



Choppington Primary School
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Choppington Primary **School**

Pupil Premium Strategy Statement

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	113
Proportion (%) of pupil premium eligible pupils	77%
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	£108,365
Recovery premium funding allocation this academic year	£9920
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	£118,285

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
1	<i>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.</i>
2	<i>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)</i>
3	<i>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.</i>
4	<i>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.</i>

5	<p><i>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:</i></p> <ul style="list-style-type: none"> • <i>approaches and programmes which aim to develop parental skills such as literacy or IT skills;</i> • <i>general approaches which encourage parents to support their children with, for example reading or homework;</i> • <i>the involvement of parents in their children’s learning activities; and</i> • <i>more intensive programmes for families in crisis.</i> <p><i>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.’</i></p> <p><i>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.</i></p>
6	<p><i>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 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.</i></p>

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.	Internal behavioural records will show decrease in sanctions e.g. fewer referrals to HT, red dojos.

	<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>
<p>Deliver a broader range of enrichment activities to pupils both during and out of school hours.</p>	<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>
<p>Improve parental engagement with school.</p>	<p>Increased number of parents engaged with schoolcomms 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Renewal of standardised	Standardised tests can provide reliable insights into the specific	1, 2, 3,5

<p>diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	
<p>Purchase of materials to support learning and provide instant feedback and bespoke learning plans to plug gaps in learning and stretch and challenge all learners.</p> <p>Learning by Questions inc SATs Springboard</p>	<p>Learning by Questions is a valuable resource that provides an efficient and effective way to assess pupils' knowledge and conduct diagnostic tests. This resource has proven to be particularly beneficial for pupils eligible for pupil premium, as it not only supports rapid intervention but also aids in the creation of bespoke learning plans.</p> <p>Research conducted by the Education Endowment Foundation (EEF) demonstrates the positive impact of Learning by Questions on pupil progress. According to the EEF, using this resource consistently and strategically can significantly enhance learning outcomes. Randomised trials showed that an additional 4 months progress could be achieved by using the programme weekly.</p> <p>One of the key advantages of Learning by Questions is its ability to assess pupils' understanding of various subjects quickly and accurately. Through diagnostic tests, it identifies any gaps in pupils' knowledge and areas requiring further support. This information helps teachers to personalize learning plans, targeting specific needs and enabling tailored interventions. Pupils eligible for pupil premium benefit greatly from these interventions, as they receive the additional support they require to thrive academically.</p>	<p>1, 2, 3,5</p>

Renewal of Provision mapping software	<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
NoMoreMarking	<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. Given the smaller cohorts in each year group, standardising data across a larger sample has real benefit.</p>	1,5
Seesaw (Online learning platform) Times Tables Rockstars	<p>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.</p> <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. <p>Times Table Rockstars 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.</p>	1,5

White Rose Maths	Mastery approach developed across the school - involving training and planning from WRM online materials	1
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 learning. All staff have accessed training on practical strategies to implement retrieval practice into lessons. 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: Phonics EEF (educationendowmentfoundation.org.uk)	1
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
Letter Join	Handwriting and presentation skills are of paramount importance in primary schools. Research has shown that developing these skills not only enhances a child's ability to communicate effectively but also improves their overall academic performance. According to the 2014 National Curriculum in England, teaching handwriting and promoting good	1

	<p>presentation is essential in developing the necessary foundations for future success.</p> <p>One of the key reasons why handwriting is significant is that it aids in the development of fine motor skills. The physical act of hand-eye coordination required in forming letters and words helps in strengthening finger muscles and improving coordination. This, in turn, improves a child's dexterity and control when using writing tools like pens or pencils.</p> <p>Furthermore, studies have demonstrated a strong correlation between good handwriting and improved cognitive abilities. Developing legible handwriting requires concentration, attention to detail, and spatial awareness. These cognitive processes are essential for developing critical thinking skills and fostering creativity.</p> <p>Additionally, neat presentation instills discipline and pride in student work. It reflects the value placed on their education and demonstrates respect for themselves and others. Well-presented work is easier to read, understand, and assess, allowing teachers to provide more meaningful feedback. This helps students to reflect and improve upon their work, fostering a positive learning environment.</p>	
<p>Staff CPD National College</p> <p>Supply costs to cover staff attending courses</p>	<p>Continuing Professional Development (CPD) plays a crucial role in the growth and development of teachers in primary schools. Research consistently shows that ongoing professional development not only enhances the skills and knowledge of educators but also has a significant impact on the quality of learning experienced by students. According to the 2014 National Curriculum in England curriculum, CPD is essential for teachers to stay up-to-date with current educational practices and to ensure they provide the best possible education for their pupils.</p>	

	<p>Research on the importance of CPD in teaching reveals that continuous learning for educators leads to increased confidence and motivation. When teachers engage in CPD activities, such as attending workshops, conferences, or pursuing further qualifications, they are exposed to new ideas, strategies, and approaches to teaching. This exposure not only enhances their subject knowledge but also provides them with a broader range of teaching techniques and resources. As a result, teachers become more effective in the classroom, which directly impacts the learning experiences of their students.</p>	
<p>Nautilus Monitoring & Insight tracking</p>	<p>Subject leadership plays a crucial role in ensuring that pupils' learning is maximized. By identifying good practice, areas of strength, and areas for development, subject leaders have a direct impact on the quality of education students receive. Research conducted by the Education Endowment Foundation (EEF) in the United Kingdom supports the significance of strong subject leadership in improving pupil outcomes.</p> <p>Nautilus monitoring software enhances subject leadership by providing valuable data and insights into pupil progress and engagement. By capturing real-time information, Nautilus allows subject leaders to track student performance, identify trends, and evaluate the impact of different teaching approaches. This information enables subject leaders to make informed decisions and empowers them to provide timely interventions that directly support pupil learning.</p> <p>Insight data tracking enables teachers and leaders to identify where there are gaps in learning enabling them to target children who require</p>	<p>1,2,6</p>

	<p>the additional support. The tracking system allows for teachers and leaders to compare the progress of PP and Non-PP children as well as other groups.</p>	
<p>Now Press Play</p>	<p>Research conducted by the UK-based Education Endowment Foundation (EEF) has shown that technology can have a significant positive impact on students' attainment and motivation levels. This highlights the importance of integrating technology into the classroom to create a more stimulating learning environment.</p> <p>Now Press Play is an innovative educational resource that utilises technology to actively involve students in their learning. It provides a unique and immersive experience by combining audio storytelling with physical activities. Through wireless headphones, students are transported into a virtual world where they become the protagonist of an exciting story. They can explore historical events, travel to different countries, or even dive into the depths of the ocean. This interactive approach not only captivates their attention but also helps to deepen their understanding of the subject matter.</p>	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Oral language interventions</i>	<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
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 intervention	<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 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</p>	1,2,3

	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 3 .5 TAs to support learning across KS1 & 2 Nurture and Intervention HLTA x 2 1 afternoon per week	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
Communication and language support. Assessment and Intervention Verbo	Verbo is an online speech and language therapy toolkit that empowers education staff to support children and young people’s communication skills. Communication skills are vital for all children and young people, with a wide-reaching impact on academic attainment, employment prospects and emotional well-being. Evidence shows us that a communication rich environment and upskilled staff are essential in supporting pupils to achieve their potential. Our aim is to ensure every child and young person has the opportunity to maximise their communication potential by accessing the right support at the right time. Verbo can help education staff in settings have instant access to speech and language tools and can support staff by providing universal and targeted resources and training, enabling their limited time to be focused on delivering the direct input the only they can provide. Early identification, built in target tracking and data reporting can also support with better quality referrals.	

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enterprise resources		
Trackit Lights	By closely monitoring student behaviours, teachers can identify patterns and trends that may affect the overall classroom dynamic. This tracking enables educators to recognize individual needs, intervene early, and provide appropriate support. Promptly addressing concerns can prevent the escalation of disruptive behaviours, allowing all students to maximize their learning potential.	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. • 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 	1,2,3,4,5
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	HLTA to cover teacher for meetings. Half Termly meeting with children and parents to discuss achievement.	

	<p>Staff covered for a day per half term to hold these meetings.</p> <p>Targets set to accelerate progress in attitude and achievement. the rigorous monitoring schedules.</p>	
<p>Engage with EWO (education welfare officer) and develop key targets around good school attendance</p>	<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
<p>Enriching and extending the curriculum to widen experiences for pupils through providing performing arts opportunities for children.</p>	<p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <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>	1,2,3,4,5
<p>Enrich Orienteering (Outdoor Adventure Activities)</p> <p>Hawkhirst Residential Trip</p>	<p>Outdoor adventure activity (OAA) provides a myriad of benefits for children in primary schools. According to research conducted in line with the 2014 National Curriculum in England, engaging in OAA positively impacts learners in various ways.</p> <p>Research suggests that OAA promotes physical well-being among children. Engaging in outdoor activities such as hiking, climbing, and team-building exercises helps to improve physical fitness and develop gross motor skills. By participating in OAA, children are encouraged to move and be active, contributing to a healthier lifestyle and overall physical development.</p> <p>Furthermore, OAA also enhances social skills and interpersonal relationships. Through</p>	

	<p>collaborative tasks and team-building exercises, children learn to communicate effectively and work together towards a common goal. This fosters a sense of cooperation, empathy, and respect for others, skills that are essential for success in both personal and professional life.</p> <p>Another significant benefit of OAA is its positive impact on mental health and emotional well-being. Spending time outdoors and being exposed to nature has been shown to reduce stress levels and increase feelings of happiness and relaxation. Research has also indicated that OAA can improve self-esteem and self-confidence, as children are often challenged to step out of their comfort zone, take risks, and overcome obstacles.</p>	
<p>Learning with parents</p>	<p>Research has consistently shown that developing effective communication skills at home between parents and children is crucial for educational success. Studies by the Education Endowment Foundation (EEF) have revealed that strong communication skills not only improve performance in subjects such as English and maths but also contribute to overall cognitive development. It is essential, therefore, to provide parents with the necessary skills and resources to support their children's learning at home.</p> <p>Learning with Parents offers an online reading log and maths and English programme that supports the development of communication skills at home. The online reading log encourages parents to record the books they read with their children, promoting regular reading habits and fostering a love for literature. This activity not only improves vocabulary and comprehension but also facilitates meaningful conversations between parents and children about the books they read.</p> <p>Furthermore, the maths and English programme provided by Learning with Parents offers engaging activities for parents and</p>	

	<p>children to complete together. These activities enhance communication skills by encouraging open-ended discussions, problem-solving, and critical thinking. By working collaboratively, parents and children develop language and communication skills while reinforcing the concepts learnt in school.</p> <p>The resources and programmes provided by Learning with Parents empower parents, enabling them to actively contribute to their child's education. By developing strong communication skills at home, parents and children create a positive learning environment that complements the efforts of teachers and reinforces the importance of education.</p>	
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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have **2023 Results**

Key Stage 2 SATS

Year 6	School PP	National PP	School non PP	National non PP
RWM Combined	7.1%	44%	0%	65%
Reading	28.6%	59%	0%	77%
Writing	21.4%	57%	50%	76.9%
Maths	43%	59%	50%	78%

Key Stage 1 SATS

Year 2	School PP	National PP	School non PP	National non PP
Reading	75%	68%	50%	73%
Writing	42%	60%	50%	58%
Maths	75%	70%	50%	68%

Phonics Screening Check

Year 1	School PP	National PP	School non PP	National non PP
PSC Pass	55%	82.2%	33%	82%

EYFS GLD

Reception	School PP	National PP	School non PP	National non PP
Achieving GLD	57.1%	69.9%	0%	69.9%

The results for our 2022/23 KS2 cohort were significantly below National expectations and a sharp decrease from previous years. There were a number of reasons for this. Despite this, it is clear from internal sources that many of the actions taken had a positive impact yet this was not reflected in the end of KS2 outcomes. External SATS data for Year 6 shows that disadvantaged children in school are working below/underperforming compared to disadvantaged children nationally. These results do not match the

trend of increasing PP achievement at end of KS2 over the past several years in school. The cohort presented with a number of pastoral and behavioural challenges which school believe were impacted by the COVID pandemic and time out of school.

Phonics screening check results were positive for disadvantaged children with 100% learners in KS1 a having passed the check. In Year 1, the results were below National Average but showed PP outperforming Non-PP. It is worth noting that results must be taken with caution given the lower numbers of pupils e.g. Non-PP in Year 1 consisted of only 3 pupils, 2 of whom are currently on the SEN register.

Key Stage 1 SATS results for PP children show promise with PP outperforming their peers nationally. Again, the size of the Non-PP cohort was very small (4 chn).

Internal data reflects national findings that the disadvantage gap has grown between PP and other children. Trends across school are difficult to identify and in terms of gaps in learning and tend to be cohort dependent based on PP/SEND children. Intervention teachers/class teachers are working on these gaps following summative/formative assessment analysis in addition to the strategies mentioned above. In the coming year we have recognised the need to be more diagnostic in our assessments to ensure we are highlighting gaps in core learning and able to reflect on the success of targeted interventions more effectively; this is particularly relevant in relation to maths.

The need for pastoral support in school has always been high but has been further exacerbated since the pandemic. Many children require support with their social skills or opportunities to talk about their emotions. We have reviewed provision within this area and the strategy above identifies the steps we have taken to address this.

Due to the high number of SEN learners within school, training on QFT and support strategies is an ongoing priority. Outside training from the LA SEND team will be sought to link with whole school priorities (oracy and vocabulary).

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 30 hours 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

	<p>attend Choppington Primary School to ensure they can access 30 hours of provision a week regardless of their entitlement (15 hours or 30 hours)</p> <p>This was provided throughout the previous academic year and has continued into this academic year to improve 'school readiness'.</p> <p>Initial indications are that this is having a positive impact on development.</p>
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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.