

## Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name:	Cheadle Hulme Primary School
Number of pupils in school:	400
Proportion (%) of pupil premium eligible pupils:	20 pupils 5.6%
Academic year/years that our current pupil premium strategy plan covers	2023-26
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Ryan Thompson, Head of School
Pupil premium lead	Lauren Illidge, Assistant Head of School
Governor / Trustee lead	Natalie Samuels, Chair of Academy Committee

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,946
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£23,946</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our vision is **for everyone**, regardless of background or circumstance, to be inspired, to thrive in all environments, to recognise what it takes to succeed, to set aspirational goals and work hard to achieve them.

At Cheadle Hulme Primary School, we believe in 'Preparing our children for a world they know and one yet to be discovered.' It is this aspirational ethos that is the bedrock our Pupil Premium intent.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

Our ultimate objectives for our disadvantaged children are;

- Ensuring all pupils receive a personalised offer of quality first teaching;
- Closing the attainment gap between disadvantaged pupils and their peers;
- Providing targeted academic support for pupils who are not making the expected progress;
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital

## Challenges

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

Challenge number	Detail of challenge
1	<i>Lost learning and missed essential knowledge as a response of the pandemic</i>
2	<i>Retention of key facts and knowledge</i>
3	<i>Acquisition of Phonics and Early Reading strategies that develop into Reading for Pleasure</i>
4	<i>Acquisition and application of Number</i>
5	<i>Personal, social and emotional needs</i>
6	<i>Communication and engagement with parents, including any technology issues</i>

## 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
<p><b>Attainment of disadvantaged pupils</b> will be equivalent, or greater than that of their peers with similar starting points</p> <ul style="list-style-type: none"> <li>• Disadvantaged pupils will be making at least good progress from their respective starting points.</li> <li>• Disadvantaged pupils will be working at age-related expectations (at least) by the end of each key stage in Reading, Writing and Maths.</li> <li>• Disadvantaged pupils perform in line with non-disadvantaged pupils in EYFS, Phonics and in End of Key Stage Assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Class Teachers will provide QFT strategies</li> <li>• Professional Learning schedule to prioritise aspects of SDP including staff training in relevant aspects of T&amp;L</li> <li>• Strengths and barriers to learning will be identified in Pupil Premium Profiles</li> <li>• Summative assessments to be administered once a term</li> <li>• Pupil progress to be analysed and discussed through Pupil Progress Review Meetings termly</li> <li>• Subject Leaders will monitor pupil outcomes (through observations and book moderations)</li> </ul> <p>This desired outcome will be measured using:</p> <ul style="list-style-type: none"> <li>• In-year assessment data using ARE tracker for all year groups</li> <li>• Summative tests (E.g. NFER, WRM) administered in Autumn (Year 1 onwards), Spring and Summer</li> <li>• End of year trackers</li> <li>• ELG/PSC/End of Key Stage assessment outcomes in relevant year groups</li> </ul>
<p>Disadvantaged pupils will be provided with <b>targeted support based on specific academic needs</b>, including any <b>identified areas of learning lost</b> as a response of the pandemic and previous learning done remotely. This will result in <b>retention of key facts and knowledge</b> enabling disadvantaged pupils to make progress across the curriculum.</p> <ul style="list-style-type: none"> <li>• Class teachers prioritise the needs of disadvantaged pupils in academic capacities, resulting in the positive development of the ‘whole child’</li> <li>• Class teacher, year group team and wider team including specialist teaching staff provide targeted support to ensure potential family economic or social disadvantage do not limit the child from</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching Staff will administer academic interventions to target specific academic needs</li> <li>• Class Teachers will analyse summative assessments and, alongside, SLT will discuss next steps in regards to targeted support including interventions</li> <li>• Class Teachers will provide frequent responsive feedback to immediately address identified misconceptions.</li> <li>• Formative assessments to feature within daily timetable across curriculum areas to assessment retention of key facts and knowledge</li> <li>• SLs identify areas of missed learning and communicate with CTs to amend MTPs and ensure essential knowledge is covered</li> </ul>

<p>demonstrating their true potential in academic situations</p> <ul style="list-style-type: none"> <li>• Adult intervention is carefully planned with the bigger picture in mind and in sensitive consideration to the individuals' current circumstances</li> <li>• Pupils feel confident and able to participate in all aspects of school life in a way that they feel is the same as their peer group</li> </ul>	<p>This desired outcome will be measured using:</p> <ul style="list-style-type: none"> <li>• In-year assessment data using ARE tracker for all year groups</li> <li>• In-year monitoring (observations and pupil outcomes) including specific focus on disadvantaged pupils' outcomes</li> <li>• Entry and exit information for any adult-led intervention using quantitative and qualitative data, including pupil voice</li> <li>• Summative tests (E.g. NFER, WRM) administered in Autumn (Year 1 upwards), Spring and Summer</li> <li>• End of year trackers</li> <li>• ELG/PSC/End of Key Stage assessment outcomes in relevant year groups</li> </ul>
<p>Disadvantaged pupils will be <b>confident and successful learners</b> who are aware and comfortable with their strengths and targets for development</p> <ul style="list-style-type: none"> <li>• Pupils demonstrate positive attitudes towards learning, presenting outcomes neatly and valuing resources and personal belongings</li> <li>• Pupils respond well to marking and feedback, both written and verbal</li> <li>• Pupils are set challenging expectations in all subjects and are encouraged to meet, or exceed, at least age-related expectations (where appropriate), exuding an increasing sense of confidence and pride in their abilities</li> </ul>	<ul style="list-style-type: none"> <li>• Class Teachers will ensure pupils understand strengths and targets and encourage and support in progressing learning forward</li> <li>• Strengths and barriers to accessing learning will be identified in Pupil Premium Profiles</li> <li>• Class Teachers will clearly communicate strengths and next steps with parents/carers and identify extra support that is available</li> <li>• Pupils will take pride in their learning and demonstrate organised and respectful attitudes towards this and outcomes associated</li> <li>• Pupils will regularly reflect on marking and feedback (including peer) and be able to identify strengths and next steps in their work across a range of subjects</li> <li>• Pupils are confident in demonstrating their potential and remaining resilient in the face of increasing levels of challenge</li> </ul> <p>This desired outcome will be measured using:</p> <ul style="list-style-type: none"> <li>• Monitoring of pupil outcomes through observations of pupils in sessions and book moderations (disadvantaged book moderations in addition to core subject book moderations and Home Learning)</li> <li>• Pupil voice relating to attitudes towards learning</li> <li>• Adult observations and knowledge of the child(ren), alongside parent/carer views</li> </ul>

<p><b>Targeted support and quality teaching</b> will ensure disadvantaged children are <b>confident, competent readers</b> who find <b>life-long joy in reading</b>.</p> <ul style="list-style-type: none"> <li>• Assessment of phonics is rigorous and targeted support is put into place quickly to close any emerging gaps</li> <li>• Disadvantaged children will achieve in line with their peers in end of Key Stage statutory assessments inc PSC</li> <li>• ALL children have access to varied, high quality texts both at home and school.</li> <li>• ALL children will be able to select books to share and enjoy independently</li> <li>• Appointment of Reading Lead (TLR) to champion Reading for Pleasure and ensure high quality teaching of reading is present across school.</li> <li>• Expansion of RRSA Pupil Parliament to include Department for Education (Reading focus)</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers supported by reading lead, ensure early readers experience high quality Systematic Synthetic Phonics</li> <li>• A wide variety of high-quality texts will be accessible through additional library visits</li> <li>• Timely intervention will be employed to address gaps in reading/Phonics</li> <li>• 1:1 Daily reading will take place for those who have been identified as requiring additional practice</li> <li>• Disadvantaged children will talk positively about books</li> <li>• Continued use of age-appropriate texts Y2-Y6 and 'recommended reads' in all year groups</li> <li>• Children engaging positively in RRSA DfE led activities</li> <li>• Celebrations of Nationally recognised reading days will raise the profile of authors, books and poetry</li> <li>• Author visitors and local library visits will enrich the cultural capital of ALL children.</li> </ul> <p>This desired outcome will be measured using:</p> <ul style="list-style-type: none"> <li>• Monitoring of pupil outcomes through observations of pupils in sessions and book moderations (disadvantaged book moderations in addition to core subject book moderations and Home Learning)</li> <li>• Pupil voice relating to attitudes towards reading</li> <li>• Monitoring of termly internal data through pupil progress meetings and End of Key Stage assessments</li> <li>• Monitoring of parental engagement of reading at home</li> <li>• PSC data analysis and subsequent planning</li> </ul>
<p><b>Targeted support, based on pastoral needs</b>, provides personal, social and emotional guidance for disadvantaged pupils to enable them to feel confident within themselves allowing them to focus and progress academically</p> <ul style="list-style-type: none"> <li>• Disadvantaged pupils' personal, social and emotional needs are met through pastoral support – this is carefully</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers review pastoral needs and progress within core subjects with SLT each term (PPR meetings and additional PP meetings) – updating child profile as part of this</li> <li>• Pupil voice is captured through adult-led interventions and reflect a positive experience from the perspective of the child</li> </ul>

<p>planned with the bigger picture in mind and in sensitive consideration to the individuals' current circumstance</p> <ul style="list-style-type: none"> <li>• Targeted support to ensure potential family economic or social disadvantage do not limit the pupils from demonstrating their full potential in social situations</li> <li>• The pastoral needs of disadvantaged pupils are targeted to ensure development of 'whole child' and are happy at school</li> <li>• Disadvantaged pupils feel confident, and are supported, in participated in all aspects of school life in a way that is no different to non-disadvantaged peers</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are seen to be confidently participating in academic and social situations within and across all aspects of school life</li> <li>• Parent views relating to their child's academic and pastoral development are positive and are shared with class teachers through verbal and written means of communication (e.g. pupil profiles, Parents' Evening, Home Learning, Reading Record books and as part of more informal exchanges at the beginning / end of the school day)</li> </ul> <p>This desired outcome will be measured using:</p> <ul style="list-style-type: none"> <li>• In-year monitoring documents (e.g. MIS Tracker, Pupil Progress Review Meetings, Pupil Profiles – including pupil voice)</li> <li>• Entry and exit information for any adult-led intervention using quantitative and qualitative data (including pupil voice)</li> <li>• Adult observations and knowledge of the children, alongside parent/carer views</li> </ul>
<p><b>Communication and collaboration</b> with disadvantaged pupils' parents and carers will <b>support provision offered</b> in school.</p> <ul style="list-style-type: none"> <li>• Parents and Carers will actively engage with school and in their child's education.</li> <li>• All parents and carers will be clear on school communication protocols and have adequate access to the technology required to access them.</li> <li>• Parents and carers will have a clear understanding of how school is supporting their child and know how to support their child at home.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents and carers will attend and positively engage with school events. E.g. Parents' Evenings</li> <li>• Parents and carers will communicate openly with school in the best interests of their child(ren)</li> <li>• Parents and carers will support home learning. E.g. Reading, Spellings</li> <li>• Parents and carers will send their child(ren) to school prepared for the day. E.g. PE kit, forest school equipment, reading books</li> </ul> <p>This desired outcome will be measured using:</p> <ul style="list-style-type: none"> <li>• Day-to-day communication with class teachers</li> <li>• Monitoring of parental engagement of school events or meeting pertaining to their child(ren)</li> <li>• Parent and child views (PPP)</li> <li>• Observation and feedback from class teachers</li> <li>• Parental engagement in all aspects of home learning</li> </ul>
<p>Disadvantaged children will receive <b>targeted intervention</b> to ensure <b>number fluency</b> is</p>	<ul style="list-style-type: none"> <li>• Introduction of maths knowledge organisers to identify key learning</li> </ul>

embedded and early identification of gaps in learning are identified and addressed through QTF and intervention.

- Disadvantaged children achieve MTC in line with their peers
- All children demonstrate fluency in the use and application of number
- Outcomes in statutory End of Key Stage maths assessments are in line with, or above National average
- QFT of mathematics is consistent and progressive throughout school

- Responsive maths interventions will target current learning gaps
- Multiplication and division fluency will increase through the introduction of TT Rockstars in Key Stage 2 for use at home and school
- Implementation of Maths Teaching and Learning Guidance will ensure rigor and progression of strategies and mathematical concepts
- Children will develop number fluency through the introduction of daily morning arithmetic tasks

This desired outcome will be measured using:

- In-year monitoring documents (e.g. MIS Tracker, Pupil Progress Review Meetings, Pupil Profiles – including pupil voice)
- Entry and exit information for any adult-led intervention using quantitative and qualitative data (including pupil voice)
- Adult observations and knowledge of the children, alongside parent/carer views
- Statutory end of key stage assessment analysis including MTC (Year 4)

## 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

Budgeted cost: £7,554

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Professional Learning allowing for studying of theories with direct links to implications for the classroom (Action Research Community – ARC)</p> <p>Professional Learning enabling staff to become experts in teaching reading (Action Research Community – ARC)</p> <p>Professional Learning to develop staff expertise in inclusion focusing on anti-racism (Action Research Community – ARC)</p>	<p>Reading Framework 2021</p> <p>EEF Improving Literacy</p>	<p>1, 2 and 3</p>
<p>Inclusion Conference – External guest speaker to develop understanding of barriers to disadvantaged families and QFT impact</p>	<p>EEF updated pupil premium guide</p>	<p>2, 3, 4 and 5</p>
<p>Developing vocabulary – Subject Leads to monitor all subjects following an internal monitoring cycle. Disadvantaged pupils will be monitored as a pupil group</p>	<p>Vocabulary knowledge is a predictor of achievement and is often related to socio-economic status</p> <p>EEF’s Guidance Reports (Improving Literacy in KS1, Improving Literacy in KS2 and, most recently, Preparing for Literacy</p>	<p>1, 2 and 3</p>



Subject Leads to refine Knowledge Organisers and teaching and learning sequences (including regular low stakes testing and time for retrieval)	Short, regular tests can increase long-term memory of key facts and of using self-testing to achieve the same ends.	1, 2 and 4
Professional Learning - Developing Oracy across the curriculum by developing our staff as experts of talk	Oracy Framework (Voice 21)	1, 3 and 5
Disadvantaged pupils receive targeted support for both their academic and pastoral needs	Small group teaching and individual 1:1 teaching with experienced, specifically trained teachers can have valuable impact (EEF T&L Toolkit). This research states that 'effects on pupils from disadvantaged backgrounds also tend to be particularly positive'. Utilising the skills and expertise of our SENDCo to identify appropriate and targeted support for disadvantaged pupils	1, 5 and 6
Pupil Progress Review Meetings		1, 2 and 4
Subject monitoring and the appointment of a Trust Director of Curriculum	Teaching Schools Council report on Effective Pupil Premium Reviews cites importance of a cycle of monitoring and evaluation of current practice	1, 2, 3 and 4
QFT Strategies	Small group teaching and individual 1:1 teaching with experienced, specifically trained teachers can have valuable impact (EEF T&L Toolkit). This research states that 'effects on pupils from disadvantaged backgrounds also tend to be particularly positive'	1, 2, 3 and 4
Pupils are inspired by reading within the curriculum and are motivated to widen their independent reading choices/efforts as a culture of 'reading for pleasure' is further embedded across the curriculum	On average, reading comprehension approaches deliver an additional six months progress' (EEF Reading Comprehension Strategies). Engaging pupils in a wider range of texts will expose them to a wider vocabulary, styles of writing and lead them to be better equipped as writers themselves	3
Revision of Maths Teaching and Learning Guidance and increase in arithmetic practise through daily morning tasks and relaunch of TT Rockstars	EEF Improving Mathematics in the Early Years and Key Stage 1 suggests introducing maths throughout the day E.g. morning activities, and developing practitioners understanding of how children learn mathematics will improve the quality of learning.	2 and 4

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

Budgeted cost: £8,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support pupil progress by considering individual needs - Class teacher led interventions (including 'extra curricula Club' where needed)	DfE Report (Nov 2015) cites 'paired or small group additional teaching' as having a positive impact on progress of PP pupils	1, 3 and 4
Needs of pupils are known and matched to support	Teaching Schools Council report on Effective Pupil Premium Reviews cites importance of a cycle of monitoring and evaluation of current practice	4
Nuffield Early Language Intervention (NELI)	The EEF Teaching and Learning Toolkit states; 'On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.'	1, 3 and 5
FFT Success for all phonics and RAP	EEF Providing targeted interventions to support language development, literacy and numeracy	3
Pastoral Support - The 'whole child' is developed alongside academic progress being made	DfE Report (Nov 2015) indicates that successful schools have 'an individualised approach to addressing barriers to learning and emotional support' – this will be done by utilising the skills and expertise of our SENDCo who will identify appropriate and targeted support for disadvantaged pupils	5
Evidenced based Interventions	EEF Teaching and Learning Toolkit states 'Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.'	1, 2, 3 and 4
Thematic goal of assessment including wider professional learning and classroom strategy implementation to enable targeted intervention and support	The EEF state 'Targeted interventions to support language development, literacy and numeracy' to be a in evidence informed strategy to improve the academic achievement of disadvantaged pupils.	1, 2, 3 and 4

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

Budgeted cost: £1,931

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent/Carer views taken into consideration on Pupil Profiles	Research from the Education Endowment Fund (EEF) cites parental involvement as a key factor in whether pupils succeed in school.	6
SEMH provision through Local Authority Pilot scheme (MHST)	EEF Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully	5
Parent workshops	EEF Teaching and Learning toolkit suggests, 'By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.' The EEF Guidance Report for Working with parents to support children's learning states; 'Provide practical strategies to support learning at home',	6
Extra-Curricular clubs/activities	The Social Mobility Commission (2016) examines the importance of extra-curricular activities and notes numerous positive outcomes.	5 and 6
Class Teachers have more ownership and are more accountable for progress of Disadvantaged pupils	As the adults in school who know the pupils the best, we believe Class Teachers should have an input into how the funding is spent (Pupil Premium Profile)	2, 3 and 5
All staff have raised expectations of disadvantaged pupils and positively discriminate towards their potential success	Andy Cope's work in 'Positive Psychology' challenges generalisations and draws attention to potential distraction and distortion of the view(s) that teachers may develop towards individuals/groups within their class/cohort. Use this research to shift towards a culture of optimism and positivity towards challenging aspects of the role of a teacher and those pupils that may find learning difficult as a result of their academic, pastoral or economic background	5
Appointment of an Enrichment Curriculum	The DfE menu of approaches identifies wider curriculum enrichment may increase	2 and 5

Lead (TLR) to broaden wider opportunities	engagement in learning. Our pupil voice indicates a desire to engage in wider curriculum activities impacting social opportunities and confidence.	
Analysis of attendance figures and early intervention to support families in conjunction with the EWO.	Poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. EEF	6

**Total budgeted cost: £18,005**

Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

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

<p>Our objectives for the small number of disadvantaged children were;</p> <ul style="list-style-type: none"> <li>• Ensuring all pupils receive a personalised offer of quality first teaching;</li> <li>• Closing the attainment gap between disadvantaged pupils and their peers;</li> <li>• Providing targeted academic support for pupils who are not making the expected progress;</li> <li>• Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital</li> </ul> <p>Progress of these objectives are outlined below and the evidence of impacts includes:</p> <ul style="list-style-type: none"> <li>• 85% of children achieved GLD at the end of Reception. Our children in receipt of Pupil Premium made excellent progress from their starting points.</li> <li>• 93% of the Year 1 cohort, inclusive of children in receipt of Pupil Premium funding achieved a pass mark in the Phonics Screening Check. This is significantly above the National Average (2012-22) of 75%</li> <li>• 4/5 children in receipt of pupil premium funding achieved the Phonics Screening Check in Year 1</li> </ul> <p style="text-align: center;"><b>End of Key Stage One – Summer 2023</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 15%;"></td> <td style="text-align: center;">EXS+</td> </tr> </table>		EXS+
	EXS+	

	National (2021-22)	School	Disadvantaged
<b>Reading</b>	67%	87%	60% 3/5
<b>Writing</b>	58%	80%	60%% 3/5
<b>Maths</b>	68%	83% 49/61	60% 3/5

TAC and/or SFP provision is in place for a number of pupils in this cohort as well as personalised provision through pupil premium profiles to address barriers to learning for all disadvantaged pupils. All children have made significant academic and pastoral progress from their starting points.

Attendance and punctuality has been identified as an additional area of focus this academic year, taking into consideration the National % reduction in attendance of disadvantaged families. This is applicable to a small number of pupils in receipt of Pupil Premium funding compared to wider school with a 4% difference.

Significant progress has been made against the intended outcomes and with the current and planned provision in place we are on track to achieve the aims we set out.

Activity	Impact
Professional Learning allowing for studying of theories with direct links to implications for the classroom; enabling staff to become experts in teaching reading; develop staff expertise in inclusion focusing on anti-racism	All staff including with wider Learning Support Assistant team have received comprehensive, bespoke professional learning on the teaching of early reading following the schools chosen SSP. This was revisited in Sept 23 for staff joining the school. The appointment of a Reading lead TLR with a focus on disadvantaged and lowest 20% of readers had directly impacted the progress made by disadvantaged pupils. Ongoing Professional learning on cognitive load theory and the principles of instruction continue to develop responsive teaching in the classroom. Frequent knowledge bursts have been delivered to staff to further develop a shared urgency in closing the disadvantaged gap. The Primary Trust Assistant Heads of School for Inclusion hosted their second annual Inclusion conference for all primary Trust colleagues providing specialist inputs on SEND, trauma, disadvantaged pupils, EAL and the Trust's Anti-Racism charter, developing breadth of understanding on many barriers our disadvantaged pupils face, directly impacting classroom provision.

<p>Developing vocabulary – Subject Leads to identify tier 2 and tier 3 words relevant for subject; Subject Leads to develop Knowledge Organisers and teaching and learning sequences (including regular low stakes testing and time for retrieval)</p>	<p>Knowledge organisers, which identify key knowledge are under review by the newly appointed Trust Director of Curriculum, alongside subject leaders to further refine and strengthen knowledge and understanding throughout the curriculum.</p> <p>Professional learning is ongoing around retrieval practice and has created a growing strength in pedagogy across the school. Retrieval is also highlighted in teaching and learning sequences. This is being further enhanced by the ongoing professional learning around assessment. Specific routines that were previously added to our maths provision (Weekly review of learning) to are being reviewed for impact by the school's maths lead.</p>
<p>Professional Learning - Developing Oracy across the curriculum by developing our staff as experts of talk</p>	<p>An Oracy Lead has been appointed and has begun developing routines for collecting and developing pupil voice. They collaborated with colleagues from Laurus Cheadle Hulme and supported groups of children to engage in an oracy framework the LCH pupils were delivering. Through class assemblies, nativity productions, pupil parliament and touring prospective families around school children continue to be provided with varied and challenging experiences to develop oracy skills in new situations. Performance poetry enriches the curriculum for our disadvantaged pupils; celebration of National Poetry week was further enhanced by a visit from a performance poet who performed and delivered workshops across KS1 and KS2. All children in KS1 And KS2 Performed in a school poetry slam.</p>
<p>Disadvantaged pupils receive targeted support for both their academic and pastoral needs</p>	<p>Through termly PPR meetings and targets set through pupil premium profiles, early identification of need and targeted, measurable intervention has been implemented to take appropriate steps to address needs identified. Aspirational targets alongside external Trust and local authority services support have enabled significant progress to be made pastorally and rigor in monitoring attendance alongside school/family communication is positively impacting disadvantaged pupils' daily access to the provision planned for them at school.</p>
<p>Pupil Progress Review Meetings</p>	<p>Every child in receipt of pupil premium funding has a comprehensive profile which considers the views of school, the child and the family. Internal termly reviews of the individual profiles has enabled a collaborative and rigorous approach, resulting in a holistic view of need and provision. Progress against targets are evaluated and prompt scaffolds and support are put into place resulting in immediate and longer-term needs being identified quickly and addressed. Through the schools termly Pupil Progress Reviews, Disadvantaged children's progress and attainment is analysed and reported on to ensure changing needs are identified quickly and the correct provision is put in place. PEP meetings are undertaken to support our Looked After Children (LAC) and through collaboration with Virtual Schools and the designated teacher for LAC pupils, additional support has been implemented to ensure SEMH needs are supported.</p>
<p>Subject monitoring and QFT strategies</p>	<p>A yearly cycle of subject monitoring is in place for all subjects. These are led by the subject leads and are supported by the school's senior leaders. An ongoing, shared focus across the staff team is the identification of deficit in cultural capital for our pupils in receipt of pupil premium funding and how our curriculum and opportunities for learning outside the classroom can take realistic but aspirational steps to address wider disadvantage and social mobility. The appointment of an Enrichment Curriculum exemplifies the prominence of our wider curriculum offer. Significant professional Learning time has been allocated to responsive teaching and principles of instruction.</p>
<p>Pupils are inspired by reading within the curriculum and are motivated to widen their</p>	<p>A Reading Lead was appointed. Staff engaged in Professional Learning on diversifying curriculum book shelves and texts through a specialist book provider and to ensure all children feel represented through the book</p>

<p>independent reading choices/efforts as a culture of 'reading for pleasure' is further embedded across the curriculum; The appointment of a Reading Lead (TLR) with a focus on early reading inc SSP, storytelling and Reading for Pleasure</p>	<p>choices available in school. Further work is ongoing to identify underrepresentation.</p> <p>The school adopted a new SSP mid-year and provided comprehensive training to all staff teaching reading. This was followed up by further training and additional professional learning for staff joining the school this academic year. Additional professional learning has taken place for our LSA's to ensure they highest quality in the teaching of early reading and phonics is in place across school.</p> <p>Performance poetry enriches the curriculum for our disadvantaged pupils; celebration of National Poetry week was further enhanced by a visit from a performance poet who performed and delivered workshops across KS1 and KS2.</p>
<p>The appointment of a Reading Lead (TLR) with a focus on early reading inc SSP, storytelling and Reading for Pleasure</p>	<p>The reading lead has facilitated external poets visiting school and running workshops, developed the school library contents to engage a wider audience and provide a diverse range of texts and is undergoing work on developing class libraries and reading provision. The impact on the schools reading culture and routines has been positively reflected in both pupil voice and through assessment outcomes.</p>

## Externally provided programmes

Programme	Provider
Spelling Shed	Edshed
Office 365	Microsoft
TT Rockstars/Numbots	Maths Circle
WellComm	GL Assessment
Motor Skills United	Stockport Occupational Therapy Team
FFT Success for All Phonics	FFT