

Tarporley CE 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	Tarporley CE Primary School
Number of pupils in school	272
Proportion (%) of pupil premium eligible pupils	9.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2023/2024
Date this statement was published	October 2021 Annual review/update November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Kerry Forrester, Headteacher
Pupil premium lead	Emma Neill, KS2 Lead
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£34, 625
Recovery premium funding allocation this academic year	NTP- £3,888
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£38,513

Part A: Pupil premium strategy plan

Statement of intent

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

We will consider the challenges faced by vulnerable pupils. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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

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. To ensure they are effective we will:

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

Challenges

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

Challenge number	Detail of challenge	Updated Autumn 2022
1	Assessment has identified that from Y1 to Y6 84% of pupils are	Assessment has identified that from Y1 to Y6 71% of pupils are not on

	<p>not on track to meet year group expectations in writing.</p> <p>Reception children are currently 50% on track with their writing.</p>	<p>track to meet year group expectations in writing.</p> <p>Reception children are currently 0% on track with their writing.</p>
2	<p>Assessment has identified that from Y1 to Y6 60% of pupils are not on track to meet year group expectations in reading.</p> <p>Reception children are currently 100% on track with their phonics and early reading.</p>	<p>Assessment has identified that from Y1 to Y6 34% of pupils are not on track to meet year group expectations in reading.</p> <p>Reception children are currently 50% on track with their phonics and early reading.</p>
3	<p>Internal assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>Currently 56% of PP children in KS2 are not on track to meet year group expectations.</p>	<p>Internal assessments indicate that math's attainment among disadvantaged pupils is slightly below that of non-disadvantaged pupils.</p> <p>Currently 30% of PP children in Y1-Y6 are not on track to meet year group expectations. 26% on track for non-disadvantaged.</p>
4	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.</p>	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.</p>
5	<p>91.1% attendance rate for FSM6 children during Autumn term compare to 94.7% of non FSM6 children.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>	<p>92.6% attendance rate for FSM6 children during Autumn term compare to 95.2% of non FSM6 children.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current 3 year strategy plan 2021/22-2024/25** , and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 88%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%. • the percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 10% lower than their peers.

Activity in this academic year 2021-2022

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: **£10,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review/Update Autumn 2022
<p>TA support within classrooms to offer academic and emotional support to pupils.</p> <p>To enhance and build strong relationships with pupils and parents.</p>	<p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1, 2, 3, 4, 5	<p>TA support has strongly assisted in the emotional and academic support. This will be changing during the course of 2023 due to school budget.</p> <p>KS1 TA's to deliver PP interventions.</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Essential Letters and Sounds.</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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2	<p>The phonics scheme was reviewed after the phonics check in Summer 22.</p> <p>A new phonics scheme is being introduced from January 23 with no additional Pupil premium budget being spent in this area.</p>
<p>Our Maths lead and Deputy are attending Maths mastery courses throughout the year to cascade knowledge to other members of staff.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p>	3	<p>Teachers have provided CPD to all staff. These courses continue into 22/23.No additional costing.</p>

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>Improving Mathematics in Key Stages 2 and 3</p>		
<p>Training of TAs in delivery of maths curriculum, focus on mastery and vocabulary.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>Mastery education: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	<p>3</p>	<p>Training was successfully delivered to all TAs to enhance quality first teaching. These will continue to be embedded during the next academic year with no additional costing.</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>A group of staff are leading on improving mental health and well-being as part of the SSDP.</p> <p>A separate group of staff are working to improve Growth Mindset in school.</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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>5 £408</p>	<p>A group of staff introduced numerous measures to assist in SEL. These will continue to be embedded during the next academic year with no additional costing.</p>

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

Budgeted cost: **£10391**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	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 Toolkit Strand Education Endowment Foundation EEF	2 £1700
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4 £2691
Targeted 1:2 support for MA/HA children with PP teacher and personalized curriculum.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2, 3 £6000

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

Budgeted cost: **£11100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's	The DfE guidance has been informed by engagement with	6

<p>Improving School Attendance advice. Before school club offered to invited families with persistent absence.</p>	<p>schools that have significantly reduced levels of absence and persistent absence.</p>	<p>£1000</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>
<p>Improve the quality of social and emotional (SEL) learning. ELSA training for an additional member of staff.</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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>5 £5,100</p>
<p>Improve attendance of children and engagement in extra-curricular activities through music enrichment, trips and residential.</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>5 £5000</p>

Total budgeted cost: £32000

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 2021 to 2022 academic year.

Year 1 Review (2021-2022)		Amendments for next year	Year 2 Review (2022-2023)		Amendments for next year
Impact	Issues		Impact	Issues	
<p>Academic targets remained a focus during 2021-22 with Covid recovery requiring continued increased investment in wellbeing, mental health and nurture, particularly for our disadvantaged pupils.</p> <p>Attainment for disadvantaged children at the end of Summer 2022 in Y1-Y6 was:</p> <p>Reading 67% of children are working ARE+</p> <p>Writing 37% of children are working ARE+</p> <p>Maths</p>	<p>Covid Impact Many of our disadvantaged children attended school at least part time during lockdowns. Not all families took up the offer to attend. This has meant a wider gap to close for some. During the lockdowns, the Headteacher ensured all children were able to access remote lessons with hardware loans and support for those who couldn't, however a higher number of disadvantaged children not attending school did not engage at all or as fully compared to nondisadvantaged peers. This had a cumulative impact on</p>	<p>Whilst the attainment gap between disadvantaged and non-disadvantaged children in Reading and Maths remains a high priority for all cohorts, closing the significant gap evident in writing remains our main priority in 2022-23.</p> <p>Across all three areas, high priority will be given to developing the pedagogies of expert teachers. This will be achieved through CPD through the Literacy Company.</p>			

<p>61% of children are working ARE+</p>	<p>the attainment of a significant number of disadvantaged pupils.</p> <p>For those who were at home, regular check ins with children were provided by either the class teacher, TA or SENDCo.</p> <p>A small number of children did not receive in person peer interaction and in person teaching during this time due to parental choice. For some this has heightened emotional and behavioural traits.</p> <p>It is important that we continue to recognise the impact of the above and tailor support accordingly to continue to successfully close the attainment gap.</p>	<p>Additional phonics and reading interventions in Years 2, 3 and 4. These cohorts have experienced the most impact from lockdowns in their reading – having missed a great deal of early reading input.</p>			
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Overall review: End of Year 3 (2023-2024)

Desired Outcome	Actions / Approach	Estimated Impact	Lessons Learned	Cost
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Further Information

Review of Expenditure 2021-2022				
Quality of teaching for all				
Activity	Evidence that supports this approach	Challenge number(s) addressed	Lessons learned (and whether you will continue with this approach)	Budgeted Cost 22-23
<p>TA support within classrooms to offer academic and emotional support to pupils.</p> <p>To enhance and build strong relationships with pupils and parents.</p>	<p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1, 2, 3, 4, 5	<p>TA support has strongly assisted in the emotional and academic support.</p> <p>This will be changing during the course of 2023 due to school budget.</p> <p>KS1 TA's to deliver PP interventions.</p>	
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</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:</p>	2	<p>The phonics scheme was reviewed after the phonics check in Summer 22.</p> <p>A new phonics scheme is being introduced from January 23 with no additional Pupil premium budget being spent in this area.</p>	£0

Essential Letters and Sounds.	Phonics Toolkit Strand Education Endowment Foundation EEF			
<p>Our Maths lead and Deputy are attending Maths mastery courses throughout the year to cascade knowledge to other members of staff.</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	3	<p>Teachers have provided CPD to all staff. These courses continue into 22/23. No additional costing.</p> <p>CPD to be delivered in Writing teaching through the Literacy Company.</p>	£3,000
Training of TAs in delivery of maths curriculum, focus on mastery and vocabulary.	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	3	<p>Training was successfully delivered to all TAs to enhance quality first teaching. These will continue to be embedded during the next academic year with no additional costing.</p>	£0

	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>Mastery education:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>			
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>A group of staff are leading on improving mental health and well-being as part of the SSDP.</p> <p>A separate group of staff are working to improve Growth Mindset in school.</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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>5 £408</p>	<p>A group of staff introduced numerous measures to assist in SEL. These will continue to be embedded during the next academic year with no additional costing.</p>	<p>£0</p>

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

Budgeted cost: **£10391**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Lessons learned (and whether you will continue with this approach)	Budgeted Cost 22-23
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2 £1700</p>	<p>Phonics intervention was given in line with ELS strategy.</p> <p>The phonics scheme was reviewed after the phonics check in Summer 22.</p> <p>A new phonics scheme is being introduced from January 23 with no additional Pupil premium budget being spent in this area.</p>	<p>£0</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p>	<p>4 £2691</p>	<p>This approach was successful.</p> <p>The gap has been narrowed in reading, writing and maths. See data below.</p> <p>Approach to continue. To include children who would also benefit from intervention due to lower number of KS2 PP children.</p>	<p>£3,888- NTP</p>

<p>impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>			
<p>Targeted 1:2 support for MA/HA children with PP teacher and personalized curriculum.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2, 3 £6000</p>	<p>This approach was successful. The gap has been narrowed in reading, writing and maths. See data below. Approach to continue. To include children who would also benefit from intervention due to lower number of KS2 PP children.</p>	<p>£8,500</p>

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

Budgeted cost: **£9000**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Lessons learned (and whether you will continue with this approach)	Budgeted Cost 22-23
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Before school club offered to invited families with persistent absence.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p> <p>£1000</p>	<p>This was not accepted by many families. Those who struggled to get their children into school on time decided this would not be of benefit to them.</p> <p>This will still be available for those who need support.</p>	<p>£500</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>		<p>£500</p>
<p>Improve the quality of social and emotional (SEL) learning.</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</p>	<p>5</p> <p>£5,100</p>	<p>ELSA training and monitoring sessions will continue due to high impact on a wide number of children.</p>	<p>£2,000</p>

<p>ELSA training for an additional member of staff.</p>	<p>performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>			
<p>Improve attendance of children and engagement in extra-curricular activities through music enrichment, trips and residential.</p>	<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>5 £5000</p>	<p>This will continue to be offered for all PP children. Due to the current financial climate, school is covering more of these costs to parents to ensure equal opportunities.</p>	<p>£6,000</p>

Total budgeted cost: £34,000

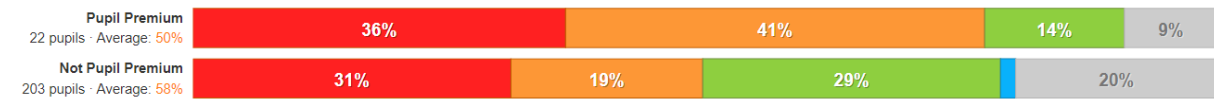
Data Overview July 2022

Autumn 2021 Start point

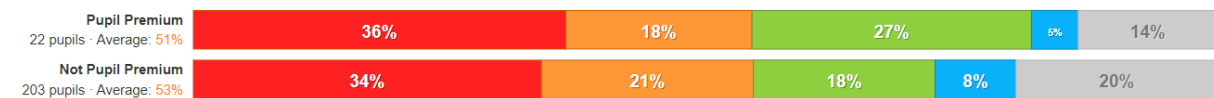
Reading



Writing

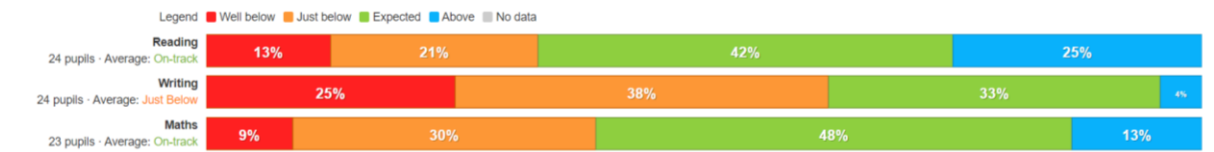


Maths

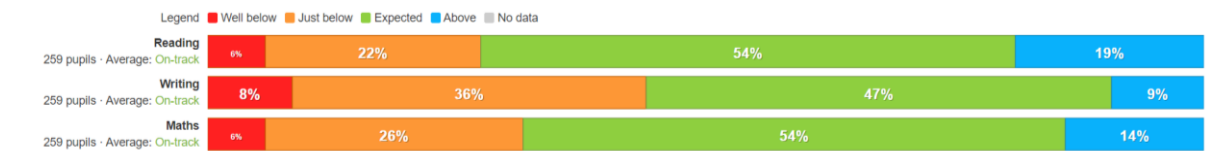


Summer 2022

Attainment Overview for Pupils (from 2021-2022) who are disadvantaged - 2021-2022 Summer 2 - Main Assessment Print



Attainment Overview for Pupils (from 2021-2022) who aren't disadvantaged - 2021-2022 Summer 2 - Main Assessment Print



Progress made in all areas by PP children.

Reading ARE+ Aut 21' 27% July 22' 68% - Progress of 41%

Writing ARE+ Aut 21' 14% July 22' 40% - Progress of 26%

Maths ARE+ Aut 21' 32% July 22' 60% - Progress of 28%

Starting point for Aut 2022 improved on previous year.

Improvement from 84% to 61% not on track for writing Year 1-6.

Improvement from 60% to 34% not on track for reading Year 1-6

<u>Gap to Non PP</u>	<u>ARE+</u>	<u>GD</u>
Reading	5%	+7%
Writing	16%	5%
Maths	8%	+2%

Significant gap in ARE + writing evident.

In reading and maths, the greater depth attainment is higher with PP children. This shows that the academic interventions have been working in this area.

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We identified gaps in service children's education and addressed this with targeted support. We offered ELSA sessions when needed.
What was the impact of that spending on service pupil premium eligible pupils?	Assessments demonstrated progress in subject areas where extra support classes were provided. Service children are all working at ARE or above.

Approaches that you could implement	
High-quality teaching	Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils
	Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning
	Mentoring and coaching
	Recruitment and retention of teaching staff
Targeted academic support	Technology and other resources focussed on supporting high quality teaching and learning
	Interventions to support language development, literacy, and numeracy
	Activity and resources to meet the specific needs of disadvantaged pupils with SEND
	Teaching assistant deployment and interventions
Wider strategies	One to one and small group tuition
	Peer tutoring
	Supporting pupils' social, emotional and behavioural needs
	Supporting attendance
	Extracurricular activities, including sports, outdoor activities, arts, culture and trips
	Extended school time, including summer schools
Breakfast clubs and meal provision	
Communicating with and supporting parents	
Schools may be justified in funding items not listed where this is necessary to overcome specific barriers to student attainment, for example to meet acute needs around student equipment to ensure readiness to learn.	
Across all tiers, schools should also consider how funding is used to support:	
<ul style="list-style-type: none"> Effective identification of pupil needs, for example through diagnostic assessment Successful implementation of approaches Effective monitoring and evaluation of approaches 	