



Handale Primary School Pupil Premium Strategy Statement 2022-2024



Handale Primary School

Loftus TS13 4RL



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Handale Primary School
Number of pupils in school	185 (Reception – Year 6) September 2021 168 (Reception – Year 6) September 2022 162 (Reception – Year 6) October 2023
Proportion (%) of pupil premium eligible pupils	83 pupils (45%) 2021/2022 69 pupils (41%) 2022/2023 66 pupils (40%) 2023/2024
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 2021
Date on which it will be reviewed	Reviewed October 2022 Reviewed October 2023 Reviewed July 2024
Statement authorised by	Mrs Nicola Padgett Headteacher
Pupil premium lead	Mrs Rio Farrier Deputy Headteacher
Governor / Trustee lead	Miss Gemma Harrison Lead for disadvantaged children



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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,485
Recovery premium funding allocation this academic year	£4590
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	£102,075



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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 at least good progress and achieve high attainment across all subject areas. The focus of our strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. First Quality teaching is the heart of our approach, with a specific focus on areas in which disadvantaged pupils require the most support. We believe this has the biggest impact on the development of the child and closing the disadvantage gap and at the same time will benefit the non-disadvantaged in school.

Our strategy is 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 barriers to learning for disadvantaged children, are less support at home, weak language and communication skills, attendance and punctuality issues, a lack of confidence and low self-esteem. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size that fits all.'

Our ultimate objectives are:

- ✓ To narrow the attainment gap in reading, writing and maths between disadvantaged and non-disadvantaged pupils, both in school and nationally through quality first teaching and increased opportunities for reinforcement of learning at home.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

- Ensuring that teaching and learning opportunities (including quality first teaching) meet the needs of all pupils.
- Use of termly data analysis to identify children falling behind.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Ensuring that disadvantaged pupils have access to a range of interventions in school to meet their SEND needs, identified on EHCPs and IPM (Individual Provision Maps).
- Pupil premium funding will be allocated carefully which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- Providing an effective pastoral support service for both pupils and parents, identified through school as vulnerable or in need. We aim for disadvantaged pupils to increase their attendance at school closing the gap between themselves and non-disadvantaged pupils and enabling them to experience the full learning experience we offer at Handale Primary.



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- Identified targeted children on provision maps and intervention impact sheets.
- Pupil progress meetings to discuss disadvantaged children including successes and any areas for further support to enable children to make expected progress.

Achieving these objectives:

- Ensuring all teaching in school is at least good ensuring that the quality of teaching experienced by all children is exceptional.
- Allocate a Teaching Assistant to each Year Group, to classes over 20 – providing small group work focussed on overcoming gaps in learning, delivering catch up and same day interventions (rapid response).
- All of our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Additional learning support.
- Supporting payment for activities, educational visits and residentials if needed. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support.
- Pupil progress meetings and actions including interventions included.
- Pupil voice will highlight that children are enjoying school and are attending clubs and using our breakfast club offer.
- Parents will feel supported and believe that we are doing the best that we can for their children.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes and progress of pupils are significantly affected by their SEND need and home life. A significant percentage of our population live in some of the most deprived areas in the country.
2	A high % of children enter nursery below the age-related expectations. Increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health.
3	The education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils failing further behind age-related expectations, especially in Maths.



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Our attendance data over the last 3 years indicates that attendance among disadvantaged has been between 2.8% and 6.7% lower than for non-disadvantaged pupils. [This gap is narrowing \(2022-2023\).](#)

In 2020 – 2021 94.6% of disadvantaged pupils have been persistently absent compared to 94.7% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils.

In 2021 – 2022 attendance was 94.7% overall in school, with disadvantaged pupils being 94%. Although persistence absence is higher in PP pupils than non-disadvantaged. A high % of PP children also have medical conditions for which they have more appointments to attend.

[In 2022 – 2023 attendance was 94.2% overall in school, with disadvantaged pupils being 94.2%. This was achieved through the high level of importance and challenge with parents through the effect use of Family Support Lead. Meetings and challenges are evidenced through minutes.](#)

[In 2023-2024 attendance was 94.6% overall in school, with disadvantaged pupils being 93.8%. This continues to be in line with NE and is achieved through the thorough policies and practices in place. Miss Tully continues to challenge attendance and support parents as well as liaising with the LA . Although disadvantaged attendance has dropped slightly this year, it is still in line with NE. The child \(with severe absenteeism\) significantly impacting on this data \(girl\) is now back in full time, as a result of working with the LA, pupil and parents.](#)

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Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with communication and language and phonics than their peers. This negatively impacts their development as readers and on the wider curriculum as reading is the key to learning.

[In September 2022, we implemented a new phonics programme \(Little Wandle\). This has had a positive impact on these difficulties from Nursery and throughout the school. Reading data from Nursery shows progress from entry in all 7 areas of learning in Nursery with Communication and language showing the most progress.](#)

[Outcomes 2022-2023](#)

NURSERY - Summer						
AREA	No.	Early Learning Goal	ATTAINMENT SUMMARY		PROGRESS SUMMARY	
			ON TRACK+	AT+	Nurs Entry - Nurs Summer	PTS PROG
CL	1	Communication and Language	40%	30%	Out	4.59
PSE	2	Physical Development	60%	30%	Out	4.41
PD	3	Personal, Social and Emotional	45%	15%	Out	4.41
LIT	4	Literacy	35%	20%	Out	4.41
MAT	5	Mathematics	40%	25%	Out	4.88
WOR	6	Understanding the World	50%	30%	Out	4.29
EX	7	Expressive Arts and Design	45%	20%	Out	4.82

[Progress in 2023-2024 continues to be outstanding within communication and language as a result of the children are narrowing the gap between their starting](#)



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points and the NE for their age. Little Wandle is having appositive impact as a direct result of the continuity and the developed areas with the classroom to expose children to rich vocabulary.

NURSERY - Summer						
AREA	No.	Early Learning Goal	ATTAINMENT SUMMARY		PROGRESS SUMMARY	
			ON TRACK+	AT+	Nurs Entry - Nurs Summer	PTS PROG
CL	1	Communication and Language	46%	15%	Out	4.64
PSE	2	Physical Development	77%	54%	Out	4.09
PD	3	Personal, Social and Emotional	46%	15%	Out	5.64
LIT	4	Literacy	46%	15%	Out	4.64
MAT	5	Mathematics	54%	46%	Out	7.27
Good Level of Development*			15%	8%	n/a	5.25
WOR	6	Understanding the World	31%	23%	Out	4.64
EX	7	Expressive Arts and Design	38%	15%	Out	6.09

Attainment - Pupil Groups		CL Communication and Language								Summary			
NURSERY SUMMER	Total Assess	BELOW		ON TRACK		AT		ABOVE		ON TRACK+		AT+	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
All	13	7	54%	4	31%	2	15%	0	0%	6	46%	2	15%
Boys	4	1	25%	1	25%	2	50%	0	0%	3	75%	2	50%
Girls	9	6	67%	3	33%	0	0%	0	0%	3	33%	0	0%
SEN Support	1	1	100%	0	0%	0	0%	0	0%	0	0%	0	0%
SEN EHCP	0	0		0		0		0		0		0	
No SEN	12	6	50%	4	33%	2	17%	0	0%	6	50%	2	17%
PP	3	1	33%	1	33%	1	33%	0	0%	2	67%	1	33%
Non PP	10	6	60%	3	30%	1	10%	0	0%	4	40%	1	10%
LAC	0	0		0		0		0		0		0	
EAL	0	0		0		0		0		0		0	
Non EAL	13	7	54%	4	31%	2	15%	0	0%	6	46%	2	15%

6 Pupils have limited life skills and cultural experiences beyond their home life and the immediate community. Lack of support from home due to parent's academic ability and confidence.

2023-2024 – policy developed to ensure all children experience a different cultural education visit throughout their time at Handale. This is embedded within the Handale Our Charter Curriculum, which supports PHSCH and SEMH.

7 2023-2024 - Attitudes to learning, levels of resilience and independence negatively impact PP children.

2023- 2024 data shows the gaps between disadvantaged pupil and non-disadvantaged pupils is narrowing as they reach Year 6. See table below page 15.

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.



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Challenge Number Link	Intended outcome	Success criteria
1	<p>Pupils access a wide range of interventions to meet their SEND needs, including speech and language.</p> <p>Update 2023-2024 In June 2023, SEND children integrated back into mainstream classes due to the success and impact of the Small Learning Community.</p>	<ul style="list-style-type: none"> As their SEND needs are being addressed, PP pupils make expected progress or exceed their targets set in Reading, Writing & Maths. Pupils who previously attended the Small Learning Community will access the same learning as their peers with support to achieve the same intended outcome. Therefore children will make good progress in the core areas of learning. <p>Update 2023-2024:</p> <p>Curriculum planning for all foundation subjects has been re-designed to better ensure progression of skills and knowledge across the whole school, from Early Years, including Pre-Nursery to Year 6; subject leaders have delivered training to teaching staff to ensure an understanding of this progression, and how to more accurately use robust assessment procedures diagnostically to appropriately scaffold learning for groups and individual children, without diluting the knowledge and skills. A whole school Teaching and Learning Strategy is under implementation which focuses on four core principles around quality first teaching, quality feedback, adaptive teaching and use of assessment. This strategy forms the basis of monitoring and evaluation procedures across school, where senior leaders provide high quality constructive feedback to teaching staff.</p> <p>Within Early Year they are beginning to use the Little Wandle Speech and Language program to help to continue to narrow the gaps.</p> <p>Within each classroom language is displayed and discussed with the children for each topic, it is introduced at the beginning of each subject so children have the opportunity to use it in the correct context.</p> <p>Within EYFS language is displayed around the room to support adults, to ensure the correct vocabulary is used within the areas to develop and extend learning outcomes.</p> <p>Rich vocabulary books are used in all classrooms to expose pupils to that high level of vocabulary and understanding.</p>



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1	Vulnerable pupils are well supported.	<ul style="list-style-type: none"> • SLT and Mrs Tully support vulnerable pupils so that children feel safe and happy at school. They indicate that they enjoy school. Behaviour and attitudes are good. • The Bungalow Project targets any vulnerable pupils who might need the extra support and intervention. • Behaviour logs and concerns will have reduced the number of logs with concerns. • Links created with Headstart and CAHMS will reduce the load on social and emotional wellbeing in school and support children in becoming more resilient and ready for learning. <p>Update 2023-2024</p> <p>Teaching and Learning focuses on four core principles around quality first teaching, quality feedback, adaptive teaching and use of assessment. This strategy forms the basis of monitoring and evaluation procedures across school, where senior leaders provide high quality constructive feedback to teaching staff, to ensure support is in place for all pupils to be successful learners.</p> <p>Monitoring of behaviour logs has shown a decrease in the number of small, low level incidents occurring in the classrooms, particularly with disadvantaged pupils.</p> <p>A high proportion of our SEND children are also disadvantaged, therefore other factors influence learning outcomes.</p> <p>R- 2 pupils Y1 – 3 pupils Y2 – 2 pupils Y3 – 3 pupils Y4 – 8 pupils Y5 – 3 pupils Y6 – 4 pupils</p>
1	Support families in the community	<ul style="list-style-type: none"> • Parents feel supported and raise any concerns with Mrs Tully (family support worker). Parents are sign posted to agencies which will ease any difficulties which may arise. <p>Update 2023-2024</p> <p>CPOMs logs</p>
2	Language and communication in Early years improves.	<ul style="list-style-type: none"> • Early identification enables children with speech and language difficulties the



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		<p>opportunity through programmes to make quick and accelerated progress.</p> <p>2023-2024</p> <p>Children in EYFS receive S & L interventions from Tas which are evidenced through the use of the Little Wandle Speech and Language program to help to continue to narrow the gaps.</p>
3	Pupils make at least expected progress in reading, writing and maths.	<ul style="list-style-type: none"> Gap will close in progress made between PP and non-PP. Achieve national average progress scores in Reading, Writing and Maths. All pupil premium children will make good or outstanding progress. Teaching over time indicates that the gap is narrowing between PP and non-disadvantaged pupils. KS2 reading, writing and maths outcomes in 2023/24 will show that at least 78% of disadvantaged pupils will have met the expected standard. <p>2023-2024</p> <p>See information provided below in the summary.</p>
4	PP attendance increases.	<p>Attendance of identified PP pupils increases and the gap between PP and non-PP narrows.</p> <p>Sustained high attendance from 2024/25 will be demonstrated by:</p> <ul style="list-style-type: none"> Whole school attendance will be no less than 96.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. The percentage of all pupils who are persistently absent being 92% and the figure among disadvantaged pupils being no more than 2% lower than their peers. <p>2023-2024</p> <p>See information provided below in the summary.</p>
6	Improve life and cultural experiences.	<p>All children experience a range of activities, both in and out of school to broaden cultural enrichment and provide an enjoyable and exciting curriculum.</p> <p>2023-2024</p> <p>Embedded in the SEMH curriculum and Charter, planned out specific progression of school visits.</p> <p>In September 2023, an Oracy Curriculum has been introduced across the school which includes sentence stems for every year group (including pre nursery).</p>



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		See attached Clubs on offer and attendance figures
7	Improved attitudes to learning.	<ul style="list-style-type: none"> Reduction of incidents reported on CPOMS. Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and team work are developed. <p>Sustained high levels of wellbeing from 2024/25 will be demonstrated by:</p> <ul style="list-style-type: none"> Qualitative data from pupil voice, parent and pupil surveys and teacher observations A significant increase in participation in enrichment activities, particularly among disadvantaged pupils <p><u>Updated 2023-2024</u></p> <ul style="list-style-type: none"> Attendance data at clubs will show increase in commitment to learning Booster groups will be attended at least 3 times per week. Parental attendance at parents evening.

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: £ 50, 369.00

Activity	Evidence that supports this approach	Challenge number (s) addressed
TA support in YR, Y1, Y2, Y3, Y4 and Y6	High quality focus groups delivered in Maths and English sessions by teaching assistants.	1,2,3,5
CPD Ensure all teachers receive high quality CPD in relation to developing	EEF rating: High impact Moderate cost. High evidence base. Evidence suggests that the impact is greater for more vulnerable students and the older learners and those in a	1,2,6,7



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evidence-based teaching strategies and pedagogy. For example, development of the outdoor curriculum.	wilderness setting and studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months progress There is also evidence of an impact on non-cognitive outcomes such as self-confidence.	
Purchase of a DfE validated Systematic Synthetic Phonic programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. Choosing a phonics teaching programme - GOV.UK (www.gov.uk)	1,2,3,6
Vocabulary development	Phonics EEF (educationendowmentfoundation.org.uk)	
We will fund teacher release time to share best practice within school.	The evidence based DfE https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy	
Purchase fully decodable matched books to accompany the new phonics scheme.	Reflects the exact practice that our school aspires towards.	
Improve the quality of social and emotional (SEL) learning. (PSHCE) SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved attitudes, behaviour and relationships and improved academic performance.) EEF https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1635355221	4

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

Budgeted cost: £50,015.09

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<ul style="list-style-type: none"> • Quality first teaching for all pupils. • TA CPD is ongoing for Maths and English by leads • Maths is high priority on school development plan. • Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place. 	<ul style="list-style-type: none"> • EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. • Training and supporting highly qualified teachers deliver targeted support. 	1,3,5,6
<p>Purchase web-based programs to be used in school at home.</p> <ul style="list-style-type: none"> • Spelling Shed • Lexia • TTRS 	<p>EEF toolkit – parental engagement</p> <p>EEF guide to pupil premium – targeted academic support</p> <p>EEF – digital technology – clear evidence technology approaches are beneficia for writing and maths practice.</p>	1,3,5
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</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 daily sessions over the year.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Choosing a phonics teaching programme - GOV.UK (www.gov.uk)</p>	1,2, 5
<ul style="list-style-type: none"> • HLTA delivers interventions 0.4 days a week to pupils identified as in need. • TA's deliver interventions 0.5 days a week to pupils identified as in need. • Learning Mentor/Family Support Worker • Rapid Response takes place every 	<p>EEF – oral language interventions consistently show positive impact on learning.</p> <ul style="list-style-type: none"> • High quality small group interventions • Specialists lead CPD sessions with individual pupils and staff. • Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health. • EEF – social and emotional learning – improves interaction with others and self - management of emotions – impacts on attitudes to 	1,2



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<ul style="list-style-type: none"> LW daily catch up is completed daily and any Rapid Catch Up sessions take place on an afternoon. 	<p>learning and social relationships in school, which increases progress in attainment.</p>	
<p>Engaging with the National tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are higher attainers.</p>	<ul style="list-style-type: none"> Small group tuition is defined as one teacher or professional educator working with one to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress or to teach challenging topics or skills. <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1,3,5,6
<p>To look into ELKLAN principles throughout nursery to develop communication and oracy skills. Education Development Trust Training Early Years: Building on Success-Little Learners</p>	<p>The average impact of Oral language interventions is approximately an additional six months progress over the course of the year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p>	2,6

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

Budgeted cost: £ 21, 321.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<ul style="list-style-type: none"> • Full time/Part time Family Support Worker • FSW contacts all new families as join, finds out needs and circumstances and offers support. Consent form filled in. • Register of families and level of support required. • PP families receive a weekly call off FSW and offers of support. • Home visits • Signposting for support • HSLW attends TAF, CIN, CP meetings 	<p>Decrease in numbers of families in CIN, CP due to increase in families accessing early intervention from home school link worker.</p> <p>Dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family.</p> <p>EEF toolkit– Parental engagement</p> <p>FSW – Mrs Tully</p> <p>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</p>	2,3
<ul style="list-style-type: none"> • Training and release time for staff to develop and implement new procedures. • Office staff phones families at 9am if pupil not in school and offers support. • FSW and HT will pick up child from home if required. • FSW works closely with attendance officer from LA, pupils below 96% are identified and protocols followed. 	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.</p> <p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	4
<ul style="list-style-type: none"> • Cultural capital experiences promoted in the curriculum. • Essential experiences built into curriculum planning • Reduction in cost of trips for PP • Residential trip cost is greatly reduced for PP 	<p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Pupil surveys reflect greater enjoyment and engagement in school.</p>	3,6



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<ul style="list-style-type: none"> • Sports events /afterschool clubs promoted to PP are encouraged to attend • Outdoor learning encouraged 	<p>Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>EEF – sports participation increases educational engagement and attainment.</p> <p>EEF – outdoor adventure learning shows positive benefits on academic learning and self -confidence.</p> <p>Education Endowment Foundation EEF</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	
<ul style="list-style-type: none"> • Bungalow Project for wellbeing continue pastoral care/support 	<p>EEF – Wellbeing</p> <p>The EEF states that ‘Improvements appear more likely when social and emotional approaches are embedded into routine educational practised and supported by professional development and training for staff.</p>	2,6
<ul style="list-style-type: none"> • Attendance at before/after school clubs and booster classes. 	<p>The EEF states ‘The evidence indicates that, on average, pupils make two additional months progress per year from extended school time and particular through the targeted use of before and after school programmes. There is some evidence that suggests disadvantaged pupils benefit more, making closer to three months additional progress</p>	1,3,4,6
<ul style="list-style-type: none"> • Early identification of PP in EY with parental support in place 	<p>EEF report states that ‘on average, early years interventions have an impact of five additional months progress and appear to be particularly beneficial for children from low income families.</p>	2,3

Total budgeted cost: £121, 567



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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Outcomes

The following table reports on the gap between disadvantaged pupils and non-disadvantaged pupils, towards achieving end of year expectations.

% at or better

Reception Data is taken from Word reading, Writing and Number Early learning Goals for analysis purposes.

Year Group	Reading		Writing		Maths	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Reception (10 pupils)	60%	91%	60%	91%	50%	91%
Year 1 (6 pupils)	57%	100%	43%	100%	57%	89%
Year 2 (7 pupils)	57%	100%	43%	100%	57%	89%
Year 3 (14 pupils)	86%	89%	79%	89%	86%	78%
Year 4 (17 pupils)	76%	78%	76%	67%	71%	78%
Year 5 (14 pupils)	57%	86%	57%	100%	64%	93%
Year 6 (17 pupils)	82%	83%	76%	83%	76%	83%

Disadvantaged pupils come into school well below NE for their age, creating a huge gap between pp and non-pp children. The data shows that as pp children progress through school the gap narrows, with the exception of Year 5, where 2 pp pupils have challenging SEND needs too.

As a result of the embedded reading culture reading in KS2 in particular is strong for both pp and non-pp pupils. Pupils learning outcomes are in line with each group.

As part of our commitment to continuously improve and develop our curriculum at Handale subject leaders monitor and adapt their curriculum to ensure the needs of all our children are met. Interventions that are provided for our PP children are monitored using a Rapid Response system.

Phonic Results



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Pupil Premium (Disadvantaged)

Disadvantaged	9	88.9%	65%	62%	5	80.0%	67%	67%	5	80.0%	72%	
Other Pupils	15	100.0%	82%	80%	9	100.0%	85%	83%	14	92.9%	85%	

These results show the last 3 years phonic results, with school data in yellow and NE in the last column, showing PP children have performed well above NE consistently over the past 3 years.

Attendance

Whole School Attendance Year 1 to Year 6

Absence						Persistent Absence				Severe Persistent Absence			
Click to include/exclude Reception pupils <input type="radio"/> Include <input checked="" type="radio"/> Exclude						% of pupils absent for 10% or more sessions				% of pupils absent for 50% or more sessions			
% of sessions missed						% of sessions missed				% of sessions missed			
* National: 2021/2022 is the most recent published whole academic year comparative data						National %				National %			
	Pupils	% attendance	% sessions missed	2021/22*	Diff +/-	Pupils	% of cohort	2021/22*	Diff +/-	Pupils	% of cohort	2021/22*	Diff +/-
School	167	94.6	5.4	6.3	+0.9	20	12.0	17.7	+5.7	1	0.6	0.6	+0.0
Boys	82	95.1	4.9	6.4	+1.5	11	13.4	18.1	+4.6	0	0.0	0.7	n/a
Girls	85	94.2	5.8	6.2	+0.3	9	10.6	17.3	+6.7	1	1.2	0.6	-0.6
Non Persistent Absentees	147	96.2	3.8	4.2	+0.5								
Persistent Absentees	20	81.9	18.1	16.3	-1.9								
Non Severe Absentees	166	95.1	4.9	-	-								
Severe Absentees	1	21.6	78.4	-	-								
Non Disadvantaged *	80	95.5	4.5	5.5	+1.0	6	7.5	12.7	+5.2	0	0.0	0.3	n/a
Disadvantaged *	87	93.8	6.2	8.4	+2.2	14	16.1	30.2	+14.1	1	1.1	1.1	-0.0
Disadvantaged Boys	43	95.2	4.8	-	-	5	11.6	-	-	0	0.0	-	-
Disadvantaged Girls	44	92.4	7.6	-	-	9	20.5	-	-	1	2.3	-	-
Non FSM	93	95.7	4.3	5.5	+1.2	7	7.5	13.1	+5.6	0	0.0	0.3	n/a
FSM	74	93.3	6.7	8.5	+1.8	13	17.6	30.7	+13.1	1	1.4	0.9	-0.5
No SEN	135	95.2	4.8	5.9	+1.0	15	11.1	15.6	+4.5	0	0.0	0.3	n/a
EHCP/SEN statement	3	92.4	7.6	9.7	+2.1	1	33.3	31.3	-2.0	0	0.0	2.7	n/a
SEN Support	29	92.5	7.5	8.0	+0.5	4	13.8	26.2	+12.4	1	3.4	0.9	-2.5

Key Take Aways

- Overall attendance is above the given national figures for PP and non-PP children, including the disadvantaged groups analysed.
- Overall school attendance has increased on 2022-2023 by 0.6%
- Persistent absentees is below the national figures for PP and non-PP.
-

Focus

Girls PP % attendance is lower than boys, therefore there is more work to be carried out around this.

Enrichment – Cultural Experiences

Breakfast Club

Our breakfast club is open to all children in school and is free to attend thanks to Greggs Breakfast Club Funding. Breakfast clubs starts at 8am each morning until the start of the school day at 8.30am. this club has many benefits:



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- Ensuring the children are fed and prepared for learning
- Settled start to the day
- Develops social skills
- Time for parents to take the rush out of the morning routine

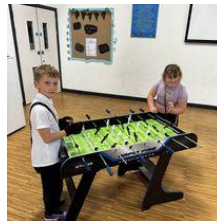
Other Enrichments

School provides afterschool opportunities for children to attend. Last year many staff ran after school clubs these involved:

- Science
- Handale Society
- Football
- Athletics
- Lego
- Choir
- Library
- Gymnastics
- Multi-sport
- Story Art
- Fitness Fun
- Final Year
- Baking
- Kindness
- Computing
- Board Games



Other Clubs on offer



At Handale we understand the importance of interaction and providing children with a safe space to do this. We host and run a Youth Club, as well Loftus Lions (football training club) and a parent and toddler session each week which are all open to the wider community (beyond our school).

Along with the clubs on offer, we have provided our Year 6 pupils with the opportunity to visit London on a residential. All children were invited and funding was available for those who needed the support. The children were responsible for raising the funds to pay for any of the activities they wanted to do whilst in London. This opportunity gave pupils the understanding and drive to earn for what they want.

During the holiday school also ran and staffed a holiday club which was full each day for 4 weeks of the summer holidays. This was open to PP children. The children got such a lot from these activities.



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Handale Primary School 2023-2024

Day	Club	Lead By...	Year Group involved	Impact	Notes for Future Planning
Autumn Term					
Monday	Reading Club	Rio Farrier	R-Y6	For children to have the opportunity to read if they don't read at home – different children weekly.	
Monday	Gymnastics	Alice Thompson	R-Y4	Number attended: 29 (capped at 30) PP:12 - 41% SEND:6 - 21% Girls: 21 - 72% Boys:8 – 28%	
Monday	Science	Emily Johnston	Y4-Y5	Number attended: 8 PP: 2 – 25% Forces: 1 SEND: 2 – 25% Girls: 3 - 37% Boys: 5 - 63%	
Tuesday	Handale Society Community Club	Nicola Padgett/Marie Oakley	Y3-Y6	Number attended: 10 PP: 3 -30% Forces: 1 – 10% SEND: 0 Girls: 8 – 80% Boys: 2 – 20%	
	Multi Sport	Lewis Coultas	Y1-Y3	Number attended: 16 PP: 1 – 13% SEND: 4 – 25% Girls: 3 – 19% Boys: 13 – 81%	
Wednesday	Reading/Library	Eleanor Moore/Paul Emmerson	Y4-Y6	Number attended: 15 PP: 6 – 40% SEND: 2 – 13% Girls: 13 - 86% Boys: 2 – 14%	
	Story Telling through Art	Rio Farrier	R-Y2	Number attended: 22 PP: 4 – 18% SEND:5 – 28% Girls: 13 – 59% Boys: 9 – 41%	
	Fitness	Robbie farrier	Y3-Y6	Number attended: 24 PP: 10 – 42% SEND: 2 - 8% Girls: 13 – 54% Boys: 11 – 46%	
Thursday	Football	Lewis Coultas	Y4-Y6	Number attended: 21 PP: 10 – 48% SEND: 1 – 5% Girls: 3 – 14% Boys: 18 – 86%	
Holiday Clubs					
03.11.2023	Sports Club	Robbie Farrier Lewis Coultas Through OSF funding	R-Y6	Open to the community	
Spring Term					
Monday	Choir	Miss Kendall	Y2-Y6	Number attended: 4 PP:50% SEND:25% Girls:4 Boys:0	
	Computing	Alice Thompson	Y1-Y4	Number attended: 29 (capped at 30) PP:12 - 41% SEND:6 - 21% Girls: 21 - 72% Boys:8 – 28%	



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Tuesday	Fitness	Louis Coultas	Y4-Y6	Number attended: 24 PP: 10 – 42% SEND: 2 – 8% Girls: 13 – 54% Boys: 11 – 46%	
	Handale Society	Nicola Padgett Marie Oakley	Y3-Y6	Number attended: 10 PP: 3 – 30% Forces: 1 – 10% SEND: 0 Girls: 8 – 80% Boys: 2 – 20%	
	Board Games	Lucy Sweeney	Rec-Y2	Number attended: 12 PP: 50% SEND: 8% Girls: 58% Boys: 42%	
Wednesday	Story Art	Rio Farrier	Rec-Y2	Number attended: 22 PP: 4 – 18% SEND: 5 – 28% Girls: 13 – 59% Boys: 9 – 41%	
	Lego Maths Challenge	Robert Farrier	Y3-Y6	Number attended: 21 PP: 10 – 48% SEND: 1 – 5% Girls: 3 – 14% Boys: 18 – 86%	
Thursday	Baking	Gemma Harrison	Y3-Y6	Number attended: 16 PP: 32% SEND: 19% Girls: 63% Boys: 37%	
	Football	Louis Coultas		Number attended: 21 PP: 10 – 48% SEND: 1 – 5% Girls: 3 – 14% Boys: 18 – 86%	
Summer Term					
Monday	Choir	Miss Kendall	Y2-Y6	Number attended: 4 PP: 50% SEND: 25% Girls: 4 Boys: 0	
Tuesday	Fitness	Louis Coultas	Y4-Y6	Number attended: 24 PP: 10 – 42% SEND: 2 – 8% Girls: 13 – 54% Boys: 11 – 46%	
	Handale Society	Nicola Padgett Marie Oakley	Y3-Y6	Number attended: 10 PP: 3 – 30% Forces: 1 – 10% SEND: 0 Girls: 8 – 80% Boys: 2 – 20%	
	Board Games	Lucy Sweeney	Rec-Y2	Number attended: 12 PP: 50% SEND: 8% Girls: 58% Boys: 42%	
Thursday	Baking	Gemma Harrison	Y3-Y6	Number attended: 16 PP: 32% SEND: 19% Girls: 63% Boys: 37%	
	Football	Louis Coultas		Number attended: 21 PP: 10 – 48% SEND: 1 – 5% Girls: 3 – 14% Boys: 18 – 86%	
Summer Holidays					
Monday to Thursday	HAF (4 weeks)	Marie Oakley Nicola Padgett Robert Farrier	Reception to Y6	40 children attended each 100% Children PP/Vulnerable	



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		Deborah Hood Louis Coultas Stacy Darby Lucy Sweeney Gemma Harrison			
Extra Clubs open to the Community					
Wednesday	Parent and Toddler sessions	Gemma Harrison Emily Johnston Lucy Sweeney	0-2years	Well attended average of 4-8 per week	
Thursday	Youth Club Open to the community	Gemma Harrison Emily Johnston Lucy Sweeney Marie Oakley Deborah Hood	Y3-Y8	Ranges from 49-96 pupils attending	
	Football Training Open to the community	Louis Coultas	Rec-Y3	Ranges from 10-18 pupils	
	Football Training Open to the community	Louis Coultas	Y4-Y8	Ranges from 6-10 pupils	



Wellbeing

At Handale we have Miss Tully who is our school learning mentor and attendance officer. She provides a range of extensive support to pupils, parents and staff. Miss Tully works and supports our children particularly PP children with managing emotions and regulating themselves to friendship issues and family support.

Miss Tully is also a designated safeguarding lead and holds a lot of information about families which is vitally important in supporting them. Miss Tully has supported parents in finding the right support for them and sourcing items in need, e.g beds etc.

Miss Tully leads Headstart and is currently in the process of achieving an award status for the work done with parents and pupils on mental health support. She also leads on the external provider, school counselling service for pupils and staff. This has been an invaluable service, where a high proportion of our pupils have successfully engaged back into learning. Leading up to Christmas, the distribution of Christmas gifts and food hampers was available for our disadvantaged pupils to ensure all of our children have a positive experience.

Miss Tully has also sourced support with the transition to secondary school for our Year 6 children, through a series of extra visits and discussions.

Alongside Miss Tully we also have Beau the dog that supports our pupils. He is a vital cog in the children's and staff wellbeing.





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Cultural Capital

At Handale, we know that it is vitally important to expose our disadvantaged children to a wide range of experiences and knowledge that will equip our pupils with good capital culture.

These are the building blocks they need to further develop their education and careers. Exposing our pupils to these experiences enables them to understand more about the world around them and opens more possibilities for them, raising their aspirations and dreams.

At Handale we do this through:

- Anti-Bullying week
- Black History Month
- Children Mental Health Week
- Science Week
- World Book day
- Religious events
- Sports Week



Throughout the year it is important to also provide experiences that help to nurture them into effective citizens. These events are important such as Children in Need, Red Nose Day, Mental Health day and more local events such as supporting Remembrance Day in the area.

Within school lessons are becoming more focused and linked to professions to support children in understanding different professions and the routes into these. People are important in influencing children therefore we invite significant people in to talk to our pupils about their role in society, so our pupils have a real-life link.

School Trips/Experiences

At Handale, we want to give our children stimulating, exciting experiences that inspire them to have high aspirations. We plan valuable experiences for our children in the form of both school trips and visitors coming in to school. Examples of this include our Reception children enjoying a trip to the local fire station to consolidate their learning on people that help us and Year 2 having a lovely time at Flamingo Land as part of their Geography and Science learning. As part of their Science work, Year 1 visited The Life Centre to extend their learning and to expand it using exploration. Our Year 6 children completed two-day (1 night) adventure to London where they got to participate in debating activities in the Houses of parliament, whilst Year 5 had a 'camp out' on Preston Primary School's school field – all to develop independence, confidence, resilience and teamwork. Our Nursery children have visited Danby. These experiences contributed to the many fond memories our children will take with them to their secondary schools.





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Challenge Number Link	Intended outcome	Evidence
1	<p>Pupils access a wide range of interventions to meet their SEND needs, including speech and language.</p> <p>Update 2023-2024</p> <p>In June 2023, SEND children integrated back into mainstream classes due to the success and impact of the Small Learning Community.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> As their SEND needs are being addressed, PP pupils make expected progress or exceed their targets set in Reading, Writing & Maths. Pupils who previously attended the Small Learning Community will access the same learning as their peers with support to achieve the same intended outcome. Therefore, children will make good progress in the core areas of learning. 	<p>Evidenced in termly Pupil Progress meeting and Provision Maps</p> <p>Speech and Language intervention timetable for EYFS.</p> <p>All pupils access the same learning, knowledge and intended outcomes although to achieve/record this it may be differentiated into the recording of the learning.</p>
1	<p>Vulnerable pupils are well supported.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> SLT and Mrs Tully support vulnerable pupils so that children feel safe and happy at 	<p>Joined PINS project to give parents the voice to support pupils with specific needs. This involves a member of the project attending school ½ termly to support.</p>



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	<p>school. They indicate that they enjoy school. Behaviour and attitudes are good.</p> <ul style="list-style-type: none"> • The Bungalow Project targets any vulnerable pupils who might need the extra support and intervention. • Links created with Headstart and CAHMS will reduce the load on social and emotional wellbeing in school and support children in becoming more resilient and ready for learning. • Behaviour logs and concerns will have reduced the number of logs with concerns. 	<p>Bungalow project has continued to support vulnerable pupils at Handale.</p> <p>Headstart has trained pupils to be mental health leads in school and now they are training other children to support them in their roles. – pupil voice</p> <p>Behaviour logs are seeing a reduction in the number of logs presenting each day.</p>
1	<p>Support families in the community</p> <p>Success Criteria</p> <ul style="list-style-type: none"> • Parents feel supported and raise any concerns with Mrs Tully (family support worker). Parents are sign posted to agencies which will ease any difficulties which may arise. 	<p>Evidenced through CPOMS and the meeting minutes.</p>
2	<p>Language and communication in Early years improves.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> • Early identification enables children with speech and language difficulties the opportunity through programmes to make quick and accelerated progress. 	<p>Evidenced through planning and interventions in place. The new Little Wandle Speech and Language program is being embedded.</p> <p>Areas in EYFS are now focused on providing children with a language rich environment – evidence through feedback in Annual reviews and Peer Review.</p>
3	<p>Pupils make at least expected progress in reading, writing and maths.</p> <p>Success Criteria</p> <ul style="list-style-type: none"> • Gap will close in progress made between PP and non-PP. 	<p>Data analysis shows in the majority of year group progress was good to outstanding.</p>



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- Achieve national average progress scores in Reading, Writing and Maths. All pupil premium children will make good or outstanding progress.
- Teaching over time indicates that the gap is narrowing between PP and non-disadvantaged pupils.
- KS2 reading, writing and maths outcomes in 2024/25 will show that at least 78% of disadvantaged pupils will have met the expected standard.

Summer Term 2023 2024						
		ATTAINMENT SUMMARY			PROGRESS SUMMARY	
All Pupils		ON TRACK+	AT+	AB	Entry/Baseline - Summer	PTS PROG
Subject						
Year 1	Reading	74%	68%	11%	Req Imp	2.68
Pupils 19	Writing	74%	58%	11%	Req Imp	2.74
DB 6 (32%)	Maths	84%	74%	0%	Good	2.95
DB 6 (32%)	RWM Comb	68%	58%	0%	n/a	2.79
SEN 6 (26%)	Science	94%	82%	12%	Good	3.06
Year 2	Reading	81%	81%	13%	Good	3.13
Pupils 16	Writing	88%	75%	19%	Out	3.40
DB 7 (44%)	Maths	88%	75%	19%	Good	3.20
DB 7 (44%)	RWM Comb	75%	69%	13%	n/a	3.24
SEN 7 (38%)	Science	100%	75%	6%	Good	3.27
Year 3	Reading	100%	87%	17%	Good	3.26
Pupils 23	Writing	100%	83%	17%	Good	3.26
DB 10 (43%)	Maths	96%	83%	17%	Good	3.17
DB 10 (43%)	RWM Comb	96%	74%	13%	n/a	3.23
SEN 10 (25%)	Science	100%	91%	13%	Good	3.09
Year 4	Reading	85%	77%	23%	Good	3.35
Pupils 28	Writing	85%	73%	15%	Good	3.19
DB 13 (46%)	Maths	85%	73%	19%	Good	3.31
DB 13 (46%)	RWM Comb	81%	69%	12%	n/a	3.28
SEN 13 (35%)	Science	88%	77%	19%	Good	3.12
Year 5	Reading	82%	71%	18%	Good	2.93
Pupils 20	Writing	86%	79%	11%	Good	3.00
DB 10 (50%)	Maths	86%	79%	14%	Good	3.18
DB 10 (50%)	RWM Comb	79%	68%	4%	n/a	3.04
SEN 10 (25%)	Science	93%	71%	4%	Good	2.96
Year 6	Reading	93%	83%	21%	Good	3.10
Pupils 29	Writing	86%	79%	21%	Good	3.00
DB 17 (59%)	Maths	83%	79%	17%	Good	2.97
DB 17 (59%)	RWM Comb	79%	76%	17%	n/a	3.02
SEN 17 (24%)	Science	83%	76%	10%	Req Imp	2.82

PP progress was good to outstanding in most areas with Year 1 being a high focus for next year in all areas RWM.

READING

Pupil Premium						
Attainment At+				Attainment & Progress Evaluation		
BASE	AUT	SPR	SUM	Attainment v Baseline	Progress	
67%	67%	50%	50%	Attainment is 50%, decrease of -17%	Progress is Inadequate (2.17)	
50%	67%	57%	57%	Attainment is 57%, increase of 7%	Progress is Requires Improvement (2.83)	
71%	71%	86%	86%	Attainment is 86%, increase of 14%	Progress is Outstanding (3.43)	
71%	76%	76%	76%	Attainment is 76%, increase of 6%	Progress is Good (3.35)	
43%	50%	57%	57%	Attainment is 57%, increase of 14%	Progress is Good (2.86)	
71%	71%	88%	82%	Attainment is 82%, increase of 12%	Progress is Good (3.06)	

WRITING

Pupil Premium						
Attainment At+				Attainment & Progress Evaluation		
BASE	AUT	SPR	SUM	Attainment v Baseline	Progress	
67%	38%	50%	50%	Attainment is 50%, decrease of -17%	Progress is Inadequate (2.33)	
50%	50%	43%	43%	Attainment is 43%, decrease of -7%	Progress is Good (3.33)	
71%	71%	79%	79%	Attainment is 79%, increase of 7%	Progress is Outstanding (3.43)	
71%	76%	76%	76%	Attainment is 76%, increase of 6%	Progress is Good (3.12)	
50%	57%	57%	57%	Attainment is 57%, increase of 7%	Progress is Good (2.86)	
71%	76%	76%	76%	Attainment is 76%, increase of 6%	Progress is Requires Improvement (2.82)	

MATHS

Pupil Premium						
Attainment At+				Attainment & Progress Evaluation		
BASE	AUT	SPR	SUM	Attainment v Baseline	Progress	
67%	67%	50%	50%	Attainment is 50%, decrease of -17%	Progress is Inadequate (2.33)	
50%	67%	57%	57%	Attainment is 57%, increase of 7%	Progress is Good (3.17)	
79%	79%	86%	86%	Attainment is 86%, increase of 7%	Progress is Good (3.29)	
59%	65%	65%	71%	Attainment is 71%, increase of 12%	Progress is Outstanding (3.41)	
36%	43%	50%	64%	Attainment is 64%, increase of 29%	Progress is Good (3.21)	
59%	59%	76%	76%	Attainment is 76%, increase of 18%	Progress is Good (3.06)	

The data shows that at least 76% of PP children in Year 6 met the expected standard in RWM in 2023-2024.

4

PP attendance increases.

Success Criteria

School attendance has remained steady, increasing by 0.4% this year. PP attendance information in



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	<p>Attendance of identified PP pupils increases and the gap between PP and non-PP narrows.</p> <ul style="list-style-type: none">Sustained high attendance from 2024/25 will be demonstrated by: non-disadvantaged peers being reduced by 2%. <p>The percentage of all pupils who are persistently absent being 92% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</p> <p>Whole school attendance will be no less than 96.5%, and the attendance gap between disadvantaged pupils and their</p>	<p>above NE.</p> <table><tr><th colspan="5">Absence</th><th colspan="5">Persistent Absence</th><th colspan="5">Severe Persistent Absence</th></tr><tr><th colspan="5">Click to include/exclude Reception pupils</th><th colspan="5">Click to include/exclude Reception pupils</th><th colspan="5">Click to include/exclude Reception pupils</th></tr><tr><th colspan="5">National 2021/22 is the most recent published whole academic year comparative data</th><th colspan="5">National 2021/22 is the most recent published whole academic year comparative data</th><th colspan="5">National 2021/22 is the most recent published whole academic year comparative data</th></tr><tr><th></th><th>Pupils</th><th>% of sessions missed</th><th>2021/22* Reported %</th><th>Diff +/-</th><th></th><th>Pupils</th><th>% of sessions missed</th><th>2021/22* Reported %</th><th>Diff +/-</th><th></th><th>Pupils</th><th>% of sessions missed</th><th>2021/22* Reported %</th><th>Diff +/-</th></tr><tr><td>School</td><td>167</td><td>94.6</td><td>5.4</td><td>6.3</td><td>+0.9</td><td>20</td><td>12.0</td><td>17.7</td><td>+5.7</td><td>1</td><td>0.6</td><td>0.6</td><td>+0.0</td></tr><tr><td>Boys</td><td>82</td><td>95.1</td><td>4.9</td><td>6.4</td><td>+1.5</td><td>11</td><td>13.4</td><td>18.1</td><td>+4.6</td><td>0</td><td>0.0</td><td>0.7</td><td>n/a</td></tr><tr><td>Girls</td><td>85</td><td>94.2</td><td>5.8</td><td>6.2</td><td>+0.5</td><td>9</td><td>10.6</td><td>17.3</td><td>+6.7</td><td>1</td><td>1.2</td><td>0.6</td><td>-0.6</td></tr><tr><td>Non Persistent Absentees</td><td>147</td><td>96.2</td><td>3.8</td><td>4.2</td><td>+0.5</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Persistent Absentees</td><td>20</td><td>81.9</td><td>18.1</td><td>16.3</td><td>-1.9</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Non Severe Absentees</td><td>146</td><td>95.1</td><td>4.9</td><td>-</td><td>-</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Severe Absentees</td><td>1</td><td>21.6</td><td>78.4</td><td>-</td><td>-</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Non Disadvantaged*</td><td>80</td><td>95.5</td><td>4.5</td><td>5.5</td><td>+1.0</td><td>6</td><td>7.5</td><td>12.7</td><td>+5.2</td><td>0</td><td>0.0</td><td>0.3</td><td>n/a</td></tr><tr><td>Disadvantaged*</td><td>87</td><td>93.8</td><td>6.2</td><td>8.4</td><td>+2.2</td><td>14</td><td>16.1</td><td>30.2</td><td>+14.1</td><td>1</td><td>1.1</td><td>1.1</td><td>-0.0</td></tr><tr><td>Disadvantaged Boys</td><td>48</td><td>95.2</td><td>4.8</td><td>-</td><td>-</td><td>9</td><td>11.6</td><td>-</td><td>-</td><td>0</td><td>0.0</td><td>-</td><td>-</td></tr><tr><td>Disadvantaged Girls</td><td>44</td><td>92.4</td><td>7.6</td><td>-</td><td>-</td><td>5</td><td>20.5</td><td>-</td><td>-</td><td>1</td><td>2.8</td><td>-</td><td>-</td></tr><tr><td>Non FSM</td><td>99</td><td>95.7</td><td>4.3</td><td>5.5</td><td>+1.2</td><td>7</td><td>7.5</td><td>13.1</td><td>+5.6</td><td>0</td><td>0.0</td><td>0.3</td><td>n/a</td></tr><tr><td>FSM</td><td>74</td><td>93.3</td><td>6.7</td><td>8.5</td><td>+1.8</td><td>13</td><td>17.6</td><td>30.7</td><td>+13.1</td><td>1</td><td>1.4</td><td>0.9</td><td>-0.5</td></tr><tr><td>Non SEN</td><td>135</td><td>95.2</td><td>4.8</td><td>5.9</td><td>+1.0</td><td>15</td><td>11.1</td><td>15.6</td><td>+4.5</td><td>0</td><td>0.0</td><td>0.3</td><td>n/a</td></tr><tr><td>SEN/SEN statement</td><td>8</td><td>92.4</td><td>7.6</td><td>9.7</td><td>+2.1</td><td>1</td><td>88.8</td><td>81.8</td><td>-7.0</td><td>0</td><td>0.0</td><td>2.7</td><td>n/a</td></tr><tr><td>SEN Support</td><td>29</td><td>92.9</td><td>7.5</td><td>8.0</td><td>+0.5</td><td>4</td><td>13.8</td><td>26.2</td><td>+12.4</td><td>1</td><td>3.4</td><td>0.9</td><td>-2.5</td></tr></table>	Absence					Persistent Absence					Severe Persistent Absence					Click to include/exclude Reception pupils					Click to include/exclude Reception pupils					Click to include/exclude Reception pupils					National 2021/22 is the most recent published whole academic year comparative data					National 2021/22 is the most recent published whole academic year comparative data					National 2021/22 is the most recent published whole academic year comparative data						Pupils	% of sessions missed	2021/22* Reported %	Diff +/-		Pupils	% of sessions missed	2021/22* Reported %	Diff +/-		Pupils	% of sessions missed	2021/22* Reported %	Diff +/-	School	167	94.6	5.4	6.3	+0.9	20	12.0	17.7	+5.7	1	0.6	0.6	+0.0	Boys	82	95.1	4.9	6.4	+1.5	11	13.4	18.1	+4.6	0	0.0	0.7	n/a	Girls	85	94.2	5.8	6.2	+0.5	9	10.6	17.3	+6.7	1	1.2	0.6	-0.6	Non Persistent Absentees	147	96.2	3.8	4.2	+0.5									Persistent Absentees	20	81.9	18.1	16.3	-1.9									Non Severe Absentees	146	95.1	4.9	-	-									Severe Absentees	1	21.6	78.4	-	-									Non Disadvantaged*	80	95.5	4.5	5.5	+1.0	6	7.5	12.7	+5.2	0	0.0	0.3	n/a	Disadvantaged*	87	93.8	6.2	8.4	+2.2	14	16.1	30.2	+14.1	1	1.1	1.1	-0.0	Disadvantaged Boys	48	95.2	4.8	-	-	9	11.6	-	-	0	0.0	-	-	Disadvantaged Girls	44	92.4	7.6	-	-	5	20.5	-	-	1	2.8	-	-	Non FSM	99	95.7	4.3	5.5	+1.2	7	7.5	13.1	+5.6	0	0.0	0.3	n/a	FSM	74	93.3	6.7	8.5	+1.8	13	17.6	30.7	+13.1	1	1.4	0.9	-0.5	Non SEN	135	95.2	4.8	5.9	+1.0	15	11.1	15.6	+4.5	0	0.0	0.3	n/a	SEN/SEN statement	8	92.4	7.6	9.7	+2.1	1	88.8	81.8	-7.0	0	0.0	2.7	n/a	SEN Support	29	92.9	7.5	8.0	+0.5	4	13.8	26.2	+12.4	1	3.4	0.9	-2.5
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6	<p>Improve life and cultural experiences.</p> <p>Success Criteria</p> <p>All children experience a range of activities, both in and out of school to broaden cultural enrichment and provide an enjoyable and exciting curriculum.</p>	<p>In September 2023, an Oracy Curriculum has been introduced across the school which includes sentence stems for every year group (including pre nursery).</p> <p>Evidenced through</p> <p>school education visits list</p> <p>Enrichments</p> <p>Visitors in to school</p> <p>Assembly timetable and enrichment</p>																																																																																																																																																																																																																																																																																												
7	<p>Improved attitudes to learning.</p> <p>Success Criteria</p> <ul style="list-style-type: none">Reduction of incidents reported on CPOMS.Pupil surveys reflect enjoyment in school and improved attitudes to learning.Social skills, independence, perseverance and team work are developed. <p>Sustained high levels of wellbeing from 2023/24 will be demonstrated by:</p> <ul style="list-style-type: none">Qualitative data from pupil voice, parent and pupil	<p>Pupil survey analysis very positive</p> <p>Parent survey analysis very positive</p> <p>Staff survey analysis very positive</p> <p>Updated 2023-2024 Attendance data at clubs will show increase in commitment to learning</p> <p>Booster groups will attended at least 3 times per week.</p> <p>Parental attendance at parents evening.</p>																																																																																																																																																																																																																																																																																												



Handale Primary School Pupil Premium Strategy Statement 2022-2024

	<p>surveys and teacher observations</p> <ul style="list-style-type: none">• A significant increase in participation in enrichment activities, particularly among disadvantaged pupils	
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Handale Primary School Pupil Premium Strategy Statement 2022-2024

Aim	Outcomes
<p>All underachieving children will be identified and addressed through assessment for learning strategies within lessons. Their needs will be addressed through marking and feedback and follow up interventions.</p>	<p>We achieved:</p> <p>Same day intervention target gaps in learning from previous lessons – linked to basic skills in English and Maths. Provision Maps are updated termly and interventions were recorded.</p> <p>Pupil progress meetings highlight progress pupils were making and identified next steps.</p> <p>Tutoring Programme was used effectively with Year 1, Year 3 and Year 6 pupils in reading (2020-2022)</p> <p>Pre-teaching interventions provide opportunities to rehearse skills in advance.</p> <p>All vulnerable children offered a place during national lockdown January to March 8th.</p> <p>Higher involvement with parents during lockdown.</p> <p>Impact of the NTP</p>
<p>Children who have social and emotional difficulties in school are identified swiftly. They have access to early intervention to provide suitable support. School provides a positive and safe environment for these children.</p>	<p>We achieved:</p> <p>FSW (Mrs Tully) works effectively with families and targeted individuals.</p> <p>Edukit surveys were completed, analysed and support was put in place.</p> <p>Daily PSHE sessions took place during the school day after returning from the Spring Term lockdown.</p> <p>Teachers identified pupils who needed early intervention.</p> <p>In Summer 2023, the PSHCE curriculum was redesigned to include the character curriculum and an updated progression of skills and knowledge.</p>
<p>Year 1 pupils with low starting points in social and emotional development, physical development, phonics/reading and maths to be well supported to make strong progress.</p>	<p>We achieved:</p> <p>Phonics progress is strong throughout Reception and Year 1 and interventions are delivered effectively by the Reception and Year 1 teachers and teaching assistants.</p> <p>Pupils were identified on provision maps.</p> <p>Daily phonic catch up sessions are completed after assessments have been completed and data is thoroughly scrutinised and presented to teachers on a heatmap.</p> <p>interventions take place daily.</p> <p>CPD for staff on how to deliver successful interventions.</p> <p>Our new maths scheme has been introduced to ensure that all pupils are given the opportunity to succeed – this has having a positive impact on attainment and progress.</p>
<p>The teacher and teaching assistant will have to work effectively together to ensure the correct support and provision is provided.</p>	<p>We achieved:</p> <p>Strong relationships are maintained between teachers and teaching assistants to support the needs of identified pupils.</p> <p>Interventions are planned carefully and focused on the gaps in pupils knowledge.</p>



Handale Primary School Pupil Premium Strategy Statement 2022-2024

	Rapid Response is completed daily.
Provide the right support for disadvantaged pupils who are completing remote learning at home. Provide enough support for pupils to continue learning at home daily if there is a bubble closure or another lockdown.	<p>We achieved:</p> <p>We changed the way we delivered home learning during the second lockdown and this was proven to be successful. Teachers taught daily on zoom and video lessons were provided to support the children throughout their timetable during the school day.</p> <p>Learning at home matched the learning that would have been completed in school.</p> <p>Vulnerable pupils were invited into school.</p> <p>HT and FSW worked effectively to monitor attendance and complete home visits.</p>
Bungalow Project – Targeting specific needs to improve social and emotional barriers	<p>We achieved:</p> <p>This is very successful throughout the school and targeted children work 1:1 with the therapist to target needs. Feedback and communication is positive between pupils, school and parents.</p>
Resourcing and selecting a new Phonics Programme	<p>We achieved:</p> <p>We bought into Little Wandle phonics scheme (Revised Letters and Sounds). All staff received training and all resources were bought. A Little Wandle action plan was created to show how the programme would be implemented into our school from September 2022.</p> <p>The programme is having a positive impact on our attainment in phonics.</p>
Improve Progress and Attainment for disadvantaged children.	<p>We achieved:</p> <p>Boosters and catch up sessions are delivered by teachers and were a huge success impacting on pupils achievements.</p>

Data 2021 2022

Phonics Data



Handale Primary School Pupil Premium Strategy Statement 2022-2024

School Disadvantaged vs TSDC - Phonics Screening 2018-2022 - Three Year Average

LINGFIELD Handale Primary		2018			2019			2022			3YR Avg		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
No. of pupils	ALL	18	16	34	17	12	29	11	13	24	46	41	87
School Dis Cohort	School Dis	7	3	10	10	7	17	4	5	9	21	15	36
	SEN	3	0	3	3	1	4	2	0	2	8	1	9
	EAL	0	0	0	0	0	0	0	0	0	0	0	0
	LAC	1	0	1	0	1	1	0	0	0	1	1	2
NOTE: Pupils may have multiple characteristics i.e. be eligible for FSM, have SEN and EAL													
Phonics Analysis		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
% achieving the expected standard	School Disadvantaged	71.4%	66.7%	70.0%	70.0%	57.1%	64.7%	75.0%	100.0%	88.9%	71.4%	73.3%	72.2%
	TSDC Avg. Other	83%	90%	87%	83%	89%	86%	79%	86%	82%	82%	89%	85%
	GAP School Dis vs Nat Other	-11.8%	-23.5%	-16.6%	-13.4%	-32.0%	-21.5%	-3.8%	14.4%	6.8%	-10.7%	-15.3%	-13.1%
	TSDC Avg. All Pupils	80%	88%	84%	79%	86%	82%	72%	80%	76%	77%	85%	81%
	TSDC Avg. Disadvantage	71%	80%	75%	67%	77%	72%	59%	69%	64%	66%	76%	71%

Key Stage 1 Data

PERFORMANCE DATA		2022			THE SCHOOL DATA COMPANY
		Boys	Girls	Total	
No. of pupils	ALL	13	12	25	School Disadvantaged against TSDC Avg.
School Dis Cohort	PP	8	5	13	
	SEN	2	5	7	
	EAL	0	0	0	
	LAC	0	0	0	
READING TA	School Disadvantage	100.0%	40.0%	76.9%	
	TSDC Avg. Other	69.6%	76.3%	72.9%	
	GAP School Dis vs TSDC Avg. Other	30.4%	-36.3%	4.0%	
	TSDC Avg. All Pupils	62.4%	69.4%	65.8%	
	TSDC Avg. Dis	49.8%	56.5%	53.0%	
WRITING TA	School Disadvantage	100.0%	20.0%	69.2%	
	TSDC Avg. Other	59.2%	71.4%	65.2%	
	GAP School Dis vs TSDC Avg. Other	40.8%	-51.4%	4.1%	
	TSDC Avg. All Pupils	51.3%	63.5%	57.2%	
	TSDC Avg. Dis	37.3%	48.7%	42.7%	
MATHS TA	School Disadvantage	87.5%	20.0%	61.5%	
	TSDC Avg. Other	74.6%	74.4%	74.5%	
	GAP School Dis vs TSDC Avg. Other	12.9%	-54.4%	-13.0%	
	TSDC Avg. All Pupils	67.5%	67.1%	67.3%	
	TSDC Avg. Dis	55.1%	53.5%	54.3%	

Disadvantaged children in Key Stage 2 will perform in line with or above the national average.

Reading – Disadvantaged children performed better than TSDC national average.

GPS – Disadvantaged children performed slightly lower the TSDC national average.

Writing – Disadvantaged pupils performed slightly lower than TSDC national average.

Maths – Disadvantaged pupils didn't perform as well in Maths. Only 62% of disadvantaged pupils achieved the expected standard compared to 81% (TSDC national average).



Handale Primary School Pupil Premium Strategy Statement 2022-2024


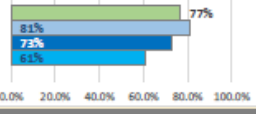
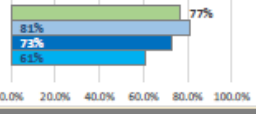
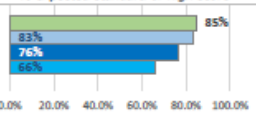
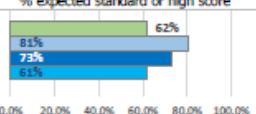
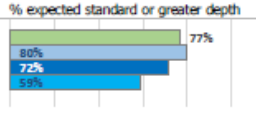
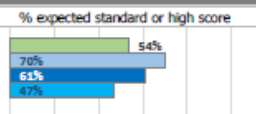
RWM combined – This was significantly lower than the average of disadvantaged pupils (TSDS national average)

The data shows us that our pupils are still not performing in line with national by the end of KS2.

Key Stage 2

Disadvantage Analysis (vs TSDC Average)

Percentage of pupils achieving expected standard (100+ SATs or EXS/GDS Writing TA)

PERFORMANCE DATA Expected Standard		2022			 THE SCHOOL DATA COMPANY School Disadvantaged against TSDC Avg.
No. of pupils		Boys	Girls	Total	
School	Disadvantage	15	13	28	
	SEN	2	0	2	
	EAL	0	0	0	
	LAC	0	0	0	
GPS* TEST	School Dis	50.0%	100.0%	76.9%	
	TSDC Avg. Other	78.1%	83.7%	80.8%	
	GAP School Dis vs TSDC Avg. Other	-28.1%	16.3%	-3.9%	
	TSDC Avg. All	69.5%	76.6%	73.0%	
	TSDC Avg. Dis	55.9%	65.9%	60.8%	
READING TEST	School Dis	66.7%	100.0%	84.6%	
	TSDC Avg. Other	79.8%	86.9%	83.2%	
	GAP School Dis vs TSDC Avg. Other	-13.1%	13.1%	1.4%	
	TSDC Avg. All	72.2%	80.8%	76.4%	
	TSDC Avg. Dis	60.3%	71.4%	65.8%	
MATHS TEST	School Dis	50.0%	71.4%	61.5%	
	TSDC Avg. Other	82.1%	79.5%	80.8%	
	GAP School Dis vs TSDC Avg. Other	-32.1%	-8.1%	-19.3%	
	TSDC Avg. All	74.3%	72.2%	73.3%	
	TSDC Avg. Dis	61.8%	61.0%	61.4%	
WRITING TA	School Dis	50.0%	100.0%	76.9%	
	TSDC Avg. Other	74.7%	85.2%	79.8%	
	GAP School Dis vs TSDC Avg. Other	-24.7%	14.8%	-2.9%	
	TSDC Avg. All	65.5%	78.2%	71.8%	
	TSDC Avg. Dis	50.8%	67.6%	59.2%	
RWM** TEST (Reading / Maths) TA (Writing)	School Dis	33.3%	71.4%	53.8%	
	TSDC Avg. Other	66.8%	73.5%	70.1%	
	GAP School Dis vs TSDC Avg. Other	-33.5%	-2.1%	-16.2%	
	TSDC Avg. All	56.8%	65.2%	60.9%	
	TSDC Avg. Dis	40.7%	52.5%	46.6%	



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Summer Term Data Analysis

End of Key Stage 2 Results 2023

ATTAINMENT Groups	Year	EXPECTED STANDARD																
		ALL PUPILS																
			No.	RWM Comb		Reading			Writing			Maths						
ALL PUPILS	2023	SCHOOL	35	71%	NATIONAL	59%	SCHOOL	83%	NATIONAL	73%	SCHOOL	77%	NATIONAL	71%	SCHOOL	74%	NATIONAL	73%
	2022		28	57%		59%		86%		75%		82%		69%		68%		71%
	2019		26	81%		65%		100%		73%		92%		78%		85%		79%
Pupil Premium	2023	SCHOOL	12	50%	NATIONAL	44%	SCHOOL	75%	NATIONAL	60%	SCHOOL	58%	NATIONAL	58%	SCHOOL	58%	NATIONAL	59%
	2022		13	54%		43%		85%		62%		77%		55%		62%		56%
	2019		11	73%		51%		100%		62%		82%		68%		82%		67%
Non Pupil Premium (Other)	2023	SCHOOL	23	83%	NATIONAL	66%	SCHOOL	87%	NATIONAL	78%	SCHOOL	87%	NATIONAL	77%	SCHOOL	83%	NATIONAL	79%
	2022		15	60%		66%		87%		80%		87%		75%		73%		78%
	2019		15	87%		71%		100%		78%		100%		83%		87%		84%

Strengths

- Pupil Premium pupils performed above the national average in Reading.
- Pupil Premium pupils performed in line with the national average in Writing and Maths.
- Pupil Premium pupils performed better than national other.

Areas to Consider

- Pupil premium pupils didn't perform as well as in previous years. In 2023, we had a high percentage of pupils who were Pupil Premium and SEND and were receiving targeted provision in our Small Learning Community.
- Consider how we can further support disadvantaged pupils in writing and Maths to enable them to perform in line with national other.

2023 EYFS Reception School Disadvantaged vs National 'Other' (Not Disadvantaged)

11% of pupils were disadvantaged-2pupils (1boysand1girls).

100% of Disadvantaged pupils achieved the GLD.

The performance of Disadvantaged pupils in school is better than 'Other' pupils Nationally

2023 Y1 Phonics School Disadvantaged vs National 'Other' (NotDisadvantaged)

36% of pupils are Disadvantaged-5 pupils (4 boys and 1 girls).

80% of Disadvantaged pupils achieved the standard compared to 84% of 'Other' pupils Nationally.

Therefore, there is an achievement gap of 4%.

National Disadvantaged is 71%.



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The performance of Disadvantaged pupils in school is similar or better than 'Other' pupils Nationally. Over the last three years 74% of disadvantaged pupils (23/31) have achieved the expected standard.

2023 KS1 Reading School Disadvantaged vs National 'Other' (Not Disadvantaged)

45% of pupils are Disadvantaged-10 pupils (5 boys and 5 girls).

80% of Disadvantaged pupils achieved the expected standard compared to 78% of 'Other' pupils Nationally.

Therefore, there is an achievement gap of 2%. National Disadvantaged is 62%.

The performance of Disadvantaged pupils in school is better than 'Other' pupils Nationally. Over the last three years 78% of disadvantaged pupils (29/37) have achieved the expected standard or above.

2023 KS1 Writing School Disadvantaged vs National 'Other' (Not Disadvantaged)

45% of pupils are Disadvantaged - 10 pupils (5 boys and 5 girls).

80% of Disadvantaged pupils achieved the expected standard compared to 73% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 7%. National Disadvantaged is 55%.

The performance of Disadvantaged pupils in school is better than 'Other' pupils Nationally. Over the last three years 73% of disadvantaged pupils (27/37) have achieved the expected standard or above.

2023 KS1 Maths School Disadvantaged vs National 'Other' (Not Disadvantaged)

45% of pupils are Disadvantaged - 10 pupils (5 boys and 5 girls).

80% of Disadvantaged pupils achieved the expected standard compared to 79% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 1%. National Disadvantaged is 62%.

The performance of Disadvantaged pupils in school is better than 'Other' pupils Nationally. Over the last three years 70% of disadvantaged pupils (26/37) have achieved the expected standard or above.

2023 KS2 RWM combined (EXP) School Disadvantaged vs National 'Other' (Not Dis)

34% of pupils are Disadvantaged - 12 pupils (8 boys and 4 girls).

50% of Disadvantaged pupils achieved the expected standard compared to 71% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 21%. National Disadvantaged is 51%.

Disadvantaged pupils performance is similar or better than Disadvantaged pupils Nationally, but still below 'Other' pupils Nationally. Over the last three years 58% of disadvantaged pupils (21/36) have achieved the expected standard or above.

Areas to Develop

- Monitor the progress of pupil premium children in the next Year 6 cohort.
- Consider which children are SEND and look at the data without these children. 5 of the pupil premium children were part of our small learning community with specific learning needs.

2023 Reading School Disadvantaged vs National 'Other' (Not Disadvantaged)



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34% of pupils are Disadvantaged - 12 pupils (8 boys and 4 girls).

75% of Disadvantaged pupils achieved the expected standard compared to 78% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 3%. National Disadvantaged is 62%.

The performance of Disadvantaged pupils in school is better than 'Other' pupils Nationally. Over the last three years 86% of disadvantaged pupils (31/36) have achieved the expected standard or above.