

Pupil premium strategy statement

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 and how we intend to spend the funding in this academic year.

The effect that **the 2021-22** spending of pupil premium funding had within our school can be found in Part B of this document.

PP funding at Hannah More is £42,610 lower in 2022-23 than the previous year due to falling rolls. Therefore some of the activities funded in 2021-22 by this budget are discontinued or are now funded from the school main or SEN budget. In this case they have moved to the additional activity section at the end.

Updates for academic year 2022-23 are in **green**.

School overview

Detail	Data
School name	Hannah More Primary
Number of pupils in school	230
Proportion (%) of pupil premium eligible pupils	44.35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	We are in the second year of our three year plan 2021-2024
Date this statement was published	November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Kevin Hawkins, Head Teacher
Pupil premium lead	Helen Barbour, Deputy Head Teacher
Governor / Trustee lead	Ali Hassan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£177,280
Recovery premium funding allocation this academic year School-led tutoring funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£177,280</p>
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Part A: Pupil premium strategy plan

Statement of intent

Our context

Hannah More Primary School serves central Bristol's Lawrence Hill ward. This area suffers high levels of economic deprivation. The majority of the children at the school come from families who have arrived in the UK in the last 15 years. Some are refugees, others are economic migrants. Currently just under half of our children are eligible for Pupil Premium funding. There is a disproportionately high number of children with SEND barriers who have this economic disadvantage. There may also be complex and sometimes traumatic family situations that prevent children from flourishing. Our observations have shown us that SEMH needs as a result of the pandemic have grown disproportionately amongst disadvantaged children at our school and this legacy remains.

Our vision

As a staff we believe that all the children at Hannah More should be able to succeed. All children need the skills to be numerate and literate. However, no children are the same and one size will not fit all. We take pride in considering the needs of each child and providing them with the targeted interventions that will make the difference for them. Our strapline, "Nurturing self-belief. Inspiring success." encapsulates the school's vision. We aim to provide the right environment, where children experience success so their confidence grows and they are enthused and excited by the curriculum. We also work hard to involve families in their children's learning. This is important as many have no previous experience of the British education system and lack confidence to directly support their children. Involving families in learning in this way also promotes cohesion and supports our journey towards becoming a fully inclusive community.

This vision underpins the key principles of our Pupil Premium strategy plan.

Our strategies

Our key objective in using the Pupil Premium grant is to raise the attainment of disadvantaged children so that there is no gap between their achievement levels and those who come from less disadvantaged backgrounds. Although our gap is much smaller than other schools because of our historic work in this area, we still have a history of our PP children attaining less well than the other children – this is also a national trend. **(For example, according to FFT, in KS2 reading national attainment in 2022 remained stable for disadvantaged pupils at 62% with 80% for other pupils. In writing, attainment fell to 55% for disadvantaged pupils and 75% for other pupils. In maths, attainment fell from 56% for disadvantaged pupils and 78% for other pupils. Our gaps are significantly smaller.)** In order to make decisions about Pupil Premium spending we analyse data carefully using diagnostic testing and a robust cycle of assessment that informs our action planning. We make use of the research evidence in the EEF toolkit and internal observations of impact to inform our decisions.

As the EEF and further educational research has repeatedly shown, quality first teaching in the best way to achieve better outcomes for disadvantaged children. Therefore our first strategy is to ensure that a rich curriculum alongside inclusive teaching and learning opportunities meet the needs of all the pupils. Through our bespoke mastery teaching approach - Maths at Hannah More - we develop curious and independent learners. Children reason about mathematics and solve a variety of increasingly challenging problems, supported by a heavy emphasis on developing strong mathematical language. In English we take a novel approach, meaning that teachers use whole, language rich picture books and novels through which to teach writing and the skills of reading, such as fluency and comprehension. High quality

phonics teaching ensures that all children have the base they need to learn to read, before they read to learn. Our wider curriculum has developed from the dynamic Curious-city enquiry-led curriculum approach, rooted in the local area. We are a Voice 21 School and have embedded practice of high quality oracy teaching for all children. Our library, which we call the Hub, is well-stocked and staffed, and sits at the heart of the school. All children have access to quality books to borrow and enjoy on a weekly basis. We know that many of our disadvantaged children start school with less developed speech, language and communication, so we also have targeted interventions in place to address their barriers to learning and progress. Research-evidenced interventions such as Talk Boost are delivered by trained LSAs to our youngest children.

Early intervention is recommended as key good practice by the EEF, hence our additional funding of dedicated early reading programmes of support in EYFS and KS1 and high-impact phonics top-up interventions, recommended by the English Hub in Portishead.

For those with special educational needs, we want them to make good progress from their starting points. As we know a disproportionate number of our disadvantaged children also have SEND, we use a proportion of our PP funding to provide a base for children with ASC needs and a Nurture unit for our children with SEMH challenges. The BOXALL Profile assessment tool is used to plan for timetabled well-being sessions that meet the SEMH needs of specific children. We have a Mental Health professional one day a week working with children and their parents and a play therapist also one day a week.

Research continues to tell us that parental involvement in education is powerful; for those whose own experiences of school may have been poor - or culturally very different - it is even more important that we build relationships to break the cycle. One of our key strategies is to create connections with families who struggle to provide a supportive background to their children's learning journey through our Community Development Coordinator.

Clarification

Economic disadvantage as measured for the Pupil Premium grant is in reality only one measure of vulnerability. A troubled home life, racial, or gender barriers for example can also lead to a child being vulnerable. As not all pupils who are disadvantaged qualify for Pupil Premium status, we reserve the right to allocate Pupil Premium/recovery funding to support any pupil or groups of pupils the school has identified as vulnerable.

Challenges

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

Challenge number	Detail of challenge
1	Our regular diagnostic assessments demonstrate lower attainment outcomes at end of KS1 and KS2 in reading, writing and maths for disadvantaged children.
2	Our SEND register indicates that there are disproportionate levels of SEND amongst those with social and financial disadvantage.

3	Our assessments and observations indicate that the education and SEMH of many of our disadvantaged pupils have been impacted by partial school closures to a far greater extent than for other pupils. These findings are supported by national studies.
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
5	Our observations and conversations show us that there are reduced opportunities for enrichment and broad cultural experience beyond school for children from disadvantaged homes.
6	Our observations, conversations and learning reviews have shown us that powerful learning behaviours and attitudes such as resilience, self-esteem and intrinsic motivation are often not present amongst disadvantaged children, regardless of ability.
7	Whilst parental support leads to improved outcomes for children, many of our disadvantaged children have limited experience of home support and registers show more variable attendance.

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
1. The attainment gap closes between disadvantaged and non-disadvantaged in reading, writing and maths.	<p>Barriers to progress for PP children are identified and teachers target their needs strategically through quality first teaching and additional intervention.</p> <p>The gaps between advantaged children and disadvantaged children are seen to reduce year on year. The impact of strategies will be reviewed by PP/Assessment Lead analysis at each assessment point (Term 2, 4, 6) See Appendix 1.</p>
2. SEND children make good academic progress from starting points.	<p>Robust analysis of class-based work and diagnostic assessment demonstrates progress in reading, writing and maths for children with SEND.</p> <p>Teachers and LSAs demonstrably work collaboratively as teaching teams to enable good progress for children with SEND.</p>
3. Disadvantaged children with SEMH needs can access learning effectively, using learned strategies to regulate and manage their relationships.	<p>All children with high SEMH needs have personalised learning plans created using Provision Map. Targets are created and strategies identified to create a personalised support plan.</p> <p>All classes have two timetabled well-being sessions each week, created using the BOXALL Profile Online to identify emotional need. The tracker shows progress towards the identified goals over each academic year.</p>
4. Children with speech language and communication needs	Children in EYFS/Year 1 with speech and language needs are identified and receive intervention that shows impact.

are supported to make good progress.	Children with ASC for whom communication is a barrier receive speech and language intervention that enables good progress from starting points.
5. Disadvantaged children gain cultural capital through curriculum and enrichment experiences.	<p>Surveys, conversations and observations indicate impact of trips and visits on children's cultural capital.</p> <p>All disadvantaged children eligible for the Pupil Premium funding have access to at least one free after school club or quality after school enrichment provision.</p>
6. The levels of self-esteem, resilience and motivation for learning are high and support the progress and attainment of vulnerable children.	<p>Behaviour data indicates disadvantaged children become more regulated due to measures put in place to address barriers to motivation and resilience.</p> <p>Repeated reviews of learning behaviours and attitudes show interventions to address these barriers are having impact.</p> <p>The gap in attainment narrows between disadvantaged children and their peers.</p>
7. Hard to reach families are engaged and able to support vulnerable children.	<p>Families with additional need for support are systematically identified and supported through parenting, educational or social groups. Following evidence in EEF and OFSTED research, the focus will be placed first in EYFS, Year 1 and new to school support.</p> <p>Attendance of targeted families is shown to have improved following intervention.</p> <p>Whole school attendance improves year on year, with a target of 96% at the end of three years.</p> <p>Teachers report improved engagement of hard-to-reach families in children's learning.</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: **£8,330**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments</p> <p>Training and time for staff to understand and interpret assessments</p> <p>Annual cost – £5,830</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</p>	1, 6

	Assessment results are used to inform Year group action plans and intervention timetables for the following two terms, Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	
Voice 21 training – for leading teachers to support teachers to develop pupils with articulating key ideas, consolidating understanding and extending vocabulary. £2500 training	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 4

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

Budgeted cost: **£107,920**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of teaching assistants specific academic need in class. LSAs work as directed by the teacher to offer bespoke sessions in the afternoon, to address misconceptions as they occur along with planned, targeted intervention. PP children are targeted in year group action planning for personalised support. Before and after school reading takes place, prioritising PP children and liaising with families to offer guidance for the youngest children. Class-based LSAs – 50%	EEF report that small group tuition is effective with feedback from the teacher and work which is matched to the learner's needs (+4 months)	1
Enhanced reading programme. Dedicated LSA to support reading practice and phonics interventions in EYFS and KS1	Individual tuition (EEF evidence) produces gains +5 months progress. School data shows that children make accelerated progress with reading and phonics intervention support.	1, 6

1 Reading LSA 100%		
Lead for dedicated resource base for ASC academic provision 1 Lead SEN LSA – 100%	Baseline assessments show high level of language needs, including a higher than average number of children with ASC, most of whom are from PP backgrounds. A small number of these children are not able to access the year group curriculum without very high levels of scaffolding and support and outside of an overstimulating environment.	2, 4

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

Budgeted cost: **£52, 664**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Dedicated Nurture team and out of class support Nurture Class 4x afternoons per week for a small group of children needing support for their social, emotional and mental health needs.</p> <p>Additional work includes targeted SEMH interventions: LSAs work with children 1:1 or in small groups to support children's social, emotional and mental health. The aim is children are better able to self-regulate, and more focussed on their learning. The interventions include 'Zones of Regulation', bereavement support, support for self esteem, anger management and concentration.</p> <p>Nurture Lead – 100% Nurture LSA – 100%</p>	<p>EEF (+4)</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p> <p>DfE data shows growing mental health needs in schools. Where children have SEMH needs, this is also shown through evidence (eg Public Health England 2014) to have a direct impact on their attendance and academic attainment. Evidence from research shows that 'children who have attended a Nurture Class have a significant chance of improving their learning skills including language and literacy' (Nurture Network Group linked research) School based assessments show improvements in children's ability to access their mainstream classroom (evidence from observations, behaviour records and Boxall profile assessments)</p>	3
<p>Community Development Co-ordinator: • Organising range of courses for parents with the aim of developing their own skills in order to more readily</p>	<p>EEF (+3)</p> <p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p>	5,6,7

<p>access employment, and so that they are better able to support their children's learning • Organising business and community volunteers to support children in school in order to raise aspirations and attainment –eg Reading Buddies, Maths support • Development of a range of enrichment activities and encouraging PP families to engage – focus on these families as priority for these.</p> <p>Community Development Coordinator 100%</p>	<ul style="list-style-type: none"> • approaches and programmes which aim to develop parental skills such as literacy, cooking or IT skills; • approaches which encourage parents to support their children with, for example reading or homework; • the involvement of parents in their children's learning activities; and • more intensive programmes for families in crisis. 	
<p>1 More4Kids staff member - Free after school club places targeted to disadvantaged families with additional need</p> <p>1 member of staff x 15 hours per week £3,409</p>	<p>According to the EEF, there is evidence that outdoor adventure learning, such as forest school and similar outdoor play-based activities can have a positive impact on attainment. Experiences with our hard-to-reach families have indicated that free after-school provision has supported both the mental health of the participating children and the parents. It has improved the families' engagement with school, attendance and the children's social confidence.</p>	5, 7
<p>Embedding principles of good practice set out in the DfE's <u>Working together to improve school attendance - GOV.UK (www.gov.uk)</u> advice.</p> <p>£265 Head/Education Welfare Officer meeting £265 for half-day support from EWO</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Contingency fund for acute issues £8, 000</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £ 176, 914

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Intended outcome	Success criteria	Impact	
1. The attainment gap closes between disadvantaged and non-disadvantaged in reading, writing and maths.	<p>Barriers to progress for PP children are identified and teachers target their needs strategically through quality first teaching and additional intervention.</p> <p>The gaps between advantaged children and disadvantaged children are seen to reduce year on year.</p>	<p>Action Plans were used effectively. They were monitored by SLT and picked up on key data points to plan interventions. English and Maths lead conducted analysis of barriers for PP children in maths and writing.</p> <p>The maths findings – that learning behaviours were a key factor in underperformance – led to an audit of learning behaviours across the school. Strategies to develop meta-cognition and self-regulation to be developed this academic year.</p> <p>The English findings – that poor fine motor skills and letter formation were a barrier to writing – has led to an increased priority being placed on the teaching of handwriting.</p> <p>The gap closed by 11% in writing, remained v small at 2% in reading but increased by 5% in Maths. Maths Lead prioritising this development for next academic year.</p>	
		<p>Maths (at expected standard+)</p> <p><u>July 2021</u> Disadv 51% Non 54% Gap (-3%)</p>	<p><u>July 2022</u> Disadv 57% Non 65% Gap (-8%)</p>
		<p>Writing (EXP+)</p> <p><u>July 2021</u> Disadv 32% Non 46 % Gap (-14%)</p>	<p><u>July 2022</u> Disadv 47% Non 50% Gap (-3%)</p>
		<p>Reading (EXP+)</p> <p><u>July 2021</u> Disadv 42% Non 44 % Gap (-2%)</p>	<p><u>July 2022</u> Disadv 51% Non 53% Gap (-2%)</p>
		<p>Attainment rose for disadvantaged children over 12 months in all subjects, Maths + 6% (at the expected standard or above) Writing +15% Reading + 9%</p>	
2. SEND children make good academic	Robust analysis of class-based work and diagnostic assessment	DELTA project development team has led visibly improved communication within teaching teams. The introduction of class LSA weekly CPD time will be embedded this year in order to further improve practice for interventions. It is	

<p>progress from starting points.</p>	<p>demonstrates progress in reading, writing and maths for children with SEND.</p> <p>Teachers and LSAs demonstrably work collaboratively as teaching teams to enable good progress for children with SEND.</p>	<p>recognised that for SEN LSAs this team teaching approach needs further work.</p> <p>Writing assessment and next steps for children with SEND has been identified for further development. Writers with SEN progress ladder has been introduced and work will develop to embed it this year.</p> <p>Children with ASC received the following evidenced interventions last year from trained staff: Attention Autism; intensive interaction; PEC; bespoke S&LT as directed by the speech therapist; augmented communication environment (makaton, visuals, processing time).</p> <p>It is recognised that SEN progress needs tracking that can be shared.</p>
<p>3. Disadvantaged children with SEMH needs can access learning effectively, using learned strategies to regulate and manage their relationships.</p>	<p>All children with high SEMH needs have personalised learning plans created using Provision Map. Targets are created and strategies identified to create a personalised support plan.</p> <p>All classes have two timetabled well-being sessions each week, created using the BOXALL Profile Online to identify emotional need. The tracker shows progress towards the identified goals over each academic year.</p>	<p>The Nurture Lead used Provision Map to plan and track interventions for children with high SEMH need. A Nurture response team was used 2021-22 but this did not always allow for targeted interventions to take place. This academic year all SEN/Nurture LSAs are embedded within year groups to ensure interventions happen.</p> <p>The Boxall profile is been identified as too onerous for class teachers to use effectively, As the year went on it was used primarily by the Nurture team for children of concern.</p> <p>Well-being sessions continued. Later in the year as children adapted to school life after the pandemic it reduced to once a week.</p>
<p>4. Children with speech language and communication needs are supported to make good progress.</p>	<p>Children in EYFS/Year 1 with speech and language needs are identified and receive intervention that shows impact.</p> <p>Children with ASC for whom communication is a barrier receive speech and language intervention that enables good progress from starting points.</p>	<p>NTP in-school tutoring targeted mostly PP Year 1 and Year 2 children with the Talk Boost intervention. All children made good or accelerated progress in their communication skills.</p> <p>Children with ASC received the following evidenced interventions last year from trained staff: Attention Autism; intensive interaction; PEC; bespoke S&LT as directed by the speech therapist; augmented communication environment (makaton, visuals, processing time)</p>

<p>5. Disadvantaged children gain cultural capital through curriculum and enrichment experiences.</p>	<p>Surveys, conversations and observations indicate impact of trips and visits on children's cultural capital.</p> <p>All disadvantaged children eligible for the Pupil Premium funding have access to at least one free after school club or quality after school enrichment provision.</p>	<p>Sports clubs running all year for free. Bristol Sport free holiday clubs well attended by disadvantaged children. In the summer this also included heathy food education as part of provision. Circomedia circus skills after school available for all year groups across the year and forest school at Trinity Centre was provided once a week for the after school club.</p> <p>Funding raising initiated by our Community Development Coordinator also created subsidised whole school family swims, fitness for mums, subsidies for camps and school trips, bonfires, lots of new books, training for lunchtime staff, bike fixing sessions, school uniform.</p> <p>Parent and student voice indicated a poor provision outside of school for music or artistic development. 6 weeks of an extended day to improve access was created offering languages, crafts and drama. This enabled provision for all and not just PP. It was very well received and will be extended to terms 5 and 6 in next academic year.</p> <p>Funding for more music experiences has been found and used to develop music offering in this next academic year.</p> <p>Pupil interviews indicated that children did not remember details about trips and visits.</p> <p>'Hannah More Chronicles' received funding and artistic design for cover. This will allow children to recall and evaluate their experiences over time.</p> <p>Audit of cultural capital showed development of careers based learning target for next year.</p> <p>Cultural celebration day also planned to develop pride in own culture.</p>
<p>6. The levels of self-esteem, resilience and motivation for learning are high and support the progress and attainment of vulnerable children.</p>	<p>Behaviour data indicates disadvantaged children become more regulated due to measures put in place to address barriers to motivation and resilience.</p> <p>Repeated reviews of learning behaviours and attitudes show interventions to address these barriers are having impact.</p> <p>The gap in attainment narrows between disadvantaged</p>	<p>Audit of learning behaviours took place and key behaviour barriers identified.</p> <p>Attainment rose for disadvantaged children over 12 months in all subjects, Maths + 6% Writing +15% Reading + 9% Gap closed by 11% in writing, remained v small at 2% in reading but increased by 5% in Maths. Maths Lead prioritising this development for next academic year.</p> <p>House captains and further roles and responsibilities to be developed this academic year to target and motivate older children.</p>

	children and their peers.	
7. Hard to reach families are engaged and able to support vulnerable children.	<p>Families with additional need for support are systematically identified and supported through parenting, educational or social groups.</p> <p>Following evidence in EEF and OFSTED research, the focus is placed first in EYFS, Year 1 and new to school support.</p> <p>Attendance of targeted families is shown to have improved following intervention.</p> <p>Whole school attendance improves year on year, with a target of 96% at the end of three years.</p> <p>Teachers report improved engagement of hard-to-reach families in children's learning.</p>	<p>The community space at school remained unfinished until mid-September and activities were limited. A higher proportion of grant applications were also unsuccessful - this pressure on funding has been reported across the charity sector. However, our community development coordinator maintained partnerships and attracted several significant donations which amounted to just under £20,000. Ruth arranged further projects with the SS Great Britain (parental learning, which empowered three mothers to create and publish legacy projects) and Bristol Sport Foundation (holiday sport club provision). Take a Part also ran an after-school family art group with funding from Trinity Centre. This particular project brought two disengaged families into the school and motivated them to create further art projects beyond the group.</p> <p>Our Community Development Coordinator supported families with individual requests for welfare and travel, and continued to link with Greggs, who provided extra vouchers for food in January plus a further 20 individual grants in September.</p> <p>Attendance of two low attending individual families improved following after-school club enrichment provision.</p> <p>Whole school attendance last year was 91.46%, which was partly impacted by COVID.</p> <p>There was 16.39% persistent absence (>10%) at Hannah More where national was 12.08%</p> <p>Headteacher to take a lead on Attendance next year. Systematic tracking of persistent absence and response will be put in place in the next academic year and further work with Education Welfare Officer to support families and improve persistent absence.</p>

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Developing our deployment of LSAs using the EEF – funded DELTA project, led by the Deputy Head and involving an Implementation Team of five other members of staff. [EEF evidence](#) demonstrates that when effectively deployed, teaching assistants can raise the attainment of children who need additional support. **This work led to some significant changes in the way that LSAs are deployed; all LSAs are given 30 minutes ring-fenced each week for their CPD; teacher-LSA contracts are drawn up at the start of each year to maximise impact; the school invested £950 in INSET day training from Sally Franklin to develop our practice further; a school LSA deployment policy is being developed.**
- Our SDP, which charges all core subject leaders to raise PP attainment and aspiration.
- Reviewing the impact of strategies by PP/Assessment Lead analysis at each assessment point (Term 2, 4, 6). This information guides all year groups action planning for the following terms, including teaching strategies and intervention.
- Targeted efforts to raise attainment for PP children by our English and Maths lead, **including enhanced assessment for and progress tracking of our SEN children.**
- **‘7 pillars of cultural capital at Hannah More’ co-created with staff to build a vision of our cultural capital offering for our children and community**
- Developing the cultural capital, self-expression and emotional confidence of our children through a two-year project with Travelling Light Theatre company, funded by the Teacher Development Fund to address educational inequity.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. These are built through our connection with Bristol Sport and also with other community groups such as Trinity Gardens and Circomedia. Activities focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Providing financial support for food and travel by accessing the hardship funds of external partners such as Greggs and Bristol Charities on their behalf.
- Creating mentors and volunteer reading buddies from within the local business community to raise attainment and aspiration
- Use of Boxalls assessments to target SEMH need

- Weekly School Parliament in which all year group representatives contribute to the life of the school and where PP children are prioritised.
- All children in Year 6 to have a specific contributing role of importance within the school, for example House Captains, Librarians and Admin Support.
- Use of external funding to design and embed the use of personalised 'Hannah More Chronicles of Extraordinary Experience' to allow to children to capture, reflect and capitalise on their enriching school experiences
- Use of external funding to develop enriched music teaching, specifically music teaching, in response to PP pupil voice
- Establishing a day of cultural celebration in May 2023 in response to parent voice regarding the need to build pride in own heritage
- Planned careers day in July 2023 to give children insight into the world of work
- The Deputy Head/Pupil Premium Lead is developing a school metacognition and self-regulation strategy for the school. This follows findings from the Maths Lead when reviewing the performance of children in receipt of the pupil premium.
- New Headteacher to work specifically on raising attendance and supporting those families whose attendance is persistently low.

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.

