



Choppington Primary School
- a happy place to be -

Choppington Primary School

Pupil Premium Strategy Statement

Date last reviewed: December 2022

Signed by:

Headteacher

Date:

Chair of
governors

Date:

Pupil premium strategy statement – Choppington Primary School

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	121
Proportion (%) of pupil premium eligible pupils	72%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	December 2022
Date on which it will be reviewed	December 2025
Statement authorised by	Richard Smith, Headteacher
Pupil premium lead	Richard Smith, Headteacher
Governor / Trustee lead	Kieran Ball, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,000
Recovery premium funding allocation this academic year	£10,078
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£109,078

Part A: Pupil premium strategy plan

Statement of intent

At Choppington Primary School, our belief is that all pupils, irrespective of their background or the challenges they face, can and should 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.

Regardless of the difficulties they may encounter, we intend to meet our pupil's needs by building strong and honest connections with our children, their families, and all other important figures in their life, including support organisations. By doing this, we gain a holistic understanding of each and every child including their strengths, aspirations and also challenges, allowing us to support them as individuals.

Alongside this, our catch-up priorities link to our school vision to provide every child with opportunities to acquire skills that will enable them to learn the things they need for a lifelong love of learning. They are encouraged to be creative, enthusiastic and risk taking in their learning. Further to this we are encouraging our children to be more active during the day, as we believe children work best with positive minds and active bodies.

At the core of our strategy is high-quality teaching, as it should be, with an emphasis on the areas where disadvantaged students most need assistance. This is the most effective tool in reducing the achievement gap between disadvantaged and non-disadvantaged students in our school, as proven by the research available to us at this time. This focus on quality teaching will also support the non-disadvantaged pupils in our school in making similar progress. Our approaches to teaching are driven by best practice and are research based to ensure best possible outcomes and maximum impact.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Through our use of robust assessments and our thorough knowledge of each child's individual needs, we are able to tailor our support to each individual to address any challenges or gaps in learning without assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- identify any need early and put support in place
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
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1	<p>A high proportion of our children enter our setting below the expected level in terms of communication. This is represented through assessments conducted upon entry and is also reflected in a large percentage of children on the school SEN register for SLCN (check provision map for comparison) This impacts on children throughout school and presents in several different ways including speech difficulties, vocabulary or writing difficulties, poor working memory. This challenge is evident from Reception to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>
2	<p>Over the past several terms, there has been an increase in low level disruption within some classes which has impacted on the flow of lessons. In 2014, Ofsted published findings of surveys into low-level disruption in schools. These surveys showed that pupils are potentially losing up to an hour of learning each day due to low-level disruption – equivalent to 38 days of teaching lost per year. Whilst we are confident that children are not currently losing an hour of learning each day (evidence gathered through learning walks, book scrutiny, staff and pupil voice), we do recognise the impact that this has on the flow of a lesson and the potential implications on retention of new learning as a result, particularly in our children who exhibit low arousal or hyper vigilance. We do recognise the impact of the COVID pandemic on behaviour as highlighted by a recent Co-SPACE study, which surveyed over 8,000 UK parents and carers, found an increase in behavioural and emotional difficulties among both primary and secondary school children during the January 2021 lockdown. This was especially the case in primary school aged children (4- to 10-year-olds)</p>
3	<p>Whilst attendance is still broadly in line with National and local authority average currently (National 92.3% – Choppington 93.9%) there has been an increase in persistent absentees. (30% up from pre Covid) Whilst we recognise the long term impact of Covid especially on our younger pupils who were not accessing schooling in their younger years, we are steadfast in our aim to improve attendance and reduce persistent absentees through working with families and other agencies to support and educate.</p>
4	<p>Through speaking with parents and pupils, we know that a significant number of our pupils, in particular our disadvantaged children, believe they have less opportunity to access enrichment activities than children from more affluent areas. They believe this has an impact on their child’s learning and attainment. Enrichment gives children opportunities to try new and varied activities that may not strictly fit into the curriculum, but that develop character, resilience and motivation, and encourage them to pursue wider goals. Research by the Education Endowment Foundation has also found a link between enrichment and higher attainment in reading and maths.</p>
5	<p>Parental engagement is a critical element to building positive relationships between pupils and schools. Parental engagement refers to teachers and schools involving parents in supporting their children’s academic learning. It includes:</p> <ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy or IT skills; • general approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children’s learning activities; and • more intensive programmes for families in crisis. <p>According to research through the EEF, ‘Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.’</p> <p>Also highlighted in the research is the deterioration of parental engagement as the child progresses through school. Through our monitoring of home/school contacts and discussions with stakeholders, it is evident that this is prevalent here at Choppington.</p>
6	<p>Assessments, observations and discussions with pupils suggest that many of our pupils, particularly our disadvantaged, have an understanding of information predominantly limited to that covered by the National Curriculum and therefore widening our Cultural Capital focus is critical in providing our pupils with the knowledge and cultural capital that they need to succeed in life. We aim to provide the essential knowledge pupils need to be educated</p>

citizens, introducing them to the best that has been thought and said ensuring that disadvantaged pupils are provided the cultural experiences and knowledge that non-disadvantaged pupils are more likely to have access to.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved communication skills including oral and language skills and vocabulary among disadvantaged pupils	<p>Assessments indicate significantly improved communication skills across a wide range of assessments. This will also be evident when other sources of information are interrogated including engagement in lessons and book scrutiny.</p> <p>Provision map will show impact of intervention through teacher review.</p> <p>Increased liaison with NHS SALT and SLCN team form LA to provide clearer assessments and targets for children.</p> <p>Dedicated time for SLCN focus evident on timetables.</p>
Improved behaviour for learning in classes.	<p>Internal behavioural records will show decrease in sanctions e.g. fewer referrals to HT, red dojos.</p> <p>Lesson observations will highlight good or outstanding behaviour in classes.</p> <p>Reduction in Fixed Term Exclusions.</p>
<p>Improved attendance to stay in line or above National average.</p> <p>Persistent absentees reduced to below National Average.</p>	<p>Families will work closely with the school and other agencies to ensure attendance increases and persistent absentees reduce.</p> <p>Attendance will have a higher profile in school and with all stakeholders.</p> <p>School will identify those at risk of becoming persistent absentees and initiate support early.</p> <p>Percentile rank of absence to reduce from 84th to below 30th.</p>
Deliver a broader range of enrichment activities to pupils both during and out of school hours.	<p>Increased number of children accessing enrichment activities including holiday clubs.</p> <p>School will offer a broader range of enrichment activities within the school day including cycling, cricket, forest school etc.</p> <p>Improvement in engagement noted through observations.</p>
Improve parental engagement with school.	<p>Increased number of parents engaged with school-comms service (currently %)</p> <p>Increased number of parents involved with initiatives such as Tiny Talkers/ Parent partnerships/ Poverty Prevention Pillars</p> <p>Increased interaction with teachers through school social media and class messaging services.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £44,265

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appointment or restructuring of existing staff to create a role for a SLCN teaching assistant</p>	<p>SLCN now being one of the most common areas of need and support for children in the education setting.</p> <p>The first challenge is the amount of support required, with SLCN now being the most common primary area of need for children on SEN support. We know that 7% of children will have Developmental Language Disorder (DLD), a long term and persistent difficulty affecting language. We also know that 3% of children will have a language disorder, in association with another condition that results in difficulties with language and communication skills, such as Autism Spectrum Disorder.</p> <p>In areas of social disadvantage, up to 50% of children are starting school with poor language skills that hinder their next steps in learning. These significant gaps in language skills have been found to be much larger than gaps in other cognitive skills, putting these children at a disadvantage from the start.</p> <p>Without the right support in place, they cannot catch up with their peers, resulting in significant attainment gaps.</p> <p>The second challenge lies with identifying these children. Language difficulties are complex, with the nature of difficulties often changing over time. They can be described as a ‘hidden need’ as it’s not always possible to observe how well a child understands language. Children can be very good at hiding their language difficulties, masking some symptoms behind more obvious characteristics, such as poor literacy skills, difficulty making friendships, poor progress and challenging behaviour. These can result in costly resources and interventions being put in place to target observed symptoms rather than the underlying cause of children’s difficulties.</p>	<p>1,2,3</p>

	<p>Some educational professionals believe that around 50% of children across the UK start school without the language skills that are considered an important element to start their education effectively.</p> <p>Evidence shows that SLCN is very significant and carries on to affect different aspects for a child or a young person including educational attention, behavioural/emotional development and social relationships, with further impact on longer term life and career opportunities.</p> <p>Without the right support or skills to develop the levels of language, numeracy or literacy, the restricted opportunities for employment will continue.</p>	
<p>Renewal of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 3,5
<p>Renewal of Provision mapping software</p>	<p>Tracking engagement and quality of provisions in place for all pupils, including disadvantaged allows schools to tailor effective support to those who need it. The review of these provisions is pivotal in addressing gaps in learning and providing the right support at the right time. Provision mapping software enables staff to plan, assess and review the additional support provided to pupils to maximise impact.</p>	1,2,3,4,5
<p>Online Behaviour training course (Paul Dix – When the adult changes)</p>	<p>In 2014, Ofsted published findings of surveys into low-level disruption in schools. These surveys showed that pupils are potentially losing up to an hour of learning each day due to low-level disruption – equivalent to 38 days of teaching lost per year.</p> <p>To combat low-level disruption, schools need to have robust behaviour expectations that are communicated to, and understood by, all staff, pupils and parents.</p>	2,3,5
<p>Literature Works</p> <p>CPD and In school support</p>	<p>1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>2. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.</p> <p>3. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development</p>	1,5

NoMoreMarking	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	1,5
Seesaw (Online learning platform) DoodleMaths	Seesaw is a platform for student engagement. Teachers can empower students to create, reflect, share, and collaborate. Students “show what they know” using photos, videos, drawings, text, PDFs, and links. It's simple to get student work in one place and share with families. <ul style="list-style-type: none"> • There is an established link between the home learning environment at all ages and children’s performance at school. • Schools and parents have a shared priority to deliver the best outcomes for their children. Doodlemaths is another programme which strengthens the link between school and home, enabling parents and teachers to track progress and engagement whilst also supporting progress in Maths.	1,5
White Rose Maths	Mastery approach developed across the school - involving training and planning from WRM online materials	1
Early Years Consultant	Support from an outside consultant to support implementation of a new ‘outdoor’ and physical approach to our Early Years curriculum.	1,2,3,4,5
Teaching assistant (TA) deployment and interventions	Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Training will then be cascaded to the remainder of Teaching Assistants in school.	1,2,5
Recap and embed strategies to improve the retrieval and retention of information. Training on working memory	Evidence suggests that retrieval strategies can have a positive impact on attainment through improved recall, fluency and understanding of vocabulary. Improving Working Memory EEF (educationendowmentfoundation.org.uk)	1,2,3,
Update RWI training for all relevant staff – reading lead to take part in development days with RWI consultant	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:	1

	Phonics EEF (educationendowmentfoundation.org.uk)	
The Write Stuff Online training	Literacy is fundamental to education with proficiency in reading, writing and spoken language being vital to the success of all-children. Strategies to support children develop these skills can add up to 6mth additional progress over the course of a year. EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf (d2tic4wvo1iusb.cloudfront.net)	1,4
Fund a .4 class teacher to support catch up in KS1	EEF guidance on small group tuition (Small Group tuition) shows the positive impact this can have on pupils. Diagnostic assessments will identify gaps in learning which can be addressed through small group tuition.	1,2

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

Budgeted cost: £21,650

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oral language interventions	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>[https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions]</p>	1,2,3
Third Space Learning Additional Maths tutoring	<p>One to one tuition is proven to have a positive impact on attainment, behaviour and engagement. Through the use of weekly tuition sessions, children will be give the tools to close the gap in attainment. In a recent impact report, 93% of teachers said said Third Space Learning helped their pupils achieve higher scores in their 2022 exams than they would have otherwise. The EEF Teaching and Learning Toolkit indicates that if tuition is high-quality and aligned to classroom teaching, pupils can make up to five months additional progress with one to one tuition and up to four months additional progress with small group tuition.</p>	1
RWi spelling programme	<p>To teach word reading and spelling successfully, teachers need to understand the principles underpinning the teaching of word reading (decoding) and spelling (encoding). This should include understanding how the alphabetic code (page 3) of English represents the sounds (phonemes) of the language with single letters and groups of letters (graphemes). [Dfe – The Reading Framework] Read Write Inc. Spelling teaches spelling cumulatively and systematically with deliberate, focused practice. It builds upon the teaching strategies and spelling activities from Read Write Inc. Phonics. A recent impact report showed 100% of teachers questioned believed these lessons had supported progress in spelling.</p>	1
NELI language programme	<p>NELI has demonstrated its potential to support young pupils in need of support with spoken language through four randomised controlled trials. The EEF has funded two of these trials with the largest and most recent evaluation of the programme finding that children made on average 3 months of additional progress in oral language compared to children in the comparison group. [EEF]</p>	1
Lego therapy	<p>Playing with LEGO in a structured way promotes social interaction, turn-taking skills, sharing, collaborative problem-solving and the learning of concepts. It can be used to target goals around social skills, language and</p>	1,2,3

	motor skills. By using a commonly adored tool like LEGO it capitalises on its existing motivation and supports self-esteem by allowing the participants to demonstrate their skills in a social situation. It also sets up a positive opportunity for guided social problem-solving to help develop social skills that can then be used in other situations.	
Communication and language approaches	<ul style="list-style-type: none"> ▪ There is a language and communication rich environment, with a curriculum having books at its foundations. ▪ Activities and interactions come from the rich texts with children being exposed to many reading activities e.g. read aloud to, discussing books, extending children’s vocabulary etc 	1
Fund a .5 TA to support learning across KS1 & 2	Using the EEF recommendations on effective 1:1 literacy and Numeracy interventions to support positive progress on pupil attainment. EEF: Making Best use of teaching assistants.	1,2,3,5

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

Budgeted cost: £42,684

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bike4Health (Enrichment) + equipment 19 x Frog bikes 3 x adult bikes 20 x helmets	Academic research widely supports theories that state physical activity in school helps to: <ul style="list-style-type: none"> • improve physical and mental health • increase concentration • improve attainment • encourage socialisation and collaboration This often also has a positive impact on attendance and engagement with parents.	1,2,3,4,5
Unity Parent Support	<ul style="list-style-type: none"> • There is an established link between the home learning environment at all ages and children’s performance at school. • Schools and parents have a shared priority to deliver the best outcomes for their children 	1,2,3,5
Pastoral Officer	<ul style="list-style-type: none"> • Individual pupils / families targeted in order that children access extra-curricular activities, breakfast club, family support and 1:1/small group booster lessons and holiday programmes. 	1,2,3,4,5

	<ul style="list-style-type: none"> • Support offered for vulnerable families around welfare, finance, housing, attendance, emotional, mental and physical health etc, ideally before crisis point. • Liaison with staff to identify pupils with emotional/social/behavioural problems and signposted for support e.g. nurture, counselling 	
Enriching and extending the curriculum to widen experiences for pupils	<ul style="list-style-type: none"> ▪ £1000 fund per year group to subsidise visits and visitors. A maximum charge of £2 will be made to parents for any non-residential visits. ▪ Residential visits are heavily subsidised to ensure all pupils have equal opportunities. ▪ Friday enrichment sessions to provide wider experiences for children on Friday afternoons. 	1,2,3,4,5
Assertive Mentoring	<p>HLTA to cover teacher for meetings. Half Termly meeting with children and parents to discuss achievement. Staff covered for a day per half term to hold these meetings. Targets set to accelerate progress in attitude and achievement. the rigorous monitoring schedules.</p>	
Engage with EWO (education welfare officer) and develop key targets around good school attendance	<p>Monthly meetings with EWO in which every child with an attendance below 96% in school is discussed. Letters home and discussions with parents and referrals to the EWO where necessary to encourage better school attendance. Clear expectations for attendance to be signalled to parents through all channels.</p>	3
Commando Joes Character curriculum	<p>CI's character curriculum conducted research into the impact in schools. Alongside increases in staff confidence, morale boosts across all groups and an increased level of physical activity, schools also reported that pupils cultural capital was developed further through the focus on significant individuals and also disadvantaged pupils experienced success in a non-academic domain which may be less common for them. There was also an increase in parental engagement and behaviour in sessions showed improvement according to internal data from schools.</p>	1,2,3,4,5
Enriching and extending the curriculum to widen experiences for pupils through providing performing arts opportunities for children.	<p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p>	1,2,3,4,5

	<p>Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>	
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Total budgeted cost: £117,978

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

Data from phonics and assessments shows:

(Year 1)

83.3% of our school's Year 1 Disadvantaged cohort achieved the expected standard in Phonics, 10 pupils out of 12.

(This is 4.2% higher than the national Non-Disadvantaged cohort at 79.1%.)

Our school's gap to Non-Disadvantaged pupils nationally has improved by 1.1% from +3.1% in 2018/19, to +4.2% in 2021/22.

However, our Year 1 Disadvantaged cohort's Phonics Expected Standard has decreased by 4.2% from 87.5% in 2018/19, to 83.3% in 2021/22.

The Disadvantaged Year 1 pupil(s) in our school are in percentile 23 for Phonics Expected Standard when compared to other schools.

By the end of Key Stage 1, 88.9% of our school's disadvantaged cohort achieved the expected standard in Phonics, 8 pupils out of 9.

This is 1.0% lower than the national Non-Disadvantaged cohort at 89.9%.
 Our school's gap to Non-Disadvantaged pupils nationally has improved by 19.5% from -20.5% in 2018/19, to -1.0% in 2021/22.
 Our End of Key Stage 1 Disadvantaged cohort's Phonics Expected Standard has increased by 16.2% from 72.7% in 2018/19, to 88.9% in 2021/22.

Data from KS2 tests and assessments shows:
 77.8% of our school's Disadvantaged cohort achieved the expected standard in Reading, Writing & Maths, 7 pupils out of 9.
 (This is 12.6% higher than the national Non-Disadvantaged cohort at 65.2%.)
 Our school's gap to Non-Disadvantaged pupils nationally has improved by 8.4% from +4.2% in 2018/19, to +12.6% in 2021/22.
 Our Disadvantaged cohort's Reading, Writing & Maths Expected Standard has increased by 2.8% from 75.0% in 2018/19, to 77.8% in 2021/22.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has decreased since the start of the pandemic.

Absence among disadvantaged pupils is currently 7.6%. This is 2.0% higher than the national Non-Disadvantaged cohort at 5.6% and is a contributing factor behind our focus on improving attendance.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve some the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Funding to provide 30hours to all nursery age children.	School have sourced funding from local charities but also used some of the pupil premium funding to provide staffing and meals to all children of nursery age who attend Choppington Primary School to

	<p>ensure they can access 30 hours of provision a week regardless of their entitlement (15 hours or 30 hours)</p>
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This was provided throughout the previous academic year and has continued into this academic year to improve 'school readiness'.

Initial indications are that this is having a positive impact on development.

Further information (optional)

Additional activity

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

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Offering an increasing range of services to parents to boost engagement including training staff and local community partners in the use of 'Frontline' alongside the NHS and Citizens Advice.
- Increasing provision put in place to support parents with the cost of living crisis including providing a number of families with slow cookers and workshops around cooking nutritious and cheaper meals for the family.
- Continuing with Holiday clubs for children in the local area to access free of charge.
- Construction of a MUGA (Multi Use Games Area) for use within the curriculum but also made available to the community out of school time.