

# Pupil premium strategy statement – & review (2024-2025)



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	270
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-24, 2024-25, 2025-26
Date this statement was published	05/12/2024
Date on which it will be reviewed	05/12/2025
Statement authorised by	L Wilby
Pupil premium lead	E Curthoys
Governor / Trustee lead	I Sutherland

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2024-2025)	£35,520 FSM £7,710 LAC/PLAC
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£35,520 FSM

# Part A: Pupil premium strategy plan

## Statement of intent

We are committed to supporting all children, regardless of background or individual barriers to success, to make excellent progress and achieve strong outcomes across the curriculum. To achieve this, our Pupil premium strategy takes a range of approaches to ensure that all pupils, including those who are disadvantaged, consistently experience the highest possible quality of teaching, have access to the targeted academic support and benefit from a range of wider strategies including pastoral support for social and emotional difficulties, attendance and behaviour, impacting on success in school.

Evidence shows that high quality teaching has the greatest impact on closing the disadvantaged attainment gap. Consequently, ensuring the Highest possible quality of teaching is our primary objective. Not only will continuing to develop the quality of teaching directly impact the progress and attainment of our disadvantaged pupils, our non-disadvantaged pupils will also benefit.

The strategies we implement will reflect the common challenges and barriers to success and pupils' individual needs through careful assessment and partnership working with pupils and families.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Assessment data shows that there was a gap between disadvantaged and non-disadvantaged pupils achieving GLD at the end of Year R 2024 (72.3% of non-FSM pupils achieving GLD and 57.1% of FSM pupils achieving GLD).</p> <p>Within this year group, there is a significant cross over with complex SEND resulting in adapted provision being required</p>
2	<p>Assessment and observation shows there is an attainment gap between disadvantaged and non-disadvantaged achieving expected at the end of Year 1 2024 in reading, writing and maths;</p> <p>Reading; non-FSM 66.3%; FSM 54%</p> <p>Writing; non-FSM 61%; FSM 46%</p> <p>Maths; non-FSM 75%; FSM 54%</p> <p>Within this year group, there is a significant cross over with complex SEND resulting in adapted provision being required.</p>

3	In Year 1 & 2 there is a gap between the number of greater depth readers (end of year 2024) between disadvantaged and non-disadvantaged. Year 1 – non-FSM 22.1% GDS FSM GDS 7.7%
4	Average attendance across all pupils remains above the national average however there continues to be a reduced rate for pupils who are disadvantaged. The gap has narrowed since last year.
5	Data collected on parental engagement with parents' evening, email communication and attendance to wider parental events is lower for families of disadvantaged families compared to non-disadvantaged.

## Intended outcomes

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

Intended outcome	Success criteria
Improved writing, language and number outcomes for disadvantaged pupils in reception. Analysis (to be added each year)	Assessments and observations show improved outcomes in writing, language and number for disadvantaged pupils. This can be seen through progress data, engagement, portfolio scrutiny and formative assessment.
Improved reading attainment among disadvantaged pupils in Year 1 and 2.	KS1 reading outcomes show that more disadvantaged pupils are meeting the expected standard.
Improved numbers of disadvantaged pupils achieving 'greater depth' In reading (Y1 and 2) and across subjects.	KS1 outcomes show that more disadvantaged pupils are achieving greater depth.
Increased attendance for disadvantaged pupils.	Pupils who are disadvantaged attended closer to the rate at which non-disadvantaged pupils are.

## 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: £12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and implement standardised diagnostic assessment tools Training for staff to ensure assessments are carried out and administered correctly.	<a href="https://publishing.service.gov.uk">Primary assessment in England: Government consultation response (publishing.service.gov.uk)</a>	5, 3, 2
Embed structured phonics intervention programme in EYFS and KS1	<a href="https://educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a>	2
Enhancing of teaching and curriculum planning for English and Maths in line with EEF guidance.  Teacher release time and CPD funded to embed key elements of guidance.	<a href="https://educationendowmentfoundation.org.uk">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk">Improving Mathematics in the Early Years and Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4, 5
Embed the use of Trick Box (Personal Development Programme) across the school.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	1,2,3,4,5

	<a href="#">Trick Box – Personal Development Programmes</a>  <a href="#">EEF   Personal Social and Emotional Development (educationendowmentfoundation.org.uk)</a>	
Implement specific software to support the model of instructional coaching (through SPARC) for staff to develop quality of teaching. Teachers will be trained in carrying out Instructional coaching.	<p>Instructional coaching is currently the highest quality CPD which allows for the most progressive and rapid change in teaching.</p> <p><a href="#">What makes great teaching? - Sutton Trust</a></p>	1,2,3,4,5
Continue to implement highly structured maths scheme of work and purchase further concrete resources.	<p><a href="#">Improving Mathematics in the Early Years and Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3   EEF (educationendowmentfoundation.org.uk)</a></p>	3,4,5
Continue to implement highly structured spelling and grammar scheme of work and purchase spelling programme.	<p><a href="#">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p>	2,4,5
Continue to implement highly structured handwriting scheme of work and purchase resources.	<p><a href="#">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p>	2,4,5
Continue to implement highly structured Guided Reading scheme of work		2,4,5

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

Budgeted cost: £8500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support Staff to run targeted support for: <ul style="list-style-type: none"> <li>- Social and Emotional skills</li> <li>-Curriculum based targeted support.</li> <li>- Early Language</li> <li>- Phonics</li> <li>- Reading</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants/">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/teaching-assistant-interventions/">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a>	

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

Budgeted cost: £14,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop a new tier of support workers in school supporting vulnerable pupils, pupils with wider disadvantage and their families.	Parental engagement strategies and support.  <a href="https://educationendowmentfoundation.org.uk/working-with-parents-to-support-childrens-learning/">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a>	7,8
The ELSAs will spend 50% of their timetable supporting pupils on the enhanced tier of out wellbeing approach	<a href="https://educationendowmentfoundation.org.uk/improving-social-and-emotional-learning-in-primary-schools/">Improving Social and Emotional Learning in Primary Schools   EEF (educationendowmentfoundation.org.uk)</a>	8
Whole staff training on PACE approach to behaviour management, developing school ethos and improving behaviour.	<a href="https://educationendowmentfoundation.org.uk/behaviour-interventions/">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://cavuhb.nhs.wales/files/resilience-project/resilience-project-logo-adjustments/pace-pdf/">cavuhb.nhs.wales/files/resilience-project/resilience-project-logo-adjustments/pace-pdf/</a>  <a href="https://www.helpchildrenlivebetter.org.uk/pace/">PACE - A Therapeutic Approach - Help Children Live Better</a>	8

Focus on developing attendance of target groups and individuals.	<a href="#">Improving school attendance - Ofsted: schools and further education &amp; skills (FES) (blog.gov.uk)</a>	
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**Total budgeted cost: £ 35,520**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

See previous pupil premium document for full review.

### 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
None	

### Service pupil premium funding (optional)

<b>How our service pupil premium allocation was spent last academic year</b>
<b>Total - £8,500 Service</b>
<ul style="list-style-type: none"><li>- Increase in staffing for Social and Emotional support.</li><li>- Increase in resourcing for Social and Emotional support hub.</li><li>- Provision of extra-curricular trips and visits linked to service status.</li><li>- Participation in schools' military group activities.</li></ul>
<b>The impact of that spending on service pupil premium eligible pupils</b>
<ul style="list-style-type: none"><li>- Increased allocation of ELSA hours. Impact – Increased availability to provide support during times of separation due to deployment and other work commitments. Increased family support and communication.</li><li>- Increased provision of resources to use during ELSA time – Impact – ELSA able to target support for pupils via the use of a lending library, puppets, toys and arts and crafts equipment.</li><li>- Specific extra-curricular activities, trips and visits throughout the academic year – Impact – Service pupils able to come together as a unique community to celebrate, enrichment of extra-curricular experiences broadening understanding and outlook.</li></ul>