

## School overview

Number of pupils in school	450 (including 52 Nursery children)
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers	2021/22 – 2024/25
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Philip Salisbury (Headteacher)
Pupil premium lead	Zac Price (AHT)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£330,040
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£330,040

## Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or challenges they face, make good progress from their starting points, and attain well across all subject areas particularly in the core subjects of reading, writing and mathematics. We believe that we are here to 'Build Futures Together' and work closely with our parents to ensure that their children thrive.

We aim to work closely with families to provide the support they need so that their children attend school regularly and are ready to learn. This has become an increasing challenge since the COVID-19 pandemic.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. We put an emphasis on the importance of reading and ensure that our pupils are taught in smaller groups and are heard reading 1:1 daily.

Subject specific vocabulary is taught to the children in all subjects, and teachers refer to this throughout their lessons. This encourages our children to learn, understand and use these key words when talking about their learning.

Adaptive teaching is also a focus, underpinning our approach and supporting the development of our provision within school.

We are investing in staff by providing Continued Professional Development with a particular focus on identifying the needs of all our pupils, including the most disadvantaged.

We work hard to provide pupils with the skills, knowledge and understanding they will need to do well in school and later life. As well as academic standards we want our pupils to become confident, resilient learners who enjoy school life, take ownership of their learning, and aspire to continually improve.

The approaches we have adopted complement each other and help our pupils to thrive. To ensure they are effective we will:

- Ensure we know our pupils well so that we can provide the support they need to make good progress and achieve high attainment across all subject areas
- Ensure a whole school approach where all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Develop a range of interventions to support children who fall behind in their learning, creating provision maps to identify specific areas of support and when this will take place

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

Challenge number	Detail of challenge
1	Baseline assessments in Early Years indicate that children join the school well-below age-related expectations particularly in communication and language and Literacy, particularly word reading
2	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils
3	Approximately 60% of our children do not speak English at home
4	Historically low attendance, particularly from key groups including disadvantaged and SEND



## 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
A refined curriculum which focuses particularly on developing pupils' communication and language skills.	The numbers of pupils achieving the nationally agreed Good Level of Development (GLD) is closer to the national average, especially for the most disadvantaged.
Improved use of subject specific skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils.  Children in all year groups will be able to talk confidently about their learning using subject specific vocabulary.
Improved attainment in reading for disadvantaged pupils.	Reading outcomes to improve by the end of Year 1 (PSC), KS1 and KS2 in 2024/25.
Improved attainment in writing for disadvantaged pupils.	Writing outcomes to improve by the end of KS1 and KS2 in 2024/25.

## 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.

We have drawn on several evidential sources, including the English Reading Framework, the EEF and relevant educational journals.

## Teaching

Budgeted cost: £176,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to implement Language First programme in EYFS - CPD	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on Communication and Language and PSED.	1
Continue to implement WELLCOMM speech and language programme	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on Communication and Language and PSED.	1
Purchase of standardised assessments, supporting staff to use these to inform their TA and future planning	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction	2
Purchase of resource materials to support the ongoing development of the wider curriculum and support the development the subject leadership	There is a strong evidence base that suggests that children will know more and remember more if they are given more opportunities to talk about their learning. The progression of skills within our developing curriculum complements this approach.	2
Employment of additional support staff to provide support for identified pupils and promote quality first teaching in every class	Higher level teaching assistants who provide one-to-one or small group targeted support shows a positive benefit. Interventions are based on a clearly specified approach which the HLTA has been trained to deliver.	1,2, 3
Continue to adapt and improve our writing programme - CPD for staff - Purchase resources	Primary school pupils' writing skills – including spelling and handwriting – need to become automatic so that they can concentrate on the content of their writing.	2, 3

Development of focused reading time, ensuring this time is protected within the timetable	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils.</p> <p>Partnership work with a highly effective school indicates that immersion within a text promotes a deeper level of understanding and more confidence when answering comprehension style questions.</p>	2, 3
Implement approach to develop effective proficiency in English for all EAL pupils particularly the disadvantaged	EEF research indicates that interventions which focus on vocabulary, and specific aspects of word reading (e.g. decoding) can be effective. This will be supplemented with the effective use of technology (Flash Academy).	1,2
Increase parental engagement through the implementation of a range of workshops and home activities	The EEF's research brief on parental engagement found that initiatives designed to increase parental involvement in early literacy, such as workshops and reading programs, have a positive impact on children's reading abilities	1, 3 and 4
Ensure that subject specific vocabulary is visible and regularly shared/referred to during lessons across the curriculum	Beck, McKeown, and Kucan argue that understanding and using subject-specific vocabulary is essential for comprehension and academic success	1, 2, 3

### Targeted academic support

Budgeted cost: £95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop challenge for higher ability pupils, particularly in KS2 through support from SLT and regular pupil progress meetings.	It is important that expectations are set high for achievement. Regular monitoring of individual and groups of children (pupil voice, outcomes, book looks) will enable specific provision to be provided within the classroom for these children.	1,2, 3
Effectively use summative and formative assessment to inform teaching. SLT to provide CPD and ongoing support and review through monitoring and regular pupil progress meetings.	There is evidence to suggest that the most effective feedback is given 'in the moment', whether verbally or written. Feedback should be used to consolidate, acknowledge, challenge and provide explanation.	2, 3
Provision maps are created in every class, highlighting the interventions and additional support that will take place.	There is a strong evidence base to show additional wave 2 and 3 interventions compliment quality first teaching and contribute to accelerated progress.	3

<p>Assistant Headteacher to continue leading Pupil Premium provision across school</p>	<p>There is a strong evidence base to suggest that there is a greater impact on improvements when a senior member of school staff takes on a particular initiative.</p>	<p>1, 2, 3, 4</p>
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## Wider strategies

Budgeted cost:

£120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Pastoral Manager  Employment of HLTA with responsibility for attendance	Social and Emotional Learning interventions in education are shown to improve social skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	1,2,3,4
Support the mental health and well-being of pupils and staff through <ul style="list-style-type: none"> <li>- 1:1 pastoral support</li> <li>- Pay care for staff</li> <li>- Believe2 Achieve counselling</li> <li>- Wider Learning opportunities</li> </ul>	Social and Emotional Learning interventions in education are shown to improve social skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.  Through talking to our parents and their children we know that many of our children, particularly our disadvantaged pupils benefit from the wider opportunities (clubs, trips visitors etc.) that the school provides.	1,2,3,4
Ensure that our disadvantaged children have priority access to a range of after school clubs and activities to enhance their overall development	Research shows that a range of after-school activities can significantly support children's development. By providing opportunities for academic enrichment, social interaction, emotional support, physical activity, cognitive growth, and creative expression, these activities play a vital role in the overall development and well-being of children.	1,2,3,4
Development of wider community links including The National Breakfast Program and wraparound care		

Total budgeted cost: £391,500

## 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 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using Key Stage 1 and 2 performance data, phonics check results and our own internal assessments.

Our ambition for pupils eligible to receive PP is to ensure they achieve the best possible outcomes relative to their starting points. Alongside this, we endeavor to provide opportunities for enrichment activities and access to a meaningful wider curriculum. We have maintained a strong focus on quality first teaching, ensuring lessons are inclusive, engaging and appropriately adapted to meet the needs of all learners.

In Reception, 52% of children eligible for Pupil Premium achieved the expected standard, compared to 54% of children not eligible for Pupil Premium.

Our disadvantaged children performed well in terms of reading attainment across school when compared to all pupils. Outcomes were broadly in line with all pupils, with particularly strong performance evident in KS1. In Year 1, 76% of disadvantaged pupils achieved EXS or higher, while in Year 2, this figure was 70%.

The numbers of disadvantaged pupils achieving the greater depth standard in reading continues to be positive, with particularly pleasing results in Years 2 and 4. In these year groups, over 25% of disadvantaged pupils achieved a higher standard in Reading.

In Year 6, outcomes for the Reading SATs were much improved from last year. Disadvantaged children achieved in line with all pupils (68%) and broadly in line with national figures (74%)

Across nearly all year groups, disadvantaged children are achieving in line with or above their peers in maths. The exception to this was in Year 5 (45% compared to 54%) and we aim to address this by deploying additional staff members in Year 6 to provide support for this year group.

In Year 6, outcomes for the Maths SATs improved from last year and disadvantaged pupils (68%) achieved in line with all pupils (71%) and broadly in line with national figures (73%).

Internal data and teacher assessments indicate that writing remains an area for further development within our school. We have made significant changes to our writing scheme to ensure consistency in approach across all year groups. These changes include carefully structured units that provide clear progression in skills, enabling pupils to build on their learning effectively. Additionally, we have incorporated enhanced scaffolding opportunities to support learners in developing confidence and competence in their writing. A focus remains on ensuring subject specific vocabulary is explicitly taught and referred to within all subjects to further develop pupil confidence in their writing. We have implemented the strategy to invest in and develop TAs to ensure that all children have access to effective support in class.

Overall, attendance for our disadvantaged children has improved, supported by robust systems and measures to ensure these pupils come to school regularly. Despite the challenges of the year, pupil behaviour remains a particular strength of our school. The appointment of a designated behaviour lead to monitor, track and intervene where necessary has further enhanced this positive culture.

We continue to develop our CPD offering to provide effective support in ensuring quality first teaching remains a priority in every classroom. Through this, the appointment of additional support staff and the development of our writing scheme, we are confident that pupils eligible for Pupil Premium funding will continue to achieve in line with their peers and achieve our overall goal of at least matching national standards of attainment for our disadvantaged pupils in the coming years.