of enrichment opportunities, either due to financial pressures or awareness. Our disadvantaged children are less likely to access a range of enrichment activities, partly due to financial constraints and pressures and also a lack of appreciation of how valuable a trip to the park or special time with a parent (e.g to share a book) is. These challenges particularly affect disadvantaged pupils' social, emotional and mental health as well as academic attainment.

Teacher referrals for social, emotional and mental health support for both children and families remain relatively high. There are currently 29 pupils currently require additional support with social and emotional needs, through 1:1 and small group interventions. (E.g., ELSA Support, Family Link Worker support, Guinea Pig Therapy, Friendship Ring). 6 of these children are disadvantaged (21%).

5	<p><b>Attendance</b></p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils continues to be lower than for non-disadvantaged pupils, especially in Year 1.</p> <p>Current Data Autumn 2024:</p> <p><b>Attendance percentage</b></p>  <table border="1"> <thead> <tr> <th>Year/Group</th> <th>Attendance Percentage</th> </tr> </thead> <tbody> <tr> <td>Reception, Pupil Premium</td> <td>91.1%</td> </tr> <tr> <td>Reception, Not Pupil Premium</td> <td>95.9%</td> </tr> <tr> <td>Year 1, Pupil Premium</td> <td>89.4%</td> </tr> <tr> <td>Year 1, Not Pupil Premium</td> <td>96.6%</td> </tr> <tr> <td>Year 2, Pupil Premium</td> <td>93.8%</td> </tr> <tr> <td>Year 2, Not Pupil Premium</td> <td>96.3%</td> </tr> <tr> <td>National</td> <td>95.4%</td> </tr> <tr> <td>Local Authority</td> <td>95.6%</td> </tr> </tbody> </table>	Year/Group	Attendance Percentage	Reception, Pupil Premium	91.1%	Reception, Not Pupil Premium	95.9%	Year 1, Pupil Premium	89.4%	Year 1, Not Pupil Premium	96.6%	Year 2, Pupil Premium	93.8%	Year 2, Not Pupil Premium	96.3%	National	95.4%	Local Authority	95.6%
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## 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 oral language skills and vocabulary among disadvantaged pupils in the Early Years.	EYFS Listening, Attention and Understanding and Speaking outcomes in 2024/25 show that oral language skills and vocabulary of disadvantaged pupils are in line with other pupils with similar learning needs.
Improved reading and writing attainment among disadvantaged pupils.	KS1 reading and writing outcomes in 2024/25 show that the % of disadvantaged pupils who met the expected standard is in line with other pupils with similar learning needs.
Improved maths attainment for disadvantaged pupils at the end of KS1	KS1 maths outcomes in 2024/25 show that the % of disadvantaged pupils who met the expected standard is in line with other pupils with similar learning needs.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing in 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• child and parent voice, observations of the child in 1:1, small group and whole class observations.</li> <li>• an increase in participation in enrichment activities, particularly among disadvantaged pupils eg increased before and after school club participation.</li> <li>• Participation in intervention groups to meet social and emotional needs.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained good attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• The overall attendance rate for all pupils being at least 95% or higher, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.</li> </ul>

## 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: £1700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that we continue to have a curriculum that is ambitious, coherently planned and sequenced, and meets the needs of all pupils, particularly the most disadvantaged (current School Improvement Plan) by enabling subject leaders to monitor lessons, books and to collect pupil voice. Using this monitoring to give feedback and next steps to all staff.</p>	<p>Learning walks, book looks, planning scrutinies show clear adaptations for children with additional needs.</p> <p>Embedded use of the OAIP will be seen through observations, planning and book scrutiny.</p> <p>Increased staff confidence when planning and adapting work for children with SEND or disadvantaged children.</p> <p>Staff meetings to support professional development around disadvantaged pupils</p> <p>Supporting high quality teaching is pivotal in improving children's outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education/evidence/guidance-reports/effective-professional/development">https://educationendowmentfoundation.org.uk/education/evidence/guidance-reports/effective-professional/development</a></p>	<p>1,2,3,4,5</p>
<p>Continued use of the Little Wandle phonics programme</p> <p>The introduction of the Little Wandle Spelling Programme in Year 2, with all relevant staff trained to deliver this programme</p>	<p>Little Wandle phonics scheme used throughout EYFS and across KS1</p> <p>All staff are confident to deliver high quality phonics lessons, as seen in lesson observations and through staff discussion.</p> <p>Continue to attain in line or above national average in the Phonic Screen Check in Year 1.</p>	<p>1,2,4</p>

<p>Ensure catch up and intervention groups happen promptly when children are falling behind or have recently joined the school.</p>	<p>The % of disadvantaged pupils, who pass the Phonic Screening Check by the end of Year 2 is in line with other non-disadvantaged pupils with similar learning needs.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>The English and Phonics lead to be given time out of class for attending CPD opportunities, visiting other schools, coaching others, team teaching and leading staff meetings on improving phonics, reading and writing</p>	<p>LW books and resources support the children's application of their phonic knowledge as evidenced by reading and phonic assessments and observations.</p> <p>Teachers feel confident teaching and planning English and phonic teaching is systematic, this will be evidenced through lesson observations, planning and book scrutiny</p> <p>The % of disadvantaged pupils, who meet the expected standard in reading and writing, is in line with other non-disadvantaged pupils with similar learning needs.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,4</p>
<p>A Therapeutic Thinking approach is embedded in our school.</p>	<p>All staff are implementing the Therapeutic Thinking approach to meet the needs of the children. Children and parents feel confident that the school deals with behaviour therapeutically and effectively.</p> <p>This will be evidenced through observations, pupil and parent voice.</p> <p>Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,4</p>
<p>To use the Ethnic Minority and Traveller's Advisory Service (EMTAS) training and resources to improve our provision and understanding of the needs of Ethnic Minorities within our school.</p>	<p>Teachers will have tools and training to best support newly arrived children and new families will feel welcomed to the school community. This will be evidenced by pupil and parent voice; transition procedures and policies.</p> <p>Observations, discussions, and book scrutiny will show a range of supportive adaptations are being made to support children with EAL.</p>	<p>1,2,3,4 5</p>



<p>To track children’s stages of English across the school to ensure children are making progress from their starting points.</p>	<p>Tracking will demonstrate progress in children’s development of English and EMTAS reports, pupil progress meetings and planning will demonstrate additional support for identified children to close gaps in attainment.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Engagement in the “Maths hub” will provide additional professional development for leaders and staff to continue to improve the teaching of maths.</p>	<p>Observations, discussions, pupil voice and book scrutiny will demonstrate high quality maths teaching.</p> <p>The % of disadvantaged pupils, who meet the expected standard in maths, is in line with other non-disadvantaged pupils with similar learning needs.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Mastery learning   EEF</a> <a href="https://www.educationendowmentfoundation.org.uk">Improving Mathematics in the Early Years and Key Stage 1   EEF</a></p>	<p>1,3</p>

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

Budgeted cost: £8452

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide intervention activities to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. (E.g. Narrative tales, NELI)</p>	<p>Tracking and observations from interventions will demonstrate progress from starting points.</p> <p>Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 2,4</p>

<p>Additional Little Wandle phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>Tracking and observations from interventions and phonic assessments will demonstrate progress from starting points.</p> <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><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,4</p>
<p>To provide additional maths support for identified children – in class, 1:1 or in groups in line EEF recommendations and as part of the Maths Hub.</p> <p>Provide training for all adults delivering interventions/support</p>	<p>Tracking and observations from interventions and maths assessments will demonstrate progress from starting points.</p> <p>“Support should be informed by a good understanding of what children do and do not know and focus on what they need to learn in order to make progress (see Recommendation 4). Many children who may need additional support with early mathematics can return to a typical learning trajectory with varied teaching methods and targeted individual support.”</p> <p><a href="#">Improving Mathematics in the Early Years and Key Stage 1   EEF</a></p>	<p>1,3,4</p>

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

Budgeted cost: £4648

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue to provide therapeutic support for disadvantaged children and their families where a need has been identified, including ELSA, Guinea Pig Therapy, Friendship Ring, family</p>	<p>Pupil and parent voice and observations will demonstrate positive effect on well-being.</p> <p>Tracking of therapeutic support will ensure disadvantaged pupils and families have access to range of groups to support well-being.</p>	<p>4,5</p>

<p>support worker contact and parenting workshops.</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress.  <a href="https://educationendowmentfoundation.org.uk/education/evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education/evidence/teaching-learning-toolkit/parental-engagement</a></p>	
<p>Weekly summaries of attendance on the newsletter.          Termly 100% certificates for children.          Sending regular, emails to parents and carers who have poor attendance or who are persistently late.          Referring families to Pupil Entitlement and Early Help for children who persistently not attending or late.          Daily phone calls for non-attenders.          Robust attendance tracking and monitoring on BromCom.          A school governor linked with the monitoring of attendance.</p>	<p>Attendance will be in line or above national expectations.           Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.           Following the Durrington Research School 'Nudge Theory' <a href="#">Durrington Research School 'Nudge Theory'</a></p>	<p>4,5</p>
<p>Where families are experiencing financial difficulties, we will provide:          One free set of uniform per year.          No charge for trips, visits and visitors to school.          One free before or after school club a term.          Contingency fund for acute issues e.g. transport costs to parenting courses, support with winter coats/shoes etc.</p>	<p>Reduce financial pressure on disadvantaged families          Increased engagement and participation in a wider range of activities.  <a href="#">West Sussex Service for schools-having an awareness of stigma</a>  <a href="https://educationendowmentfoundation.org.uk/education/evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education/evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>1,2,3,4,5</p>

**Total budgeted cost: £14800**

## Part B: Review of the previous academic year 2023-2024

### Outcomes for disadvantaged Pupils-Autumn 2024

Intended Outcome	Progress															
<p>Improved oral language skills and vocabulary among disadvantaged pupils, including our EAL families in this category.</p>	<p>Reception:</p> <p>1 PP child, 6 SEND children and 2 EAL Children participated in the NELI programme.</p> <p>2 PP children had a Speech and Language Therapy (SALT) programme set by a therapist and delivered in school.</p> <p>1 PP child has participated in school-based SALT interventions this year (Lego Therapy, Attention Autism).</p> <p>3 of 4 PP children made expected progress within Listening, Attention and Understanding and all PP children made expected progress in Speaking.</p> <p>2023-24</p> <p style="text-align: center;"><b>Listening, Attention and Understanding</b></p> <p>Legend: <span style="color: red;">■</span> Below Expected <span style="color: green;">■</span> Expected Progress (0) <span style="color: blue;">■</span> Above Expected <span style="color: grey;">■</span> Insufficient Data</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: left;"><b>Pupil Premium</b> 4 pupils - Average: -0.3</td> <td style="text-align: center;"><div style="width: 25%; height: 15px; background-color: red; margin-bottom: 2px;"></div>25%</td> <td style="text-align: center;"><div style="width: 75%; height: 15px; background-color: green; margin-bottom: 2px;"></div>75%</td> </tr> <tr> <td style="text-align: left;"><b>Not Pupil Premium</b> 74 pupils - Average: +0.2</td> <td style="text-align: center;"><div style="width: 8%; height: 15px; background-color: red; margin-bottom: 2px;"></div>8%</td> <td style="text-align: center;"><div style="width: 65%; height: 15px; background-color: green; margin-bottom: 2px;"></div>65%</td> <td style="text-align: center;"><div style="width: 19%; height: 15px; background-color: blue; margin-bottom: 2px;"></div>19%</td> <td style="text-align: center;"><div style="width: 8%; height: 15px; background-color: grey; margin-bottom: 2px;"></div>8%</td> </tr> </table> <p style="text-align: center;"><b>Speaking</b></p> <p>Legend: <span style="color: red;">■</span> Below Expected <span style="color: green;">■</span> Expected Progress (0) <span style="color: blue;">■</span> Above Expected <span style="color: grey;">■</span> Insufficient Data</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: left;"><b>Pupil Premium</b> 4 pupils - Average: 0</td> <td style="text-align: center;"><div style="width: 100%; height: 15px; background-color: green; margin-bottom: 2px;"></div>100%</td> </tr> <tr> <td style="text-align: left;"><b>Not Pupil Premium</b> 74 pupils - Average: +0.1</td> <td style="text-align: center;"><div style="width: 7%; height: 15px; background-color: red; margin-bottom: 2px;"></div>7%</td> <td style="text-align: center;"><div style="width: 70%; height: 15px; background-color: green; margin-bottom: 2px;"></div>70%</td> <td style="text-align: center;"><div style="width: 15%; height: 15px; background-color: blue; margin-bottom: 2px;"></div>15%</td> <td style="text-align: center;"><div style="width: 8%; height: 15px; background-color: grey; margin-bottom: 2px;"></div>8%</td> </tr> </table> <p>2022-23</p> <p>During this academic year, there were 4 pupil premium children. 2 of them achieved the expected level in Listening, Attention and Understanding. 2 children out of 4 were also EAL. One child was disapplied from the assessment as she had just arrived in the school from abroad.</p>	<b>Pupil Premium</b> 4 pupils - Average: -0.3	<div style="width: 25%; height: 15px; background-color: red; margin-bottom: 2px;"></div> 25%	<div style="width: 75%; height: 15px; background-color: green; margin-bottom: 2px;"></div> 75%	<b>Not Pupil Premium</b> 74 pupils - Average: +0.2	<div style="width: 8%; height: 15px; background-color: red; margin-bottom: 2px;"></div> 8%	<div style="width: 65%; height: 15px; background-color: green; margin-bottom: 2px;"></div> 65%	<div style="width: 19%; height: 15px; background-color: blue; margin-bottom: 2px;"></div> 19%	<div style="width: 8%; height: 15px; background-color: grey; margin-bottom: 2px;"></div> 8%	<b>Pupil Premium</b> 4 pupils - Average: 0	<div style="width: 100%; height: 15px; background-color: green; margin-bottom: 2px;"></div> 100%	<b>Not Pupil Premium</b> 74 pupils - Average: +0.1	<div style="width: 7%; height: 15px; background-color: red; margin-bottom: 2px;"></div> 7%	<div style="width: 70%; height: 15px; background-color: green; margin-bottom: 2px;"></div> 70%	<div style="width: 15%; height: 15px; background-color: blue; margin-bottom: 2px;"></div> 15%	<div style="width: 8%; height: 15px; background-color: grey; margin-bottom: 2px;"></div> 8%
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KS1:

1 PP child has a speech and language programme set by a therapist and delivered in school.

3 children have participated in school based SALT interventions this year (Lego Therapy, Attention Autism) and have made progress in their SALT targets.

Learning walks demonstrate strategies in place in class from training by EMTAS.

Improved reading and writing attainment among disadvantaged pupils.

Little WANDLE phonics programme continued to be embedded across all year group's this year.

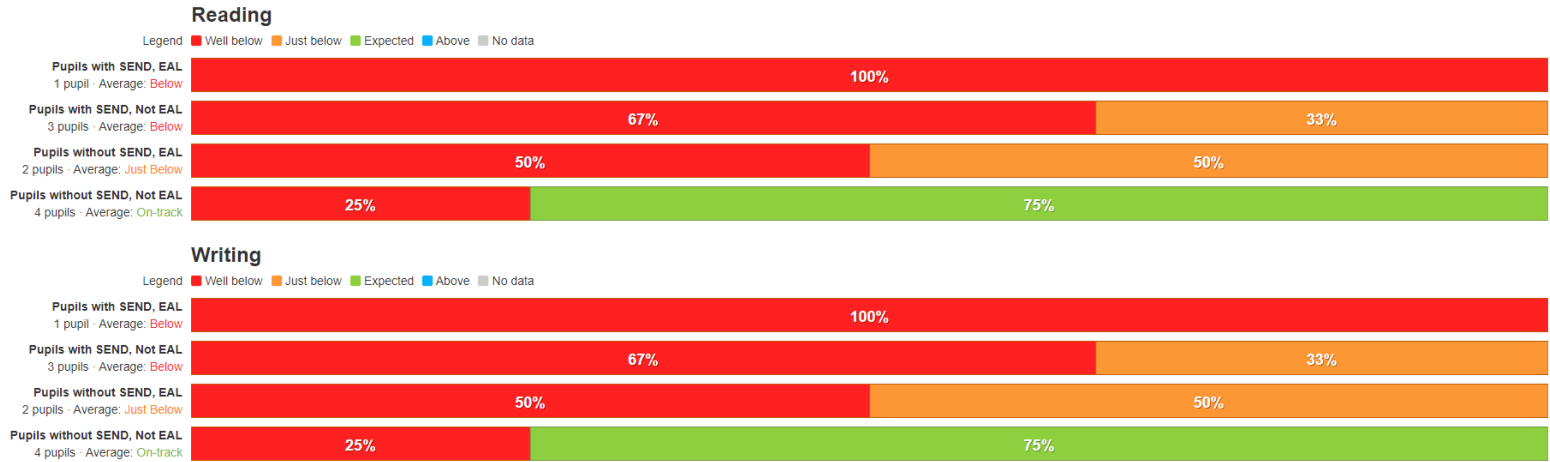
Lesson observations by the phonics lead and senior teachers demonstrates high quality phonic teaching across year groups.

Phonics results were above county and national levels and increased from 80% to 85% when comparing 2022-23 and 2023-24.

Key Results - 2023-2024						
Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
Phonics Screening Check	% of pupils passing in Year 1	74	85%	● At or above	~ 80%	62nd

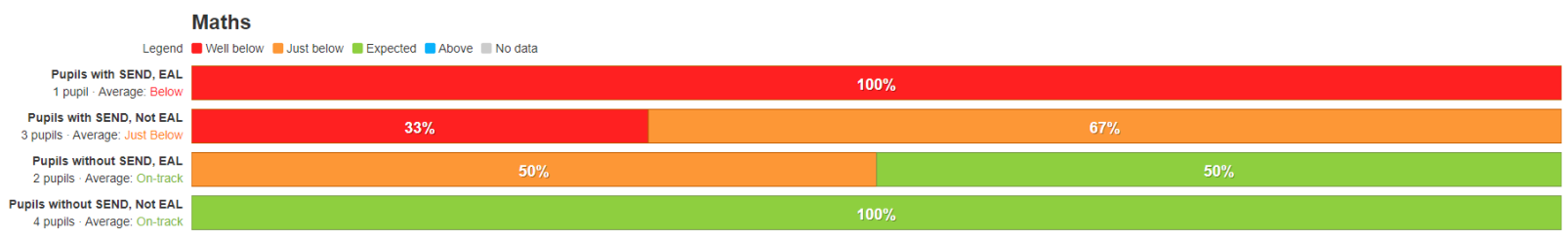
Key Results - 2022-2023						
Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
Phonics Screening Check	% of pupils passing in Year 1	82	80%	● At or above	79%	49th

In 2023-24 in KS1 of the 10 PP children, 3 of the 4 pupils who are not also identified as EAL or SEND were at the expected level in reading and writing.



In 2022-23 there were 10 children who were eligible for pupil premium. 3 out of 7 children met the expected level for their age in reading and writing.

Improved maths attainment for disadvantaged pupils at the end of KS1.



In maths, the attainment of the 4 PP children, with no EAL or SEND was at the expected level for their age group.

In the autumn and spring term, 2 additional teachers provided small group interventions with groups of year 1 and 2 focused on PP children, to embed maths skills. Evidence within Individual Support Plans shows this intervention supported children to meet their specific targets.

In 2022-23 there were 10 children who were eligible for pupil premium. 3 out of 7 children met the expected level for their age in reading and writing. Of those children who did not meet age related expectations, 1 child was also EAL and 4 also had SEND.

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p><b>Pupil Premium:</b></p> <p><b>Attendance percentage</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Attendance Percentage</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>89.3%</td> </tr> <tr> <td>Year 1</td> <td>95.1%</td> </tr> <tr> <td>Year 2</td> <td>81.5%</td> </tr> <tr> <td>National</td> <td>94.5%</td> </tr> <tr> <td>Local Authority</td> <td>94.5%</td> </tr> </tbody> </table> <p><b>All children:</b></p> <p><b>Attendance percentage</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Attendance Percentage</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>94.8%</td> </tr> <tr> <td>Year 1</td> <td>96.3%</td> </tr> <tr> <td>Year 2</td> <td>94.1%</td> </tr> <tr> <td>National</td> <td>94.5%</td> </tr> <tr> <td>Local Authority</td> <td>94.5%</td> </tr> </tbody> </table> <p>The number of PP children is low and individual circumstances are significant for example 1 child has medical needs which impacts on attendance. 2 children with SEMH needs had needs which sometimes impacted on attendance or arriving on time in the mornings. 3 of our PP children had good or excellent attendance of at least 95%.</p>	Year	Attendance Percentage	Reception	89.3%	Year 1	95.1%	Year 2	81.5%	National	94.5%	Local Authority	94.5%	Year	Attendance Percentage	Reception	94.8%	Year 1	96.3%	Year 2	94.1%	National	94.5%	Local Authority	94.5%
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<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Increasingly high levels of anxiety in some children and families continue to be significant barrier.</p> <p>Our school parent support worker worked with over twenty families in 2023-2024, including over half of our PP families. This support took the form of regular face-to-face meetings, emails, phone calls, and ad-hoc, one-off</p>																								

sessions. The feedback has been very positive and at a recent drop-in session, many more families came forward, seeking support. At present, we are only able to employ our school family support worker for half a day weeks.

Our families can also access termly 6-week parenting workshops. Seven families attended the parenting workshops, including two PP families.

We referred and/or signposted families to outside agencies in West Sussex, including five of our PP families

In school, we continued to offer therapeutic and social emotional and mental health (SEMH) interventions.

Our ELSA worked 3 days per week supporting 14 children, each having 1:1 weekly support for a term. Five PP children accessed this support over the year.

Interventions focusing on SEMH run by the inclusion team included:

- Friendship groups
- Circle of friends.
- Bucket Time
- Sensory Circuits
- Guinea Pig Therapy