

Pupil premium strategy statement – Hawridge and Cholesbury CE School

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

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

School overview

Detail	Data
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	14.2% (27 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	December 2023 – December 2026
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	
Pupil premium lead	Heather Woodward and Caroline Davey
Governor / Trustee lead	Phillip Harrison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1455 per child £49,470
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£4696
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£54,166

Part A: Pupil premium strategy plan

Statement of intent

At Hawridge and Cholesbury we want to ensure that all children make good progress and achieve their full potential. We recognise that some of our children may face additional challenges. Our aim is to ensure that we address these challenges in order to support disadvantaged children to achieve highly and make good progress in all areas of the curriculum. Our Pupil Premium Strategy focuses on putting the necessary support in place so that there is no discrepancy between the attainments of disadvantaged children when compared with the attainment of their non-disadvantaged peers.

We have carefully considered the challenges faced by the disadvantaged children in our school and outline in our strategy the evidence based support we will be putting in place to address these. The strategies we will implement aim to improve the progress and attainment of our disadvantaged children but it is our belief that all children in our school will benefit, leading to improved progress and attainment for all.

There is a substantial amount of evidence to support the effects of health and wellbeing on attainment. In order to learn, children must first have their physical and psychological needs met. The full impact of the pandemic on children's wellbeing is not yet understood but child health and wellbeing remains at the heart of everything we do and will be a major focus in our Pupil Premium Strategy.

Research has shown that high quality teaching is key to closing the disadvantaged attainment gap and for this reason it underpins much of our Pupil Premium Strategy. There will be a focus on developing the quality of teaching through focused CPD and sharing effective practice.

To ensure we achieve the intended outcomes of our Pupil Premium Strategy **we have:**

- used 'assessment not assumption' to identify the key challenges facing our disadvantaged children
- chosen evidence based approaches which will support the progress and attainment of all children
- set out a 3 year plan where we can fully embed the strategies outlined and build on our successes yearly.

To ensure we achieve the intended outcomes of our Pupil Premium Strategy **we will:**

- take a whole school approach to supporting disadvantaged children, where everyone

takes responsibility for children’s outcomes

- have high expectations of what children can achieve and ensure that children are appropriately challenged in order to move their learning forward.
- be responsive to the needs of our children
- be reflective about what is working well and what we need to change to meet the needs of our children.

Challenges

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

Challenge number	Detail of challenge
1	Additional Social and Emotional needs <i>37% of our disadvantaged children have additional social and emotional needs.</i>
2	Parental Engagement Parental engagement from our disadvantaged families continues to be an area for development. 25.9% of parents of disadvantaged children did not attend parents evening.
3	Attendance Attendance is a concern for 22.2% of our disadvantaged children.
4	SEND 37% of our children who are disadvantaged also have special educational needs.
5	Reading in Key Stage 1 In Summer 2023, the attainment gap between disadvantaged and non-disadvantaged in reading at Key Stage 1 was -64.0.

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
Children with social and emotional needs will have increased self-esteem, resilience and wellbeing.	There will be an increase in self-esteem and wellbeing shown by pupil questionnaires such as the Hare Self Esteem scale (Hare 1975) and wellbeing surveys. Teachers report increased resilience in disadvantaged pupils.

	<p>Children receive individualised support at the time of need :</p> <p>A range of interventions and support strategies are in place across the school that have been adapted to suit the needs of the child. These are put in place quickly once the need is identified.</p> <p>Children have a positive attitude towards school and know where they can go for support:</p> <p>Pupil Voice and pupil surveys demonstrate a positive view of school.</p> <p>Pupil surveys show that pupils know who they can talk to for support when they are worried.</p> <p>Pupil voice shows that pupils feel they have been given the right support to prepare them for secondary school.</p> <p>Pupil surveys show no difference between how prepared non-disadvantaged and disadvantaged children feel for their move to secondary school.</p>
<p>Improved parental engagement from parents of disadvantaged children.</p>	<p>Levels of engagement for disadvantaged children is in line with non-disadvantaged children</p> <p>This will be monitored through attendance at parents' evenings, reading records, homework, attendance at events, parent workshops etc.</p>
<p>Improved attendance of disadvantaged children.</p>	<p>Attendance data will show an improvement in the attendance of disadvantaged children.</p> <p>The attendance of disadvantaged children will be in line with the attendance of non-disadvantaged children.</p>
<p>Children with special educational needs make improved progress and attainment from their starting points in Maths.</p>	<p>67% of children with SEND achieve expected levels in Mathematics at the end of Key Stage 2 (July 2026).</p>
<p>To narrow the attainment gap between disadvantaged and non-disadvantaged children by the end of Key Stage 1 in Reading.</p>	<p>The gap between disadvantaged and non-disadvantaged children by the end of Key Stage 1 will decrease.</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: £9100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher and LSA training on supporting children with social and emotional needs.	<p>Children’s social and emotional wellbeing is now recognised as a key factor in determining how well children do at school (National Institute for Health and Clinical Excellence, 2008, 2009), with direct teaching of EL found to increase children’s academic achievement and improve behaviour (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Zins, Bloodworth, Weissberg, & Walberg, 2007).</p> <p>Research has found that socioemotional skills and well-being underpin later academic achievement 3 (Duncan et al., 2007; Greenberg et al., 2003; Berger, Lidia, Alejandra & Neva, 2011; Djambazova-Popordanoska, 2016)</p>	1, 3
Clicker training for all staff.	<p>A study undertaken by Angus Council across eight of its primary schools investigated the impact of using Clicker to support writing. Clicker was used to support children across the ability spectrum, including those who usually had no additional support, and those who had significant levels of additional support.</p> <p>The study analysed work produced by the children and found that pupils experienced significant benefits from using Clicker, across all eight schools. This was consistent for pupils of differing abilities and differing levels of experience using the software.</p> <p>Some of the key findings include:</p> <ul style="list-style-type: none"> • Use of Clicker resulted in almost three times the number of words being written, with more than twice the number of multi-syllabic words used. • Pupils requiring significant or average support took over a third less time to complete their work when using Clicker, and with over four times less help from teachers / TAs needed. • Overall, pupils required help or prompting 	4

	6.5 times less when using Clicker to support their writing; highlighting the significance of Clicker in encouraging independent work.	
Read Write Inc Phonics training for new staff.	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 children (+ 5 months). Phonics Toolkit Strand Education Endowment Foundation EEF	4, 5
Speech Link Trained LSA to train other LSAs on Speech-Link to ensure early identification of children with speech and language difficulties in EYFS and provide the necessary support.	Speech and Language Link has been shown to be effective in supporting pupils with Speech, Language and Communication Needs (SLCN). Results from projects across the country have demonstrated positive outcomes including increased progress compared to control groups as well as improved understanding, communication, confidence and participation. https://speechandlanguage.info/resources/perch/pdf/impact-report-1.pdf	4
Staff training on Fast Feedback approach.	Verbal feedback can provide + 7 months progress. Oral feedback involving metacognitive and self-regulatory approaches may have greater impact on disadvantaged and lower attaining children. The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress).	4
Maths Training for all staff in how to support children with SEND in the subject using collaborative learning approaches. Teacher-share sessions half termly to discuss strategies used and their effectiveness. Regular pupil progress meetings.	The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year.	4

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

Budgeted cost: £35, 352.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nessy Intervention to support children who are working below ARE in reading.	A range of studies have found Nessy to be effective in developing children's reading and spelling abilities, particularly for children who are working significantly below age related expectation and those who demonstrate dyslexic tendencies. https://www.nessy.com/en-us/shop/research	4, 5
Catch up phonics interventions for children working below ARE in Reading	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 children (+ 5 months). Phonics Toolkit Strand Education Endowment Foundation EEF	4, 5
Tutoring by specialist teacher	EEF Toolkit (Education Endowment Foundation, 2021) suggests that small group tuition has +4 months benefit and 1:1 tuition can have a benefit of +5 months	4, 5
Additional reading support for children working below ARE in Reading or who are not being read with regularly at home. Use of Paired Reading strategy in these sessions.	Paired reading is a research-based fluency strategy used with readers who lack fluency. The following research supports the use of the paired reading strategy for developing fluency and raising attainment: Fuchs, D., Fuchs, L., & Burish, P. (2000). Peer-Assisted Learning Strategies: An Evidence-Based Practice to Promote Reading Achievement. <i>Learning Disabilities Research and Practice</i> , 15(2), 85-91. Koskinen, P. & Blum, I. (1986). Paired repeated reading: A classroom strategy for developing fluent reading. <i>The Reading Teacher</i> , 40(1), 70-75.	4, 5
Teachers and LSAs to target children who are not being read with regularly at home and provide additional home communication or incentives. Work with	Research collated by the EEF suggests that the average impact of parental engagement approaches is an additional four months' progress over the course of a year, for low cost. Evidence suggests that there are higher impacts for children with low prior	2, 4, 5

families to increase parental engagement in weekly reading and the recording of this.	attainment.	
Half termly 1:1 meeting time between class teachers and the disadvantaged children and children with SEND in their class. Teachers to discuss targets and progress with each child, focusing on achievements and next steps in targeted areas.	Verbal feedback can provide + 7 months progress. Oral feedback involving metacognitive and self-regulatory approaches may have greater impact on disadvantaged and lower attaining children. The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress).	4, 5
Class teachers and LSAs use 'conferencing' and verbal feedback to respond to children's work. Children peer and self-assess their work.	Studies have shown positive effects of feedback from teachers and peers (EEF) Verbal feedback can provide + 7 months progress. Oral feedback involving metacognitive and self-regulatory approaches may have greater impact on disadvantaged and lower attaining children.	4
Maths booster sessions for children working below ARE delivered by HLTA Employ HLTA	EEF Toolkit (Education Endowment Foundation, 2021) suggests that small group tuition has +4 months benefit and 1:1 tuition can have a benefit of +5 months	4
Targeted interventions e.g. nurture groups, friendship groups, problem solving groups, ELSA.	Children's social and emotional wellbeing is now recognised as a key factor in determining how well children do at school (National Institute for Health and Clinical Excellence, 2008, 2009), with direct teaching of EL found to increase children's academic achievement and improve behaviour (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Zins, Bloodworth, Weissberg, & Walberg, 2007). Research has found that socioemotional skills and well-being underpin later academic achievement 3 (Duncan et al., 2007; Greenberg et al., 2003; Berger, Lidia, Alejandra & Neva, 2011; Djambazova-Popordanoska, 2016)	1, 3
Art Therapy	The studies provided important evidence of some positive effects and no negative effects. Benefits were reported for children	1, 3

	struggling with classroom behaviour, Oppositional Defiant Disorder, Separation Anxiety Disorder, Locus of Control and self-concept. (Primary school based art therapy- a review of controlled studies, McDonald and Drey 2017)	
Play Therapy	Play Therapy UK's latest research shows that between 74% and 83% of children receiving play therapy, delivered to PTUK/PTI standards, show a positive change. The more severe the problems the greater percentage of positive change (74% for those with slight/moderate problems, 83% for those with severe problems). Age also has an effect on improvement: the younger the child the greater the percentage positive change: 80% at age 6 - 71% at age 12.	1, 3
One to one social and emotional support/skills teaching	<p>"Social and emotional skills can improve academic attainment and enhance pupils' motivation, as well as promote wellbeing and help prevent mental health difficulties from developing.</p> <p>Schools can play a pivotal role in building the strong emotional foundations that all of us need in order to thrive and be mentally healthy." (Anna Freud National Centre for Children and Families).</p> <p>Research has found that socioemotional skills and well-being underpin later academic achievement 3 (Duncan et al., 2007; Greenberg et al., 2003; Berger, Lidia, Alejandra & Neva, 2011; Djambazova-Popordanoska, 2016)</p>	1, 3

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

Budgeted cost: £10, 460

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce new attendance initiatives to improve school attendance of all learners	Positive impacts have been found for both parental communication approaches and targeted parental engagement interventions. The average impact was larger for targeted parental approaches. Responsive interventions in which a member of staff or team use multiple interventions and target approaches specifically to the needs of individual pupils was also found to be effective (EEF Attendance Interventions	2, 3

	Rapid Evidence Assessment March 2022)	
Forest School	<p>There is a wide range of research highlighting the positive effects of physical exercise on mental health and well-being as well as physical health.</p> <p>Outdoor Learning has been shown to have a range of significant benefits, including:</p> <ol style="list-style-type: none"> 1) Improved physical health 2) The development of an appreciation and understanding of the world around us 3) Improved mental health 4) The development of key skills, such as problem solving 5) The development of interpersonal skills, such as communication. 	1, 3
Activities to increase wellbeing and cultural capital- residential, school trips, experiences, adventure days etc.	<p>The EEF state “Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.”</p> <p>Educational trips have long been used to support learning in a range of subjects and learning to life. They can help pupils to develop a sense of responsibility outside the classroom, giving them opportunities to put into practice the content learned in the classroom.</p> <p>They can also help develop students’ self-esteem, self-confidence, and self-belief.</p> <p>It is well understood that trips and educational visits can provide children with the opportunity to experience different cultures, respect differences, and develop new friendships with their peers, broadening their horizons and knowledge.</p>	1, 3
<p>Hold enrichment days where children can choose from a selection of activities e.g. cooking, sports, crafts.</p> <p>Involve parents where possible.</p>	<p>Enrichment opportunities are encouraged by the Department for Education (DfE) and Ofsted. The importance of personal development and extending the curriculum beyond academic achievement is well understood.</p> <p>Enrichment opportunities can help children to develop their interests and talents and enable them to develop their character, including resilience, confidence and independence. They can support their understanding of how to keep physically and mentally healthy, prepare them for future success and help to equip them with the skills needed to become responsible,</p>	1, 2, 3

	respectful and active citizens.	
Art and Music activities and themed days Involve parents where possible.	Participation in artistic and creative activities such as dance, drama, music, painting and sculpture has been found to have a positive impact on academic outcomes in other areas of the curriculum (EEF + 3 months), as well as the additional positive impact on mental health and wellbeing. More positive attitudes to learning and have also consistently been reported. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1, 2, 3
Develop an integrated whole-school policy on mental health and wellbeing. Involve parents in our well-being ethos through events, information and tips in the newsletters, text messages and website and social media posts. Provide resources and ideas for promoting well-being at home for children and parents.	Research collated by the EEF suggests that the average impact of parental engagement approaches is an additional four months' progress over the course of a year, for low cost. Evidence suggests that there are higher impacts for children with low prior attainment.	1, 2, 3, 4
Implement and embed a wide range of parental involvement strategies (including the use of social media, parenting courses, improving pre-school links for smoother transition and earlier parental engagement)	Research collated by the EEF suggests that the average impact of parental engagement approaches is an additional four months' progress over the course of a year, for low cost. Evidence suggests that there are higher impacts for children with low prior attainment. Positive impacts on school attendance have been found for both parental communication approaches and targeted parental engagement interventions. The average impact was larger for targeted parental approaches. (EEF Attendance Interventions Rapid Review, 2022)	1, 2, 3, 4

Total budgeted cost: £54, 912.50

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of Academic Year 2022-2023 and Review of Pupil Premium Strategy Plan 2020-2023

Outcome 1: Children with special educational needs make improved progress and attainment from their starting points in Reading, Writing and Maths.

One of our three year strategy targets was for 60% of children with SEND to achieve expected levels in Reading, Writing and Mathematics (combined) at the end of Key Stage 2 (July 2023).

In Summer 2023, no children with SEND in Year 6 achieved combined age related expectations (ARE) in Reading, Writing and Maths. However, 2/6 (33.3%) children with SEND in Y6 improved upon their combined score, making progress towards the age related expectations. This target was maybe too broad and difficult to achieve. In our next strategy plan we will focus on Maths individually and maintaining no attainment gap in reading and writing between disadvantaged and non-disadvantaged pupils with SEND.

Our other three year target in this area was for 100% of children with SEND to make improved progress in Reading, Writing and Mathematics compared to the previous academic year's progress.

The data from Summer 2023 showed that in reading – 83% of children with SEND showed improved progress in SATs scores in Y6.

The attainment gap between our disadvantaged and non-disadvantaged is now 4.2 - showing that our disadvantaged are outperforming our non-disadvantaged in reading, as well as outperforming non-disadvantaged children both locally (2.9) and nationally (3.3).

50% of children with SEND in year 6 made progress in terms of their reading age.

In Maths 67% of children with SEND showed improved progress in SATs scores. The attainment gap between our disadvantaged and non-disadvantaged children is significant at – 33.3. This will be a focus for our next strategy plan.

There is no attainment gap in Writing between our disadvantaged and non-disadvantaged children (0.0).

Analysis shows that the progress of our children with SEND is on an upward trajectory, except for in the area of Mathematics. This has fed into our aims for our next 3 year plan.

Outcome 2: Improved parental engagement from parents of disadvantaged children.

Our parental engagement target was that levels of engagement for disadvantaged children would be in line with non-disadvantaged children by 2023/24.

This year we have held a lot of events where parents were invited to join their children in completing different activities. We have also held parent information events and workshops and there have been performances put on by the children for their parents.

Events that have taken place that involve parental engagement in the past year include:

- 'Read-ins' in Key Stage 1 and Reception (EYFS) where parents are invited to read with their child on Friday mornings between 8:40-9:00.
- 'Mystery Reader' every Friday afternoon in EYFS and Key Stage 1 where a parent volunteer from that class reads a story to the children.
- Phonics workshops for parents.
- A Key Stage 2 'Phonics surgery'.
- Stay and Play sessions in EYFS in the summer term.
- 'Kith and Kin' afternoons.
- The Year 6 Production.
- Bulb planting.
- A Nativity production.
- A Key Stage 2 Carol service.
- Maths mornings where parents were invited to share a maths lesson with their child.
- Sports day

Parental attendance was very good at all of these events, including both parents of disadvantaged and non-disadvantaged children. The attendance of parents of disadvantaged children was in line with that of parents of non-disadvantaged children.

Whilst most of our parents attended a parents evening for their child either on one of the main nights or at a separate meeting for parents of children with SEND, some did not book one or failed to attend the arranged time. 25.9% of parents of disadvantaged children did not attend parents evening. This demonstrates that whilst the parental engagement of disadvantaged children is in line with that of parents of non-disadvantaged children in some areas, it is still an area for development for us as a school and will continue to be a focus in our next strategy plan.

Mrs Phillips held a 'Reader's Tea' each term for the children who had achieved the minimum number of reads each week consistently throughout the term. At the end of the Summer term this was attended by just 4.8% of disadvantaged children. This demonstrates that there is still much work to do to support our disadvantaged families in this area. This has fed into our activities for our next strategy plan.

'The Duke Award' was launched in 2022 and encouraged children to take part in a wide range of enrichment activities and practise life skills in order to achieve an award. The school covered the cost of participation for all of our disadvantaged children. Whilst we know that many children have been working towards their award, no disadvantaged children have completed it to date. We have extended the end date and will be setting up a club to ensure that the children who want to have the opportunity to complete their award and gain their certificate and badge.

In order to expand the cultural capital of our disadvantaged children and provide them with enriching activities, these must be planned during the school day or by school staff to maximise the uptake and impact. This has been considered in our new strategy plan.

Outcome 3: Improved Reading attainment among disadvantaged children.

Our Success Criteria for this Aim was that Key Stage 2 reading outcomes in 2023/24 would show that more than 85% of disadvantaged children had achieved age related expectations.

In Summer 2023, 83.3% of disadvantaged children in year 6 achieved ARE in Reading, a rise of 50% from last year, and 16.7% achieved the higher standard.

The attainment gap between disadvantaged children and our non-disadvantaged children in year 6 demonstrated a positive difference in reading (4.2). Our disadvantaged children also performed better than non-disadvantaged children in Bucks (2.9) and non-disadvantaged children nationally (3.3).

Furthermore there is no attainment gap between disadvantaged and non-disadvantaged children in year 6 in writing, suggesting that improvements in reading have fed into improved overall literacy skills for our disadvantaged children.

Whilst we are pleased with our achievements towards this outcome, reading will continue to be a vital focus for our disadvantaged children, especially those who also have Special Educational Needs (37%) in our next strategy plan. Some of the strategies in place in the past year to support reading attainment will remain in place including Nessy intervention sessions and extra reading time with an adult during the week. In 2022/23 all pupils who were working below age related expectations in reading were invited to Nessy sessions before school. 36% (13 out of 36) of pupils who currently attend Nessy sessions are disadvantaged. Pupils who are below ARE in reading have also been given priority in parent/carer reading visits as well as being a focus for class teachers in early morning activity time. Children may also be given extra reading and/or phonics time during assemblies.

Outcome 4: To achieve and sustain improved wellbeing for all children in our school, particularly our disadvantaged children.

Disadvantaged children to engage in a wide range of enrichment activities to the same level as their non-disadvantaged peers.

In order to achieve our aim, we set out that sustained high levels of wellbeing from 2023/24 would be demonstrated by qualitative data from child voice, child and parent surveys and teacher observations and that there would be no difference between the attendance of disadvantaged children and non-disadvantaged children at wider curricular/enrichment activities by 2023/24.

This year we have provided a range of strategies to support the wellbeing of our children as well as a host of enrichment opportunities.

Our PSHE scheme (Jigsaw PSHE) is fully embedded and helps to support the wellbeing and social and emotional development of all of our pupils. Pupil voice and teacher feedback has been overwhelmingly positive. In a recent pupil voice, children described their lessons as 'calming' and 'fun' and said they enjoyed learning about friendship, relationships and how to keep themselves safe. They were able to talk clearly about a range of safeguarding topics and explain what they had learned about keeping themselves safe online as well as in different situations, for example around water. They were able to clearly explain some of the key learning from lessons this academic year and all children who took part said they liked the subject.

Our Art Therapist continues to support children within our school who have been identified as requiring this type of support. All of the children she is currently seeing are disadvantaged. Nurture sessions and social and emotional one to one sessions are provided for some children. Currently, 33% of children attending Nurture are disadvantaged and 27.3% of children who attend social and emotional sessions with the SENDCO are disadvantaged.

First Touch Football run an after school club for children wanting to develop their football skills. Disadvantaged children can now take part in the club free of charge. Last academic year 3 children took this up and this year 2 disadvantaged children attend.

Our disadvantaged children are offered a free homework club each week and despite re-promoting this, only 18.5% attend homework club regularly. However, club attendance for our disadvantaged children overall has increased hugely and now 62.9% of disadvantaged children attend at least one extra-curricular club and 22.2% attend more than one.

We contributed at least 50% of the cost of all residential trips for our disadvantaged families last academic year and again for the upcoming year 6 trip this academic year. In the Summer 2023 this applied to 4 children. The same number of children who are disadvantaged selected to attend this year and have received the 50% discount. One child took up a musical instrument and received a 50% reduction in their music lessons. This year another child has taken up this opportunity. Swimming lessons for years 3 and 4 have been discounted by half for our disadvantaged children and day trips have been capped at £10 with the school funding the remainder of the cost. It is vital that our disadvantaged children are able to access these important enrichment opportunities and we will continue to use some of our PPG funding to ensure this in the next year and in our three year strategy plan.

As a school we continue to provide a wide range of enrichment opportunities for our children and these have included:

- Live 'Meet the Author' sessions run by a local book shop to inspire the children to read as well as inspire them with their own writing.
- Local trips to the common and talks from members of the Common Committee about nature and the wildlife that inhabits the local common and woodland.
- Forest School sessions for every child once a week for half a term with their class.
- School trips and residential.
- History days in school.
- Immersive learning opportunities such as the fire brigade visiting.
- Kith and Kin afternoons.
- A trip to the River Chess.
- Year 2 Trout rearing and trout release at the River Chess
- Bulb planting.
- Sports day.
- Inter-school sports events such as netball, football and tag rugby.
- Multi-skills events at local secondary schools.
- A community cycling event.
- Hatching and rearing chicks.
- A Year 6 'enterprise day'.
- A trip to Tring Museum to view the Nature photography exhibition.
- Arts Award

Year 6 pupils visited Tring Natural History Museum to view the photography exhibition. They were then invited to take part in The Arts Award. Disadvantaged children attended free of charge and were offered the opportunity to take part in the Arts Award. Unfortunately, none of our disadvantaged children wished to take part but the feedback from the trip to view the exhibition was very positive and the children were clearly inspired by it.

Pupil, parent and teacher feedback about events such as those above is always positive and it is clear to see the difference they make to our children and how they enhance their school experience.

We have a continued and sustained focus on developing a curriculum that allows children opportunities to be 'FRESH' (Fascinated, Rounded, Eager to make a difference, Spiritual and Highly Aspirational) and this is embedded in planning in all subjects. Assemblies are held where children are able to share their experiences and learning with the rest of the school.

Pupil voice has taken place for all subjects this term and the vast majority of responses from children reflect a positive view of school, their learning and the different subject areas. Both disadvantaged and non-disadvantaged children report feeling happy at school and know who they can talk to if they are worried about something.

Externally provided programmes

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

Programme	Provider
Nessy	Nessy Learning
Clicker 8	Crick Software

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.