

Pupil premium strategy statement

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

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

School overview

| Detail | Data |
|---|----------------|
| Number of pupils in school | 405 |
| Proportion (%) of pupil premium eligible pupils | <u>26.7%</u> |
| Academic Year/years that our current pupil premium strategy plan covers | 2023-2025 |
| Date this statement was published | October 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Lauren Flain |
| Trust Pupil premium lead | Tamzin Wood |
| Governor / Trustee lead | John White |

Funding overview

| Detail | Amount |
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| Pupil premium funding allocation this academic year | £136,110.00 |
| Recovery premium funding allocation this academic year | - |
| Pupil premium funding carried forward from previous years | £ 51,206.81 |
| Total budget for this academic year | £187,316.81 |

Part A: Pupil premium strategy plan Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the entire curriculum whilst developing a love for reading and continuing to learn. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We consider the challenges faced by vulnerable pupils, such as those who have a social worker, are young carers, those adopted from care, and those who are facing hardship such as homelessness. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap (<http://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>) and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The Reading Framework (<https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy>) states that "Reading is fundamental to education.

Proficiency in reading, writing and spoken language is vital for pupils' success...pupils who find it difficult to learn to read are likely to struggle across the curriculum".

Our intention is that, every child, as they leave Key Stage 1, is a fluent reader. Any child who has wider barriers that impact on reading fluency will be identified at the earliest opportunity and additional support put in place to ensure that all children are successful fluent readers.

According to research children from economically disadvantaged children have 600 words fewer than children from economically advantaged homes. This language deficit is one of the key barriers to disadvantaged children's progress at school.

The Reading Framework supports this by stating "Becoming a fluent, skilled and attentive reader starts at the earliest stages, before children encounter a book for the first time, partly driven by the quality of their parents talk with them that expands their vocabulary".

EEF research evidenced that disadvantaged pupils have been worse affected by the pandemic. This is also born out across our schools and our strategy aims to proactively tackle this. This is supported by evidence around the "Matthew Effect" which states that children with gaps in their learning (weak schema) are more likely to suffer learning loss than their peers (<https://www.theconfidentteacher.com/2020/09/covid-19-and-the-literacy-matthew-effect/>)

The pandemic led to some significant impact on pupil well-being and mental health either directly or indirectly. Some of our families were unable to access the remote education provided due to either a lack of technology, or wider factors such as insufficient devices for each child in the family, balancing the demands of working from home, or personal challenges in supporting their child with their learning.

Furthermore, the lockdown restrictions meant that specialist outside agencies had restricted access to the children in school. The Pupil Premium Strategy sets out to address these issues.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve in all aspects of their education and life skills

Challenges

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

| Challenge number | Detail of challenge |
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| 1 | <p><i>Phonics at Key Stage 1</i> The school currently achieves slightly below national averages for children passing their phonics screening, particularly children from disadvantaged backgrounds and where children's attendance is lower than their peers. Lack of phonic skills will have a detrimental effect on their ability to read, but also making valuable links into early writing, well as to then manipulate vocabulary and build the links within.</p> <p>Children who do not pass the phonics screening well in year 2 can sometimes fall behind further in their schooling and this is reflected within end of key stage data, highlighting that children are not in line with their peers.</p> <p><i>Reading at Key Stage 1</i> Quick identification of children who do not have access to quality reading texts at home. Ensuring all children have access to texts they have helped choose at school.</p> <p>Ensuring children throughout the school have access to texts which match their ability and allow for progress, according to the current and relevant phonics scheme or reading curriculum, along with space and provision to enjoy a range of age-appropriate texts throughout the school day.</p> |
| 2 | <p><i>Maths at Key Stage 2</i> Children's outcomes in Maths are below national expectations, with disadvantaged children achieving below their peers. The 2-year trend of Maths attainment shows an increase from 38% at the Exp+ standard to 57% in 2023. In 2024 Maths outcomes for the end of Key Stage 2 was 52%. This implies that there are still significant gaps from previous years through the pandemic and a poor scheme that didn't match the intended outcomes across the whole of Key Stage 2. Children reaching an expected level of attainment in Maths, are required to consolidate previous fundamentals from their time at the school. For the gaps to be rapidly addressed, this means disadvantaged children are less</p> |

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| | <p>likely to narrow the gap and leave with a secure knowledge of all mathematical concepts.</p> <p>Writing at Key Stage 2</p> <p>Children's outcomes in Writing at the end of Key Stage 2 show 29% at the Exp+ standard in 2023 and in 2024 40%. Whilst we see an upward trend, this highlights the significant need for children to develop in their language acquisition and their vocabulary skills. Currently 31% have speech and language concerns which in turn means the application of language within text hinders their overall outcomes.</p> |
| 3 | <p>EYFS</p> <p>On entry baseline data reflects over 50% of Early Years children start our school with little or no mathematical language, poor speech and language and a low start point in phonological awareness and early comprehension of language. This combined with a low managing of behaviours and self-care leads to a low on entry starting point. The FLO supports families through meeting the needs of their children, such as toilet training programmes and early help. At the end of 2022-2023 58% reached GLD and in 2024, 52% obtained their GLD. This data now reflects the complexities with poor communication skills and routines that now preventing others from reaching their potential. The EYFS curriculum is now progressive, making links to all subjects, beyond the EYFS setting to help boost an awareness of concepts earlier on.</p> |
| 4 | <p>Reading for pleasure all children</p> <p>Whilst the implementation of a new reading curriculum has been positive to boost reading skills, through pupil voice, reading is not an enjoyed hobby by 42% of children. These children also indicated that they do not apply the information from their reading to their work. This coupled with poor resourcing of core, classic texts within the family home means children of a disadvantage background will have limited language and fluency skills. The culture for reading for pleasure needs developing for all children within our school.</p> |
| 5 | <p>Well-being and mental health</p> <p>Children are demonstrating a lack of resilience to challenging work. Lockdown also impacted the parents' well-being and mental health which has resulted in children's own emotional welfare, and this is seen through their behaviours.</p> <p>More children are struggling with their SEMH particularly regarding anger and understanding how to communicate effectively their needs and understanding of others. Poor focus, low confidence in class, and well-being and mental health, especially in relation to self-esteem has risen within Key stage 2.</p> |
| 6 | <p>Attendance and punctuality</p> <p>Attendance for academic year 22-23 for Pupil Premium children was 87.2% Significantly below the whole school attendance which was 92%</p> <p>In 2023- 2024, Pupil Premium children had an overall attendance figure of 89.1%</p> <p>52.4% of PP children were also persistent absentees compared to 27.1% whole school.</p> <p>In 2023-2024 the PP children who are persistently absent equals 21.5%, whilst this is a significant improvement, the percentage is still significant high compared to the national average.</p> <p>For some disadvantaged children our evidence from registers and welfare checks shows that attendance is significantly low. Persistent lateness,</p> |

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| | absence or illness affects consistent attendance and therefore consistent learning. |
| 7 | <p>SEND</p> <p>10.6% are both SEND and PP. The overall support and provision for these children is wider than academic achievements, with many facing barriers that relate to attendance, SEMH and peer relationships. The accessibility for these children needs to provide opportunities to enhance all areas of the curriculum that are age appropriate and meet the needs and expectations for them as individuals.</p> |
| 8 | <p>Wider opportunities – Linked to parental engagement and crisis support.</p> <p>Due to COVID the number of opportunities that children have experienced has reduced for example visiting inspiring places, learning new skills through access to external clubs or attending a sports club. Due to the cost-of-living crisis many families are faced with different, hard decisions that reduce the events and opportunities children experience. This leads to further gaps in PSHE, SEMH and academic progress for those who are disadvantaged as they are missing fundamental life skills that can help them to build relationships, care of others or achieve in their learning.</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 |
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| All pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the entire curriculum in both KS1 and KS2. | <ul style="list-style-type: none"> - Children from disadvantaged families make at least expected progress. - All children can take part in extra-curricular activities. - All teaching staff receive ongoing, regular CPD to develop subject specific knowledge and pedagogy. - Teachers receive support from the subject leads. - A clear progression of skill shows links to all year groups, enabling those who need further support to fill gaps of knowledge. - At least 60% of children leaving EYFS working at expected levels for Reading - At least 75% of children pass the Phonic Screening Check in Year 1, and 39% to have passed by the end of Year 2. - All children (100%) to read in an age-appropriate - Termly formative assessment and gap analysis provides focused teaching to fill gaps in learning - Increased numbers of children working at Expected levels or higher within Reading and Writing in all year groups to |

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| | <p>be at least in line with National averages 2019.</p> <ul style="list-style-type: none"> - Pupil voice evidence high levels of engagement in reading for pleasure. - |
| <p>All pupils, irrespective of their background or challenges they face, enjoy a variety of rich texts and have an offering of quality stories in school and at home.</p> | <ul style="list-style-type: none"> - Discussions with children regarding key rich stories to be shared. - Teacher feedback and reading across the curriculum shows all children exposed to quality texts and have access to these. - Reading and SPAG/PAG scores in SATs/NfER testing increase and are at least in line with National averages 2022. |
| <p>Increased levels of well-being & improved mental health</p> | <ul style="list-style-type: none"> -The number of children receiving counselling or bespoke services has increased, showing that matters are identified and supported well. - Feedback from class staff indicates that the children have more of a contribution to class discussions/activities. - Pupil voice indicates that children feel safe at home and at school. - Reduction in behaviour and well-being incidents logged on CPOMs - Wellbeing lead has a positive impact on both children and families. - A positive school culture enables all to feel valued, respected and to achieve in personal goals. |
| <p>Improved and sustain attendance for all pupils particularly our disadvantaged attending school regularly.</p> | <ul style="list-style-type: none"> - The overall attendance rate for the school to be in line with national figures for 2023 and 2024. - The attendance gap between disadvantaged and non-disadvantaged pupils to be in line with national figures. - The attendance for SEND (including SEND disadvantaged) pupils to be in line with national figures. |
| <p>Improve the outcomes for EYFS pupils, especially our disadvantaged, against a Good Level of Development</p> | <p>GLD reaches 67%</p> <ul style="list-style-type: none"> -Children in EYFS are exposed to a range of enriching lessons, taught and modelled effectively, allowing them to apply independently. -Outdoor provision now supports all areas of the curriculum and allows children independence and opportunities to develop in PD and PSE. |

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| <p>Pupils with Additional learning needs pupils make GOOD or better progress in reading, writing and mathematics</p> | <ul style="list-style-type: none"> - The quality of teaching is GOOD and therefore all children, including those with SEND make good progress from their starting point. - Key Stage 1 and 2 RWM results for SEND pupils are in line with that achieved nationally Disadvantaged pupils with SEND are tracked as a specific vulnerable group |
| <p>Ensure no child 'goes without.'</p> | <ul style="list-style-type: none"> - Children are proud to be at our school. - There is 100% participation in all curriculum subjects especially PE, swimming lessons and forest schools - Children eat or have access to a healthy breakfast thus enabling longer concentration in lessons - 'Emergency' contingency plans can be mobilised quickly for families in crisis - Children experience 10 fundamental activities before they level school to support PSHE and wellbeing. |

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: £ 90,869.90

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>1., ELSA and SALT CPD for all staff Ensuring effective deployment of quality teaching assistants to have a positive impact on disadvantaged pupils with SEND</p> | <p>Like quality first teaching, effective professional development combines elements of instruction, rehearsing and modelling</p> <p>EEF Guidance/Effective Professional Development EEF Guidance/SEND/EEF-Special-Educational-Needsin-Mainstream-Schools</p> | <p>1, 2,3 4, 5,6, 7</p> |

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| <p>2. High quality programmes for further writing opportunities such school blogging or Our news live</p> | <p>Motivation for inspiring children to write is often hard for teachers. Finding topics that are current and interesting, coupled with ensuring expected standards are met can be a challenge. Through a blog and newspaper, that is a school published document, children are feel valued and given a voice. This in turn gives them new way to communicate and write about inspiring topics.</p> <p>https://theguardianfoundation.org/</p> | <p>1, 2, 6, 7 and 8</p> |
| <p>5. Reading books throughout all year groups to inspire and support age related development.</p> | <p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).</p> <p>An important factor in developing reading for pleasure is choice; choice and interest are highly related (Schraw et al, 1998; Clark and PhythianSence, 2008)</p> | <p>1 and 4</p> |
| <p>6. EYFS - outdoor area provision to enable high quality lessons in all environments. Staff CPD centred on proactive child-initiated learning and facilitating play effectively.</p> | <p>It is every child's right to have access to a diverse and well-balanced early years provision that sets out to interlink play with teaching and learning. New concepts are explored through all areas of the EYFS curriculum and children need to make defined links between the abstract and real experiences so that they can succeed in Key Stage 1 and beyond. The importance of the adult to facilitate and question children leads to children having a deeper understanding.</p> <p>https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2</p> | <p>3</p> |
| <p>7. Dedicated curriculum time for all year groups to experience cooking classes, supported with written recipes to use at home, linking maths, science skills.</p> | <p>www.positiveaction.net/blog/teaching-life-skills-in-schools</p> <p>Life skills are fundamental for all, especially children. Combining discreet skills such as cooking, or money management allows children to be better prepared for the future and apply classroom-based learning to practical, meaningful tasks.</p> | <p>1, 2, 6 and 8</p> |

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

Budgeted cost: £39,644.28

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p><i>A dedicated Play therapist to support referred pupils across the school to develop SEMH, mental health and dysregulation</i></p> <p><i>Enhance children’s ability to function each day through OT services</i></p> | <p><i>“The evidence suggests that how SEL is adopted and embedded really matters for children’s outcomes.”</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p><i>“Children can play what they struggle to say, children can play to explain their way. Through play children can discover and rehearse different ways of understanding and coping with difficult feelings, leading to a healthier and happier way of being.”</i></p> <p>www.playtherapy.org.uk</p> | <p>5, 6 and 8</p> |
| <p><i>A Elsa TA funded to develop emotional resilience and facilitate emotional coaching across Key Stage 2.</i></p> | <p>Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL (social and emotional learning) can lead to learning gains of +4 months over the course of a year</p> | <p>5 and 6</p> |
| <p><i>Speech and Language Therapist dedicated to:</i></p> <ul style="list-style-type: none"> ● <i>Screen all children on entry to the school</i> ● <i>Screen children throughout their time at school as and when the needs arise</i> ● <i>Offer support and guidance to support where needs are identified.</i> ● <i>Support children in EYFS and KS1</i> | <p><i>“In schools, specifically targeting language through a small group intervention can give children with delayed language the boost they need to narrow the gap between them and their peers”</i> Mary Hartshorne, head of evidence at I CAN.</p> <p>If children know more words and understand more words they have greater access to the curriculum and can learn more things.</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress. (EEF toolkit)</p> | <p>1, 2, 3 and 4</p> |

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| <p><i>to support the development of speech and language.</i></p> | | |
| <p>Transform early language-based skills for all EYFS pupils through NELI programme.</p> | <p>There is strong clear evidence that shows that children who access the NELI programme, when starting school make 4+ months development in their overall communication skills and when accessing the 30-week programme as an intervention, children retained this skill into Year 1 (making 7+months progress overall.)</p> <p>EEF – www.educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention-neli?utm_source=/projects-and-evaluation/projects/nuffield-early-language-intervention-neli&utm_medium=search&utm_campaign=site_search&search_term=NEL</p> | <p>3</p> |
| <p>TT rockstars and Numbots to support Mathematical development and number knowledge which will in turn support improved outcomes for KS2 particularly PP children</p> | <p>Secondary school mathematics education brings with it an increased reliance on the use of times tables; there is a shared expectancy that students will have a fully formed knowledge base to draw upon.</p> <p>Not having this understanding and proficiency could lead to the respective child falling behind in their studies.</p> <p>National College</p> | <p>2 and 7</p> |
| <p>Accelerated Reader Program Support raising achievement of readers across the school and to promote a lifelong love of reading.</p> | <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practise the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>EEF toolkit</p> | <p>1, 2 and 7</p> |
| <p>Manipulatives in Maths Support all children's ability to access concepts in maths which in turn will lead to greater mathematical understanding and improved outcomes for all children.</p> | <p>Representations and manipulatives are carefully selected to expose the structure of mathematical concepts and emphasise connections, enabling pupils to develop a deep knowledge of mathematics.</p> <p>NCETM</p> | <p>1, 2 and 7</p> |

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| <i>Class research-based projects that support the development of reading, writing and maths.</i> | Opportunities for child led projects show an overall impact in the interest and engagement levels, with an increase in participation and memorial “sticky” knowledge being retained. | 1, 2, 4 and 8 |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £56,847.63

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <i>Provide children with enriching opportunities to develop their self-esteem, friendships and physical development during unstructured time.</i> -Zen Den -Geek Club - Board game club -Opal | <p>Often, we see unstructured times cause a high rise in accidents, behaviour issues and boredom. Interventions. OPAL help in resolving issues at playtime, including boredom, high levels of accidents and playground incidents, lack of respect for supervisors and a constant stream of low-level behaviour problems, as well as a desire to improve the quality of children’s play experience in school. Schools expected the resolution to lie in better occupation for the children such as playground games, behaviour management training for the supervisors or more equipment for the children. Having space and purpose gives the children the freedom they need.</p> <p>https://outdoorplayandlearning.org.uk/wp-content/uploads/2021/10/The-Case-For-Play-In-Schools-web-1-1.pdf</p> <p>https://outdoorplayandlearning.org.uk/why-do-schools-need-great-play/</p> | 3,5, 6 and 8 |
| <i>Blue Sky - Talk time and counselling service</i> | <p>Better emotional wellbeing at age 7 is a significant predictor of higher academic progression from Key Stage 1 to Key Stage 2. <i>(The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes. DFE)</i></p> <p>Pupils with better health and wellbeing are likely to achieve better academically.</p> <p>Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.</p> <p><i>(The link between pupil health and wellbeing and attainment - Public Health England)</i></p> | 5,6, 7 and 8 |
| <i>Family Liaison Officer</i> | <p>Better emotional wellbeing at age 7 is a significant predictor of higher academic progression from Key</p> | 5, 6, 7, and 8 |

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| <p><i>to work with vulnerable families supporting the wellbeing of families as well as supporting their attendance.</i></p> | <p>Stage 1 to Key Stage 2. (<i>The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes. DFE</i>)</p> <p>Pupils with higher attainment at KS2 and KS4 had lower levels of absence over the key stage compared to those with lower attainment.</p> <p>Pupils who did not achieve the expected standard in reading, writing and maths in 2019 had an overall absence rate of 4.7% over the key stage, compared with 3.5% among pupils who achieved the expected standard and 2.7% among those who achieved the higher standard.</p> <p>Generally, the higher the percentage of sessions missed across the key stage at KS2, the lower the level of attainment at the end of the key stage.</p> <p>Among pupils with no missed sessions over KS2, 83.9% achieved the expected standard compared to 40.2% of pupils who were persistently absent.</p> <p><i>The link between absence and attainment at KS2 and KS4 - DFE</i></p> | |
| <p><i>Bourne Kids Wrap around care- funding for disadvantaged families allocated to help reduce persistent absentees and improve the attendance of key children.</i></p> | <p>Evidence suggests that significant persistence absence and lateness impacts on a pupil's mental health, friendship/social groups as well as their academic achievements</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> | <p>5, 6, 7 and 8</p> |
| <p><i>Pupil premium funds subsidises or pays for visits, visitors and residential journeys so that no child is disadvantaged.</i></p> | <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes (EEF toolkit)</p> <p>The Guardian.com (21st July 2019) discussed the negative impact of cutting back on school trips on enriching the curriculum and in providing long term experiences and memories for children. Pupil premium is therefore used to reverse this so that school can fund disadvantaged pupils to access a wider curriculum e.g., to live performances, museums, parks etc. as well as fund resources/visitors that come to school to enhance the curriculum</p> | <p>1, 2, 3, 7 and 8</p> |
| <p><i>Enrich and fund a wider curriculum offering to support life skills through different environments</i></p> | <p>When planned effectively, taught to develop a skill set and monitored children can make 7+ months progress within their abilities to complete a task, pulling on other knowledge and skill. They then build a positive association to learning.</p> | <p>3, 5, 6, 7, and 8</p> |

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| <p>and resourcing to support improved metacognition and self-regulation:</p> <p><i>Forest schools' provision</i></p> <p><i>Pet corner</i></p> <p><i>10 things to do before 10 years old</i></p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://www.forestschoools.com/blogs/forest-school-blog/what-is-forest-schools-and-how-did-it-change-my-life</p> <p>https://www.waltham.com/news-events/human-animal-interaction/teachers-pets-animals-in-the-classroom-could-aid-learning</p> | |
| <p>3. Funding supports CPD relating to family in crisis, bereavement and mental health within young children</p> | <p><i>'This crisis means more children will be going to school hungry and going to bed cold. Children are already feeling anxious and worried because of the stress at home, and it's only going to get worse.'</i> Action for children</p> <p>Parents are facing complex stresses within their home environment, and this is reflected through children. Support can be offered through effective signposting and tailored intervention for children facing crisis.</p> | <p>5, 6,7 and 8</p> |

Total budgeted cost: £ 187,361.81

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

| Intended Outcome | End of Strategy | | | |
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| <p>All pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the entire curriculum in both KS1 and KS2.</p> | Data over time | | | |
| | | Reading | Maths | Writing |
| | End of Key Stage 1 | 2023-50% | 2023-57% | 2023-20% |
| | | 2024-53% | 2024-56% | 2024-39% |
| | End of Key Stage 2 | 2023-72% | 2023-57% | 2023-24% |
| 2024-50% | | 2024-52% | 2024-40% | |
| <p>When comparing PP children to their peers, data shows the gap closing for Reading and writing, but slowly to reduce in Maths. At the end of Year 1, 71% of children passed the Phonic Screening Check – those who did not reach the threshold will be retested at the end of Year 2. Out of the 8 PP children, 4 of them passed the screening. As a Trust, we will continue to monitor those who scored less than 36, even if they passed.</p> | | | | |
| <p>Little Wandle Rapid Catch up has been introduced to support all children who do not have a secure knowledge of Phonics</p> | | | | |
| <p>TT Rockstars has been used extensively throughout years 3, 4 and 5, with Year 4 MTC data showing:</p> | | | | |
| | | 2022-2023 | 2023-2024 | |
| 25/25 | | 10% | 34% | |
| 22+ | | 48% | 49% | |

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| <p>All pupils, irrespective of their background or challenges they face, enjoy a variety of rich texts and have an offering of quality stories in school and at home.</p> | <p>Pathways to Read has enabled children to explore inviting texts that now match their curriculum content and discovery topics. The end of Key Stage data for reading shows as we move throughout the key stages, year on year most classes are making improved progress and narrowing the gap within Reading. This shows that the teaching and assessment of Reading has improved, as children who have been using Pathways to read for 2 years are embedding their knowledge and skills.</p> <p>The introduction of our Reading Boxes, meant all PP children received a free age-appropriate book for home, that they could then share wider with family and friends. 55% of the children who received these books stated they felt included and could talk to their friends during reading sessions as they had experience of books. For the children in receipt of these books, their data evidenced some impact, however this is less than expected, therefore moving forward children suggested that instead of sending the books home, they preferred opening them as school and sharing the book as a group in a bespoke session.</p> |
| <p>A positive behaviour culture has allowed key school values to be embedded, leading to children who are secondary ready.</p> | <p>The extensive work completed for behaviour has led to a positive classroom for all children, with clear expectations and values. This has been done through:</p> <p>Establishing 4 strong core values, which are celebrated within community assemblies and with families.</p> <p>Implementation of clear expectations for behaviour, such as robust behaviour plans that support children in moving forward and learning from their actions.</p> <p>Implementing pupil teams, to develop pupil voice such as Restorative Justice leaders, Pupils counsellors, Heads of Community and STEAM team. These roles have played a vital role in developing resilience and restorative approaches. In a recent pupil survey, children now feel safe, know the values and why we have them and help others.</p> <p>Through robust monitoring of behaviour incidents during peak times, such as lunchtimes, see have been a reduction in all incidents over time.</p> |
| <p>Increased levels of well-being & improved mental health</p> | <p>Through the following strategies children have been identified quickly and offered support from:</p> <p>Edify Talktime- optional to all children</p> <p>Family Liaison Officer- available to all families</p> <p>Wellbeing team- available to all families</p> <p>RJ leaders- 15 children supporting across the whole school.</p> <p>Captain Wonderweb and his self esteem machine workshops- all classes</p> |

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| | <p>Play therapy sessions- 10 children</p> <p>Hamish and Milo – Emotional support programme- 28 children</p> <p>Cuddle corner- For years R, 2, 4 and 6</p> <p>Forest school – For years 1, 3, 5</p> <p>Sunlight project- 6 children</p> <p>The Safeguarding and Well-Being Lead engaged with 15 PP families, including the use of external support to provide Christmas gifts and food parcels when needed.</p> |
| <p>Improved and sustain attendance for all pupils particularly our disadvantaged attending school regularly</p> | <p>Attendance for academic year 22-23 for Pupil Premium children was 87.2%. In 2023- 2024, Pupil Premium children had an overall attendance figure of 89.1%. This shows a upward trend in supporting key families with attendance. The number of PP children who were persistently absent from school in 2022-2023 was 52.4% and in 2023-2024 it fell to 27.1%. This was due to robust monitoring now in place, the family liaison officer establishing strong relationships with families and addressing attendance concerns weekly. Through careful monitoring we understood barriers such as punctuality and lateness and challenged where needed. The introduction of wrap around care also enabled 4 PP families who are registered as PA to attend regularly.</p> <p>The school has a strong working partnership with the Local Authority who have helped with 4 key PA families and reduce the number of part-time pupils within the school.</p> |
| <p>Improve the outcomes for EYFS pupils, especially our disadvantaged, against a Good Level of Development</p> | <p>At the end of the year 51% of the EYFS received their GLD.</p> <p>29.4% of our PP children reached their overall GLD.</p> <p>The majority of our spend for EYFS during 2023-2024 looked to develop the outdoor provision, enabling more children to develop their fine and gross motor skills. 83.6% of the cohort achieved their PYS expected level, with 56% of the PP children developing both gross and fine motor skills.</p> <p>We also supported 18 children through the NELI programme, of which 6 were PP.</p> |
| <p>Disadvantaged pupils with SEND pupils make GOOD or better progress in reading, writing and mathematics</p> | <p>Through 2023-2024 reporting we see that children who are both SEN and PP have made progress in most year groups. Of the 44 children, 8 children made progress in their maths, 12 in their reading, 4 in writing and 15 children progressing in all combined subjects.</p> <p>Where we see children who are not yet making rapid progress is within EYFS and Year 1, where they have only been in school a short time.</p> |
| <p>Ensure no child ‘goes without.’</p> | <p>In 2023- 2024, 100% of our children attended a school trip which enabled an extension to their broader curriculum topic, such as Natural History Museum or Royal observatory. Our trips enabled our children to not only</p> |

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| | <p>experience a curriculum but also experience other geographical areas such as London, which for some does not happen.</p> <p>To support young children through their journey at school, we have now established a provision that supports care, nurture, along with social and emotional support through Cuddle corner. Children in years R, 2, 4 and 6 care for animals such as rabbits and Guinea pigs. In doing so, we have seen an increase in attendance and lower reported incidents of behaviour escalations.</p> <p>The establishment of wider opportunities through Forest School and OPAL, has also allowed our children to develop team building skills, risk management and challenging thinking skills. It has enabled children to work collaboratively and become resilient.</p> |
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Externally provided programmes

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

| Programme | Provider |
|--------------------------|---|
| Little Wandle | www.littlewandlelettersandsounds.org.uk |
| NELI Programme | https://www.pearsonschooolsandfecolleges.co.uk/ |
| Forest Schools Education | www.forestschoools.com |