

# Pupil premium strategy statement – 2024-25

## Strawberry Fields Primary School

This statement details our school's use of pupil 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   | 306 (F2 – Y6)                     |
| Proportion (%) of pupil premium eligible pupils  | 18% (55 children)                 |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> ) | <b>2024-25</b> , 2025-26, 2026-27 |
| Date this statement was published  | December 2024                     |
| Date on which it will be reviewed  | September 2025                    |
| Statement authorised by  | Susan Mumby                       |
| Pupil premium lead   | Tim Bradley                       |
| Governor / Trustee lead  | Nicola Hara                       |

### Funding overview

| Detail   | Amount  |
|--|---------|
| Pupil premium funding allocation this academic year  | £96,800 |
| Pupil premium funding carried forward from previous years<br>(enter £0 if not applicable)  | £0      |
| <b>Total budget for this academic year</b><br><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> | £96,800 |

# Part A: Pupil premium strategy plan

## Statement of intent

All the initiatives detailed in our Pupil Premium Strategy Statement are aimed at increasing outcomes for children who are in receipt of the Pupil Premium grant. Some will target a wider group, including some or all of our disadvantaged cohort, and some are whole school initiatives.

As the award of the grant implies, according to national data, Pupil Premium children often achieve at a lower level than their non-pupil premium peers. [Data suggests](#) that this gap widened as a result of the COVID-19 pandemic. Children born during the pandemic will be entering formal education during the years covered by this plan. It is also the case that this group of children may be disproportionately affected by social, emotional and behavioural challenges, which can in turn affect their learning.

It is, however, also important to recognise that not all pupils who receive the Pupil Premium grant will be socially disadvantaged, or will exhibit academic, social or behavioural difficulties, and that not all pupils who are socially disadvantaged and/or have such difficulties are registered or qualify for Pupil Premium. With this in mind, we will use the Pupil Premium grant to target all areas of need and to boost attainment and progress for **all** underperforming pupils. We will make judgements based on our knowledge of individual children and our strong links with families. Careful and specific analysis of the attainment and progress of all children, and in particular those who are eligible for Pupil Premium grants, will form a key part of our planning, implementation and evaluation cycle.

In individual year groups, our pupil premium numbers and outcomes vary to the extent that it is not easy to identify specific trends, but what can be said is that taken as a whole, our disadvantaged children perform less well than their non-disadvantaged peers. Diminishing this difference is the key aim of this Pupil Premium strategy.

It is our hope that all children at Strawberry Fields will achieve the best possible outcomes. This includes academic excellence, social and moral awareness, and good mental and physical health. We hope that when children leave our school at the end of year six, they are well prepared for the next stage of their education and for life beyond school, as the best versions of themselves they could be. We recognise that any barrier to learning can make it difficult for children to achieve, and that this can lead to cycle of disaffection, poor self-esteem and mental well-being, and entrenched academic failure. We will use the Pupil Premium grant to diminish any such barriers as much as is possible.

At Strawberry Fields, we believe it is essential that all children receive consistent good 'first wave' teaching as baseline expectation for curriculum delivery, effective interventions where necessary, pastoral support, and enrichment and enhancement activities. Whole school initiatives aimed at addressing barriers to learning and securing good quality first-wave teaching will disproportionately benefit disadvantaged learners and as such, we constantly review and adjust our curriculum provision to ensure it is the best it can be. [The EEF recommends](#) that investment in high-quality first-wave teaching should be a central plank of a Pupil Premium strategy.

At Strawberry Fields, the Pupil Premium grant will be used:

- To maintain a standard of academic excellence, through excellent first-wave teaching, high expectations, high-quality CPD for staff and an effective cycle of reflection, evaluation and improvement

- To invest in a dynamic and engaging curriculum, which is well led by subject leaders, well-resourced and well taught, where children 'learn more and remember more'
- Provide targeted intervention for learning and SEMH support where required
- Support our ethos of inclusion and of providing holistic support to children and families who need it
- Grow the confidence of all children, through providing 'safe-to-fail' classrooms where a culture of error is celebrated, and through valuing and developing children's voices, ideas and opinions, and through offering children a wide range of experiences
- To put in place the most effective possible measures to ensure good school attendance for all
- Ensuring a strong culture of accountability for leadership, class teachers, support staff and for the children themselves, meaning high-standards are expected and responsibility is taken by all for the progress of all children

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <p>In some cases, taught content is not always retained. This can cause particular difficulties when new content is taught that builds on assumed knowledge. We aim to create pedagogical models which allow children retain what has been taught more effectively.</p> <p>Examples include:</p> <ul style="list-style-type: none"> <li>- The role of oracy in the wider curriculum, to allow children to explore and understand content in more depth</li> <li>- The use of 'Flash Back Four' across a wider range of curriculum areas</li> <li>- Classroom displays being used to reinforce core content</li> <li>- The creation of 'Fundamentals' documents for all teaching across the wider curriculum, to ensure teachers and children know the core elements of each unit of teaching</li> <li>- The use of 'Checking For Understanding' strategies, which can be used as formative assessment to ensure teachers can support learners as required and move learning along at an appropriate pace</li> <li>- The use of the Strawberry Fields curriculum handbook and playbook to ensure a consistency of approach and expectation</li> <li>- Opportunities for personalised development through a coaching programme and through links with other schools in Selby Educational Trust</li> <li>- A rigorous, dialogic process of monitoring, feedback and self-development</li> </ul> |
| 2                | <p>Attendance remains a barrier to learning for some children, particularly those with attendance &lt;90% (persistent absentees).</p> <p>A disproportionate number of those children who remain persistent absentees are from the disadvantaged group. Children cannot develop good learning habits and develop the depth of curriculum knowledge required to build understanding of the long term. Moreover, poor attendance affects not only</p>   |

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|   | <p>their academic progress, through missed learning, but also their ability to make and sustain friendships with their peers and relationships with staff. There is a risk this can then form a 'vicious cycle', with poor school attendance itself creating new barriers to school attendance.</p> <p>We believe that, after years of national and school progress improving school attendance, the <a href="#">attendance 'contract'</a> between school and families has been damaged by the COVID-19 pandemic and the resulting periods of lockdowns, reduced school attendance and isolation. Returning to pre-pandemic attendance levels remains both a national and a school priority.</p> <p>It is important to understand that the reasons for persistent absenteeism are not uniform. A common trigger for low attendance at Strawberry Fields, including for some in our disadvantaged cohort, is term-time holidays, but other factors are more significant in other cases.</p> <p>We will continue to communicate our attendance expectations to our families regularly and clearly, and to follow our attendance policies robustly.</p> |
| 3 | <p>A small number of children at Strawberry Fields have significant emotional, social or behavioural needs. During the school year 2024-25, there will be a small number of children receiving 1:1 support which is not covered by SEND funding. This support is essential to manage the needs of these children and to ensure their learning and the learning of others in the class is not disrupted.</p> <p>In addition, a larger number of children receive regular 'trusted adult' support for behaviour and mental-health support and nurture groups. Many of these children are from our 'disadvantaged' cohort.</p> <p>Without this support, both their own learning, and that of their peers, would be significantly impacted.</p>  |
| 4 | <p>Language acquisition and vocabulary is a significant barrier to learning for some children. This barrier to learning has a particular impact on a significant proportion of our disadvantaged cohort.</p> <p>In Early Years and Key Stage One, this manifests in the form reduced oral language and communication skills. This can include whether children are able to adequately communicate their needs; whether their speech is intelligible; and whether they can speak in clear sentences using correct vocabulary.</p> <p>Where this challenge continues in Key Stage Two, not understanding or using key Tier 2 and Tier 3 vocabulary and complex sentence structures means children cannot fully access the curriculum.</p> <p>In addition, writing outcomes can be linked to speech as curriculum expectations in grammar, sentence structure and vocabulary increase. If children find it difficult to say a particular sentence, or to use a particular construction or piece of vocabulary, they are equally likely to be unable to write it.</p>  |
| 5 | <p>Reliable assessment is vital to plan the next steps in teaching and to evaluate the effectiveness of the curriculum. In English and Maths, assessments are made using a combination of standardised assessments and good teacher knowledge of the children and their work.</p> <p>We now need to ensure judgements in the wider curriculum can be made with similar confidence.</p>   |

## Intended outcomes

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

| Intended outcome   | Success criteria  |
|--|---|
| Develop already good practice to maintain consistently good and better teaching in all areas of the curriculum, and in-line with school and trust expectations                     | <p>Internal and external monitoring identify consistent good teaching and good outcomes.</p> <p>Data outcomes in-line or better than national averages.</p> <p>Work scrutiny and pupil voice interviews provide clear evidence that teaching is good, due to high quality outcomes and retention of taught content.</p> <p>Official school documentation, such as the playbook and the curriculum handbook, are in evident use in classrooms and have a clear impact.</p>   |
| Children are remembering more taught content, and recall this readily and apply it as required, including to demonstrate 'mastery'   | <p>Pupil discussions with senior leaders and subject leaders indicate good retention of core content and vocabulary.</p> <p>Data demonstrates good progress and good outcomes.</p> <p>External monitoring visits (e.g. lesson drop ins, work scrutiny, pupil discussions) indicate good retention of core content and vocabulary.</p>   |
| Assessment across the wider curriculum is reliable and feeds into curriculum development and improved outcomes   | <p>The end of year 'quiz' in wider curriculum subjects provides a useful measure of student attainment and progress.</p> <p>The use of Doug Lemov 'Checking For Understanding' strategies across the curriculum ensures teachers have useful formative assessment 'in the moment', which can be used to adapt teaching as necessary.</p> <p>Fundamentals documents across the wider curriculum ensure teachers have a clearer understanding of what core content is to be taught and assessed.</p> <p>Both summative and formative assessment data is useful to teachers and leaders to plan for intervention where necessary and for curriculum development.</p> |
| Pupil premium data improves as a direct result of actions taken to remove barriers to learning   | Comparison of teacher assessment and standardised test scores shows improvement over time.  |
| Attendance and punctuality improve, with fewer children being persistent absentees   | Comparison of assessment data shows improvement over time.  |
| Children continue to feel a sense of safety and belonging at SFPS, which in turn enables them to access learning and the wider range of experiences the school offers more readily | <p>Pupil and parent surveys (including the annual 'Pupil Engagement Survey') show continuing sense of belonging.</p> <p>Behaviour records continue to show low number of behaviour issues requiring in-school sanctions.</p> <p>Lesson observations/drop-ins show good learning behaviour and very little low-level disruption.</p> <p>Children participating in a range of wider curriculum opportunities demonstrates children feeling safe and wanting to engage with the wider school community.</p>  |
| Children develop their confidence as speakers through a planned, taught oracy programme.<br>Where there is a wider need, early intervention supports                               | <p>Monitoring of oracy teaching demonstrates good progress and clear, definable outcomes.</p> <p>Pupil interviews demonstrate children's growing confidence as speakers.</p>  |

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| children's speech and language development. | Where appropriate, speech intervention is in place either via referral to speech therapists or with support staff in school. These interventions are recorded on IPMs.<br>Anecdotal evidence such as parent feedback and conversations with children indicate children's growing confidence and maturity as speakers. |
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## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year (2024-25)** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £43,822

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><b>Maintain and further embed high-quality first-teaching for all children across the full curriculum.</b></p> <p>Retain significant leadership capacity and subject and phase leader release time to implement and monitor first-wave teaching and school development plan objectives through triangulation, the updating of the learning and teaching policies, changes to curriculum delivery, pedagogy and CPD.</p> <p>The Deputy Headteacher will not be class based for most of the week to concentrate on curriculum development and monitoring.</p> <p>All phase leaders are given time each week to monitor and develop their phase.</p> | <p>Good quality first-wave teaching is the best way to raise attainment for all, and that disadvantaged learners will benefit particularly from good teaching.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/School_Planning_Guide_2022-23.pdf?v=16528158312">https://d2tic4wvo1iusb.cloudfront.net/documents/School_Planning_Guide_2022-23.pdf?v=16528158312</a></p> <p>The guidance above suggests approximately 50% of school improvement investment should go towards establishing and maintaining a high-quality of first-wave teaching for all children, and that, <i>'The best available evidence indicates that great teaching is the most</i></p> | 1                             |



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|   | <i>important lever schools have to improve outcomes for their pupils.'</i>  |         |
| <p><b>Work closely with partner schools within SET to drive curriculum improvement and maximise outcomes.</b></p> <p>Collaborative working will also be used as appropriate in other areas of school improvement.</p>   | <p><a href="#">Selby Educational Trust</a></p>  | 1       |
| <p><b>To improve maths outcomes by developing and deepening teachers' understanding of the White Rose Maths scheme, and how this can be used and adapted to teach for mastery</b></p> <p>To use the White Rose Maths scheme consistently through school, from F2 to Y6. This consistency will allow children to become familiar with models and representations, reducing cognitive load and allowing children to focus more successfully on the mathematical content of lessons.</p> <p>Investment in training to deliver the 'Mastering Number' intervention across school to complement and reinforce core maths teaching.</p> <p>Time for subject leaders, phase leaders and class teachers to work alongside SET colleagues to enhance the delivery of maths at Strawberry Fields, including a deeper understanding of how White Rose Maths can be used and adapted to maximise outcomes and children's progression towards mastery of concepts.</p> | <p><a href="#">White Rose Maths</a></p> <p><a href="https://whiteroseeducation.com/who-we-are/our-story#more">https://whiteroseeducation.com/who-we-are/our-story#more</a></p> <p><a href="#">Mastering Number</a></p> <p>This programme (and its KS2 companion) have been used to good effect at SET partner schools.</p>  | 1       |
| <p><b>Maintain improvements and develop the wider curriculum</b></p> <p>All subject leaders will have a minimum of a half-day per term to monitor their subject.</p> <p>Subject leaders will enhance the delivery of their subject across school, for example through the use of 'fundamentals' documents for each unit of teaching and by incorporating a 'Flashback Four' into the start of each lesson as appropriate</p>  | <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1736699192">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1736699192</a></p> <p><a href="https://www.teachingtimes.com/why-subject-leaders-are-">https://www.teachingtimes.com/why-subject-leaders-are-</a></p> | 1, 4, 5 |

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|   | <a href="#">critical-to-whole-school-excellence/</a>  |      |
| <b>Coaching</b><br><br>All teaching staff at Strawberry Fields will be either coaches or coachees, to allow for professional discussions and specific, targeted opportunities to reflect on practice  | <a href="https://www.ictwand.online/coaching">https://www.ictwand.online/coaching</a>   | 1    |
| <b>To promote children's oracy skills, both through specific, taught oracy sessions, and through embedding an oracy approach within the wider curriculum.</b><br><br>All classes will have a weekly oracy lesson (teaching <b>to</b> talk), as well as using oracy structures a pedagogical model to deliver the wider curriculum when appropriate (teaching <b>through</b> talk).<br><br>The deputy headteacher will monitor the impact of the increased focus on oracy, and will assist teachers in planning activities, both in the short and long term. | <a href="#">Why Oracy Matters</a><br><br><a href="#">Transforming Teaching Through Talk</a><br><br><a href="#">We Need To Talk – Oracy Education Commission Report</a>  | 4    |
| <b>To ensure all curriculum subjects are fully resourced.</b><br><br>This includes online subscriptions to curriculum programmes and resources, such as Real PE, Sing Up, Kapow, White Rose Maths.<br>These schemes are adapted by subject leaders and class teachers to meet the needs of individual cohorts as appropriate, and will help support a high-quality and consistent delivery of the curriculum.<br><br>Investment in curriculum resources as appropriate.   | Good quality resourcing is essential for the delivery of high-quality first-wave teaching.<br><br><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a><br><br>As curriculum planning and provision has been enhanced, significant investment has been undertaken across different areas of the curriculum. | 1, 5 |
| <b>To ensure assessment in school is effective to enable teachers to make accurate judgements and for school leaders to put timely interventions in place.</b><br><br>Investment in the Insight online tracking system and a subscription to the No More Marking comparative judgement scheme for writing.  | <a href="https://www.splashlearn.com/blog/what-makes-summative-assessment-powerful-tool-for-teachers/">https://www.splashlearn.com/blog/what-makes-summative-assessment-powerful-tool-for-teachers/</a><br><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</a><br><br><a href="#">NFER tests</a>  | 1, 5 |



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| <p>Purchase of NFER tests to enable all year groups to make accurate formative assessments in Reading and Maths, to inform pupil progress meetings, target settings and future interventions.</p> <p>Subject and phase leader time to develop 'Flashback Four', 'Fundamentals' and End-of-year quizzes for the wider curriculum.</p> | <p><a href="#">No More Marking</a></p> <p>We have found moderation both within and across schools has been a very powerful tool, both for confidence in our judgements and for identifying areas of strength and for development across classes, phases and the school.</p> <p>Moderation of the wider curriculum will form part of our CPD programme.</p> |  |
|--|--|--|

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

Budgeted cost: £28,688

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p><b>Provide additional Teaching Assistant support to aid interventions (under direction of a class teacher).</b></p> <p>Specifically, these will include targeted phonics interventions using the Sounds Write approach in Key Stage 1 and Lower Key Stage 2, handwriting support, pre-teaching of mathematics content, same-day/next-day intervention and some delivery of speech therapy and other SEND interventions, for example to support children with dyslexia, ASD and a wider range of SEMH needs. Funding for these SEND interventions is <b>not</b> double counted against any existing FFI or EHCP funding.</p> | <p>Individual and small group intervention and targeted tutoring are shown to be impactful</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p>In school observation and data indicates that when interventions are delivered by school staff, this is more effective as gains can be followed up in class</p> <p><a href="#">Sounds Write</a></p> | 1, 4                          |

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|--|---|------|
| <p>A small number of children in school, many of whom are from our disadvantaged cohort, exhibit significant emotional and behavioural needs and/or have wider SEND needs and are in receipt of little or no SEND top-up funding or EHCP support.</p> <p>Providing additional support to these children, from 'trusted-adult' support as needed to, in some cases, full-time 1:1 support, is essential both to their own social, emotional and academic development, but also enables their inclusion within a mainstream classroom.</p> | <p>When children feel safe, happy and valued, they will be better able to access curriculum learning and to make progress.</p> <p>Experience of successfully including children with a variety of wider needs forms the core of our approach. We also liaise with external agencies for expert support where required, and this advice forms the core of our Pupil Passports and any IPRA's.</p> <p><a href="#">Attachment issues in children</a></p> | 2, 3 |
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25,213

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Additional office staff capacity to help deliver the school's robust attendance procedures.   | School attendance is vital to progress. We have a number of families who are categorised as 'persistent absentees' (attendance of <90%). The families are predominantly from our disadvantaged cohort, and it is vital that we take all possible steps to improve their attendance.  | 2                             |
| To retain a dedicated inclusion manager, who works with significant numbers of disadvantaged children and families to support readiness to learn, behaviour, attendance, wellbeing. | <p>Improving mental and emotional health is an end in itself, but will also ensure children are more able to access curriculum learning and to have better school attendance.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p> | 2, 3                          |

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|  |  |                |
| To ensure staffing levels at lunchtimes are high, so that children are well-supervised, have a range of activities to do, including different sports, and, when needed, have trusted adults with whom they are familiar to speak to and to address any issues. | It is often during less-structured time, such as lunchtimes, when problems which then affect both children's wellbeing and their capacity to learn take place.   | 2, 3           |
| To ensure all relevant staff are trained in the use of Team Teach strategies, primarily for pre-escalation and de-escalation, but also for safe handling of children when necessary.   | Maintaining positive relationships with children, even where significant behaviour challenges exist, is essential to allow long term progress, both academically and in terms of the child's behaviour. Whilst teaching staff 'safe-handling' techniques, Team Teach emphasise that the majority of their approach is about pre- and de- escalation, rather than physical intervention.<br><a href="https://www.teamteach.co.uk/category/research-guidance/">https://www.teamteach.co.uk/category/research-guidance/</a>   | 3              |
| Membership of the cluster support network, to specifically support vulnerable and disadvantaged families, for example with early intervention, parenting support, attendance issues, mental health.  | <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a><br><br><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The_link_between_absence_and_attainment_at_KS2_and_KS4.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The link between absence and attainment at KS2 and KS4.pdf</a> | 2, 3, 4        |
| Miscellaneous additional costs – contributions to Year 4 and 6 residentials, breakfast clubs, fruit trolley, uniform, water bottles etc...   |  | As appropriate |

**Total budgeted cost: £97,723**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 – 24 academic year.

**For all cohorts to attain at or above the national average in reading, writing and maths, as well as RWM combined.**

The data picture across school is improving and in most areas attainment is in-line or better than the national average. Where this is not the case, whole school and targeted actions are in place and progress has been made already in some areas.

**For an increased proportion of PP children to attain at or above the national average in reading, writing and maths, as well as RWM combined.**

Attainment levels for pupil premium children remain broadly in-line with previous years, and are still below their-non-pupil premium peers.

**For our Phonics Screening Check results to be in-line or better than the national average**

75% of children passed the phonics screening check in 2024, compared to a national average of 80%.

**For all disadvantaged pupils to make good or better progress**

The vast majority of disadvantaged pupils across school maintained their progress trajectory, with a small number making better-than-expected progress.

**To improve the Cultural Capital of all children.**

A range of cultural capital experiences were made available to all. These included: a theatre visit in Y3/4; an opportunity for all children to experience live music performances; a live theatre performance in school; an enhanced art curriculum; an introduction to variety of music genres via the weekly singing assembly; a range of art and music based extra-curricular clubs.

**To improve all children's confidence in oracy, through deliberate teaching of oracy skills, the introduction of sentence stems and broad focus on oracy as a pedagogical tool in the wider curriculum**

Weekly oracy sessions were a success in school. The use of oracy as a pedagogical model allowed children to express themselves confidently and to retain taught content. This was evidenced in external curriculum reviews. Anecdotal evidence from parents also evidenced the impact of oracy education on children's spoken language.

A curriculum review with Selby Educational Trust recognised the children's excellence in oracy, in particular the impact on the wider curriculum, with children's ability to talk about their learning described as exceptional.

The professional judgement of SLT is that the school's oracy curriculum has been successful in its initial stages, and this will continue be developed and enhanced.

**To widen and deepen the vocabulary of all children, particularly in Tier 2 and Tier 3 vocabulary.**

In addition to the school's oracy curriculum there has been increased focus on vocabulary in writing lessons, and in particular on choosing the correct word for the correct context.

Provision for the teaching of tier 3 vocabulary has been enhanced by the creation of the school's curriculum handbook (December 2023) and 'fundamentals' documents for each unit of teaching.

Subject leader monitoring and external reviews indicate that children are able to retain and use taught tier 3 vocabulary increasingly well.

**To reduce the number of persistent absentees.**

Attendance and persistent absenteeism remain a priority concern for the school. 36% of persistent absentees are from our disadvantaged cohort, though this cohort make up only 18% of our whole-school population. Some persistent absenteeism relates to term-time holidays. We have robust attendance procedures in place.

Attendance for our pupil premium cohort as a whole also remains below that of the non-pupil premium cohort (92.4% in comparison to 96.2%).

**To provide a full-range of support for the wider needs of all children, through a fully inclusive ethos and the availability of specialist support where required, to ensure all children are emotionally and behaviourally ready to access learning.**

The vast majority of children now access a mainstream curriculum and learn within the classroom. Additional TA support, our learning mentor and 'trusted adults' ensure children who need additional intervention or SEMH support are able to receive this in a timely manner that does not unduly impact their ability to access the curriculum.

**Pupil Premium/non-pupil premium analysis – Key Stage 2**

| Question | PP/<br>not PP | Strongly<br>disagree | Disagree   | Neither    | Agree      | Strongly<br>agree |
|----------|---------------|----------------------|------------|------------|------------|-------------------|
|          | <b>Total</b>  | <b>2%</b>            | <b>11%</b> | <b>26%</b> | <b>39%</b> | <b>22%</b>        |

|   |        |    |     |     |     |     |
|---|--------|----|-----|-----|-----|-----|
| I enjoy coming to school  | Not PP | 2% | 13% | 24% | 39% | 22% |
|   | PP     | 0% | 0%  | 35% | 43% | 22% |
| The adults in my classroom make school feel safe and happy          | Total  | 1% | 0%  | 3%  | 33% | 63% |
|   | Not PP | 1% | 0%  | 4%  | 34% | 61% |
|   | PP     | 0% | 0%  | 0%  | 30% | 70% |
| I am proud to be part of the Strawberry Fields family               | Total  | 2% | 2%  | 11% | 26% | 59% |
|   | Not PP | 2% | 3%  | 9%  | 24% | 62% |
|   | PP     | 0% | 0%  | 22% | 35% | 43% |
| My teachers help me understand what I need to do to improve my work | Total  | 0% | 2%  | 8%  | 52% | 39% |
|   | Not PP | 0% | 2%  | 8%  | 52% | 38% |
|   | PP     | 0% | 0%  | 4%  | 48% | 48% |
| I have made progress in my learning this year                       | Total  | 4% | 2%  | 5%  | 38% | 52% |
|   | Not PP | 3% | 3%  | 6%  | 35% | 54% |
|   | PP     | 9% | 0%  | 0%  | 52% | 39% |

*\*The pupil premium sample size was relatively small. Key Stage One and Foundation Stage conducted the survey 'whole class'. In addition, due to how the survey was conducted, it is possible some pupil premium children's responses were not counted as such.*



## Further information (optional)

*At Strawberry Fields, a fully inclusive ethos means we meet a wide range of needs for all children. We have high expectations for everyone.*

*Our principle approach to delivering good outcomes for all is through high-quality first-wave teaching. We know this benefits all children, but can be particularly beneficial to those who are disadvantaged. We provide engaging learning which children can invest in and a well-planned curriculum to provide clear progression in knowledge, skills and vocabulary for all our children. We use an online data-tracking system to identify children who are underperforming when compared to previous outcomes, to enable us to intervene swiftly. This applies to all children, with the disadvantaged cohort monitored with particular scrutiny. Intervention and small group support can then be applied as required. To support all children to access learning, we also provide a range of social, emotional and behavioural support and intervention, in the belief that children will learn best when they feel happy, settled and safe.*

*A robust monitoring cycle is essential to the development, refinement and maintenance of a high-quality curriculum and pedagogy, which in turn will lead to good and outstanding outcomes for our children. The Pupil Premium grant is fundamental in funding the CPD and the resourcing of this monitoring cycle.*

*Our curriculum is intended to develop the whole child. We hope that when our children leave us at the end of year six, they have excelled not only academically, but are also well-rounded, moral, emotionally literate individuals who care about others and the world around them. We intend that they be ready for the next stage of their education and have developed a sense of community, citizenship and responsibility that will prepare them well as they grow into independent members of society.*

*We believe that providing an inclusive education and tackling disadvantage in all forms is essential to the delivery of these intentions. Our inclusive and welcoming ethos acts as a model to children and families alike as to the outcomes we strive for and society we wish to contribute to building.*