



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Hester's Way primary School
Number of pupils in school	108/190 Jan'23 Census 107/193 Oct'22 Census
Proportion (%) of pupil premium eligible pupils	56.8% Jan'23 55% Oct'22 (Including 8 SGO 4%)
Academic year/years that our current pupil premium strategy plan covers	Reception to Year 6
Date this statement was published	October 2023
Date on which it will be reviewed	At the end of Term 6 2023.
Statement authorised by	Kirsti Ashman
Pupil premium lead	Sarah Royle
Governor	Chris Dee

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£171,105
Recovery premium funding allocation this academic year	Covid Recovery Grant £10,549
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget	£181,654



## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

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

Our strategy is also integral to wider school plans for school improvement.

Our approach will be responsive to barriers to learning and common challenges, based on the assessment and evaluation of pupil needs. To ensure that the targeted approaches we have used inform pupil progress, we will:

- ensure disadvantaged pupils are supported and challenged in their work
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Although, we have 56.8% pupil premium, according to the IDACCI data 91% of our pupils live in poverty.

### Challenges

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

Challenge number	Detail of challenge
1	Impact of Covid lockdowns – SEMH and gaps in learning.



2	Well below on entry starting points in Reception Class, particularly in speaking and listening, vocabulary and early literacy.
3	Early phonics acquisition, intervention and links to language/spelling.
4	Attendance issues; breakfast club.
5	Special educational needs and disadvantaged pupils have additional challenges.
6	Special guardianships, court orders and other post looked after pupils.
7	Child protection/child in need/early help.
8	Risk of suspension or exclusion.
9	Parental Engagement to support pupil's SEMH and learning.
10	Cultural capital opportunities and experiences are limited out of school e.g. music provision, educational visits.

## 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 and Measure
Improve SEMH pupil needs	Positive THRIVE and nurture (Boxall) outcomes, through individual, class THRIVE sessions and nurture group. Young Minds Matters positive impact from referrals.
Improve early language outcomes	Measure from baseline improves to age related expectation in speaking and listening. Progress through My Plan and specific speech and language targets is evidenced for identified pupils.
Enable pupil progress through phonics intervention across the school	Increased phonics progress due to all staff being trained in Sounds Write phonics in KS1. At least one member of each KS2 staff is trained in SW Phonics to enable phonics intervention and teaching to new and SEND/EAL pupils, with progress evidenced. One member of teaching staff (ideally the teacher) is trained in early phonics and Y3-Y6 phonics, supporting vocabulary and spellings.
Improve writing outcomes	Insight tracking demonstrates the improved outcomes for all, especially end of key stages. Teacher judgements are triangulated with pupils work, assessments (Talk for Writing, NC and Frameworks) and moderated. Pupils will be able to use resources to support progress in their writing. Pupils enjoy writing and events.



Improved attendance	PP (including PP SEND) Persistent absentee pupils attendance improves through various strategies including breakfast club. Suspensions reduce as part of the SEMH work and following the Graduated Pathway.
Intervention (phonics and writing) evidences progress for groups including: SEND, underachievers, more-able, as well as EAL and post CIC/LAC	Insight Provisions identify pupils with specific intervention, showing at least expected progress made. This will include My Plan pupils.
Pastoral Support/External Agencies direct work demonstrates positive outcomes depending on the need	Time to talk, counselling and other pastoral support interventions measure progress from the initial baseline. Outcomes are demonstrated in learning progress, where-ever possible.
Parental Engagement improves across the school and in particular through pastoral support and the Graduated Pathway.	Parents are well informed of school events and engaged in class events, assemblies and school performances and calendar dates. Their feedback is responded to and informs next steps in school development. Curriculum and information sharing meetings are well attended and inform parents support and knowledge about their child's learning and development. Early Help and vulnerable referrals ensure that pupils and their families are supported in their identified needs.
Pupils can talk about their phonics and writing learning, as well as events, opportunities and experiences. This will be measured through speaking and listening, acquired vocabulary and knowledge of their writing outcomes.	Pupil voice in DEEP DIVE of phonics and writing. Impact of Cultural Capital on learning outcomes and new skills, knowledge and understanding of subjects, including life skills and school values. Consideration of PP EAL pupils outcomes to be measured through speaking and listening, including the EAL descriptors. Moderation of writing and other subject books.

## Teaching

Budgeted cost: £123,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sounds Write Training for all teaching staff. KS1: Up to 3 TAs £1,500 KS2: 1 Teacher £500	DfE approved Synthetic phonics programme. EEF has evidence based research that systematic synthetic phonics achieves high impact for very little cost after training.	2, 3



<p>KS2: 3 Teachers £1,500</p> <p>Course costs total = £3,500</p> <p>Staff cover costs = £7,000</p> <p>Total costs = £10,500 (Covid Recovery Grant)</p>	<p>Pupil Premium and Covid Recovery DfE documents sharing allocation recommendations and 'menu' of approaches.</p> <p>All KS1 staff trained as per government expectation in primary schools, with a consistent and knowledgeable delivery.</p> <p>KS2 staff trained to progress phonic staff knowledge and understanding, as well as links to vocabulary and spelling.</p>	
<p>After school catch up clubs and in-school intervention for phonics.</p> <p>£600 12 weeks x 2 classes</p>	<p>It is essential that children learn phonics to be able to read and write, as early as possible and by at least the end of Year 2. As above.</p> <p>Assessment is used to identify pupils.</p> <p>Teaching staff to put in place after-school clubs and in-school interventions to address gaps in learning</p>	1, 2, 5, 6,7,
<p>Language intervention, based on speech and language referral and targets.</p> <p>Additional sessions £400 20 weeks one hour</p>	<p>EEF evidenced based low cost for high impact.</p> <p>Pupils need this first step in learning before phonics, reading and writing can fully develop.</p>	1, 2, 5, 6,7, 8
<p>Teaching assistants support learning in class. £111, 500</p>	<p>EEF has evidenced based research around the effective use of TAs.</p> <p>High SEND and PP pupil numbers means that more support is needed, as well as the teacher during quality first teaching as well as intervention.</p>	1, 2, 5, 6,7, 8

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

Budgeted cost: £42,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------



<p>Thrive and nurture staffing costs and training £800 x 2 SEMH and Nurture resources £1,000 Total £1,800</p>	<p>Assessment is used to identify pupils using the Boxall profile or observed needs, impact is demonstrated through end profile. Parents are engaged in Nurture process. DfE accredited Thrive training for practitioners.</p>	<p>1-9</p>
<p>Pastoral Support Team staffing £41,000</p>	<p>Due to the demographic of the school, it is essential that we have a Safeguarding Lead.  Pastoral Support is a strength in the school and direct work is needed for specific interventions. The Family Community Worker supports children and their families, with a focus on attendance, as part of safeguarding and getting the children to be at school, on time, every day, so they can learn. EEF has evidenced that parental feedback and support informs positive pupil outcomes.</p>	<p>1-9</p>

## Wider strategies

Budgeted cost: £15,854

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Breakfast Club Staffing £7,500 Magic Breakfast Club £500 Provisions Total £8,854</p>	<p>Breakfast Club and provision in class enables our pupils to be fed every morning. As part of Maslow's Law, this enables pupils basic needs to be met and ensure they are ready to learn. SEMH support through Nurture and Time to Talk.</p>	<p>1, 4, 5, 6, 7, 8</p>
<p>Parental Engagement in communication, meetings, events and pupil's SEMH and learning.</p>	<p>A whole school app is purchased to improve communications, including newsletters, texts, emails, translation and feedback to questionnaires. Initiatives to get parent/carers to attend meetings and events to receive</p>	<p>1-9</p>



<p>£3,000</p>	<p>information, improves parent/carer attendance in school. Interventions and initiatives for identified parents evidence positive impact through parent/carer feedback and pupil outcomes.</p>	
<p>Cultural Capital experiences and opportunities within the curriculum £4,000</p>	<p>In order to access the school's curriculum we ensure all children have free or heavily subsidised key experiences every term where knowledge for learning is related to the project or piece of learning.</p> <p>The school's Cultural Capital Offer will be published on our website in conjunction with the project planning and mapping.</p> <p>Pupil voice and pupil's work will be positively impacted by experiences and opportunities building subject knowledge and connections in learning.</p>	<p>10</p>

**Total budgeted cost: £181,654**



## Part B: Review of outcomes so far this year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Intended outcome	Impact Outcomes by End July 2024
<p>Improve SEMH pupil needs</p>	<p>Positive THRIVE and nurture (Boxall) outcomes, through individual, class THRIVE sessions and nurture group.</p> <p>Young Minds Matters positive impact from referrals.</p> <p>Thrive child in every class. Targets set following completion of Boxall profile, reviewed termly and new targets set by SENDCo. Children included in Nurture group – mostly from one class. Very positive SEMH outcomes for these children which has had a big impact on their ability to be ready to learn and upon the needs of the class. Children now being supported by Nurture lead to attend whole class sessions and assemblies. Next steps to continue reintegration into full class day, over time.</p> <p>12 YMM referrals have been made by SENDCo. Outcomes are confidential to the child. Two were declined.</p> <p>SEMH targets were included on My Plans for some children in all classes.</p> <p>In summer term 100% of nurture intervention targets were achieved.</p>
<p>Improve early language outcomes</p>	<p>Measure from baseline improves to age related expectation in speaking and listening.</p> <p>Progress through My Plan and specific speech and language targets is evidenced for identified pupils.</p> <p>Nurture: 40% achieved, 60% partially achieved.</p> <p>Thrive: 4/6 classes made an improvement.</p> <p>SEMH interventions: 60.95% achieved.</p> <p>S&amp;L targets: in all classes except Y6.</p> <p>Reception – summer term achieved.</p>





My Plan Targets achieved	Aut.	Spring	Summer
Rec			62.5% (Achieved) 37.5% (Partially achieved )
Year 1	88.9%	60%	83.3% (Achieved)
Year 2	100% partially	100% partially	100%
Year 3	100%	100% partially	100% partially 1/1
Year 4	100%	100% partially	100% partially 2/2
Year 5	100%	100% partially	75% (Achieved)
Year 6	N/A	N/A	N/A

In EYFS 2023-24, all children made expected progress in speaking and listening, with 43% making above expected progress in Listening, Attention and Understanding and 48% making above expected progress in Speaking.

EYFS Pupil Premium outcomes for speaking and listening: all children made expected progress, with 44% PP vs 43% non-PP in Listening, Attention and Understanding and 67% PP vs 36% non-PP making above expected progress in speaking.

The progress demonstrates the diminishing of the gap between PP and non-PP pupils, in our school.

Attainment was increasingly in line, in EYFS at the end of 2024: 65% at age related expectation in Listening, Attention and Understanding, as well as Speaking.

Pupil Premium attainment, in EYFS at the end of 2024, was 56% for Listening, Attention and Understanding, as well as Speaking, with non-PP pupils attaining 71%. Progress is increasing and closing the gap between PP and non-PP in speaking and listening. However, we are aware as a school that we need to raise attainment for all, including PP pupils in speaking and listening, as a fundamental English skill.



<p>Enable pupil progress through phonics intervention across the school</p>	<p>Increased phonics progress due to all staff being trained in Sounds Write phonics in KS1.</p> <p>At least one member of each KS2 staff is trained in SW Phonics to enable phonics intervention and teaching to new and SEND/EAL pupils, with progress evidenced.</p> <p>One member of teaching staff (ideally the teacher) is trained in early phonics and Y3-Y6 phonics, supporting vocabulary and spellings.</p> <p>All class teachers are now Sounds Write trained. All except newest class TAs trained.</p> <p>All KS1 children complete Phonics Diagnostics tests termly. The outcomes are triangulated with the Phonics Screening Check and pupils' reading bands.</p> <p>The gap between PP and non-PP in Reception Class 2023-24 has closed. Specific groups for improvement in Reception class are - Boys, SEND and EAL. English Subject lead and Rec teacher looked at teaching overview and adjusted to allow more time to consolidate initial code before moving on to extended code.</p> <p>Year 1 and Y2 children complete the Diagnostic tests and also begin Phonics Screening Practice tests from Autumn 1 in Year 1. Children in Y2 who have not yet passed the PSC also complete regular PSCs, as do children in KS2 who have not achieved this level. The Year 2 data is cumulative at 75% pupil's achieved National Expectation. Two pupils who had passed have left and two new children joined – one of whom had passed and one had not: Boys, SEND, EAL, PP. Intervention in place for those who have not passed.</p> <p>In Year 1, progress is evidenced. Due to significantly well below starting points, the whole class will continue to make accelerated progress. An additional daily Phonics session has been introduced to consolidate previous learning and close gaps. From ST2 a targeted support group was set up, allowing for more targeted work in smaller groups. An after school club was been set up for a group of pupils identified as being able to make rapid progress.</p> <p>In Year 3 progress can be seen. Children in Year 4 have passed the PSC. In Year 5, three new children are EAL and below the pass mark. Identified groups for improvement: Girls, PP, SEND.</p> <p>Due to high mobility, we face challenge that some children arrived in school with little or no English. These children usually make rapid progress during their time at HWPS. They make more progress when joining earlier in their school lives. This is monitored.</p> <p>Phonics Tracker shared with Governors in termly HT Reports. PP phonics attainment has either stayed the same or improved across the year, when comparing to non-PP attainment.</p>
<p>Improve writing outcomes</p>	<p>Insight tracking demonstrates the improved outcomes for all, especially end of key stages. Teacher judgements are triangulated with pupils work, assessments (Talk for Writing, NC and Frameworks) and moderated.</p> <p>Pupils will be able to use resources to support progress in their writing.</p> <p>Pupils enjoy writing and events.</p>



Pupil Premium pupil outcomes in writing data are higher than non-PP pupils across the school.

Writing Progress from ST6 2023 to ST6 2024 PP

Year group	% Expected	% Above	% Below	Mobility
Rec *	56	33	0	11
Y1	67	0	8	25
Y2	91	0	0	9
Y3	69	15	0	15
Y4	80	0	20	0
Y5	82	12	6	0
Y6	74	26	0	0

Writing Progress from ST6 2023 to ST6 2024 non PP

Year group	% Expected	% Above	% Below	Mobility
Rec *	29	50	0	21
Y1	46	31	23	0
Y2	85	8	0	8
Y3	58	8	8	25
Y4	71	0	14	14
Y5	38	23	31	8
Y6	27	36	0	36

\* Reception not in school previous July so progress from autumn 1

Writing has been looked at in book looks by English Subject Lead (SL) termly. It was looked at in moderation staff meeting and all teachers were invited to visit other schools for moderation ST2. One KS1 teacher was a KS1 Local Authority Moderator last year (ESL) and a KS2 teacher did the KS2 Moderation training this year.

Children with progress below expected have received intervention and/or SEND My Plan target work.

Pupil Voice has shared what children enjoy and find challenging in writing, which have informed next steps. These have been shared with staff.

Improved attendance

PP (including PP SEND) Persistent absentee pupils attendance improves through various strategies including breakfast club.

Suspensions reduce as part of the SEMH work and following the Graduated Pathway.



	<p>Pupil Premium attendance has risen 1.6% since last year. Over the past two years, since the Covid pandemic, the gap is closing between Pupil Premium and non-PP pupils.</p> <p>Examples of impact – one family of two children were arriving late every day and missing crucial learning – phonics and morning maths. They are now attending breakfast club and are in school for the start of the day.</p> <p>Another child was having attachment issues leaving mum in the morning. He was starting each day upset and missing crucial learning time. They started to attend breakfast club and now come into class happy each day, ready to start learning.</p> <p>By the end of summer term there were 67 pupils on register as attending Breakfast Club some of the time. 40 children usually attend.</p>																												
<p>Intervention (phonics and writing) evidences progress for groups including: SEND, underachievers, more-able, as well as EAL and post CIC/LAC</p>	<p>Insight Provisions identify pupils with specific intervention, showing at least expected progress made. This will include My Plan pupils.</p> <p>Teachers were shown how to set up groups on Insight tracker. New provision maps were written for Spring term onwards and Pupil Progress meetings have been completed. Groups and interventions can now be tracked using Insight Tracker. This is a more efficient way of tracking progress of interventions and groups.</p> <p>Examples include: Writing interventions throughout year in Y6 including writing focus groups and GPS interventions.</p> <p>GPS intervention group progress summer Y5 to summer Y6:</p> <table border="1" data-bbox="422 1328 973 1413"> <tr> <td>below</td> <td>expected</td> <td>above</td> </tr> <tr> <td>0</td> <td>33</td> <td>67</td> </tr> </table> <p>Writing intervention - progress summer Y5 to summer Y6:</p> <table border="1" data-bbox="422 1500 973 1585"> <tr> <td>below</td> <td>expected</td> <td>above</td> </tr> <tr> <td>0</td> <td>50</td> <td>50</td> </tr> </table> <p>Writing focus group 1 progress summer Y5 to summer Y6:</p> <table border="1" data-bbox="422 1673 973 1758"> <tr> <td>below</td> <td>expected</td> <td>above</td> </tr> <tr> <td>0</td> <td>57</td> <td>43</td> </tr> </table> <p>Writing focus group 2 progress summer Y5 to summer Y6:</p> <table border="1" data-bbox="422 1845 973 1930"> <tr> <td>below</td> <td>expected</td> <td>above</td> </tr> <tr> <td>0</td> <td>43</td> <td>57</td> </tr> </table> <p>Reception Phonics booster group progress:</p> <table border="1" data-bbox="422 2013 1165 2051"> <tr> <td></td> <td>below</td> <td>expected</td> <td>above</td> </tr> </table>	below	expected	above	0	33	67	below	expected	above	0	50	50	below	expected	above	0	57	43	below	expected	above	0	43	57		below	expected	above
below	expected	above																											
0	33	67																											
below	expected	above																											
0	50	50																											
below	expected	above																											
0	57	43																											
below	expected	above																											
0	43	57																											
	below	expected	above																										



	<table border="1"> <tr> <td>Writing</td> <td>0</td> <td>40</td> <td>60</td> </tr> <tr> <td>Reading</td> <td>0</td> <td>20</td> <td>80</td> </tr> </table> <p>Insight Progress Matrices across the whole school demonstrate progress – 92% of pupils made expected progress, including 12% making above expected progress. Pupil Premium pupils – 95% made expected progress, with 9% above expected.</p>	Writing	0	40	60	Reading	0	20	80								
Writing	0	40	60														
Reading	0	20	80														
Pastoral Support/External Agencies direct work demonstrates positive outcomes depending on the need	<p>Time to talk, counselling and other pastoral support interventions measure progress from the initial baseline. Outcomes are demonstrated in learning progress, where-ever possible.</p> <p>July</p> <table border="1"> <thead> <tr> <th>Child in Care</th> <th>Child Protection</th> <th>Child in Need</th> <th>Being Assessed</th> <th>Early Help</th> <th>Highly Vulnerable</th> <th>Vulnerable</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>0/187 0%</td> <td>3/187 1.60%</td> <td>2/187 1.06%</td> <td>2/187 1.06%</td> <td>1/187 0.53%</td> <td>13/187 6.95%</td> <td>7/187 3.74%</td> <td>30/187 16.04%</td> </tr> </tbody> </table> <p>Outcomes – some case studies Case studies</p> <p>Child 1 This child has had issues attending school on a frequent basis. Received support coming into school. Often needing time in nurture or with pastoral support before entering the classroom. Due to anxiety they have low self esteem and feel overcome with their emotions to settle into the school routine. Since joining 'Dream Scheme' (external after school club referred to) this child comes in much more easily and is confident enough to walk up the stairs with a peer. The family of this child have noticed a positive change in their wellbeing and attitude to school life, when the child does feel anxious or is unsure whether or not they are wanting to participate they are encouraged by peers and soon feel confident enough to join or watch. The need for pastoral support has lessened considerably. The growth in confidence which is wonderful to see as they begin preparations to leave primary school. 'Dream Scheme' has given them the ability in a small group to develop emotional resilience, which has enabled them to take part in transitional days to secondary school without the aid of adult support. Feedback from this has been really positive.</p> <p>Child 2 This child has suffered a significant bereavement and has struggled to manage both at home and school life following this. Interactions with peers were rare and they felt uncomfortable when trying to initiate friendships and would often end up with others becoming frustrated with them due to immature behaviours displayed. At home now a one parent family has led to lack of funds to widen experiences. Following intervention and support, this child interacts with smaller groups of children in an environment they find safe. With support from staff they have engaged in purposeful conversations with peers and built relationships with staff that have allowed time to reflect and begin to accept the bereavement. They have been able to accept the guidance of a mentor from WAM, who supported their transition to secondary school.</p>	Child in Care	Child Protection	Child in Need	Being Assessed	Early Help	Highly Vulnerable	Vulnerable	Total	0/187 0%	3/187 1.60%	2/187 1.06%	2/187 1.06%	1/187 0.53%	13/187 6.95%	7/187 3.74%	30/187 16.04%
Child in Care	Child Protection	Child in Need	Being Assessed	Early Help	Highly Vulnerable	Vulnerable	Total										
0/187 0%	3/187 1.60%	2/187 1.06%	2/187 1.06%	1/187 0.53%	13/187 6.95%	7/187 3.74%	30/187 16.04%										



<p>Parental Engagement improves across the school and in particular through pastoral support and the Graduated Pathway.</p>	<p>Parents are well informed of school events and engaged in class events, assemblies and school performances and calendar dates. Their feedback is responded to and informs next steps in school development.</p> <p>Curriculum and information sharing meetings are well attended and inform parents support and knowledge about their child's learning and development.</p> <p>Early Help and vulnerable referrals ensure that pupils and their families are supported in their identified needs.</p> <p>Annual calendar sent out at start of school year.          Parents are emailed to tell them about any events or changes.          My School App or alternatives being looked at, as well as new texting system.          Facebook used to share celebrations.          Class newsletters go out each long term.          Curriculum meetings at the start of school year.          Other meetings include Reception Class open morning, transition, induction, phonics meetings.</p>
<p>Pupils can talk about their phonics and writing learning, as well as events, opportunities and experiences. This will be measured through speaking and listening, acquired vocabulary and knowledge of their writing outcomes.</p>	<p>Pupil voice in DEEP DIVE of phonics and writing.</p> <p>Impact of Cultural Capital on learning outcomes and new skills, knowledge and understanding of subjects, including life skills and school values.</p> <p>Consideration of PP EAL pupils outcomes to be measured through speaking and listening, including the EAL descriptors.</p> <p>Moderation of writing and other subject books.</p> <p>Pupil Voice</p> <p>Young voices – 'Best day ever'          World Book day – 'I loved dressing up'          Dance Festival –          Wentworth Court project – media on ITV news and in the Echo.          We had year 12 students from Pates teach French &amp; Spanish to y3/4 for 4 sessions – who taught the children using their skills.          Weekly sessions with Gloucestershire Wildlife Trust.          Some children from Y3 and Y4 attended Kingsholm Rugby stadium.          Year 1 children went to Dinky Street.          All children went to the cinema.          Children attended the Jazz festival and took part in a music concert and workshop.          Reception went to All Things Wild and had a visit from the Music Man.          KS2 attended Young Voices and the Dance Festival at the town hall.          Children across school attended sports events at ASA.</p> <p>Writing pupil voice</p> <p>All children asked said that they like writing. They were all very keen to share work they were proud of – in all cases this was their "Hot Write" which they were proud of because of the effort they had put in and the quantity they had written. They knew that red pen editing improved their work but felt that it made their writing look messy. Teachers have responded by building in more opportunities for publishing their work.</p>



	<p>ESL has fed back to children that their comments have been acted on and have enabled change. Children all expressed the opinion that they enjoy writing the most when they have greater choice over what they write about. Again this has been discussed as a staff and will now be actioned during the planning stage.</p>
--	--



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Sounds Write Phonics resources	Sounds Write – DfE approved
Talk for Writing	Jo Pearce

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	



