

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	677
Proportion (%) of pupil premium eligible pupils	12.85% (87)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022/2023 to 2025/2026
Date this statement was published	December 2022 December 2023
Date on which it will be reviewed	December 2023 December 2024
Statement authorised by	Lucy Eldridge (Head of School)
Pupil premium lead	Sally Scriven
Governor / Trustee lead	Ben Everest

### Funding overview

Detail	Amount 2022/23	Amount 2023/24
Pupil premium funding allocation this academic year	£141,892	£155,685
Recovery premium funding allocation this academic year	£14,500	£12,615
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable)  *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	PP- £4492 RPG= £9080  £13,570	£0
<b>Total budget for this academic year</b>	<b>£169,962</b>	<b>£168,300</b>

<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>		
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# Part A: Pupil premium strategy plan

## Statement of intent

### Our key ethos and aims include

- TMA adopts a whole school approach with all being empowered and accountable for our pupil premium pupils.
- There should be no gap in progress or attainment between pupil premium pupils and non-pupil premium pupils.
- Pupil premium funds will be ring fenced to directly benefit and target disadvantaged pupils, they will be specifically tailored to meet their individual needs and the provision will include ways which are in addition to and different from other intervention programs as required.
- All expenditure is evaluated using key performance indicators, including attendance, attainment, progress and punctuality.
- Pupil premium is a key focus of teaching and learning and plays a crucial part in planning, monitoring and assessment.
- Direct involvement by all stakeholders including our Inclusion Governor.
- Governors, especially our Inclusion Governor, to be fully involved in the monitoring and evaluation of the Pupil Premium interventions, analysis and costings.
- At Two Mile Ash School, our strategic vision for Pupil Premium pupils is to ensure outstanding provision at two levels, the whole school level and the bespoke, specific interventions for each pupil.

### Whole School Level:

- Our whole school offer is deep rooted in academic research and years of piloting new ideas with our most vulnerable being our benchmark.
- Our School Creed underpins our ethos of care, nurture and respect and addresses and celebrates the differences amongst all members of the TMA community.
- Enrichment is key to our success at TMA. We offer over 500 places each week in extra-curricular provision where Pupil Premium pupils are targeted and supported to attend.
- Parental engagement is key to providing a positive and nurturing environment in which our Pupil Premium pupils can achieve their potential.
- Early intervention and targeted learning support are central to our strategy. Closing attainment gaps very early on allows us freedoms to layer pupils with the huge number of experiences as they continue their journey through the school.
- On entry to the school our pupils have specific closing the gap interventions such as intensive phonics, reading recovery, maths led expertise, daily basic skills teaching and technological resources to redefine the learning experience. These are run by highly experienced Year 3 teachers, and supported by members of the Senior Leadership Team.
- Many pupils are taught in smaller groups for core subjects and by specialists in subjects such as, Music and in PE.

**Bespoke provision for individual pupils:**

- We believe that pupil premium should be used to impact the wider school but it is also pertinent that the pupil premium is specifically tailored to meet the needs of individual pupils, in addition to, and in different ways from our other intervention programmes.
- Our Pupil Support team provides specialisms across the spectrum of need at TMA. As we cannot compartmentalize pupils into specific boxes, we have created a referral system that engages all relevant stakeholders before provisions are introduced. This ensures that no child slips through the net. In addition, through the employment of a speech and language therapist, private educational psychologist, and a trained pupil's wellbeing practitioner we have immediate response times to any concerns.
- No one child is the same and this is reflected in the wide variety of ways pupil premium is utilised. The provision provided encompasses both direct approaches to 'narrowing the gap' and other more creative interventions, which subsequently influence academic achievement and very importantly enhance their social and emotional wellbeing.
- Our plans are adapted throughout the year and reviewed termly in conjunction with the Head of Inclusion, Heads of Year and members of the Senior Leadership Team. The adaptations to our pupil premium budget allocation are made specifically with the needs of each individual child in mind, therefore our final spend is expected to be slightly higher.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Underdeveloped oral language skills and vocabulary gaps</b> Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among pupils. These are more prevalent among our disadvantaged pupils than their peers.
2	<b>Outcomes in the core subjects</b> Internal assessments, in school monitoring and discussions with pupils indicate that disadvantaged pupils have lower academic achievement upon entry. We have also noticed that greater depth attainment across all year groups is significantly below that of non-disadvantaged pupils.
3	<b>Emotional Literacy</b> Our assessments, observations and discussions with pupils and families have identified the need of emotional literacy through consistent language for communicating emotions and needs between adults and

	peers. These challenges particularly affect disadvantaged pupils, including their attainment.
4	<b>Learning Behaviours</b>  Our assessments, observations and discussions with pupils and families indicate that the learning behaviours of pupils, particularly the most disadvantaged, are having an impact on the attainment across all aspects of school life.
5	<b>Parental Engagement and aspirations</b>  Discussions with all stakeholders indicate that the lack of parental engagement amongst the most disadvantaged is having an impact on pupil attainment.
6	<b>Extended opportunities and Enrichment</b>  Our attendance data for our extended opportunities over the last year indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations made by teachers and our Two Mile Ash Speech and Language Therapist indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.

Improved reading attainment among disadvantaged pupils.	<p>KS2 reading outcomes in 2024/2025 show that disadvantaged pupils meet the expected standard in line with their peers.</p> <p>KS2 reading outcomes in 2024/2025 show that disadvantaged pupils meet the greater depth standard in line with their peers.</p>
Improved writing attainment among disadvantaged pupils.	<p>KS2 writing outcomes in 2024/2025 show that disadvantaged pupils meet the expected standard in line with their peers.</p> <p>KS2 writing outcomes in 2024/2025 show that disadvantaged pupils meet the greater depth standard in line with their peers.</p>
Improved maths attainment among disadvantaged pupils.	<p>KS2 maths outcomes in 2024/2025 show that disadvantaged pupils meet the expected standard in line with their peers.</p> <p>KS2 maths outcomes in 2024/2025 show that disadvantaged pupils meet the greater depth standard in line with their peers.</p>
To achieve and sustain improved emotional literacy for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of emotional literacy from 2024/2025 demonstrated in qualitative data from student voice, student/teacher observations:</p> <ul style="list-style-type: none"> <li>• Teachers and adults using Zones of Regulation as a way of de-escalating and supporting children that are showing a diminished resilience and engagement with school both academically and pastorally.</li> <li>• All children to be able to be able to confidently talk about the zone they are in and share with their class teacher how they are feeling so that they are able to engage with school in a positive way.</li> </ul>

<p>To achieve and sustain improved learning behaviours for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of learning behaviours from 2024/2025 demonstrated in qualitative data from student voice, student/teacher observations:</p> <ul style="list-style-type: none"> <li>• Teachers and pupils actively using our Two Mile Ash School learning bees across all areas of the curriculum.</li> <li>• Pupils think about their own learning more explicitly, using strategies for planning, monitoring, and evaluating their learning (Metacognition).</li> <li>• <b>2023/24 - Employment of a learning mentor to work across the school providing interventions for children such as resilience, self-esteem and confidence.</b></li> </ul>
<p>Improved parental engagement among disadvantaged pupils.</p>	<p>Sustained high participation of parental engagement from 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> <li>• 100% parental attendance at parent consultations evenings</li> <li>• Minimum of 1 parental engagement school event each half term with a specific focus on inviting Pupil Premium parents and open to all parents.</li> <li>• Speech and Language/SEND drop in group for parents - one each half term.</li> <li>• Parents invited to inspiration days within year groups each term.</li> </ul>
<p>Improved aspirations, enrichment and extended opportunities attendance among disadvantaged pupils.</p>	<p>Sustained high levels of aspirations from 2024/2025 demonstrated in qualitative data from student voice, student/teacher observations:</p> <ul style="list-style-type: none"> <li>• At least eight visits per academic year focused on enrichment opportunities and life experiences.</li> <li>• Exposure to people from different careers, one visitor per year group each half term.</li> </ul>

	<ul style="list-style-type: none"> <li>• Links with key entities in the community police, firefighters, parish council, mayor etc.</li> <li>• Pupil Premium children targeted for extra-curricular and after school clubs with 1:1 conversations with children and parents to ensure they are accessing these and providing support as needed.</li> <li>• Pupil Premium children first to be selected for extra small group experiences such as Remembrance Day and visits to local places of interest.</li> <li>• A wide range of residential opportunities locally and cross-curricular activities. These can be subsidised/discounted for our Pupil Premium pupils. Enabling Pupil Premium pupils to be included and have these valuable and memorable experiences.</li> </ul>
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## 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: ~~£79,524.31(22/23)~~ **£80,062.23 (23/24)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Restructuring of the inclusion team in school. CPD and time given for inclusion leader and	"The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils." <a href="#">EEF, Moving forwards, making a</a>	1,2,3,4,5,6



<p>teachers to monitor teaching and learning of the disadvantaged pupils.</p> <p><b>2023-24</b>  <b>Further restructuring of the inclusion team to include a learning mentor.</b></p>	<p><a href="#">difference A planning guide for schools 2022–23</a></p>	
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Language (high level, subject specific) is still a key focus across all curriculum areas. Continued CPD from our SALT to ensure teachers are aware of the impact low language development has on children and how this best can be addressed for PP, and all, learners. Every opportunity taken to deliver and explain language is taken by all.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2,4</p>

<p>Enhancement of our mathematics teaching and curriculum planning in line with DfE and EEF guidance. With particular focus on teaching mastery through concrete, pictorial and abstract methods.</p> <p>Maths lead and leaders across school will support in ensuring key elements of guidance, Maths Hub resources and CPD (including Teaching for Mastery training) are delivered and used effectively.</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><a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/752222/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="https://www.eef.co.uk/publications/improving-mathematics-in-key-stages-2-and-3">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>2</p>
<p>Greater emphasis and opportunities for reading across the school within all core and non-core subjects at all levels; coupled with targeted mechanical and comprehension reading interventions across all year groups.</p> <p><b>2023/24</b></p> <p><b>Fresh Start reading intervention programme to be</b></p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/publications/reading-comprehension-eef">Reading Comprehension EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2</p>

<p><b>implemented as a reading intervention for Year 5 and Year 6.</b></p>		
<p>Whole School CPD in assessment for learning and High Quality Teaching. With a particular focus on adaptive teaching and challenging the most-able.</p> <p><b>2023/24</b></p> <p><b>Two members of our senior leadership team attended training on Rosenshine's Principles in Action. They have since lead CPD training for all teaching staff.</b></p> <p><b>With the Futures strategy within our Trust we will be gaining 1:1 devices (iPads) for all pupils. CPD training for all staff to use effectively. This will therefore create opportunities for further adaptation and creation of a broad and balanced curriculum.</b></p>	<p>Providing feedback is a well-evidenced to have a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p><a href="https://educationendowmentfoundation.org.uk/feedback/">Feedback   EEF (educationendowmentfoundation.org.uk)</a></p> <p>For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/individualised-instruction/">Individualised instruction   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2</p>

<p>Ensure the continued effectiveness of our Phonics programme through training and the use high quality resources (including books) to secure stronger phonics teaching for all pupils but especially those who are disadvantaged.</p> <p><b>2023/24 This academic year, we decided to further enhance our phonics interventions by purchasing all new RWI physical resources as well as online access and CPD for all staff. We also decided to create more smaller ratios of adults to children for our phonics intervention groups.</b></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: <a href="https://www.educationendowmentfoundation.org.uk/Phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2
<p>Whole school CPD and refresher training for Zones of Regulation</p> <p>Well-being coach to conduct whole class lessons with teachers supporting to model and embed Zones of Regulation strategies and language.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://www.educationendowmentfoundation.org.uk/Social-and-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p>	3
<p>Whole School CPD training for</p>	<p>Professional development can be used to develop a mental model of metacognition</p>	3,4

Metacognition and self-regulation approaches to teaching.	<p>and self-regulation, alongside an understanding of teaching metacognitive strategies. The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Metacognition and self regulation (Educationendowmentfoundation.org.uk)</a></p>	
Whole school CPD focused on Learning Bees, Collaborative Learning and Growth and fixed mind-set.	<p>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.</p> <p>Collaborative learning can describe a large variety of approaches, but effective collaborative learning requires much more than just sitting pupils together and asking them to work in pairs or group; structured approaches with well-designed tasks lead to the greatest learning gains.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Collaborative Learning Approaches (Educationendowmentfoundation.org.uk)</a></p>	4
Implementation of a whole school music and performing arts room.	<p>There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	5,6
Externally provided Thrive Well Being Course for wellbeing lead to then implement	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">Social and</a></p>	3, 4,5

CPD to all members of staff and parents.	<a href="https://www.educationendowmentfoundation.org.uk/emotional-learning-eeef">emotional learning   EEF</a> <a href="https://www.educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a>	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £86,186 (2022/23) **£85,114.37 (2023/24)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><del>Pearson Online Tutoring</del></p> <p><b>2023/24</b> <b>This academic year we decided not to continue with the online tutoring. Instead we employed a tuition intervention teacher to work with identified children to target specific needs and knowledge gaps.</b></p>	<p><del>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:</del></p> <p><a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition-eeef">One to one tuition   EEF</a> <a href="https://www.educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a></p>	1,2
<p><b>School Led Tutoring</b> 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.</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><a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition-eeef">One to one tuition   EEF</a> <a href="https://www.educationendowmentfoundation.org.uk">(educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition-toolkit-strand-eeef">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2

<p>Identification of key groups of children that require a smaller and graduated learning environment to increase confidence, bridge gaps in basic skills to allow progression.</p> <p>Smaller core support groups led by experienced members of the Senior Leadership Team with a good understanding of sequence of learning and skills progression.</p>	<p>Sutton Trust report, “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils”</p>	<p>1,2</p>
<p>Allocated experienced Year 6 teachers for the delivery of bespoke interventions (after school) to identified disadvantaged pupils in order to address the next steps in their learning.</p> <p>Disadvantaged pupils to perform in line with their peers and meet the end of key stage expectations.</p>	<p>Assessment data and outcomes will evidence the impact of the allocated teacher and the high quality teaching and intervention marking and feedback will instantly address any misconceptions and evidence progress in learning and attainment.</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: <a href="https://www.educationendowmentfoundation.org.uk/teaching-assistant-interventions">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2</p>
<p>CPD Training for identified support staff to deliver specific intervention programmes</p>	<p>Research shows that interventions which are based on a clearly specified approach which staff have been trained to deliver has a positive benefit pupil’s progress and attainment: <a href="https://www.educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1,2</p>
<p><del>Nessy Learning Targeted phonics booster</del></p>	<p><del>Strategies in place to close the gap need to be continued. The Nessy intervention has been shown to have impact in 2021-</del></p>	<p><del>1,2</del></p>

<b>2023/24</b> <b>This academic year, we decided to not continue with The Nesy programme and instead we focussed on refining our phonics intervention programme.</b>	22, so this will be targeted for disadvantaged children.	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: ~~£4,251.59 (2022/23)~~ **£3123.40 (2023/23)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Involvement in trombone music lessons as an extra-curricular activity.	<p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p> <p>Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></p>	6
Parental subject workshops to be held and direct invites sent to Pupil Premium parents.	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.	5



<p>Inspiration mornings held across school and direct invites sent to Pupil Premium parents.</p> <p>Information video to be created by Pupil Premium lead to discuss the benefits of receiving Pupil Premium funding and support given to help new parents access if eligible.</p> <p>Joint PATH events to continue developing the shared families approach.</p> <p>Continuation of working to develop the Pupil Premium handover document between the PATH schools.</p>	<p><a href="http://educationendowmentfoundation.org.uk">Parental Engagement EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>A wider cross curricular approach to ensuring visits and visitors to enhance the school offer.</p> <p>Continuation of prioritising Pupil Premium children for clubs and supporting widely as necessary.</p> <p>Pupil voice of the Pupil Premium children to ensure clubs and activities they are interested in are on offer.</p> <p>Aspirations/ carers fayre to be planned to expose all to high aspirations for the future.</p>	<p>It is the right of all children to be given the opportunities for inclusion in extra-curricular activities and trips. Children should not be denied these experiences due to any home circumstances.</p> <p>“Cultural capital is the essential knowledge that children need to prepare them for their future success” (Ofsted Inspection Handbook)</p>	6
<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</p>	6

	of funding aside to respond quickly to needs that have not yet been identified.	
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**Total budgeted cost: £169,962 (2022/23) £168300 (2023/24)**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### 2021/21 Review

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 2 performance data and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.

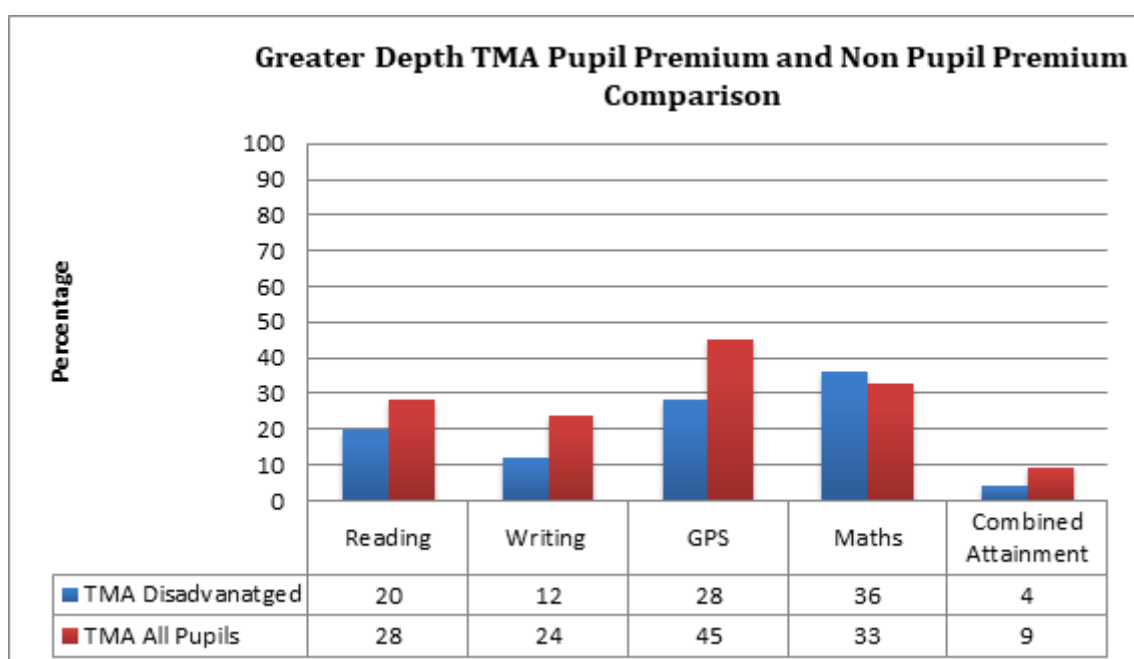
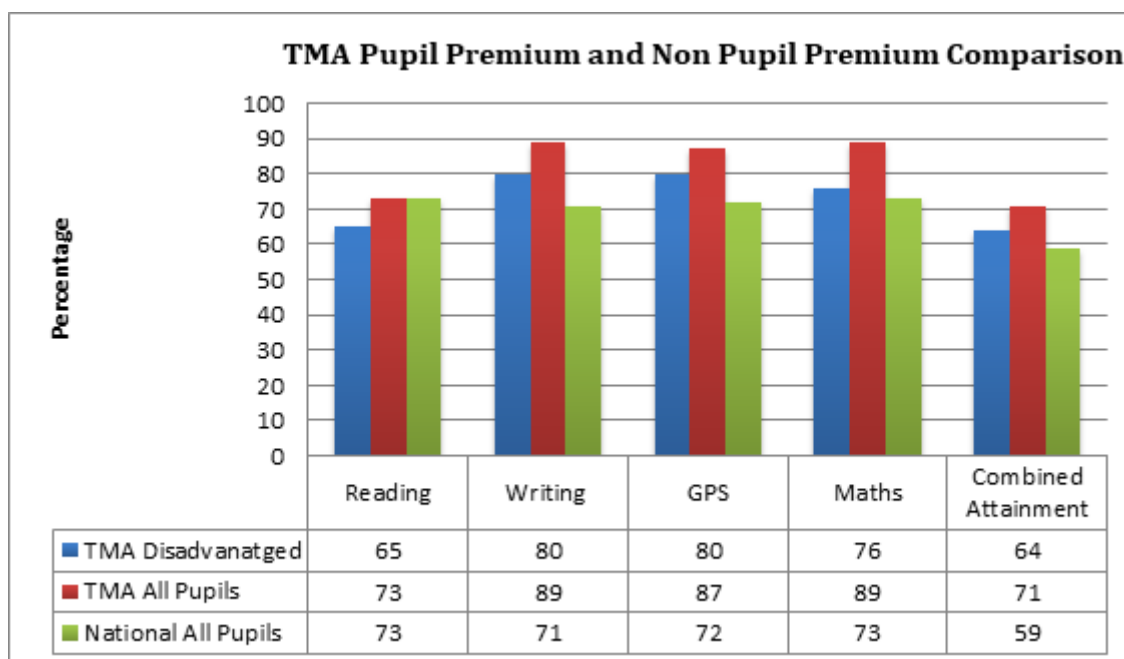
Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

There is still an attainment gap between our disadvantaged pupils and non-disadvantaged pupils. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Our observations and assessments demonstrated that pupil learning behaviour is a significant barrier for the disadvantaged. In addition to this, challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

## 2022/23 Review

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using Key Stage 2 performance data and our own internal assessments.



Disadvantaged Pupils at Two Mile Ash gained higher attainment scores in the following areas in comparison with the National Attainment of ALL pupils (Writing +9%, GPS+8%, Maths +3%), except for Reading where Two Mile Ash pupils were 9% below all pupils nationally. For 2023/24 in order to improve reading results for disadvantaged pupils we will continue with a focus on oral language interventions with support from our SALT (Speech and Language Therapist) in the hope for disadvantaged children to make rapid

and sustained progress. We will enhance our phonics interventions, with a focus on smaller group sizes as well as tailored CPD for our teaching staff.

Despite all disadvantaged pupils who attended tuition all making progress, in all areas there is an attainment gap between disadvantaged and non-disadvantaged in all subjects with the greatest being in maths at 13%. However disadvantaged pupils gained higher attainment than non-disadvantaged in Greater Depth maths. 2023/24 we will continue to provide disadvantaged pupils with the opportunity for school led tutoring as well as after school tuition to try and close the gap in all subject areas.

At the end of 2022/23, our observations and assessments demonstrated that there was a slight increase in pupil learning behaviour due to CPD tailored to our learning bees and growth/fixed mind-set. However, this is an area that as a school we still feel that there is a significant barrier for the disadvantaged. Therefore we decided to employ a learning mentor to support these children to enable them to build resilience, self – esteem and confidence.

Zones of Regulation has continued to be successful across the school. Through pupil voice, it has been evidenced that children can confidently talk about the zone they are in and share with their class teacher how they are feeling so that they are able to engage with school in a positive way. Our focus in 2023/24, is to continue implementing Zones with our new Year 3 cohort. In addition to this, working on a tool box for pupils to use to independently regulate.

Through observations and pupil voice, it has been seen that staff CPD on High Quality Teaching has had a positive impact on disadvantaged pupils. There will be further opportunities for CPD for all staff with a particular focus on adaptive teaching as well as the implementation of our 1:1 devices and the accessibility this creates for our disadvantaged pupils.

This year, we have had 100% parental consultations with all of our disadvantaged pupils. We also hosted several parental workshops (Zones of Regulation, Reading and Maths). We will continue these events into 2023/24 and hope to engage more disadvantaged parents to attend.

## 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
TT Rockstars	Maths Circle
Active Learn	Pearsons Education

Oxford Owl	Oxford University Press
Numbots	Maths Circle
Read Write Inc Phonics	Ruth Miskin

## 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**

We identified gaps in service children's education which we addressed with targeted support in both during and after school reading and maths tuition.

Both service children have had the opportunity represent the school in small group experiences such as the library and a remembrance day service and further opportunities will be provided throughout the academic year.

### **The impact of that spending on service pupil premium eligible pupils**

Teachers observed improvements in wellbeing amongst service children.

Assessments demonstrated progress in subject areas where extra support classes were provided.

## Further information (optional)

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.