



Ward Green Primary School- Pupil Premium Strategy Statement 2023-2026

This statement details our school's use of pupil premium (and recovery premium) for the 2024 to 2025 academic year funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School Overview (updated July 2024)

Detail	Data
School name	Ward Green Primary School
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils 2023-24	128 pupils (30%) <i>Deprivation- 115 Pupils</i> <i>Service- 1 Pupil</i> <i>CiC- 3 Pupils</i> <i>Adopted from Care- 3 Pupils</i> <i>SGO – 6 Pupils</i>
Proportion (%) of pupil premium eligible pupils 2024-25	130 pupils (31%) <i>Deprivation- 125 Pupils</i> <i>Service- 1 Pupil</i> <i>CiC- 3 Pupils</i> <i>Adopted from Care- 2 Pupils</i> <i>SGO – 7 Pupils</i>
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-26
Date this statement was published	September 2023 September 2024 (Reviewed)
Date on which it will be reviewed	July 2024 July 2025
Statement authorised by	Karen Trickett
Pupil premium lead	Heather Selby
Governor / Trustee lead	Stephen Gallagher

Funding overview

Funding Detail	Amount
Pupil premium funding allocation this academic year 2023-24	£167,660 + CIC £30,360
Pupil premium funding allocation this academic year 2024-25	£165,760
Recovery premium funding allocation this academic year 2023-24	£16,675
Recovery premium funding allocation this academic year 2024-25	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year 2023-24	£214,685
Total budget for this academic year 2024-25	£165,760

School Context
<p>Ward Green Primary is a large sized primary school with currently 415 pupils on roll with admission numbers of up to 60 per year group in EYFS, KS1 & KS2. The school has a 60 place FS2 unit, 3 KS1 classes, 4 lower KS2 classes and 4 upper KS2 classes; there are mixed year groups in the Foundation unit and KS1. There is a 52-place nursery for children from the age of three, running 2 sessions each day offering 15-hour NEF funding and wrap around care in conjunction with an onsite local nursery provider.</p> <p>Local statistics indicate that the community has higher than average levels of socio-economic deprivation; on entry data is below national expectations and pupils join the school with social communication and interaction needs. This, coupled with the ongoing impact of Covid and current economic pressures, has led to rising concerns regarding financial hardship, low aspirations and adverse childhood experiences. This has led to challenges in relation to attendance, safeguarding and community/parental engagement alongside a rise in pupil and parent SEMH needs.</p> <p>This is reflected in the increasing amount of support being given to families and children through the school's pastoral offer and welfare team. In response to this the school has introduced restorative strategies alongside establishing strong links with external agencies. With 31% of pupils accessing PP funding, the proportion of disadvantaged pupils is higher than the national average of 24.6% (2023-24). The IDSR 2024 identifies the school deprivation level is well above average and the number of pupils entitled to FSM has been continuously above the average. Raising outcomes for disadvantaged pupils is a key focus addressed throughout the SIP and Pupil Premium Strategy Statement, along with developing quality first teaching for all.</p> <p>A key identified barriers and challenges for pupils is the low level of language and communication skills on entry to EYFS. On entry levels to FS1 and FS2 are well below national averages. This significantly impacts on attainment and therefore remains a priority in EYFS and across school. To ensure accuracy of on entry data the school engages in LA and cross Trust moderation networks which involve staff in observations and sharing of best practice alongside moderation of TA judgements to ensure accuracy.</p> <p>Attendance in 2023-24 was above national and LA averages at 94.9% and this continues to improve, including for disadvantaged pupils. Regular monitoring and analysis of school attendance data indicates that strategies and incentives implemented are impacting on improving attendance of all pupils as well as pupil premium pupils. To support improving attendance, alongside incentives, building relationships and supporting pupils and families is prioritised; this includes a strong partnership with EWS.</p> <p>At Ward Green Primary, we recognise that all pupils, regardless of their background, should have equal access to a curriculum which will enable them to reach their potential. Pupil Premium funding is a Government initiative that targets extra money to support pupils from deprived backgrounds, which, research shows underachieve, compared to their peers.</p>

Part A: Pupil premium strategy plan

Statement of intent

At Ward Green Primary School we are determined that all pupils regardless of their background, should have equal access to a curriculum and learning which will enable them to achieve their full potential through the highest standards of teaching, focused support, curriculum enrichment and pastoral care. We are committed to raising the attainment of all pupils including those eligible for Pupil Premium and understand that many of these pupils must make accelerated progress.

We believe that the highest possible standards can only be achieved by having high expectations of all learners and recognise that some pupils from disadvantaged backgrounds may require additional support. As a school, we are committed to utilising resources and support effectively, including the Pupil Premium grant, to ensure pupils achieve to the best of their ability. We determine how best to use the Pupil Premium grant to support pupils and raise attainment through the development of the Pupil Premium Strategy Statement. The Strategy Statement is evidence based, using EEF research to ensure strategies implemented are effective, and detail priorities, actions and support aimed at addressing a range of identified challenges.

At Ward Green we have a clear, strategic, tiered approach for Pupil Premium funding provision which follows EEF guidance and focuses on the following:

- Whole-school strategies that impact all pupils
- Focused support to target under-performance
- Specific support targeting pupil premium pupils

Our intent is to empower and inspire all of our pupils to grow and develop to succeed in 21st Century Britain.

We deliver a high-quality education for all pupils as EEF evidence shows it has the most significant impact on pupils' progress, outcomes and success. Therefore, the curriculum we offer is built upon high expectations which are, underpinned by the key concepts, principles and themes from the National Curriculum. It is designed coherently to meet the needs of all our pupils by offering purposeful contexts and meaningful experiences which engage our pupils, providing them with the skills and knowledge for future learning. Our curriculum is rich, varied and ambitious to meet the needs of individual learners and is adapted for pupils with additional needs. We are committed to raising the attainment of all pupils including those eligible for Pupil Premium and understand that many of these pupils must make accelerated progress.

An active and engaging environment supports and challenges all learners, our successful implementation of the Accelerated Learning Cycle (ALC) allows pupils to connect and builds upon prior knowledge. It provides a framework in which pupils do engage in learning where they are given responsibility for their own learning through opportunities to work independently, in pairs and groups which is very collaborative and active, helping children to know and remember more.

Aspirational RWM targets are set using FFT 20, ensuring high expectations. Disadvantaged pupils are identified on cohort action plans to receive interventions/support. The school rigorously monitors and evaluates the impact of Pupil Premium funding to ensure this is allocated appropriately and used effectively. Tracking of progress over time is essential so that needs can be quickly identified, and strategies and interventions developed to accelerate progress. Data collated is consistently used during pupil progress meetings to identify impact of actions and next steps which are detailed on cohort action plans.

Pastoral support is also delivered which ensures pupils are motivated to learn as well developing effective relationships. Behaviour in school is good, this is due to the expectations which are clear and consistent for all; staff work collectively to ensure it is maintained, behaviours are challenged and addressed. SEMH support is provided by our Learning Mentor or staff who receive bespoke coaching. To ensure disadvantaged families are supported, support is also provided through Early Help and signposting to local services such as food banks, FSW, parenting groups and support from Young carer's (Barnardo's) IDAS and BSARCS.

To support effective allocation of funding, analysis of impact for Pupil Premium spending 2023-24 has been conducted to identify strengths and areas for development for 2024-25.

This document outlines the amount of funding available, our strategy for spending the grant effectively and how we have used research-based evidence to support our actions.

Challenges

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

Challenge number	Detail of challenge
1	On entry to school baseline assessments indicate a large proportion of disadvantaged pupils have limited oral language skills leading to slower reading progress in subsequent years.
2	Over time, disadvantaged pupils do not achieve as well as non-disadvantaged pupils across the curriculum. <i>(KS2 July 2023: PP Reading at EXS standard was 43% / Non-PP Reading 66%, PP writing 62% at EXS standard/ non-PP 80% EXS, maths PP at EXS standard was 43%/ Non PP 62%, RWM combined for PP 24% and Non PP 49%)</i> <i>(KS2 July 2024: PP Reading at EXS standard was 64% / Non-PP Reading 87%, PP Writing 62% at EXS standard/ non-PP 84% EXS, Maths PP at EXS standard was 50%/ Non PP 84%, RWM combined for PP 45% and Non PP 81%)</i>
3	A large proportion of disadvantaged pupils have limited life experiences, come from households with limited stability, poor attitudes to education and low aspirations. This can limit their ability to work collaboratively and build relationships in school.
4	Disadvantaged children's attendance rates are historically not as high as their non-disadvantaged peers. <i>(July 2023: PP 62% / Non-PP 100%)</i> <i>(July 2024: PP 44.0% / Non-PP 70.0%)</i>
5	A significant number of PP pupils have had experience of trauma and adverse childhood experiences.

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																														
Continue to raise and sustain the attainment of pupils eligible for the pupil premium grant in phonics. <u>2023 Phonics:</u> 62% PP/100% Non-PP <u>2024 Phonics:</u> 44% PP/70% Non-PP	An increased number of PP pupils will achieve the expected standard in the Year 1 Phonics Screening Check closing the gap between school and national. Target 2025: 85%+																														
Increase the attainment of pupil eligible for pupil premium grant in reading, writing and maths, particularly at KS2. <u>Reading EXS Outcomes:</u> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>KS1 2023</td> <td>65%</td> <td>67%</td> </tr> <tr> <td>KS2 2023</td> <td>43%</td> <td>66%</td> </tr> <tr> <td>KS1 2024</td> <td>58%</td> <td>80%</td> </tr> <tr> <td>KS2 2024</td> <td>64%</td> <td>87%</td> </tr> </tbody> </table> <u>Writing EXS Outcomes</u> <table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>KS1 2023</td> <td>65%</td> <td>65%</td> </tr> <tr> <td>KS2 2023</td> <td>62%</td> <td>65%</td> </tr> <tr> <td>KS1 2024</td> <td>42%</td> <td>70%</td> </tr> <tr> <td>KS2 2024</td> <td>50%</td> <td>84%</td> </tr> </tbody> </table> <u>Maths EXS Outcomes:</u>		PP	Non-PP	KS1 2023	65%	67%	KS2 2023	43%	66%	KS1 2024	58%	80%	KS2 2024	64%	87%		PP	Non-PP	KS1 2023	65%	65%	KS2 2023	62%	65%	KS1 2024	42%	70%	KS2 2024	50%	84%	By the end of KS2, the gap between disadvantaged and non-disadvantaged pupils has narrowed and outcomes have increased with target of: <ul style="list-style-type: none"> - 70%+ disadvantaged pupils achieving the expected standard in reading. - 70%+ disadvantaged pupils achieving the expected standard in writing. - 70%+ disadvantaged pupils achieving the expected standard in maths. <p>The gap between national ARE for RWM has significantly closed for PP pupils.</p>
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KS1 2023	83%	62%		
KS2 2023	43%	77%		
KS1 2024	58%	83%		
KS2 2024	50%	84%		
<p>Increase the attainment of PP pupils in EYFS and increase progress rates.</p> <p><u>2023 GLD:</u> PP 36% / Non-PP 76%</p> <p><u>2024 GLD:</u> PP 50% / Non-PP 83%</p>			<p>An increased number of PP pupils will achieve GLD closing the gap between disadvantaged pupils and their peers.</p> <p>Target 2025: 68%+ GLD</p>	
<p>Continue to improve and maintain the attendance of pupils eligible for the pupil premium grant, narrowing the gap between this group of pupils and their peers.</p> <p><u>2023 Attendance:</u> 94.5% PP/95.3% Non-PP</p> <p><u>2024 Attendance:</u> 96.5% PP/96.2% Non-PP</p>			<p>There is an improvement in the % of disadvantaged pupils meeting the school attendance target which impacts on the overall attendance % for PP.</p>	
<p>Continue to improve the emotional resilience and mental well-being of PP children that have experienced significant trauma to support a rise in RWM outcomes.</p>			<p>Emotional resilience will support a rise in RWM outcomes through:</p> <ul style="list-style-type: none"> - SEMH support and intervention for PP pupils - Effective use of therapeutic language to support pupil learning behaviours/ - Impact on the % of PP pupils achieving RWM. 	

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:

2023-2024: £ 117,318

2024-2025: £46774

Measure	Activity	Evidence that supports this approach	Challenge number(s) addressed																																																																																								
<p>Priority 1: To improve the attainment of PP pupils, narrowing the gap between PP Pupils and their peers with a focus on KS2 outcomes.</p> <p><u>Identification:</u> PP pupils do not attain as well as their peers in RWM:</p> <p>Attainment July 2023:</p> <table border="1"> <thead> <tr> <th>KS1</th> <th>PP</th> <th>Non-PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>PSC</td> <td>62%</td> <td>100%</td> <td>-38%</td> </tr> <tr> <td>KS1 Reading</td> <td>58%</td> <td>67%</td> <td>-2%</td> </tr> <tr> <td>KS1 Writing</td> <td>65%</td> <td>65%</td> <td>0%</td> </tr> <tr> <td>KS1 Maths</td> <td>83%</td> <td>62%</td> <td>+21%</td> </tr> <tr> <td>KS1 RWM</td> <td>57%</td> <td>49%</td> <td>+8%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>KS2</th> <th>PP</th> <th>Non-PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>KS2 Reading</td> <td>43%</td> <td>66%</td> <td>-23%</td> </tr> <tr> <td>KS2 Writing</td> <td>62%</td> <td>80%</td> <td>-18%</td> </tr> <tr> <td>KS2 Maths</td> <td>43%</td> <td>77%</td> <td>-34%</td> </tr> <tr> <td>KS2 RWM</td> <td>24%</td> <td>52%</td> <td>-28%</td> </tr> </tbody> </table> <p>Attainment July 2024:</p> <table border="1"> <thead> <tr> <th>KS1</th> <th>PP</th> <th>Non-PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>PSC</td> <td>44%</td> <td>70%</td> <td>-26%</td> </tr> <tr> <td>KS1 Reading</td> <td>58%</td> <td>80%</td> <td>-22%</td> </tr> <tr> <td>KS1 Writing</td> <td>42%</td> <td>70%</td> <td>-28%</td> </tr> <tr> <td>KS1 Maths</td> <td>58%</td> <td>83%</td> <td>-25%</td> </tr> <tr> <td>KS1 RWM</td> <td>42%</td> <td>63%</td> <td>-21%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>KS2</th> <th>PP</th> <th>Non-PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>KS2 Reading</td> <td>64%</td> <td>87%</td> <td>-23%</td> </tr> <tr> <td>KS2 Writing</td> <td>50%</td> <td>84%</td> <td>-34%</td> </tr> <tr> <td>KS2 Maths</td> <td>50%</td> <td>84%</td> <td>-34%</td> </tr> <tr> <td>KS2 RWM</td> <td>45%</td> <td>81%</td> <td>-36%</td> </tr> </tbody> </table>	KS1	PP	Non-PP	Gap	PSC	62%	100%	-38%	KS1 Reading	58%	67%	-2%	KS1 Writing	65%	65%	0%	KS1 Maths	83%	62%	+21%	KS1 RWM	57%	49%	+8%	KS2	PP	Non-PP	Gap	KS2 Reading	43%	66%	-23%	KS2 Writing	62%	80%	-18%	KS2 Maths	43%	77%	-34%	KS2 RWM	24%	52%	-28%	KS1	PP	Non-PP	Gap	PSC	44%	70%	-26%	KS1 Reading	58%	80%	-22%	KS1 Writing	42%	70%	-28%	KS1 Maths	58%	83%	-25%	KS1 RWM	42%	63%	-21%	KS2	PP	Non-PP	Gap	KS2 Reading	64%	87%	-23%	KS2 Writing	50%	84%	-34%	KS2 Maths	50%	84%	-34%	KS2 RWM	45%	81%	-36%	<p>Additional teacher in Y6 0.5 day each week to target PP children for additional support to increase outcomes in RWM.</p> <p>Additional TA in Y6 0.5 day each week to target PP children for additional support to increase outcomes in RWM.</p> <p>UKS2 team to provide QFT to small groups of Year 6 pupils, providing purposeful feedback to enhance progress and tailor lessons according to need.</p> <p>High quality CPD to be delivered weekly by members of SLT in relation to QFT and curriculum approach. CPD to focus on the use of assessment to accurately pitch and challenge pupils across the curriculum. Bespoke CPD cycle to be delivered to meet individual need, with a particular focus on ECTs and staff new to year group.</p> <p>CPD focused on adaptive teaching to improve QFT and ensure all learner needs are met.</p> <p>CPD to further develop the reading approach to ensure all high-quality teaching of reading as a gateway subject.</p> <p>Staff to attend Trust network days to support the development of QofE.</p> <p>SLT to support and model high quality first wave 1 teaching across school to ensure teaching is at least good.</p> <p>DoT&L to support school leaders in curriculum development and improving T&L with a focus on literacy and improving standards in teaching of writing.</p> <p>School leaders to engage in range of CPD designed to improve standards and lead high quality CPD and training with staff across school inc. NPQs</p> <p>Use of HLTAs to deliver PPA to ensure a team/paired approach to planning, preparation and assessment.</p>	<p>The EFF guide to The Pupil Premium states that good teaching is the most important lever schools have to improve outcomes for Disadvantaged pupils. https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</p> <p>EFF research suggests that effective feedback improve learning by an additional 8 months. Feedback Toolkit Strand Education Endowment Foundation EFF</p> <p>EFF research suggests that Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension. EFF blog: Shining a spotlight on reading fluency EFF (educationendowmentfoundation.org.uk)</p>	2, 3
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	<p>Allocated member of leadership to support PPA where appropriate to ensure support is provided to staff in relation to planning and curriculum development with a focus on ECTs and staff new to HCAT/year group.</p> <p>Clear identification of disadvantaged pupils and their needs to be highlighted through FFT20, moderation challenge meetings, pupil progress meetings and identification of strategies on cohort action plans.</p>																		
<p>Priority 2: To improve phonics attainment of PP pupils and continue to narrow gap between peers.</p> <p><u>Identification:</u> Historically PP pupils do not attain as well as their peers in Phonics.</p> <p>Phonics Attainment July 2023:</p> <table border="1" data-bbox="97 723 440 779"> <thead> <tr> <th></th> <th>PP</th> <th>Non- PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Phonics</td> <td>62%</td> <td>100%</td> <td>-38%</td> </tr> </tbody> </table> <p>Phonics Attainment July 2024:</p> <table border="1" data-bbox="97 835 440 891"> <thead> <tr> <th></th> <th>PP</th> <th>Non- PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Phonics</td> <td>44%</td> <td>70%</td> <td>-26%</td> </tr> </tbody> </table>		PP	Non- PP	Gap	Phonics	62%	100%	-38%		PP	Non- PP	Gap	Phonics	44%	70%	-26%	<p>Phonics lead to engage with LA beacon school to ensure consistent high quality phonics teaching across EYFS and KS1 inc. engaging in CPD and leading training with staff.</p> <p>Phonics lead to identify strategies to close gaps in phonics and ensure children continue to make good progress towards reading and reading comprehension.</p> <p>Regular, planned CPD and coaching for teachers/TAs on phonics approach, lesson delivery, resourcing and assessment. (Inc. RWI CPD for new staff and leadership support for new lead in 24-25).</p> <p>Resources to support phonics approach, including early reading resources.</p> <p>Allocated time for the phonics lead to model, monitor and support in the planning and delivery of phonics.</p>	<p><i>The EFF guide to The Pupil Premium states that good teaching is the most important lever schools have to improve outcomes for Disadvantaged pupils. https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</i></p> <p><i>EEF research evidences that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</i></p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:

2023-24: £ 39,129

2024-25: £47,149

Measure	Activity	Evidence that supports this approach	Challenge number(s) addressed																																																																																																								
<p>Priority 1: To improve the attainment of PP pupils, narrowing the gap between PP Pupils and their peers with a focus on KS2 outcomes.</p> <p><u>Identification:</u> PP pupils do not attain as well as their peers in Phonics or RWM:</p> <p>Attainment July 2023:</p> <table border="1"> <thead> <tr> <th>EYFS GLD</th> <th>PP</th> <th>Non- PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td></td> <td>36%</td> <td>76%</td> <td>-40%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>KS1</th> <th>PP</th> <th>Non- PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>PSC</td> <td>62%</td> <td>100%</td> <td>-38%</td> </tr> <tr> <td>KS1 Reading</td> <td>65%</td> <td>67%</td> <td>-2%</td> </tr> <tr> <td>KS1 Writing</td> <td>65%</td> <td>65%</td> <td>0%</td> </tr> <tr> <td>KS1 Maths</td> <td>83%</td> <td>62%</td> <td>+21%</td> </tr> <tr> <td>KS1 RWM</td> <td>57%</td> <td>49%</td> <td>+8%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>KS2</th> <th>PP</th> <th>Non- PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>KS2 Reading</td> <td>43%</td> <td>66%</td> <td>-23%</td> </tr> <tr> <td>KS2 Writing</td> <td>62%</td> <td>80%</td> <td>-18%</td> </tr> <tr> <td>KS2 Maths</td> <td>43%</td> <td>77%</td> <td>-34%</td> </tr> <tr> <td>KS2 RWM</td> <td>24%</td> <td>52%</td> <td>-28%</td> </tr> </tbody> </table> <p>Attainment July 2024:</p> <table border="1"> <thead> <tr> <th>EYFS GLD</th> <th>PP</th> <th>Non- PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td></td> <td>50%</td> <td>83%</td> <td>-33%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>KS1</th> <th>PP</th> <th>Non- PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>PSC</td> <td>44%</td> <td>70%</td> <td>-26%</td> </tr> <tr> <td>KS1 Reading</td> <td>58%</td> <td>80%</td> <td>-22%</td> </tr> <tr> <td>KS1 Writing</td> <td>42%</td> <td>70%</td> <td>-28%</td> </tr> <tr> <td>KS1 Maths</td> <td>58%</td> <td>83%</td> <td>-25%</td> </tr> <tr> <td>KS1 RWM</td> <td>42%</td> <td>63%</td> <td>-21%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>KS2</th> <th>PP</th> <th>Non- PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>KS2 Reading</td> <td>64%</td> <td>87%</td> <td>-23%</td> </tr> <tr> <td>KS2 Writing</td> <td>50%</td> <td>84%</td> <td>-34%</td> </tr> <tr> <td>KS2 Maths</td> <td>50%</td> <td>84%</td> <td>-34%</td> </tr> <tr> <td>KS2 RWM</td> <td>45%</td> <td>81%</td> <td>-36%</td> </tr> </tbody> </table>	EYFS GLD	PP	Non- PP	Gap		36%	76%	-40%	KS1	PP	Non- PP	Gap	PSC	62%	100%	-38%	KS1 Reading	65%	67%	-2%	KS1 Writing	65%	65%	0%	KS1 Maths	83%	62%	+21%	KS1 RWM	57%	49%	+8%	KS2	PP	Non- PP	Gap	KS2 Reading	43%	66%	-23%	KS2 Writing	62%	80%	-18%	KS2 Maths	43%	77%	-34%	KS2 RWM	24%	52%	-28%	EYFS GLD	PP	Non- PP	Gap		50%	83%	-33%	KS1	PP	Non- PP	Gap	PSC	44%	70%	-26%	KS1 Reading	58%	80%	-22%	KS1 Writing	42%	70%	-28%	KS1 Maths	58%	83%	-25%	KS1 RWM	42%	63%	-21%	KS2	PP	Non- PP	Gap	KS2 Reading	64%	87%	-23%	KS2 Writing	50%	84%	-34%	KS2 Maths	50%	84%	-34%	KS2 RWM	45%	81%	-36%	<p>Using end of year data and baseline data (as appropriate) identify and establish small group interventions for pupils working below age related expectations in RWM. SLT to work alongside SENDCo to devise and implement an intervention policy, tracking system, and menu of evidence-based interventions to be delivered.</p> <p>Use of adapted cohort action plans to identify pupils and outline strategies to support PP pupils working below ARE in RWM. CPD and support from SLT in relation to creation, implementation and monitoring impact of CAPs.</p> <p>Use of tuition funding to deliver small group intervention for pupils working below ARE in Reading/Maths- Y2/Y6 (23-24)</p> <p>Use YARC reading assessment tool and reading plus to identify needs and target pupils and accurately pitch reading interventions and monitor progress over time.</p> <p>Implementation/embedding of intervention timetables and effective deployment of support staff to ensure bottom 20%/target pupils have consistent access to support through target group interventions- wave 2.</p> <p>Use of Arbor tracking to monitor and track progress of interventions and the impact of this on improving standards/outcomes.</p> <p>Use CGP and CGP Stretch to ensure appropriate pitch and challenge in delivery of targeted support inc. text level, questioning etc.</p> <p>CPD delivered to TAs to support the delivery and monitoring of evidenced based intervention inc. Reading Plus; YARC etc. TAs to deliver appropriate interventions.</p> <p>Additional before/after-school boosters sessions provided for pupils in Y2/Y6 in RWM, targeting disadvantaged pupils- inc. GPS, Reading, Maths & Phonics</p>	<p><i>EFF research suggests that small group tuition improves learning by 4 months and reading comprehension strategies by 6 months.</i></p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p><i>Reading comprehension strategies are high impact on average (+6 months)...</i></p> <p><i>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</i></p> <p><i>Effective diagnosis of reading difficulties is important in identifying possible solutions...</i></p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	2, 3
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<p>Priority 2: To improve phonics attainment of PP pupils and continue to narrow/sustain gap between peers.</p> <p><u>Identification:</u></p> <p>Historically PP pupils do not attain as well as their peers in Phonics.</p> <p>Phonics Attainment July 2023:</p> <table border="1" data-bbox="81 398 419 456"> <thead> <tr> <th></th> <th>PP</th> <th>Non- PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Phonics</td> <td>62%</td> <td>100%</td> <td>-38%</td> </tr> </tbody> </table> <p>Phonics Attainment July 2024:</p> <table border="1" data-bbox="81 510 419 568"> <thead> <tr> <th></th> <th>PP</th> <th>Non- PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Phonics</td> <td>44%</td> <td>70%</td> <td>-26%</td> </tr> </tbody> </table>		PP	Non- PP	Gap	Phonics	62%	100%	-38%		PP	Non- PP	Gap	Phonics	44%	70%	-26%	<p>Using end of year data and baseline data (as appropriate) identify and establish small group and 1:1 interventions for pupils working below age related expectations in phonics.</p> <p>Use of cohort action plans to identify pupils and outline strategies to support PP pupils working below ARE in Phonics.- Support/CPD from SLT.</p> <p>CPD to be delivered to TAs/new staff (inc. ECTs) to upskill their phonics skills and knowledge in delivering effective intervention. Inc. RWI CPD 2024-25.</p> <p>1:1 phonics intervention delivered daily to identified pupils to ensure rapid and sustained progress- fast track tutoring.</p> <p>Early reading interventions to target fluency to ensure all pupils continue to make typical or rapid progress.</p>	<p><i>Research identifies that positive outcomes for pupils through targeted intervention from TA support has most impact when time and resources are spent on quality CPD to improve support staff practice. https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants</i></p> <p><i>The EFF guide to The Pupil Premium states that evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf</i></p>	1, 2
	PP	Non- PP	Gap																
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<p>Priority 3: To improve SLC of PP pupils across EYFS & Y1.</p> <p><u>Identification:</u></p> <p>PP pupils enter EYFS working well below ARE particularly in SLC</p>	<p>Implementation of evidenced based intervention to support development of SLC across EYFS (and Year 1) to ensure development of early language and listening skills.</p> <p>TAs to be trained in delivery and tracking of intervention.</p>	<p><i>Research identifies positive outcomes for pupils through targeted intervention from EYP support.</i></p> <p>https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/teaching-assistants</p>	1, 2, 3																

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

Budgeted cost:

2023-2024: £ 66,507

2024-2025: £80,365

Measure	Activity	Evidence that supports this approach	Challenge number(s) addressed																		
<p>Priority 1: Reduce PA and improve and sustain attendance rates of disadvantaged pupils.</p> <p><u>Identification:</u> Attendance data indicates attendance of disadvantaged pupils is lower than non-disadvantaged and rates of PA are significantly higher.</p> <p>July 23:</p> <table border="1"> <thead> <tr> <th></th> <th>Attendance</th> <th>PA</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>93.4%</td> <td>14.7%</td> </tr> <tr> <td>Non- PP</td> <td>95.2%</td> <td>6.9%</td> </tr> </tbody> </table> <p>July 24:</p> <table border="1"> <thead> <tr> <th></th> <th>Attendance</th> <th>PA</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>94.1%</td> <td>16.2%</td> </tr> <tr> <td>Non- PP</td> <td>95.3%</td> <td>8.3%</td> </tr> </tbody> </table>		Attendance	PA	PP	93.4%	14.7%	Non- PP	95.2%	6.9%		Attendance	PA	PP	94.1%	16.2%	Non- PP	95.3%	8.3%	<p>Weekly, monthly and termly monitoring and tracking of attendance and PA of disadvantaged pupils is conducted; immediate action is implemented.</p> <p>Development and implementation of an attendance strategy plan linked to DfE Working Together to Improve School Attendance Guidance.</p> <p>Monthly attendance monitoring meetings HT/Pastoral Team/Attendance Officer (AO)</p> <p>Appropriate actions are taken by AO/EWO inc. ISAPs, home visits etc.</p> <p>SLA with EWS- EWO to work with the attendance lead in school to monitor and support families with persistent attendance issues. Home visits conducted weekly as required.</p> <p>Use of CPOMs to record and monitor attendance.</p> <p>Incentives schemes and strategies to support improving attendance and reduction of PA.</p> <p>QFT and the develop of a broad and balanced curriculum engages and inspires pupils to attend and learn every day.</p>	<p><i>There's a clear link between poor attendance and lower academic achievement DfE research (2015)</i> https://assets.publishing.service.gov.uk/gov/uploads/system/uploads/attachment_data/file/412638/The link between absence and attainment at KS2 and KS4.pdf</p>	4
	Attendance	PA																			
PP	93.4%	14.7%																			
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Non- PP	95.3%	8.3%																			
<p>Priority 2: To provide support for disadvantaged pupils with SEMH needs.</p> <p><u>Identification:</u> A high % of disadvantaged pupils come to school with social, emotional needs which create barriers to learning.</p>	<p>DHT/Pastoral Lead/SENDCO to ensure early identification of pupils with SEMH difficulties and relevant action taken.</p> <p>Counselling/Compass/Nurture support for identified pupils.</p> <p>Pastoral Lead to:</p> <ul style="list-style-type: none"> - Support and identify EHA for families. - Support vulnerable pupils, particularly those who are seen as disadvantaged who need intervention to help with SEMH needs. - Attend/conduct TAF meetings. - Conduct parent support sessions and parenting workshops. - Implement and lead nurture groups for identified pupils. <p>Subscription to National College to provide CPD for staff on SEMH to ensure children's emotional wellbeing is supported.</p>	<p><i>Evidence to suggest that personalised support to remove barriers to learning through Learning Mentor support can have a positive impact on outcomes for disadvantaged pupils, parents and families.</i> https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions/</p> <p><i>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income.</i> https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	2, 4, 5																		
<p>Priority 3: Continue to improve SEND provision and ensure effective strategies are in place to support the progress and attainment of SEND/PP pupils.</p> <p><u>Identification:</u> Data shows disadvantaged pupils with SEND are low attaining and progress is not in line with peers.</p>	<p>Monthly SEND monitoring meetings SLT/SENDCO.</p> <p>SEND/PP pupil progress meetings conducted at key assessments points with SENDCO/staff and SENCO/SLT</p> <p>Implement & embed provision Map to support accurate target setting and robust approach to monitoring. SENDCO to deliver ongoing CPD on how to best use adaptations and basket tasks to allow all pupils to achieve in every lesson.</p> <p>Whole school provision/intervention map created with SENDCO to ensure all children who are SEN</p>	<p><i>Pupils with SEND might face significantly greater challenges in learning than the majority of their peers</i> <i>The impact of SEND on academic attainment is closely related to the EEF's focus on economic disadvantage: 27% of pupils with special educational needs are eligible for free school meals compared to 12% of pupils without special educational needs.</i> https://educationendowmentfoundation.org.uk/projects-and-</p>	1, 2, 3, 4, 5																		

	<p>Support are monitored closely and support is provided through graduated approach (Assess, plan, do, review). Any changes communicated to parents in prompt and timely manner.</p> <p>SEND pupils catered for through develop of School Support Plans (Provision Map) to ensure appropriate targets, action and support for all pupils on SEND register.</p> <p>Clear channels of communication with parents/carers.</p> <p>Targeted/MAP meetings with parents and other stakeholders to ensure PP pupils across school with particular SEND are receiving same access to QFT.</p> <p>Implementation of revised SEND curriculum adaptation documents and delivery of CPD to staff to ensure all pupils are supported to access learning.</p> <p>Implementation of monthly SEND parent meetings to provide ongoing support to families led by SENDCo.</p>	<p>evaluation/how-to-apply/themed-rounds/improving-outcomes-for-pupils-with-send/</p>	
<p>Priority 4: Develop strategies to further improve the engagement of parents/carers.</p> <p><u>Identification:</u> Disadvantaged pupils come from households with limited stability, poor attitudes to education and low aspirations. A proportion of disadvantaged pupils are subject to ACEs. Parental engagement is low.</p>	<p>DHT/pastoral team to develop parental engagement and ensure this supports learning at home.</p> <p>Regular communication with school is encouraged and communication with parents is achieved through a variety of forums: website, Arbor, Twitter, Seesaw etc.</p> <p>Monthly newsletters to showcase learning that has taken place to date and upcoming learning opportunities in the new term.</p> <p>Subscription to Seesaw to provide platform for home learning.</p> <p>Regular parent workshops are conducted by staff/pastoral team inc. SATs workshops; SEMH/Compass; Phonics; Curriculum etc.</p> <p>Meet and greet by school leaders/teachers and start/end of school day to build positive relationships with families.</p>	<p><i>EEF Research suggests that the impact of raising parents' aspirations are important for support disadvantaged pupils. +3 months.</i> https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement</p>	4, 5
<p>Priority 5 Ensure disadvantaged pupils are involved in wider curriculum opportunities to increase their exposure to both social and cultural capital.</p> <p><u>Identification:</u> Limited up take in wider curriculum activities from disadvantaged children in comparison to their peers.</p>	<p>Subside the cost of trips, visits and clubs to ensure financial capital does not impact on pupils' opportunities to develop social and cultural experiences. Ring fence a percentage of these spaces for disadvantaged pupils to ensure inclusion.</p> <p>Provide all stakeholders with the schools Personal Development Offer that outlines the planned wider curriculum opportunities provided to pupils over their primary phase.</p> <p>Promote the importance of social and wider curriculum opportunities to families through regular communication, highlighting the impact such activities will have on pupils wellbeing, social skills and confidence.</p> <p>Collect pupil parent/carer voice on the personal development offer to ensure clubs and trips are purposeful to meet the current needs of the community.</p>		3

Total budgeted cost:

2023-2024: £ 222,954

2024-2025: £174,288

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 2022 to 2023 academic year.

Review of teaching 2022/23

Assessments and data outcomes 2022/23 highlight that the attainment of disadvantaged pupils continues to be a focus of school improvement moving forward. Attainment gaps still remain across and improving outcomes will continue to be a key focus in 23-24 strategy statement.

CPD for all staff in relation to the school's chosen phonics programme, Read, Write Inc. has significantly improved phonics outcomes phonics at Year 1 which have risen from 78% to 93%. Effective implementation and delivery of the school's approach to the teaching of phonics has supported significant improvements in teaching, provision and standards- reflected in Y1 phonics screening check. Additional phonic booster groups and targeted intervention have also ensured that focus pupils have been targeted which is reflected in the increased outcomes. Of the Year 1 cohort, 22 pupils scored the full marks in the screening test in June 2023 which highlights the quality of provision and the rigour in phonic assessments on a half termly basis. Monitoring of phonics indicates that 84% of phonics teaching is good or better.

Strategies outlined in phonics action plan e.g. daily phonics; phonic target groups & 1:1 intervention impacted positively on progress and attainment:

	All	PP	Non- PP	Gap	Commentary
Y1 Phonics	93%	62%	100%	-38%	X5 pupils not passing screening x4 have additional needs. All pupils not passing will access further support and intervention in Y2.
Y2 Phonics	93%	90%	95%	-5%	X4 pupils not passing Y2 check- all have additional SEND

A range of CPD provided has ensured that teachers and staff have further developed knowledge and expertise. CPD through National College has shown a greater awareness of barriers for disadvantaged pupils along with possible strategies to support their learning. CPD based around modelling & scaffolding activities has impacted on the levels of independence in lessons which has increased across all pupil groups; this has been evident in lesson observations.

In relation to quality first teaching, CPD delivered has improved the profile of teaching across school. Year 1 ECT's (x3) and Year 2 ECT (x1) have all successfully completed induction and are making good progress towards the teacher standards:

Improved profile of teaching; Summer term 2023- 94% of teaching good or better.

Book scrutiny indicates that improved marking & feedback is impacting on pupil outcomes and moving learning forward; consistent approach & policy is embedded. Summer Term- 86% of work scrutiny conducted- good/better.

Through cohort pupil progress meetings & sharing of PP progress meeting, T are acutely aware of PP target pupils- this is reflected in cohort action plans.

Attainment:

	All	PP	Non- PP
EYFS GLD	67%	36%	76%
Y1 Phonics	93%	62%	100%
Y2 Phonics	93%	90%	95%
KS1 Reading	60%	50%	67%

KS1 Writing	58%	46%	67%
KS1 Maths	70%	63%	75%
KS1 RWM	53%	46%	58%
KS2 Reading	57%	50%	67%
KS2 Writing	73%	46%	67%
KS2 Maths	64%	63%	75%
KS2 RWM	46%	46%	58%

The school's reading resources have been reviewed and new books purchased to ensure that pupils have access to a wide range of age-appropriate texts. This has improved pupils love of reading as well as developed more positive attitudes towards reading. Additionally, the purchase of e-books has supported reading at home for pupils accessing the RWI program. Fresh start resources have been purchased to support children in UKS2 who still need to develop their phonic knowledge with more age-appropriate materials.

TT rockstars and spelling shed has shown that pupils are highly motivated and as a result our MTC outcomes have improved this year compared to 2022:

	% achieving 20+marks	Average score	% PP achieving 20+ marks
2022	65%	16.85	100%
2023	83%	22.67	79% - 2 EHCP were disapplied and included in the data

Review of targeted academic support 2022/23

Targeted interventions were reviewed and designed to meet pupil need throughout the year as an outcome from pupil progress meetings with SLT on a termly basis.

Spring term data review showed that reading in Year 6 was a priority so Reading + was used and engagement improved for example, x1 pupil not scoring ARE in Autumn who engaged with the program achieved a scale score of 108 by May tests.

Year 3 and Year 5 tutoring has taken place throughout the year and has focused on the priority subjects identified through analysis of data at assessment points. This has had varying degrees of success and will be reviewed for September.

Booster classes for pupils in Y2/Y6 ensured that pupils have made progress from baselines.

Review of wider strategies

Attendance strategies and incentives have been successful and this is reflected in attendance figures across the year which have been broadly in line/above National averages. Strategies to reduce persistent absence (PA) from September to July 2023 have been effective and a focus on PP pupils has shown a decrease in the numbers of PA across the year along with an increase in attendance term on term:

2022-23	Attendance			Persistent Absence		
	Aut	Spr	Sum	Aut	Spr	Sum
Whole school	94.4%	94.9%	95.5%	18.5%	11.6%	8.8%
Disadvantaged	92.4%	93.9%	93.9%	28.7%	19.3%	14.7%

The effective use of EWS through strategies such as home visits, analysis of school data and ISAP meetings with identified families with poor attendance has support improvements in attendance. The attendance proforma indicates an improvement of attendance following the ISAP meetings.

Monitoring and tracking has indicated that pupil behaviour, wellbeing and mental health continue to be significantly impacted, primarily due to a range of factors and influences including COVID-19 and economic crisis related issues, ACEs etc. The impact this is particularly acute for disadvantaged pupils. Pupil premium funding was used to provide wellbeing support for all pupils, and targeted interventions where required; these approaches continued to be built upon as highlighted in the activities detailed in this plan:

- TADs counselling sessions with pupils have been successful in developing targeted children's emotional resilience which has also led to an improvement in their academic outcomes.

- Other agencies such as EP and SCI team have also supported pupils with SEMH needs in identifying their next steps in their learning. EP and SENDCo worked together to gain additional support through EHCP for pupil premium children.
- The school's learning mentor has provided SEMH targeted support to identified pupils throughout the year which has developed and targeted children's emotional resilience so that they can manage challenging situations more appropriately. This has also led to an improvement in their academic outcomes. The learning mentor has also provided CPD for teachers and TA's to support children within classes with SEMH needs.

After school & breakfast clubs have been well attended by PP pupils and paid for by grant funding – breakfast club has supported PP pupils in improving social skills and communication with other pupils along with improving their attendance along with being more ready for learning.

The Y6 residential was successful. Friendships were widened and pupils, inc. disadvantaged pupils, broadened their experiences and developed independence alongside trying new skills to develop their confidence in their own abilities.

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Review of teaching 2023/24

Assessments and data outcomes 2023/24 highlight that the attainment of disadvantaged pupils continues to be a focus of school improvement moving forward. Attainment gaps still remain across and improving outcomes will continue to be a key focus in 24-25 strategy statement.

Effective implementation and delivery of the school's approach to the teaching of phonics continues and continues to support improvements in teaching, provision and standards. Additional phonic booster groups and targeted intervention have also ensured that focus pupils have been targeted. Monitoring of phonics indicates that 100% of phonics teaching is good or better.

Strategies outlined in phonics action plan e.g. daily phonics; phonic target groups & 1:1 intervention impacted positively on progress and attainment:

	All	PP	Non- PP	Gap	Commentary
Y1 Phonics	79%	44%	70%	-34%	It should be noted that of the cohort, only x9 pupils were identified as PP. X8 pupils not passing screening all have identified additional or speech and language needs. All pupils not passing will access further support and intervention in Y2.
Y2 Phonics	95%	84%	100%	-16%	X3 pupils not passing Y2 check- all have additional SEND; x2 have EHCPs.

A range of CPD provided has ensured that teachers and staff have further developed knowledge and expertise in relation to QFT. CPD based around adaptive teaching and subject specific CPD has impacted on progress and outcomes; this has been evident in monitoring. In addition, CPD delivered has improved the profile of teaching across school. Year 2 ECTs (x2) have all successfully completed induction and have made good progress towards the teacher standards.

Improved profile of teaching; Summer term 2023- 93% of teaching good or better.

Book scrutiny indicates marking & feedback continues to impact on pupil outcomes. Summer Term- 100% of work scrutiny conducted- good/better.

Through pupil progress meetings & sharing of PP progress meeting, T are acutely aware of PP target pupils- this is reflected in cohort action plans.

Attainment 2024:

EYFS GLD	PP	Non-PP	Gap
	50%	83%	-33%
KS1	PP	Non-PP	Gap
PSC	44%	70%	-26%
KS1 Reading	58%	80%	-22%
KS1 Writing	42%	70%	-28%
KS1 Maths	58%	83%	-25%
KS1 RWM	42%	63%	-21%
KS2	PP	Non-PP	Gap
MTC	27%	49%	-22%
KS2 Reading	64%	87%	-23%
KS2 Writing	50%	84%	-34%
KS2 Maths	50%	84%	-34%
KS2 RWM	45%	81%	-36%

Review of targeted academic support 2023/24

The use of end-of-year and baseline data to identify pupils for small group interventions has ensured targeted support. This has aligned with the EEF's recommendation for evidence-informed decision-making.

The development of an intervention menu of evidence-based interventions by SLT and SENDCo demonstrates a structured approach to support- this needs further review to ensure this is developed and embedded for maximum impact.

The use of adapted cohort action plans (CAPs) to identify and support PP pupils below ARE in RWM has impacted on progress and attainment and improved outcomes.

The implementation of intervention timetables and effective staff deployment has ensured consistent support for the bottom 20% and target pupils. Additional before/after-school booster sessions for Y2/Y6 pupils, targeting disadvantaged students, has provided extra support in key areas which is reflected in improved outcomes.

Review of wider strategies

Attendance strategies and incentives continue to be successful and this is reflected in attendance figures across the year which have been broadly in line/above National averages. Systems and processes to support improving attendance and regular KIT meetings have been successful. Strategies to reduce persistent absence (PA) have been effective and a focus on PP pupils has shown a decrease in the numbers of PA across the year along with an increase in attendance term on term:

2023-24	Attendance			Persistent Absence		
	Aut	Spr	Sum	Aut	Spr	Sum
Whole school	95.4%	95.1%	94.2%	12.8%	13.8%	19.1%
Disadvantaged	94.2%	93.9%	94.0%	22.3%	18.4%	20.1%

Attendance Improvement Strategies: The school has a robust approach to attendance which includes strong partnerships with EWS. This incorporates:

1. Proactive home visits
2. Detailed analysis of school attendance data
3. In-School Attendance Panel (ISAP) meetings with families showing attendance concerns

These initiatives have had positive results, as evidenced by the attendance proforma, which shows an upward trend in attendance of identified pupils. The implementation of case studies has supported this.

Pupil Wellbeing: Continuous monitoring has highlighted challenges in pupil behaviour, wellbeing, and mental health. These issues are attributed to:

- Ongoing effects of the COVID-19 pandemic
- Current economic instability
- Adverse Childhood Experiences (ACEs)

Disadvantaged students have been particularly affected by these factors. In response, the school has strategically allocated Pupil Premium funding to provide comprehensive wellbeing support and targeted interventions. Key initiatives include:

1. DS Counselling: These sessions have successfully enhanced the emotional resilience of targeted students, leading to improved academic outcomes.
2. Multi-Agency Partnerships:

- Collaboration with Educational Psychologists (EP) and the School Improvement (SCI) team to support students with Social, Emotional, and Mental Health (SEMH) needs
 - Joint efforts between EP and the Special Educational Needs and Disabilities Coordinator (SENDCo) to secure additional support through Education, Health and Care Plans (EHCP) for eligible Pupil Premium children
3. Pupil Welfare Support:
- Provision of targeted SEMH support throughout the academic year
 - Enhancement of students' emotional resilience, resulting in improved ability to handle challenging situations and better academic performance
 - Delivery of Continuing Professional Development (CPD) sessions for teachers and Teaching Assistants (TAs) to improve in-class support for students with SEMH needs inc. Positive Regard; TIS CPD

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Spelling shed	ED-Shed
TT Rockstars	Maths Circle
Read, Write, Inc	Ruth Miskin
Emotional Literacy Support & Advice	ELSA
Reading Plus	Reading Solutions UK
WELCOM	GL Assessment

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:

- Reviewing policy and embedding more effective practice around marking and feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
Providing high-quality feedback to pupils is integral to effective teaching.
<https://educationendowmentfoundation.org.uk/school-themes/feedback-monitoring-pupil-progress/>
- Ensuring the DfE grant to train a senior mental health lead is utilised effectively and engaging with external services and support to audit current practice and identified strategies and actions to improve pupil wellbeing.

Planning, implementation, and evaluation

Evaluation of previous strategies and actions informed the development of the updated pupil premium strategy. Evidence from multiple sources of data including assessments, work scrutiny, pupil/staff voice, lesson observations has been triangulated to support the identification of challenges faced by disadvantaged pupils.

When planning the Pupil Premium Strategy Statement a tiered approach, based on EEF evidence was adopted, focusing on:

- High quality teaching
- Targeted academic support
- Wider strategies

Challenges linked to each tier and the mitigating actions have been identified. These are intrinsically we linked to the school improvement plan to ensure they are prioritised and impact of actions is regularly monitored.

Area	Challenge	Mitigating action
Teaching	Providing adequate time for professional development.	Effective and efficient use of staff meetings and INSET days. Development of a CPD and monitoring cycle. Use of SLT/Director support to lead highly effective and focused CPD
Targeted support	Ensuring CPD and support is provided to support the effective implementation and delivery of interventions.	Senior leadership work alongside SENDco to implement intervention policy, menu, tracking and ensure CPD for staff delivering intervention.
Wider strategies	Developing a change in mindset to attendance and the importance of education.	Development of an attendance strategy action plan linked to the DfE Working Together to Improve School Attendance guidance.

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.