# Pupil premium strategy statement 2022-2025

## This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils. In September 2022 (, we created a three year strategy therefore this plan will develop and be evaluated each academic year.

## The strategy begins with the pupils premium funding allocations, including the recovery premium.

## 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 2022-2023

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| Detail | Data |
| School name | Pinders Primary School |
| Number of pupils in school | 338 |
| Proportion (%) of pupil premium eligible pupils | 18.4% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-2025 |
| Date this statement was published | September 2022 |
| Date on which it will be reviewed | July 2023 |
| Statement authorised by | Mrs L Kemplay |
| Pupil premium lead | Mrs L Kemplay |
| Governor / Trustee lead | Neil Hardwick |

**Funding overview 2022-2023**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £75,505 |
| Recovery premium funding allocation this academic year | £3,988 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £79,493 |

**School Overview 2023-2024**

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| Detail | Data |
| School name | Pinders Primary School |
| Number of pupils in school | 338 |
| Proportion (%) of pupil premium eligible pupils | 18.4% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-2025 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | January 2024  July 2024 |
| Statement authorised by | Mrs L Kemplay |
| Pupil premium lead | Mrs L Kemplay |
| Governor / Trustee lead | Neil Hardwick |

**Funding Overview 2023-2024**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £84,390 |
| Recovery premium funding allocation this academic year | £7,975 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £92,365 |

**School Overview 2024-2025**

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| Detail | Data |
| School name | Pinders Primary School |
| Number of pupils in school | 348 |
| Proportion (%) of pupil premium eligible pupils | 18.6% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-2025 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | January 2025  July 2025 |
| Statement authorised by | Mrs L Kemplay |
| Pupil premium lead | Mrs L Kemplay |
| Governor / Trustee lead | Neil Hardwick |

**Funding Overview 2023-2024**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £94,850 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £110,000 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Quality First teaching is good at Pinders Primary School and assessment is used to inform planning and lessons are structured to meet the needs of all learners with differentiation where appropriate. Formative and summative assessment procedures are rigorous and embedded throughout the school. Class teachers use question level analysis to identify strengths and next steps in all pupils learning.  At termly pupil progress meetings we closely monitor the progress of every pupil, starting with pupils who are in receipt of pupil premium and ensure that their needs are being met. Programmes of additional support are planned and implemented for any pupil that is at risk of underachieving.  As well as this rigorous focus on a pupil’s academic progress we spend time considering each pupil and their holistic needs as an individual and as a family. We consider the amount of cultural capital and wider opportunities these pupils are exposed to. Pinders Primary school has a carefully planned and sequenced curriculum that aims to develop and engage young learners. It is enriched with wider opportunities to broaden their experiences.  At Pinders Primary School, pastoral support is fundamental to ensuring the mental health and well- being thereby enabling them to access the school day and focus on their learning. We have a pastoral team that offers personalised support to families and children in times of crisis and continuing with this through difficult periods.  Approaches have been identified using the Education Endowment Foundation (EEF) toolkit and the rationale has been taken from the Education Endowment Foundation (EEF) ‘Guide To The Pupil Premium 2019’. The most appropriate approaches to diminish the attainment gap have been identified as part of the plan, taking only those which demonstrate good levels of impact while focusing on the barriers identified below. This rationale is focused primarily on quality first teaching and our approaches are directly linked to the wider School Development Plan. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Internal and external (where available) assessment indicate children’s fluency/decoding skills to support stamina for reading have significant weaknesses and gaps, therefore they cannot read with sufficient fluency. |
| 2 | Internal and external (where available) assessment shows that a significant minority of children have gaps in basic maths knowledge, including their vocabulary., |
| 3 | In light of the schools demographic and the recent school closures, pupils’ wider experiences from their home life have become increasingly limited for some children. |
| 4 | Initial starting points for children show that Communication and language is significantly below expected standards. |
| 5 | Attendance data shows some of the disadvantaged pupils are classed as persistent absentees or are often late and therefore do not fully engage with school life. This has a negative impact on their social and emotional development as well as academic progress. |
| 6 | Our ongoing discussions with pupils and their families show that a significant number of families require additional pastoral intervention, including social |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan ( July 2025)**, and how we will measure whether they have been achieved.

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| Intended outcome | Success criteria |
| Closing the gap in attainment between disadvantaged and other children in Phonics  14 % of the cost of resources £1,120 | EYFS pupils to be Year 1 ready in phonics by the end of the academic year.  Phonics outcomes at the end of Year 1 to be in line with National expectation and for the gap to be closed between disadvantaged and other children.  Year 2 pupils who are retaking to be successful.  . |
| Increase pupils decoding and fluency skills to close the attainment gap in reading across school.  Purchasing of Books  £1080 | The difference in attainment in Reading across school between disadvantaged pupils and other pupils to close.  Disadvantaged pupils in EYFS to make progress in reading with improved Reading GLD bringing school in line with National expectations.  Disadvantaged Pupils to make progress in reading throughout the academic year. Key Stage 1 phonic data to show that the gap is closing between disadvantaged pupils and other pupils. Key Stage 2 SATs data to show that the gap is closing between disadvantaged. |
| Closing the gap in attainment between ‘Disadvantaged’ and ‘Other’ pupils in all year groups.  £2, 093 to support 25% of tutoring grant from recovery fund.  Booster 2 hours x 39 weeks = £1,500 | Internal assessment data to show closing the gap between ‘Disadvantaged’ and Other pupils throughout the school, taking into account individual pupils’ varied starting points and cognitive ability (eg SEND). Most Disadvantaged Pupils to be making good progress in Reading, Writing and Maths  Boosters and interventions to be used to support those deemed vulnerable of not achieving ARE. |
| Disadvantaged children begin to widen their experience of having time socialising and learning away from home and the classroom. | Pupils to benefit from additional experiences and visitors during the school day and after school to enhance the curriculum. All children have access to educational visits especially those with a residential element for Key stage 2. |
| Speech, language, vocabulary and communication skills for all pupils to increase across school with a particular focus on this within the EYFS / KS1. | Discussions with pupils to reflect improving language and communication skills.  Internal data to demonstrate progress against schools Oracy curriculum and progression statements. |
| Disadvantaged pupils are on time for school and ready for learning during the day, particularly for the whole morning. | During lesson observations, learning walks etc all pupils are observed to be engaged in their learning, and none describe being hungry. Disadvantaged Pupils are on time to school. |
| Increased attendance therefore not missing important learning time. | Attendance data for disadvantaged pupils to be in line with the target. The difference in overall attendance percentage for disadvantaged and other pupils to close over time. |
| Well-being of pupils to be incorporated into school routines / curriculum RSHE curriculum to reflect emotional well -being of pupils. | Enhancements to the school day to be added to positively impact on pupil well -being (eg Hello Yellow Day , enrichment activities) Opportunities for reflection, discussion and support strategies of well -being evident. Pupils to be able to talk about well -being. |

## Activity in this academic year 2022-2023

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: £ *4,800*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| All teachers in school to be providing quality first teaching to all pupils within the class, ensuring that all pupils needs are being identified and addressed.  Disadvantaged pupils to be identified within the class and all adults working within the class to be fully aware of these pupils. (FSM pupils 1 purple dot) | EEF Effective Professional Development Guidance Report tells us that high quality teaching can narrow the disadvantage gap.  EEF Guide to PP 2019 states ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.’ And ‘Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending’.  Supporting the attainment of disadvantaged pupils: articulating success and good practice (DfE November 2015) - More successful schools prioritised quality teaching for all. | 1,2,4 |
| CPD opportunities (in school and external providers) to support all teaching staff provide quality first teaching to all pupils within the class, ensuring that all pupils needs are being identified and addressed.  CPD opportunities to build knowledge, motivate, teach techniques and embed practice.  £4.800 | Ofsted School Inspection Handbook 2021 states, “Teachers have expert knowledge of the subjects that they teach. If they do not, they are supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching.”  EEF Effective Professional Development Guidance Report tells us that high quality teaching can narrow the disadvantage gap  EEF guide to Pupil Premium states  “ Good teaching is the most important lever schools have to improve outcomes for disadvantage pupils. Using pupil premium to improve teaching quality benefits all students and has a particular positive affect on children eligible for pupil premium | 1,2,4,6 |
| Provision maps to be in place and updated termly so that all staff are aware of and understand the needs of the pupils. Pupil progress meetings once termly focusing on the attainment and progress of pupils including disadvantaged pupils. | Ofsted inspection framework 2019 states ‘There is high academic/vocational/technical ambition for all pupils, and the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum.’  EEF Guide to PP 2019 states ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for pupil premium | 1,2,4 |
| To develop mental strategies relating to multiplication and division  To review the teaching sequence to ensure support for marginal children whilst catering for the greater depth. | EEF guide to Pupil Premium states  “ Good teaching is the most important lever schools have to improve outcomes for disadvantage pupils. Using pupil premium to improve teaching quality benefits all students and has a particular positive affect on children eligible for pupil premium | 2 |
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £ 60,944

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Small group tuition for  Individualised support for R, M for pupils in Year 6 to support with curriculum objectives in preparation for SATs.  Individualised support for R, W, M for pupils in Year 3/4 to support with curriculum objectives  Targeted support for pupils to address misconceptions, gaps and weaknesses.  Percentage cost of LSA support for groups within class – £40,000  Additional teacher- £5,000 | EEF PP Guidance 2019 ‘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.’ Small group tuition has an average impact of four months’ additional progress over the course of a year. (EEF)  EEF highlights, ‘Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs.’ Before EG starts an intervention with a group of pupils, class teachers provide objectives for pupils to focus on, this allows EG to plan lesson that are targeted at achieving these objectives. | 1,2 |
| To ensure quality of daily teaching and provision and sharing expertise for SEND pupils across school. Responsibilities include: Planning for and delivering interventions Develop Teaching Assistants practice Track pupil progress Monitor and Evaluate Provides knowledge and advice to staff  SENCO time for training and monitoring of interventions = one hour a week £2,500 | As 38% of all Pupil Premium pupils across school have SEND we feel it is important that there is a member of staff in school to ensure that these pupils consistently receive high quality provision to ensure that they make progress.  Early Years Toolkit (EEF) suggests potential gains of an extra 6 months for communication and language approaches. The SENCo is responsibile for ensuring that these interventions are in place and reviewing the effectiveness of these. | 1,2,4 |
| Additional 1:1 reading phonic support.  Trained LSA’s to deliver 1:1 Little Wandle Jump up and group interventions in Year 1 to support with improving reading and writing.  LSA = £13,444 | Phonics outcomes in 2022 for Year 1 were 63% 76% of non-pupil premium passed and 14% of pupil premium which is a gap of 62% between disadvantage and other was. By implementing a consistent SSP program and having an LSA trained for the intervention the target pass rate will increase and the gap close.  EEF research Phonics Has a positive impact overall ( +5 months) component with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.  The Education Inspection Framework 2021 states, “A rigorous approach to the teaching of reading develops learners’ confidence and enjoyment in reading” | 1 |

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

Budgeted cost: £13,750

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Learning Mentors Providing additional support for pupils with a range of needs – emotional, social, behavioural, attendance and punctuality etc  10% of learning mentor= £2,500 | Although EEF evidence for mentoring is not particularly positive (showing a gain of +2 month), Pinders evidence shows the effectiveness of this approach.  In-school findings suggests that working with parents and children to increase attendance is beneficial in attainment terms.  In addition, learning mentor interventions have enabled pupils to be more ready for learning.  The majority of pupils in school with Learning Mentor involvement are disadvantaged pupils. EEF evidence suggests, ‘that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support. | 5,6 |
| To have an attendance team who are able to identify absence as soon as possible so that this can be reacted to.  Attendance Team to ensure that parents are aware of their child’s attendance.  Meetings are being held with parents where needed to ensure that attendance percentages are ‘good.’  £4,300 | Attendance has been proven to be correlated with attainment.  EEF Guide to pupil premium states  “ Pupil Premium intervention strategies are likely to be most effective when deployed alongside efforts to improve teaching and attend wider barriers to learning such as attendance and behaviour”  “The most significant non-academic barriers to success in school, include attendance, behaviour and social and emotional support. | 5 |
| Parent Support Adviser ( 2 days a week)  Targeted family work to support families in overcoming barriers to the pupils learning including attendance.  Sign positing and supporting parents to attend interventions that are aimed at improving parenting skills  40% =£3,400 | EEF Working with Parents to Support Children’s Learning recommendations highlight that ‘Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes.’ Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.  ( EEF) | 5,6 |
| Breakfast Club  Providing a free healthy breakfast ensure pupils start the day in a positive way ensuring that pupils are not hungry.  Pupils who struggle to arrive on time encourage to come to breakfast club.  £2,200 | EEF research 2016 suggests ‘Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months’ progress over the course of a year.’ EEF 2016 reports that ‘the pupils’ concentration and behaviour improved too. This suggests that breakfast clubs provide an opportunity to improve outcomes for all children, not just those who actually attend, by creating better classroom environments.’ | 5, 6 |
| Focusing on improving mental health and well-being- school completing the mental health award  £350 | EEF Guide to pupil premium states  “ Pupil Premium intervention strategies are likely to be most effective when deployed alongside efforts to improve teaching and attend wider barriers to learning such as attendance and behaviour”  “The most significant non-academic barriers to success in school, include attendance, behaviour and social and emotional support. | 5, 6 |
| Subsidising school trips and experiences Subsidising school trips and experiences including many linked to English and Reading (Theatre trips  . Providing opportunities that pupils may not ordinarily be exposed to and benefit from.  £1,000 | Education Inspection Framework 2021 states that schools should provide ‘a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.’ Ensuring that we offer a range of trips, visits and experiences in essential. Collaborative learning (would happen on most educational trips) is described as having a +5 months impact on progress. (EEF) |  |

**Total budgeted cost: £** *79,494*

## Activity in this academic year 2023-2024This 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: £3,500

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| All teachers in school to be providing quality first teaching to all pupils within the class, ensuring that all pupils needs are being identified and addressed.  Disadvantaged pupils to be identified within the class and all adults working within the class to be fully aware of these pupils. (FSM pupils 1 purple dot)  CPD budget = £3,500 | EEF Effective Professional Development Guidance Report tells us that high quality teaching can narrow the disadvantage gap.  EEF Guide to PP 2019 states ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.’ And ‘Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending’.  Supporting the attainment of disadvantaged pupils: articulating success and good practice (DfE November 2015) - More successful schools prioritised quality teaching for all. | 1,2,4 |
| CPD opportunities (in school and external providers) to support all teaching staff provide quality first teaching to all pupils within the class, ensuring that all pupils needs are being identified and addressed.  CPD opportunities to build knowledge, motivate, teach techniques and embed practice. | * Ofsted School Inspection Handbook 2023 states, “teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise   EEF Effective Professional Development Guidance Report tells us that high quality teaching can narrow the disadvantage gap  EEF guide to Pupil Premium states  “ Good teaching is the most important lever schools have to improve outcomes for disadvantage pupils. Using pupil premium to improve teaching quality benefits all students and has a particular positive affect on children eligible for pupil premium | 1,2,4,6 |
| Provision maps to be in place and updated termly so that all staff are aware of and understand the needs of the pupils. Pupil progress meetings once termly focusing on the attainment and progress of pupils including disadvantaged pupils. | * Ofsted inspection framework 2023 states ‘ * The provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs   EEF Guide to PP 2019 states ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for pupil premium | 1,2,4 |
| To develop mental strategies relating to multiplication and division  To review the teaching sequence to ensure support for marginal children whilst catering for the greater depth. | EEF guide to Pupil Premium states  “ Good teaching is the most important lever schools have to improve outcomes for disadvantage pupils. Using pupil premium to improve teaching quality benefits all students and has a particular positive affect on children eligible for pupil premium  For targeted marginal pupils to be targeted and tracked fortnightly and strategies, scaffolding discussed, impact,measured.  Coaching to be provided by subject leader. | 2 |
| For Social Emotional Literacy strategy for school with timetabled teach slots weekly.  ELSA for an LSA £500 | Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.  Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. |  |

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

Budgeted cost: £ 64,244

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Small group tuition for  Individualised support for R, M for pupils in Year 6 to support with curriculum objectives in preparation for SATs.  Individualised support for R, W, M for pupils in Year 3/4 to support with curriculum objectives  Targeted support for pupils to address misconceptions, gaps and weaknesses.  Percentage cost of LSA support for groups within class – £35,721 | EEF PP Guidance 2019 ‘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.’ Small group tuition has an average impact of four months’ additional progress over the course of a year. (EEF)  EEF highlights, ‘Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs.’ Before EG starts an intervention with a group of pupils, class teachers provide objectives for pupils to focus on, this allows EG to plan lesson that are targeted at achieving these objectives. | 1,2 |
| To ensure quality of daily teaching and provision and sharing expertise for SEND pupils across school. Responsibilities include: Planning for and delivering interventions Develop Teaching Assistants practice Track pupil progress Monitor and Evaluate Provides knowledge and advice to staff  SENCO time for training and monitoring of interventions = one hour a week £2,500 | As 38% of all Pupil Premium pupils across school have SEND we feel it is important that there is a member of staff in school to ensure that these pupils consistently receive high quality provision to ensure that they make progress.  Early Years Toolkit (EEF) suggests potential gains of an extra 6 months for communication and language approaches. The SENCo is responsibile for ensuring that these interventions are in place and reviewing the effectiveness of these.  Adaptations for pupils to be reviewed half termly and impact of these measured. | 1,2,4 |
| Additional 1:1 reading phonic support.  Trained LSA’s to deliver 1:1 Little Wandle Keep up and group interventions in Reception and Year 1 to support with improving reading and writing.  LSA = £13,444 and part time LSA £8,000 | Phonics outcomes in 2023 for Year 1 were 84% 86% of non-pupil premium passed and 75%of pupil premium which is a gap of 11% between disadvantage and other .  2023 Year 2 Phonics outcomes 86% 39/45 Pupil Premium 3/5 passed 60% compared to 90% of non pupil premium a gap of 30%  By implementing a consistent SSP program and having an LSA trained for the intervention the target pass rate will increase and the gap close.  EEF research Phonics Has a positive impact overall ( +5 months) component with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.  The Education Inspection Framework 2021 states, “A rigorous approach to the teaching of reading develops learners’ confidence and enjoyment in reading” | 1 |
| Working with Outwood Reading Hub to support the lowest 20% of Early readers | CPD for reading and Phonics lead  Six days of specialist support within school to audit, monitor and implement strategies to improve outcomes for the lowest 20%  Phonics outcomes for 2024 to be higher than 2023 and in line with National.  Phonics outcomes for Year 2 to be higher and in line with National.  EEF research Phonics Has a positive impact overall ( +5 months) component with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.  The Education Inspection Framework 2021 states, “A rigorous approach to the teaching of reading develops learners’ confidence and enjoyment in reading” |  |
| Implementing Talk through Stories to improve communication and language. Development of vocabulary.  Training £300  Resource cost - £To come from book budget  , Talk Through Stories extends and deepens children’s comprehension and vocabulary in reception, Year 1 and 2. | The Education Inspection Framework 2021 states, “A rigorous approach to the teaching of reading develops learners’ confidence and enjoyment in reading”  ‘Word gap’ – These gaps are particularly pronounced in early language and literacy. By the age of three, more disadvantaged children are – on average – already almost a full year and a half behind their more affluent peers in their early language development.14 And around two fifths of disadvantaged five-year-olds are not meeting the expected literacy standard for their age.15 |  |

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

Budgeted cost: £30,900

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Learning Mentors Providing additional support for pupils with a range of needs – emotional, social, behavioural, attendance and punctuality etc  50% of learning mentor= £10,000 | Although EEF evidence for mentoring is not particularly positive (showing a gain of +2 month), Pinders evidence shows the effectiveness of this approach.  In-school findings suggests that working with parents and children to increase attendance is beneficial in attainment terms.  In addition, learning mentor interventions have enabled pupils to be more ready for learning.  The majority of pupils in school with Learning Mentor involvement are disadvantaged pupils. EEF evidence suggests, ‘that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support. | 5,6 |
| Emotional Literacy Support Assistant  Providing individual and group therapies to meet pastural needs and enable the pupils to be regulated and ready to learn in class.  50% of employed time  £10,000 | EEF evidence suggests effective SEL can have a + 4 months impact. |  |
| To have an attendance team who are able to identify absence as soon as possible so that this can be reacted to.  Attendance Team to ensure that parents are aware of their child’s attendance.  Meetings are being held with parents where needed to ensure that attendance percentages are ‘good.’  £4,300 | Attendance has been proven to be correlated with attainment.  EEF Guide to pupil premium states  “ Pupil Premium intervention strategies are likely to be most effective when deployed alongside efforts to improve teaching and attend wider barriers to learning such as attendance and behaviour”  “The most significant non-academic barriers to success in school, include attendance, behaviour and social and emotional support. | 5 |
| Parent Support Adviser ( 2 days a week)  Targeted family work to support families in overcoming barriers to the pupils learning including attendance.  Sign positing and supporting parents to attend interventions that are aimed at improving parenting skills  40% =£3,400 | EEF Working with Parents to Support Children’s Learning recommendations highlight that ‘Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes.’ Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.  ( EEF) | 5,6 |
| Breakfast Club  Providing a free healthy breakfast ensure pupils start the day in a positive way ensuring that pupils are not hungry.  Pupils who struggle to arrive on time encourage to come to breakfast club.  £2,200 | EEF research 2016 suggests ‘Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months’ progress over the course of a year.’ EEF 2016 reports that ‘the pupils’ concentration and behaviour improved too. This suggests that breakfast clubs provide an opportunity to improve outcomes for all children, not just those who actually attend, by creating better classroom environments.’ | 5, 6 |
| Subsidising school trips and experiences Subsidising school trips and experiences including many linked to English and Reading (Theatre trips  . Providing opportunities that pupils may not ordinarily be exposed to and benefit from.  £1,000 | Education Inspection Framework 2021 states that schools should provide ‘a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.’ Ensuring that we offer a range of trips, visits and experiences in essential. Collaborative learning (would happen on most educational trips) is described as having a +5 months impact on progress. (EEF) |  |

**Total budgeted cost: £ 92,365**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity ( Year one of our three year strategy) had on pupils Year 2022-2023

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| **Intended Outcomes**  This explains the outcomes we are aiming for by the end of our current strategy plan ( July 2025) and how we will measure whether they have been achieved. | | |
| **Intended Outcome** | **Success Criteria** | **As of July 2023** |
| Closing the gap in attainment between disadvantaged and other children in Phonics  14 % of the cost of resources £1,120 | EYFS pupils to be Year 1 ready in phonics by the end of the academic year.  Phonics outcomes at the end of Year 1 to be in line with National expectation and for the gap to be closed between disadvantaged and other children.  Year 2 pupils who are retaking to be successful.  . | Phonics data shows 72% are where they should be for Little Wandle.  Year 1 phonic outcomes 84% this is an increase of 20% on last year 2022 outcomes.  Year 2 outcomes 86% this is a decrease of 2% on last year. |
| Increase pupils decoding and fluency skills to close the attainment gap in reading across school.  Purchasing of Books  £1080 | The difference in attainment in Reading across school between disadvantaged pupils and other pupils to close.  Disadvantaged pupils in EYFS to make progress in reading with improved Reading GLD bringing school in line with National expectations.  Disadvantaged Pupils to make progress in reading throughout the academic year. Key Stage 1 phonic data to show that the gap is closing between disadvantaged pupils and other pupils. Key Stage 2 SATs data to show that the gap is closing between disadvantaged. | GLD 66% which is higher than last years by 6%.  76% achieved the expected standard in reading. At the start of the year 48% were on track to achieve ARE so excellent progress.  2/ 4 pupil premium pupils achieved GLD 50%Difference between disadvantaged and non is 16%  Key Stage1 Reading Outcomes  ARE 51% HS 4%  Disadvantaged outcomes  1/7 ARE 14%  This is slightly lower than last year ( 58%) and not in line with National average  Key Stage 2 Reading Outcomes  ARE 60% HS 13%  Disadvantaged outcomes  This is slightly higher than last year ( 56%) but not in line with National average |
| Closing the gap in attainment between ‘Disadvantaged’ and ‘Other’ pupils in all year groups.  £2, 093 to support 25% of tutoring grant from recovery fund.  Booster 2 hours x 39 weeks = £1,500 | Internal assessment data to show closing the gap between ‘Disadvantaged’ and Other pupils throughout the school, taking into account individual pupils’ varied starting points and cognitive ability (eg SEND). Most Disadvantaged Pupils to be making good progress in Reading, Writing and Maths  Boosters and interventions to be used to support those deemed vulnerable of not achieving ARE. | **Reading Gap**  Year 1 5/8 63% -3%  Year 2 1/7 14% -44%  Year 3 6/9 66% -3%  Year 4 9/11 82% +13%  Year 5 9/12 75% +1  Year 6 3 /12 25%  **Writing**  Year 1 4 /8 50% -4%  Year 2 0/7 0 % -53%  Year 3 4/9 44% -5%  Year 4 6 /11 55 % -8 %  Year 5 8 /12 67% -9%  Year 6 4 /12 33%  Maths  Year 1 4/8 50% -15%  Year 2 0/7 0% -63%  Year 3 5/9 56% -13%  Year 4 4/11 36% -35%  Year 5 6/12 5% -26%  Year 6 2/12 16% |
| Disadvantaged children begin to widen their experience of having time socialising and learning away from home and the classroom. | Pupils to benefit from additional experiences and visitors during the school day and after school to enhance the curriculum. All children have access to educational visits especially those with a residential element for Key stage 2. | All children are provided with the opportunity to attend educational trips linked to the curriculum and places are fully funded when needed.  Residential, camping and theatre trips are heavily subsidised or in some cases paid for in order for pupils to attend. |
| Speech, language, vocabulary and communication skills for all pupils to increase across school with a particular focus on this within the EYFS / KS1. | Discussions with pupils to reflect improving language and communication skills.  Internal data to demonstrate progress against schools Oracy curriculum and progression statements. | Communication and Language 76 % expected  Listening Attention and Understanding 78% expected.  Disadvantaged 100% Gap +22%  Speaking 77% expected  Disadvantaged 67% Gap -10% |
| Disadvantaged pupils are on time for school and ready for learning during the day, particularly for the whole morning. | During lesson observations, learning walks etc all pupils are observed to be engaged in their learning, and none describe being hungry. Disadvantaged Pupils are on time to school. | Punctuality has been logged and followed up by phone calls from the office start. Persistent late are called in for a meeting. |
| Increased attendance therefore not missing important learning time. | Attendance data for disadvantaged pupils to be in line with the target. The difference in overall attendance percentage for disadvantaged and other pupils to close over time. | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | Aut | Spr | Sum | Total Average | | NON | 94% | 93% | 91.54% | 92.3% | | PP | 92% | 94% | 88.08% | 91.6% |   Two pupil premium pupils on partial timetable for a period of time which has impacted negatively on attendance. One pupil absent due to long term illness and then partial timetable from Summer term. |
| Well-being of pupils to be incorporated into school routines / curriculum RSHE curriculum to reflect emotional well -being of pupils. | Enhancements to the school day to be added to positively impact on pupil well -being (eg Hello Yellow Day , enrichment activities) Opportunities for reflection, discussion and support strategies of well -being evident. Pupils to be able to talk about well -being. | RSHE implemented and accessed by all. Additional ELSA support and draw and talk out in as well as an inclusion space.  This has been accessed everyday by disadvantaged pupils who have an additional need, |

**Pupil Premium Strategy Outcomes 2023-2024**

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| **Intended Outcomes**  This explains the outcomes we are aiming for by the end of our current strategy plan ( July 2025) and how we will measure whether they have been achieved. | | |
| **Intended Outcome** | **Success Criteria** | **As of July 2024** |
| Closing the gap in attainment between disadvantaged and other children in Phonics | EYFS pupils to be Year 1 ready in phonics by the end of the academic year.  Phonics outcomes at the end of Year 1 to be in line with National expectation and for the gap to be closed between disadvantaged and other children.  Year 2 pupils who are retaking to be successful.  . | Phonics data shows 72% are where they should be for Little Wandle.  Year 1 phonic outcomes 79% this is an decrease of 5 % on last year.  We gained three children in autumn term, 3 were new to country, 3 pupils left in Spring who were on track to pass. Gained 2 new in summer term one new to country one with very low attendance.  3 pupils with EHCP for social communication needs who were on a bespoke program. Without these 3 children the outcomes would 85%.  5/8 pupils with pupil premium passed 63% (the 3 who did not pass are on bespoke programs for SEND needs.  Year 2 outcomes 75% a decrease of 11%. The two pupils who did not pass both had SEND needs with social communication and difficulties with short- and long-term memory.  The 2 pupils who are Pupil premium both passed |
| Increase pupils decoding and fluency skills to close the attainment gap in reading across school. | The difference in attainment in Reading across school between disadvantaged pupils and other pupils to close.  Disadvantaged pupils in EYFS to make progress in reading with improved Reading GLD bringing school in line with National expectations.  Disadvantaged Pupils to make progress in reading throughout the academic year. Key Stage 1 phonic data to show that the gap is closing between disadvantaged pupils and other pupils. Key Stage 2 SATs data to show that the gap is closing between disadvantaged. | GLD 6% which is a decrease of 6%  85.4% achieved the expected standard in reading. This is an increase of 8% At the start of the year % were on track to achieve ARE so excellent progress.  3 / 3 pupil premium pupils achieved GLD 100%  Difference between disadvantaged and non is + 22%  Key Stage1 Reading Outcomes  ARE 64%  An increase of 13%  Disadvantaged outcomes  6/12pupil premium achieved this 50%  70% non disadvantaged achieved ARE.   * 20%   Key Stage 2 Reading Outcomes  ARE 65% HS 22%  Disadvantaged outcomes  This is slightly higher than last year by 5 % and an increase of 11% over the last two years, not in line with National average  HS was an increase of 7% |
| Closing the gap in attainment between ‘Disadvantaged’ and ‘Other’ pupils in all year groups. | Internal assessment data to show closing the gap between ‘Disadvantaged’ and Other pupils throughout the school, taking into account individual pupils’ varied starting points and cognitive ability (eg SEND). Most Disadvantaged Pupils to be making good progress in Reading, Writing and Maths  Boosters and interventions to be used to support those deemed vulnerable of not achieving ARE. | **Reading**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Year** | **No of pupils** | **% ARE** | **Gap with Non** | **Previous**  **Gap for the same cohort** | | **1** | **3/8** | **37.5%** | **-25%** |  | | **2** | **6/12** | **50%** | **-20%** | **+17%** | | **3** | **6/14** | **43%** | **-13%** | **-31%** | | **4** | **3/12** | **25%** | **-58%** | **+55%** | | **5** | **8/11** | **73%** | **-9%** | **+22%** | | **6** |  |  |  | **( +1)** |   **Maths**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Year** | **No of pupils** | **% ARE** | **Gap with Non** | **Previous**  **Gap for the same cohort** | | **1** | **2/8** | **25%** | **-46%** |  | | **2** | **4/12** | **33%** | **-25%** | **+10%** | | **3** | **7/14** | **50%** | **-9%** | **-54%** | | **4** | **3/12** | **25%** | **-55%** | **+20%** | | **5** | **4/11** | **36%** | **-34%** | **+22%** | | **6** |  |  |  |  |   **Writing**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Year** | **No of pupils** | **% ARE** | **Gap with Non** | **Previous**  **Gap for the same cohort** | | **1** | **2/8** | **25%** | **-34%** |  | | **2** | **5/12** | **42%** | **-19%** | **+15%** | | **3** | **3/14** | **21%** | **-32%** | **-21%** | | **4** | **2/12** | **17%** | **-46%** | **+41%** | | **5** | **4/11** | **36%** | **-25%** | **+16%** | | **6** |  |  |  |  |   **The gap has increased for disadvantaged pupils in most year groups. With the exception of the Year 3 cohort. There are changed in pupil premium numbers as these have increased**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Year group**  **22/23** | **22-23** | **Year Group 23/24** | **23-24** |  | |  |  | **1** | **3/8** |  | | 1 | **5/8** | **2** | **6/12** |  | | 2 | **1/7** | **3** | **6/14** |  | | 3 | **6/9** | **4** | **3/12** |  | | 4 | **9/11** | **5** | **8/11** |  | | 5 | **9/12** | **6** |  |  | | 6 | **3/12** |  |  |  | |
| Disadvantaged children begin to widen their experience of having time socialising and learning away from home and the classroom. | Pupils to benefit from additional experiences and visitors during the school day and after school to enhance the curriculum. All children have access to educational visits especially those with a residential element for Key stage 2. | All children are provided with the opportunity to attend educational trips linked to the curriculum and places are fully funded when needed.  Residential, theatre trips are heavily subsidised or in some cases paid for in order for pupils to attend.  DATA to add |
| Speech, language, vocabulary and communication skills for all pupils to increase across school with a particular focus on this within the EYFS / KS1. | Discussions with pupils to reflect improving language and communication skills.  Internal data to demonstrate progress against schools Oracy curriculum and progression statements. | Listening Attention and Understanding 81% expected.  Disadvantaged 100% Gap +22%  Speaking 83% expected An increase of 6 %  Disadvantaged 67% Gap -10% |
| Disadvantaged pupils are on time for school and ready for learning during the day, particularly for the whole morning. | During lesson observations, learning walks etc all pupils are observed to be engaged in their learning, and none describe being hungry. Disadvantaged Pupils are on time to school. | Punctuality has been logged and followed up by phone calls from the office start. Persistent late are called in for a meeting. |
| Increased attendance therefore not missing important learning time. | Attendance data for disadvantaged pupils to be in line with the target. The difference in overall attendance percentage for disadvantaged and other pupils to close over time. | |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | Aut | Spr | Sum | Total Average | | NON | 94% | 93% | 91.54% | 92.3% | | PP | 92% | 94% | 88.08% | 91.6% |   Two pupil premium pupils on partial timetable for a period of time which has impacted negatively on attendance. One pupil absent due to long term illness and then partial timetable from Summer term. |
| Well-being of pupils to be incorporated into school routines / curriculum RSHE curriculum to reflect emotional well -being of pupils. | Enhancements to the school day to be added to positively impact on pupil well -being (eg Hello Yellow Day , enrichment activities) Opportunities for reflection, discussion and support strategies of well -being evident. Pupils to be able to talk about well -being. | RSHE implemented and accessed by all. Additional ELSA support and draw and talk out in as well as an inclusion space.  This has been accessed everyday by disadvantaged pupils who have an additional need,  Introduce SEL program for whole school with revised morning meet and greets.  Further nurture spaces developed for KS1 Burrow , developed outdoor space for inclusion space Nest.  Route B support plans followed |

## Activity in this academic year 2024-2025This 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 £6,520

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| All teachers in school to be providing quality first teaching to all pupils within the class, ensuring that all pupils needs are being identified and addressed.  Disadvantaged pupils to be identified within the class and all adults working within the class to be fully aware of these pupils. (FSM pupils 1 purple dot) | EEF Effective Professional Development Guidance Report tells us that high quality teaching can narrow the disadvantage gap.  EEF Guide to PP 2019 states ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.’ And ‘Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending’.  Supporting the attainment of disadvantaged pupils: articulating success and good practice (DfE November 2015) - More successful schools prioritised quality teaching for all. | 1,2,4 |
| CPD opportunities (in school and external providers) to support all teaching staff provide quality first teaching to all pupils within the class, ensuring that all pupils needs are being identified and addressed.  CPD opportunities to build knowledge, motivate, teach techniques and embed practice. | * Ofsted School Inspection Handbook 2023 states, “teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise   EEF Effective Professional Development Guidance Report tells us that high quality teaching can narrow the disadvantage gap  EEF guide to Pupil Premium states  “ Good teaching is the most important lever schools have to improve outcomes for disadvantage pupils. Using pupil premium to improve teaching quality benefits all students and has a particular positive affect on children eligible for pupil premium | 1,2,4,6 |
| Provision maps to be in place and updated termly so that all staff are aware of and understand the needs of the pupils. Pupil progress meetings once termly focusing on the attainment and progress of pupils including disadvantaged pupils. | * Ofsted inspection framework 2023 states ‘ * The provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs   EEF Guide to PP 2019 states ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for pupil premium | 1,2,4 |
| To develop mental strategies relating to multiplication and division  To review the teaching sequence to ensure support for marginal children whilst catering for the greater depth.  Greater focus in teaching sequence for calculation and metal arithmetic.  Mastering Number training NCTEM Reception to Year 2 | EEF guide to Pupil Premium states  “ Good teaching is the most important lever schools have to improve outcomes for disadvantage pupils. Using pupil premium to improve teaching quality benefits all students and has a particular positive affect on children eligible for pupil premium  For targeted marginal pupils to be targeted and tracked fortnightly and strategies, scaffolding discussed, impact, measured.  Coaching to be provided by subject leader. | 2 |
| For One Life RSHE / PSHE scheme to be adopted by school. Full training for all staff.  2 INSETs for all staff with One Life consultant.  Half termly training with One Life leader  One Life Leader half termly training.  Scheme and training £1995  Resources £1650  Copying of booklets termly- £500  Training pay for 30 LSAs – 3 sessions of an hour. £1500  Training of an additional ELSA for KS1 £500  ELSA supervision £375 | Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.  Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. |  |

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

Budgeted cost: £ 58,976

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Small group tuition for  Individualised support for R, M for pupils in Year 6 to support with curriculum objectives in preparation for SATs.  Individualised support for R, W, M for pupils in Year 3 and 4 to support with curriculum objectives  Targeted support for pupils to address misconceptions, gaps and weaknesses.  Percentage cost of LSA support for groups within class –  7 pupil Premium with fulltime support  Partially funded by SEND with this deducted staffing costs £55,000  21 additional support costs £71,000 | EEF PP Guidance 2019 ‘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.’ Small group tuition has an average impact of four months’ additional progress over the course of a year. (EEF)  EEF highlights, ‘Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs.’ Before EG starts an intervention with a group of pupils, class teachers provide objectives for pupils to focus on, this allows EG to plan lesson that are targeted at achieving these objectives. | 1,2 |
| To ensure quality of daily teaching and provision and sharing expertise for SEND pupils across school. Responsibilities include: Planning for and delivering interventions Develop Teaching Assistants practice Track pupil progress Monitor and Evaluate Provides knowledge and advice to staff  SENCO time for training and monitoring of interventions = one hour a week £2,500 | As 40% of all Pupil Premium pupils across school have SEND we feel it is important that there is a member of staff in school to ensure that these pupils consistently receive high quality provision to ensure that they make progress.  Early Years Toolkit (EEF) suggests potential gains of an extra 6 months for communication and language approaches. The SENCo is responsibile for ensuring that these interventions are in place and reviewing the effectiveness of these.  Adaptations for pupils to be reviewed half termly and impact of these measured. | 1,2,4 |
| Additional 1:1 reading phonic support.  Trained LSA’s to deliver 1:1 Little Wandle Keep up and group interventions in Reception and Year 1 to support with improving reading and writing.  LSA = £13,444 and part time LSA £8,000 | Phonics outcomes in 2023 for Year 1 were 84% 86% of non-pupil premium passed and 75%of pupil premium which is a gap of 11% between disadvantage and other .  2023 Year 2 Phonics outcomes 86% 39/45 Pupil Premium 3/5 passed 60% compared to 90% of non pupil premium a gap of 30%  By implementing a consistent SSP program and having an LSA trained for the intervention the target pass rate will increase and the gap close.  EEF research Phonics Has a positive impact overall ( +5 months) component with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.  The Education Inspection Framework 2021 states, “A rigorous approach to the teaching of reading develops learners’ confidence and enjoyment in reading” | 1 |
| Working with Outwood Reading Hub to support the lowest 20% of Early readers | CPD for reading and Phonics lead  Three days of specialist support within school to audit, monitor and implement strategies to improve outcomes for the lowest 20%  Phonics outcomes for 2025 to be higher than 2024 and in line with National.  Phonics outcomes for Year 2 to be higher and in line with National.  EEF research Phonics Has a positive impact overall ( +5 months) component with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.  The Education Inspection Framework 2021 states, “A rigorous approach to the teaching of reading develops learners’ confidence and enjoyment in reading” |  |
| EYFS Leader completing Cracking communication training and training staff, implementing strategies. ( No cost for training cover costs to release)  Nursery Foundation stage for Phonics being implemented in Nursery  Embedding Talk through Stories to improve communication and language in KS1  , Talk Through Stories extends and deepens children’s comprehension and vocabulary in Year 1 and 2.  Reading for pleasure training for staff in all year groups. | The Education Inspection Framework 2021 states, “A rigorous approach to the teaching of reading develops learners’ confidence and enjoyment in reading”  ‘Word gap’ – These gaps are particularly pronounced in early language and literacy. By the age of three, more disadvantaged children are – on average – already almost a full year and a half behind their more affluent peers in their early language development.14 And around two fifths of disadvantaged five-year-olds are not meeting the expected literacy standard for their age.15 |  |

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

Budgeted cost: £29,374

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Learning Mentors Providing additional support for pupils with a range of needs – emotional, social, behavioural, attendance and punctuality etc  30% of learning mentor= £5,700 | Although EEF evidence for mentoring is not particularly positive (showing a gain of +2 month), Pinders evidence shows the effectiveness of this approach.  In-school findings suggests that working with parents and children to increase attendance is beneficial in attainment terms.  In addition, learning mentor interventions have enabled pupils to be more ready for learning.  The majority of pupils in school with Learning Mentor involvement are disadvantaged pupils. EEF evidence suggests, ‘that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support. | 5,6 |
| Emotional Literacy Support Assistant  Providing individual and group therapies to meet pastural needs and enable the pupils to be regulated and ready to learn in class.  25% of employed time for PP  £5,700  Employing and training an additional ELSA for KS1.  Training cost £600  25% of £5,700 | EEF evidence suggests effective SEL can have a + 4 months impact. |  |
| To have an attendance team who are able to identify absence as soon as possible so that this can be reacted to.  Attendance Team to ensure that parents are aware of their child’s attendance.  Meetings are being held with parents where needed to ensure that attendance percentages are ‘good.’  A first response 5 hours a week  Attendance manager – 10 hours  Home visits by SLT 15 hours per annum.  Rewards raffle  *£*5,300  Squaring Up Training -For all support staff on trauma informed and developing relationships and understanding unconscious bias.  £1,250 ( cost to be recouped not included)  Trauma Informed Training for all staff  **£1,550** ( cost to be recouped not included) | Attendance has been proven to be correlated with attainment.  EEF Guide to pupil premium states  “ Pupil Premium intervention strategies are likely to be most effective when deployed alongside efforts to improve teaching and attend wider barriers to learning such as attendance and behaviour”  “The most significant non-academic barriers to success in school, include attendance, behaviour and social and emotional support. | 5 |
| Parent Support Adviser ( 2 days a week)  Targeted family work to support families in overcoming barriers to the pupils learning including attendance.  Sign positing and supporting parents to attend interventions that are aimed at improving parenting skills  Running a playground once a week.  40% =£3,854 | EEF Working with Parents to Support Children’s Learning recommendations highlight that ‘Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes.’ Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.  ( EEF) | 5,6 |
| Breakfast Club  Providing a free healthy breakfast ensure pupils start the day in a positive way ensuring that pupils are not hungry.  Pupils who struggle to arrive on time encourage to come to breakfast club.  £2,200 | EEF research 2016 suggests ‘Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months’ progress over the course of a year.’ EEF 2016 reports that ‘the pupils’ concentration and behaviour improved too. This suggests that breakfast clubs provide an opportunity to improve outcomes for all children, not just those who actually attend, by creating better classroom environments.’ | 5, 6 |
| Subsidising school trips and experiences Subsidising school trips and experiences including many linked to English and Reading (Theatre trips  . Providing opportunities that pupils may not ordinarily be exposed to and benefit from.  £1,000 | Education Inspection Framework 2021 states that schools should provide ‘a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.’ Ensuring that we offer a range of trips, visits and experiences in essential. Collaborative learning (would happen on most educational trips) is described as having a +5 months impact on progress. (EEF) |  |

**Total budgeted cost: £ 94,870**