

# Birdwell Primary School: Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Birdwell Primary School
Number of pupils in school	185
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2025
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Steve Honeyman <i>Head of School</i>
Pupil Premium lead	Steve Honeyman <i>Head of School</i>
Governor lead	Alice Thompson <i>Governor</i>

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,200
Recovery premium funding allocation this academic year	£5,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£64,000

# Part A: Pupil premium strategy plan

## Statement of intent

At Birdwell Primary School, we are determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of quality first teaching, focused support, curriculum enrichment and pastoral care. We recognise that all pupils regardless of their background, should have equal access to a curriculum which will enable them to reach their potential.

We believe that the highest possible standards can only be achieved by having high expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential, including the Pupil Premium grant. We believe that the additional provision through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged / vulnerable.

This document outlines the amount of funding available, our strategy for spending the grant effectively and how we have used research-based evidence to support our actions. As a school we consider the best ways to allocate Pupil Premium funding annually following rigorous data analysis and the careful consideration of the needs of the pupils.

At Birdwell we have a clear, strategic, tiered approach for Pupil Premium funding provision. This follows the EEF guidance and focuses on the following:

- Whole-school strategies that impact all pupils
- Focused support to target under-performance
- Specific support targeting pupil premium pupils

We ensure that Pupil Premium funding and provision impacts positively on attainment, attendance and well-being. A member of our local governing body is identified as a link governor for Pupil Premium, regular meetings with leaders of the school take place where monitoring, provision and outcomes are shared and discussed. The link governor then feeds back key findings from these meetings at full governing body meetings.

## Challenges

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

Challenge number	Detail of challenge
1	<p>According to assessments, observations, and discussions with pupils, it has been identified that disadvantaged pupils in our primary school face difficulties accessing their learning. In some instances, this had led to lower achievement levels in reading, writing, and maths compared to their peers. Additionally, there are fewer disadvantaged children working at greater depth within the expected standard in these core areas. This presents a significant challenge for our school as we strive to ensure equal opportunities for all pupils to succeed.</p>
2	<p>Assessments, observations, and discussions with pupils have revealed a significant disparity in oral language skills and vocabulary among our disadvantaged pupils, which is evident from Reception through to Key Stage 2. These gaps are more prevalent among our disadvantaged pupils compared to their peers, highlighting the need for targeted interventions and support.</p> <p>A) Vocabulary Gaps: Many disadvantaged pupils demonstrate limited vocabulary knowledge, affecting their comprehension and communication abilities.</p> <p>B) Oral Language Skills: Underdeveloped oral language skills impede disadvantaged pupils' capacity to express themselves effectively, hindering their participation in classroom discussions and academic progress.</p> <p>C) Peer Comparison: The gap in oral language skills and vocabulary proficiency between disadvantaged pupils and their peers is prominent, potentially impacting their social interactions and self-esteem.</p>
3	<p>Through assessments, observations, and discussions with pupils, it has been identified that disadvantaged pupils generally have greater difficulties with phonics than their peers. This issue significantly impacts their development as readers and undermines their overall academic progress.</p>
4	<p>Disadvantaged children do not attend school in line with their peers and have higher rates of persistent absenteeism. However, we recognise that our disadvantaged children face additional barriers that impact their attendance and educational outcomes. Research has shown that disadvantaged pupils often experience socio-economic challenges that can hinder regular school attendance, resulting in lower attainment and limited progress.</p>
5	<p>Based on our observations within our school, we have noticed an increase in targeted referrals for support among disadvantaged children and families since the COVID-19 pandemic began. The disruptions caused by school closures and remote learning have highlighted the need for targeted interventions to address the social and emotional needs of these students. It is evident that additional support is required for the social and emotional needs of some of our disadvantaged pupils, with a specific focus on small group interventions.</p>
6	<p>Within our school community, we recognise that some disadvantaged children face specific challenges that may impede their access to a wide range of personal development opportunities and experiences. These challenges can hinder the development of their cultural capital, which plays a vital role in their educational achievement and future prospects. As a school, we are dedicated to addressing this issue and ensuring that all our students, regardless of their socio-economic background, have equitable access to enriching experiences and opportunities that promote their personal and cultural growth.</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
Increased attainment at ARE at statutory points of assessment for disadvantage pupils in all year groups.	More disadvantaged pupils attain inline with national data at EYFS, KS1 and KS2 points of assessment. <ul style="list-style-type: none"> <li>- EYFS: 66% GLD</li> <li>- KS1: 60% RWM Combined</li> <li>- KS2: 59% RWM Combined</li> <li>- Y4 MTC: 31% scoring 25/25</li> </ul>
Increased attainment at GD at statutory points of assessment for disadvantaged pupils.	More disadvantaged pupils attain GD in line with national data at KS1 and KS2 points of assessment. <ul style="list-style-type: none"> <li>- KS1: 20% RWM Combined</li> <li>- KS2: 17% RWM Combined</li> </ul>
Phonics attainment remains in line or above national data and children at KS2 who have not achieved at Y1 or Y2 continue to progress in phonics.	Percentage of disadvantaged children achieving pass mark in Y1 and Y2 phonics is in line with peers and national data. Internal data evidence progress for those children in KS2 who did not pass their phonics screening check. <ul style="list-style-type: none"> <li>- Year 1: 78%</li> </ul>
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
<p>Improve the attendance of pupils eligible for the pupil premium grant, narrowing the gap between this group of pupils and their peers.</p> <p>July 2022: PP 93.1% / Non PP 94.8% PA: PP 9.1% / Non-PP 5%</p>	All disadvantaged pupils meet the school's attendance target and attend school above comparative National Figures.
<p><del>Increased percentage of disadvantaged children engaging in extra-curricular activities and opportunities across school.</del></p> <p>Provide disadvantaged children with the same exposure to wider personal development opportunities and experiences, allowing them to develop their cultural capital and maximize their potential. Continue to work towards narrowing the opportunity gap.</p>	<p><del>More disadvantaged pupils attend extra-curricular sessions and actively engage in suggestions for their personal development beyond the academic.</del></p> <p>The percentage of disadvantaged children participating in enrichment activities, including educational visits, residential trips, and cultural events, will increase compared to the previous academic year. The attendance rates of disadvantaged pupils in extra-curricular programs and clubs should be at least equal to, if not higher than, the overall school average attendance.</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: £25,050**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality CPD to be delivered weekly by members of SLT on our teaching and learning approach, marking and feedback and use of target setting and assessment procedures.</p> <p>Members of SLT and T&amp;L Strategic Lead to meet with class teachers in PPA session to support with developing coherently planned and sequenced units of work.</p>	<p>EEF research suggests that effective feedback improve learning by an additional 8 months.</p> <p>Feedback   EEF (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>EEF research states that good teaching is the most important lever schools have to improve outcomes for Disadvantaged pupils. Pupil_Premium_Guidance.pdf (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	1, 2
<p>Bespoke CPD cycles to be delivered to meet individual need, with a particular focus on staff new to school and year group.</p> <p>Improve pedagogy and curriculum CPD for all teachers and support staff. high quality teaching to be prioritised throughout the school. Bespoke and well-tailored ECT programme for one new ECTs in the school to provide good or outstanding teaching for excellent outcomes for all pupils.</p>	<p>EEF research suggest three recommendations for designing and selecting effective professional development to ensure that CPD upskills and develops staff effectively.</p> <p>Effective Professional Development   EEF (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Improvement in subject knowledge, pedagogical understanding and focus on high quality teaching for all teachers (especially ECTS) has proven to be a key ingredient of a successful school and support package for disadvantaged learners (EEF Research Analysis)</p>	1, 2, 3
<p>Development of reading fluency to enhance the daily LIRA session and ensure pupils catch up.</p>	<p>EEF research suggests that Fluent reading supports reading comprehension. When pupils read fluently, their cogni-</p>	1, 3

<p>Use of YARK assessment tool to identify need and pupils. Effective deployment of support staff to ensure bottom 20% have regular access to QFT to catch up.</p>	<p>tive resources can be redirected from focusing on decoding and onto comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension. EEF blog: Shining a spotlight on reading fluency   EEF (educationendowmentfoundation.org.uk)</p>	
<p><del>Procure the support of the English Hub to provide support and training for the school and Early Reading lead to improve the quality of phonics teaching for all, in particular disadvantaged learners.</del></p> <p>To purchase high quality reading/phonics materials aligned to the Little Wandle phonics scheme, books to share during class read and improve class book corners.</p> <p>Purchase subscription to Little Wandle phonics CPD. Release time provided to staff delivering phonics to hold weekly CPD meetings to upskill and maintain the fidelity to the scheme and approach</p> <p>Little Wandle phonics training Small groups phonics teaching</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics   Toolkit Strand   Education Endowment Foundation   EEF</p> <p>Using a systematic synthetic phonics approach to teaching has been shown to provide optimal progress. (EEF +5 months)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1, 4, 5</p>
<p>Regular SEND KIT meetings with SENDCO &amp; HT</p> <p>HT/SENDCO. SEND/PP pupil progress meetings conducted at key assessments points.</p> <p>Whole school provision map created with SENDCO to ensure all children who are SEN Support are monitored closely and support is provided through graduated approach (Assess, plan, do, review).</p> <p>SEND pupils needs to be catered for through SMART targets and appropriate adaptations to lessons.</p>	<p>Pupils with SEND might face significantly greater challenges in learning than the majority of their peers The impact of SEND on academic attainment is closely related to the EEF's focus on economic disadvantage: 27% of pupils with special educational needs are eligible for free school meals compared to 12% of pupils without special educational needs.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/how-to-apply/themed-rounds/improving-outcomes-for-pupils-with-send/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/how-to-apply/themed-rounds/improving-outcomes-for-pupils-with-send/</a></p>	<p>1, 3, 4 ,5</p>

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

**Budgeted cost: £16,126**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><del>Using pupil progress data analysis and cohort action plans to establish small group interventions for disadvantaged pupils working below age related expectations or failing to meet their end of key stage targets.</del></p> <p>NTP tutoring to deliver small group intervention for pupils working below ARE for both reading and maths.</p> <p>SLT and Strategic T&amp;L Lead to provide booster QFT to small groups of Year 6 pupils, providing purposeful feedback to enhance progress and tailor lessons according to need.</p>	<p>EEF research suggests that small group tuition improves learning by 4 months.</p> <p>Small group tuition   EEF (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>EEF Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.</p> <p>Making Best Use of Teaching Assistants   EEF (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	1, 2
<p>Using cover release to conduct pupil progress data analysis and cohort action plans establish small group reading interventions for pupils working below age related expectations.</p> <p>Use Benchmark and YARC reading assessments to accurately pitch reading interventions and monitor progress over time.</p> <p>Use CGP and CGP Stretch to ensure appropriate pitch and challenge in text level and questioning.</p> <p>Clear intervention timetable to deliver targeted wave 2 to</p>	<p>EEF research suggests that small group tuition improves learning by 4 months and reading comprehension strategies by 6 months. Small group tuition   EEF (<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers.</p> <p>Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p>	1



identified pupils, progress monitored and tracked regularly.	Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)	
CPD to be delivered to TAs to upskill their skills and knowledge in delivering effective intervention groups.  Research based evidence to be used to support strategies and approaches employed.	Research identifies that positive outcomes for pupils through targeted intervention from TA support has most impact when time and resources are spent on quality CPD to improve support staff practice.  New EEF Guidance Report –  Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)	1, 2
Additional 'Catch Up & Keep Up' phonics and reading sessions targeted at disadvantaged pupils who require further phonics support to close the gap to their peers	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, 3

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

**Budgeted cost: £10,844**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<del>Provide opportunities for disadvantaged children to engage with extra-curricular sports and clubs, including free travel to and from events. For finance to not be a barrier for success or school participation. (resourcing e.g. iPads to be provided where appropriate)</del>  Development of a personal development strategic enrichment offer that provides all children, specifically pupil premium children, with a diverse range of experiences that enhance their cultural capital.	Research conducted by NatCen Social Research identifies a range of positive outcomes from participation in after school clubs, including increases in confidence, self-esteem and fitness, as well as providing opportunities for new experiences, socialising and enjoyment.  The inclusive nature of the school promotes all pupils' involvement in school life irrespective of their financial context. Children (families) with certain financial barriers have all successfully, in the past, participated in extracurricular activities of their choice.  Parent survey outcomes have highlighted the benefits that arise from families being supported financially in various extra curricular activities.  <a href="http://ncl.ac.uk">The value of after school clubs for disadvantaged children (ncl.ac.uk)</a>	6



<p>Pupil premium funding to subsidise enrichment activities to ensure equal opportunities and engagement for all</p>		
<p>Early identification of pupils with SEMH difficulties and clear lines of communication to share intended actions of support to be taken, with parents/carers.</p> <p>Subscription to National College to provide CPD for staff on SEMH to ensure children's emotional wellbeing is supported.</p> <p>TADs/Nurture support for identified pupils with structured SEMH interventions.</p> <p>CPD courses for staff such as Lego Therapy and Story/Comic Book Strips to support disadvantaged children's SEMH needs.</p> <p>Support provided to families and where required EHA.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://educationendowmentfoundation.org.uk">EEF_Social_and_Emotional_Learning.pdf</a>(<a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>Through this year's curriculum development, the implementation of the EEF guidance around explicitly teaching SEMH skills, as well as providing ample opportunity to develop these in all situations has resulted in all children becoming aware of mental health . One of the strengths of the curriculum approach and focus on personal development, mindfulness and emotional literacy.</p>	<p>5, 6</p>
<p>Pastoral support from Parent Support Advisor for vulnerable children and families- key support needed to ensure attendance is maintained and readiness to learn.</p> <p>Parent Support Advisor to : Offer parenting group sessions working on specific needs developed through a needs analysis.</p> <p>TAF process with vulnerable families- allowing them to access key services</p> <p><del>Family drop in weekly 1 hour</del></p> <p>Strategic attendance monitoring and meetings</p> <p>Engage the relevant support professionals in line with the</p>	<p>EEF Guidance about Wider strategies focusing on : SEL, Well-being and Mental Health. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p>	<p>4, 5</p>

Attendance policy and Medical Conditions policy to encourage good attendance.		
<p>Improved channels of communication to keep parents/carers regularly informed about achievements, learning and upcoming events.</p> <ul style="list-style-type: none"> <li>- Arbor</li> <li>- Twitter</li> <li>- Verbal feedback from staff</li> <li>- Postcards home</li> <li>- Celebration events</li> <li>- Seesaw</li> <li>- Parental workshops</li> </ul> <p>Clear focus to be established on importance of parental engagement on their child's development.</p>	<p>EFF research identifies the crucial role parental engagement plays in pupil outcomes. Parental engagement   EEF (<a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	5, 6

**Total budgeted cost: £52,020**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details from previous leadership the impact of the Pupil Premium Strategy Plan from the previous academic year

Aim	Intended Outcome	Review
Increased attainment at ARE at statutory points of assessment for disadvantage pupils in all year groups.	<p>More disadvantaged pupils attain in-line with national data at EYFS, KS1 and KS2 points of assessment.</p> <ul style="list-style-type: none"> <li>- EYFS: 66% GLD</li> <li>- KS1: 60% RWM Combined</li> <li>- KS2: 59% RWM Combined</li> <li>- Y4 MTC: 80% Scoring 20+/25</li> </ul>	<p>EYFS GLD: All pupils- 70% Disadvantaged- 100%</p> <p>KS1 RWM combined: All pupils- 60% Disadvantaged- 60%</p> <p>KS2 RWM combined: All pupils- 69% Disadvantaged- 83%</p> <p>Y4 MTC (20+) All pupils- 92% Disadvantaged- 100%</p> <p><i>Disadvantaged pupils outperformed their peers in all areas of statutory assessment</i></p>
Increased attainment at GD at statutory points of assessment for disadvantaged pupils.	<p>More disadvantaged pupils attain GD in line with national data at KS1 and KS2 points of assessment.</p> <ul style="list-style-type: none"> <li>- KS1: 20% RWM Combined</li> <li>- KS2: 17% RWM Combined</li> </ul>	<p>KS1 RWM GDS combined: All pupils- 17% Disadvantaged- 20%</p> <p>KS2 RWM GDS combined: All pupils- 15% Disadvantaged- 0%</p> <p>PP KS2 reading GDS-17% PP KS2 writing GDS-0% PP KS2 mathematics GDS-33%</p> <p><i>Disadvantaged pupils out performed their peers at GDS measures in all but 2 areas of statutory assessment. In KS2 GDS reading the attained 17%, exactly in-line with all pupils. In KS2 GDS writing, 0% of disadvantaged pupils attained the GDS standard. This will mean the improving GDS outcomes for out disadvantaged pupils will be a priority in the academic year 2034/24.</i></p>

Phonics attainment remains in line or above national data and children at KS2 who have not achieved at Y1 or Y2 continue to progress in phonics.	Percentage of disadvantaged children achieving pass mark in Y1 and Y2 phonics is in line with peers and national data. Internal data evidence progress for those children in KS2 who did not pass their phonics screening check. - Year 1: 78%	<p>Phonics Y1</p> <p>All pupils- 90% Disadvantaged- 89%</p> <p>Phonics Y2</p> <p>All pupils- 93% Disadvantaged- 80%</p> <p><i>The majority of disadvantaged pupils attained in-line with their peers in the phonics screening check at Year 1. In Year 2, a lower percentage of pupils achieved the pass mark. However, this was based upon a sample size of 5 pupils, therefore where 20% of pupils did not make the pass mark, this was 1 pupil, who has an EHCP in place and was unable to access the test. All pupils in school, including those identified as disadvantaged attained well above the national benchmark in phonics.</i></p>
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.	<p><i>Through pupil and teacher voice and by tracking outcomes of interventions, it is clear that oracy and vocabulary in our disadvantaged pupils remains a priority. 44 out of 46 disadvantaged pupils were indicated as having a lower working vocabulary and levels of language than their peers. This is increasingly true in pupils at Year 3 and below.</i></p> <p><i>Targeting up-steam strategies in improving levels of reading, fluency and oracy in our youngest pupils should be a priority in the academic year 2023/24. This should be combined with a more co-ordinated school approach to the quality first teaching of grammar, spelling and writing throughout school.</i></p>
Increased percentage of disadvantaged children engaging in extra-curricular activities and opportunities across school.	More disadvantaged pupils attend extra-curricular sessions and actively engage in suggestions for their personal development beyond the academic.	<p><i>100% of our pupil premium recipients attended at least 1 after school or breakfast club. The majority of pupil premium recipients attended provision weekly across the year.</i></p> <p>Funding was used to ensure that our most deprived pupils could attend school visits with their peers.</p>

## 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
N/A	N/A

## 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?	

## Further information (optional)

When planning our Pupil Premium Strategy Plan, we adopted the tiered approach, focusing on:

- High quality teaching
- Targeted academic support
- Wider strategies

From this we identified the challenges linked to each tier and the mitigating actions we will take to overcome each barrier and linked each of these tightly with our school improvement plan to ensure they remain highly prioritised and impact of actions is regularly monitored.

Area	Challenge	Mitigating Actions
Teaching	Teaching Providing adequate time for professional development.	Effective and efficient use of staff meetings and INSET days.
Targeted Support	Targeted support Ensuring targeted support is provided by SLT to support staff in delivering interventions.	Both HT and DHT paired with teachers in class, allowing leadership time to support school improvement.
Wider Strategies	Providing wider opportunities for disadvantaged children that are not limited by economic impact	Review the policy and approach to educational visits and clubs

To further strengthen our strategy plan, we have created an approach to supporting disadvantaged pupils. Again, this approach reflects our tiered system above.

### **High quality teaching:**

Underpinned by early identification, tailored support through QFT, effective feedback and use of regular assessment.

### **Targeted academic support:**

Incorporating planned teacher support, booster classes and daily reading opportunities.

**Wider strategies:**

Fostering a positive approach to relationships with our families and promoting attendance to wider opportunities within the school