

Pupil premium strategy statement 2024-2025

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	King Athelstan Primary School
Number of pupils in school	426
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	20.1.25
Date on which it will be reviewed	September 2025
Statement authorised by	Emily Newton
Pupil premium lead	Emily Newton
Governor / Trustee lead	Majeed Neky

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£167,240
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Post LAC (RECEIVED IN FINANCIAL YEAR 24-25)	£15,420
EYPP - (ACADEMIC YEAR 24-25, Aut 24, Spring 25 and Summer 25 estimate)	£6,732
Total budget for this academic year	£ 189,392

Part A: Pupil premium strategy plan

Statement of intent

Additional government funding, the Pupil Premium Grant, is received by schools to address underlying inequalities and to help overcome barriers to learning and so improve the progress and outcomes of vulnerable pupils.

Our aim is to give our children the very best education we can: encouraging every child to reach their full potential through a creative curriculum that is rich, broad, and offers relevant, exciting and memorable learning opportunities both within and beyond the classroom. Our ambition is to develop the cultural capital of all children by providing them with boundless opportunities, both inside and outside our vibrant and diverse primary school. By offering a vast and varied, curriculum, our children are encouraged to 'dream big,' take risks and achieve high standards in all aspects of school life.

Evidence shows that children from disadvantaged backgrounds often face additional challenges in reaching their potential and generally do not perform as well as their peers at school (HMI). Research has found that the pandemic has compounded this issue (EEF). Initial findings suggest that disadvantaged pupils have been the worst affected by school closures due to COVID-19 and the attainment gap has grown as a result of national lockdowns.

Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

We pride ourselves on our deep knowledge of every child and their unique circumstances. We recognise this is particularly important for our disadvantaged pupils. We explore every opportunity to build strong home school relationships so that pupils, parents and staff work together to ensure excellent progress and outstanding outcomes for our disadvantaged pupils.

We have a consistent drive for high quality teaching and learning and we understand that collaborative partnerships between staff, parents and pupils are essential in order to ensure shared knowledge and expertise to ensure best practice, particularly for the significant group of pupils who are both PPG and SEND.

Our PPG strategy is based on the Education Endowment Fund's (EEF) tiered approach, which is broken into three primary categories of spending:

1. Quality Teaching

We understand that the best available evidence indicates that high quality teaching is the most important lever schools have to improve outcomes for their pupils. We focus on developing the knowledge and skills of all staff to enable adaptations to teaching in order for it to meet the needs of all pupils.

The importance of language and literacy is evident in the resources and training which we have invested in. The knowledge and skills associated with effective verbal communication and fluent reading are important not only to pupils' attainment in English but to their learning across the curriculum and their success and happiness outside education. Teachers' PPA is covered by qualified teachers in specialist subjects (Art, Music, PE, French) in order to ensure children have the very best quality of provision and extended provision through additional opportunities, building their cultural capital.

2. Targeted Academic Support

Teachers are skilled at identifying the needs of the children in their classes. The quality of teaching is the most important intervention for all pupils. Teachers use a wide range of strategies to support the needs of children in each cohort. This includes the use of questioning for understanding, talk partners, scaffolding, pre-teaching, praise, modelling and use of visuals to support understanding.

The school understands that it is important that the attainment and progress of disadvantaged pupils is a shared responsibility. Integral to this is the development of best practice in relation to the use of teaching assistants for interventions before and after the school day. During the day TAs are deployed in a needs basis to support children with high levels of SEND. Where possible, they may include other children in their groups and interventions. One TA is dedicated to supporting children who are entitled to Pupil Premium funding in their phonics and maths. TAs are trained with teachers during INSET days to ensure a consistent approach and to upskill our valuable support staff. They also complete some bespoke training in order to best meet the needs of the children they are working with. All TAs and NNEBs are trained in our school SSP, Read Write Inc, and have had extensive training in colourful semantics, precision teaching and inclusive classroom practice, which focuses on readiness to learn and key approaches such as the PACE (Playfulness, Acceptance, Curiosity and Empathy) model.

3. Wider strategies

We work hard to build close working relationships with our families building trust which enables us to understand and support the unique challenges they are facing. We work with outside agencies to provide practical support that enables our disadvantaged pupils to be ready to learn and to access a wide variety of enriching experiences. We have a strong focus on our pupils' well-being and invest time and training into ensuring our pupils are able to self-regulate and develop their confidence and resilience. We

recognise that adverse childhood experiences can have a profound impact on children and put in place additional ongoing support for pupils where appropriate. Nurture support is provided to children through bespoke small group sessions for children in KS1 and 1:1 or group sessions for all children in response to needs. Nurture teaches children to:

- understand their emotions and how to regulate them;
- build their confidence (to be used in the classroom) by positive reinforcement;
- raise self-esteem;
- empower resilience to become a better learner;
- make and sustain positive relationships.

Nurture is at the heart of the pastoral care for all families at King Athelstan Primary School.

Identified children in KS2 receive group support in weekly Forest School sessions which run at a neighbouring school (1 session per week is run for King Athelstan Children only). A small number of children access alternative provision such as Forest School AP or “The Bridge” to support their wider SEND. School works closely with the professionals at alternative provisions to ensure needs are met in both settings.

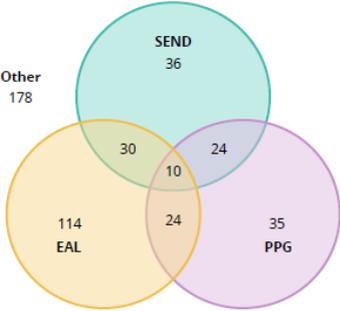
**Figures from DfE January 2021*

Challenges

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

Challenge number	Detail of challenge
1	<p><u>Reading and Phonics</u></p> <p>Assessments, observations, and discussions with pupils show that attainment of our disadvantaged pupils is significantly below that of their peers. This is particularly evident in reading and writing. Disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>2024 KS2 reading outcomes showed non-disadvantaged expected standard results were 82% (National all 74% vs school all 75%) and disadvantaged were 62%. Whilst this is a significant improvement on previous years, the gap remains. Greater depth non-disadvantaged outcomes were 44% (National “all” 28% vs “all” 30%) and disadvantaged were 5%.</p>

	<p>Phonics screening results below show that in 2024 Year 1 phonics pass rates for non-disadvantaged were 76% (National 81%), and disadvantaged were 39%. In 2024 the end of Year 2 pass rates were 100% and 90% respectively.</p> <p>Whilst there are improvements in outcomes in some areas, the significant gap for disadvantaged remains.</p>																
2	<p><u>Writing</u></p> <p>Internal and external (where available) assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Writing was the area most seriously affected by COVID. This affected all pupils but has a greater impact on those who are disadvantaged. Approximately 1/3 of pupils who are disadvantaged achieve the expected standard.</p> <p>Teacher Assessment in 2023-2024 showed that the number of disadvantaged who achieved expected standard were substantially lower than non-disadvantaged.</p> <table border="1" data-bbox="363 1025 949 1189"> <thead> <tr> <th>2023-24</th> <th>ALL</th> <th>PP</th> <th>NPP</th> </tr> </thead> <tbody> <tr> <td>EYFS</td> <td>EXP 56%</td> <td>35%</td> <td>67%</td> </tr> <tr> <td>Year 2</td> <td>EXP 65%</td> <td>35%</td> <td>50%</td> </tr> <tr> <td>Year 6</td> <td>EXP 58%</td> <td>33%</td> <td>72%</td> </tr> </tbody> </table>	2023-24	ALL	PP	NPP	EYFS	EXP 56%	35%	67%	Year 2	EXP 65%	35%	50%	Year 6	EXP 58%	33%	72%
2023-24	ALL	PP	NPP														
EYFS	EXP 56%	35%	67%														
Year 2	EXP 65%	35%	50%														
Year 6	EXP 58%	33%	72%														
3	<p><u>Communication and Language</u></p> <p>Weak communication skills, with under developed oral language skills and vocabulary gaps evidenced amongst disadvantaged pupils on entry in EYFS and observations, discussions and teacher assessment indicate the gap persists through the key stages.</p> <p><u>Reception Outcomes 2023-24</u></p> <ul style="list-style-type: none"> • 56% of cohort working at ARE for Communication and language • 35% PPG working at ARE for Communication and language • 76% non-PPG working at ARE for Communication and language <p><u>GLD</u></p> <ul style="list-style-type: none"> • 54% of cohort achieved GLD (66% in Prime areas) • 30% PPG (20) • 67% Non-PPG (39) 																
4	<p><u>Emotional Wellbeing/Mental Health</u></p>																

	<p>Observations and discussions have noted that wellbeing and mental health can be a challenge for our disadvantaged pupils. While these emotional barriers affect many pupils, for our disadvantaged pupils, they can be complex and have a particularly detrimental effect on being ready to learn. Wellbeing and mental health are also challenges experienced by the families of our pupils too, which again impacts on children's readiness to learn.</p>																		
5	<p><u>Cultural Capital</u></p> <p>Pupils have limited experiences beyond their home life and immediate community. This has particularly disadvantaged this group due to economic factors and complex family circumstances.</p>																		
6	<p><u>Complex Family Lives</u></p> <p>Complex/chaotic family lives and Children's Services involvement - Parental engagement can often be more challenging and sporadic due to the complex challenges that some of our families face. The most prevalent areas of concern affecting children at King Athelstan are parental mental health (including substance/alcohol misuse), domestic violence and neglect. Significant numbers of families access the food bank through the vouchers which the school issues.</p>																		
7	<p><u>Co-existing challenges</u></p> <p>The high number of children who are both disadvantaged and also have SEN and/or have EAL. Of the 93 children who had PP funding in Spring 24, only 38% did not have either SEND or EAL or both. 26% were disadvantaged and had SEND and 26% were disadvantaged and were EAL and 11% were disadvantaged, SEND and EAL.</p>  <p>The Venn diagram illustrates the distribution of 178 children categorized by SEND, EAL, and PPG. The categories and their counts are as follows:</p> <table border="1"> <thead> <tr> <th>Category</th> <th>Count</th> </tr> </thead> <tbody> <tr> <td>Other (Total)</td> <td>178</td> </tr> <tr> <td>SEND only</td> <td>36</td> </tr> <tr> <td>EAL only</td> <td>114</td> </tr> <tr> <td>PPG only</td> <td>35</td> </tr> <tr> <td>SEND and EAL</td> <td>30</td> </tr> <tr> <td>SEND and PPG</td> <td>24</td> </tr> <tr> <td>EAL and PPG</td> <td>24</td> </tr> <tr> <td>SEND, EAL, and PPG</td> <td>10</td> </tr> </tbody> </table>	Category	Count	Other (Total)	178	SEND only	36	EAL only	114	PPG only	35	SEND and EAL	30	SEND and PPG	24	EAL and PPG	24	SEND, EAL, and PPG	10
Category	Count																		
Other (Total)	178																		
SEND only	36																		
EAL only	114																		
PPG only	35																		
SEND and EAL	30																		
SEND and PPG	24																		
EAL and PPG	24																		
SEND, EAL, and PPG	10																		

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
<p>Improved reading attainment amongst disadvantaged pupils at the end of KS2</p> <p>To ensure children who are not at the expected standard receive targeted, high-quality interventions through quality first teaching and small group interventions before and/or after school.</p>	<p>Phonics scores EYFS/KS1 are in line with national results.</p> <p>Pupils who are disadvantaged have caught up with their peers in the phonics by the end of KS1.</p> <p>Reading outcomes in 2026/7 show at least 75 % of disadvantaged children met the expected standard in KS2 (62% met the standard in 2024.) with incremental steps of improvement before this.</p> <p>Progress has been accelerated for those not achieving the expected standard at the end of KS2.</p>
<p>Improved writing attainment at the end of KS2.</p> <p><i>NB To raise standards in writing across the school is the second aspect of our whole school development plan 2024-27.</i></p>	<p>Analysis of approaches outlined in section 2 of the School Development Plan will show that interventions have had a positive impact on disadvantaged children’s learning and has helped in accelerating their progress.</p> <p>Children who are disadvantaged will meet their aspirational writing targets.</p> <p>Pupils not at expected level are shown to be making accelerated progress. (NB This may be evidenced on “Measures of Success” for those who have complex SEND.</p> <p>End of phase writing outcomes in 2026/7 show that an increased number of disadvantaged pupils met the expected standard, with incremental steps of improvement before this.</p>
<p>Improved oral language and communication skills</p>	<p>Assessments and observations indicate improved language skills amongst disadvantaged pupils. This is evident when triangulated with other sources of</p>

	<p>evidence such as engagement in lessons, book scrutinies and ongoing formative assessment</p> <p>Accelerated progress in Comm and Lang/ ELG at the end of EYFS for disadvantaged children, who were not ARE at Baseline testing on entry in 2024/25.</p> <p>Phonics scores at the end of KS1 are in line with national results in 2026/27 with incremental steps of improvement before this</p> <p>Pupils are promptly referred for further assessment externally where appropriate.</p>
<p>All pupils are exposed to a breadth of experiences that enable them to contextualise their learning.</p> <p>Pupils love learning and have access to an engaging, broad and varied curriculum. There are increased opportunities for cultural capital for disadvantaged pupils to close the 'gap'</p>	<p>The curriculum will provide pupils with and exciting, varied curriculum.</p> <p>Teachers and support staff will plan a wide range of visits, hook events and experiences to inspire and enhance learning and make it memorable.</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within and outside of the school day.</p> <p>Themed "super learning" days/weeks during the year which give the opportunity to explore other interesting areas of learning (International Day, World Book Day, Science Week).</p> <p>Home learning is organised in a project-based menu to support the links between home and school to enrich the children's learning experiences more.</p> <p>Including: Music (Including instrumental lessons for a year and use of instrument at home)</p> <p>After school clubs-opportunity for 100% to take part in a club after school each term</p>

	<p>Residential school trip Y6 and 1 day outward bound trip Y4</p> <p>Opportunity for 100% to take a position of responsibility such as: prefect, class monitor, pupil council, eco-lead, equalities lead, 1:1 reading buddy</p> <p>100% attendance on educational school and class trips</p> <p>All PP children participate in one competitive sporting event throughout their time at KAP</p>
<p>To achieve and sustain improved well-being and 'readiness to learn' for all pupils in our school but particularly our disadvantaged children</p>	<p>Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.</p> <p>Qualitative data from student voice, student and parent surveys and teacher observations.</p> <p>Nurture 1:1 support, Emotional Health Service / external service involvement</p> <p>Identified children are invited to: Nurture, Lego club, Forest school, drama therapy, resilience group, drama 1:1 therapy, sensory circuits</p>
<p>Increased Parental engagement</p>	<p>Maintain improved attendance of disadvantaged so that the gap is reduced (non-disadvantaged 94% disadvantaged 92% 2023-24).</p> <p>Reduce the Persistent Absence of disadvantaged children 29/54 PA in July 2024 were disadvantaged</p> <p>Qualitative data from parental surveys</p> <p>Regular attendance at Parents' evenings and enrichment activities such as clubs.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** 2024-2025 to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: (See section below overlap in costs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff engagement in 'in house' CPD to support Quality first Teaching using our experienced Teaching & Learning team.</p> <p><i>-Staff meetings dedicated to Teaching and Learning and Inclusive Practice</i></p> <p><i>-All EYFS, KS1 and KS2 Teachers and TAs training on Phonics</i></p> <p><i>-Whole staff training on Attachment Aware practice</i></p> <p><i>-Whole staff training on behaviour policy, de-escalation and trauma informed approaches</i></p> <p><i>-6 Teacher CPD sessions on Inclusive Classroom Practice by SENDCo</i></p>	<p>Evidence from Education Endowment Foundation – Maximising Learning.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p> <p>The Educations Policy Institute: Key Drivers to the Disadvantage Gap</p> <p>https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf</p> <p>“The most important school-level factor for pupil attainment is teacher effectiveness: evidence shows that the difference between being taught by a good versus bad teacher is equivalent to a whole year of learning for disadvantaged pupils.”</p>	<p>1,2,3,4,7</p>
<p>Monitoring of QfT in Practice</p> <p><i>-Time given to subject leads and SLT to monitor QfT strategies in the classroom to ensure that the needs of our disadvantaged pupils are being met and that high aspirations are set.</i></p>	<p>Putting Evidence to Work: A School's guide to Implementation:</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/Professional-Development-Summary.pdf</p>	<p>1,2,3,4,7</p>

<p>Role of the Pupil Premium Lead, monitoring and supporting staff.</p> <p><i>-Data analysis termly to support staff in understanding the needs of children who are disadvantaged in their cohort.</i></p> <p><i>-Opportunity for support through Local Authority Advisory teacher (CPD credits) if needed.</i></p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	<p>1,2,3,4,5,6,7</p>
<p>Continuing focus on curriculum planning, lesson design and progression</p> <p><i>- to recognise the need to reduce cognitive load and to reflect Rosenshein's Principles of Instruction-encouraging clarity, simplicity and the importance of retrieval practice.</i></p> <p><i>-DHT supporting leaders with development plans and curriculum design</i></p> <p><i>-SLT to assess lesson design during learning dialogues.</i></p>	<p>The Educations Policy Institute: Key Drivers to the Disadvantage Gap</p> <p>https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf</p> <p>EEF Blog: Five Evidence based strategies to support High Quality Teaching for pupils with SEND</p> <p>https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send</p>	<p>1,2,3,5,7</p>
<p>Development of EYFS curriculum to focus on books and language development</p> <p><i>-develop the love of reading by linking books to units of work.</i></p> <p><i>-Vocabulary included in planning, displays, T&L slides</i></p>	<p>Evidence from Education Endowment Foundation – Early Years Toolkit; Early Literacy Approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</p>	<p>1,3</p>

-Focus on spoken language/modelling		
<p>Training for all staff in EYFS</p> <p>-Participation in whole school training as above</p> <p>-Early Years Development plan focus on writing</p>	<p>Evidence from Education Endowment Foundation-Early Years Toolkit: Communication and Language approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches?utm_source=/education-evidence/early-years-toolkit/communication-and-language-approaches&utm_medium=search&utm_campaign=site_search&search_term=Communication</p>	1,3

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appropriately deploy staff to support disadvantaged pupil's pastoral needs.</p> <p>-Nurture staff team support for identified pupils</p>	<p>Evidence from Education Endowment Foundation – Metacognition and Self-Regulation (+7months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	4,6,7
<p>Additional support for children requiring intervention (1:1 and small group support).</p> <p>-Reading with TA before school</p> <p>-Maths and Reading interventions led by Teaching assistants and Teachers</p> <p>-Intervention impact to be monitored and evaluated in progress meetings with individual class teachers.</p> <p>-Trained full time phonics tutor working 1:1 or in 2s with targeted children to catch up phonics in KS1 (am) and in maths KS1 (pm), using Number Sense</p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Small group tuition (4+ months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Teaching Assistant interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>EEF Guidance Report “Making Best Use of Teaching Assistants: ‘to ensure that support is focused on developing the knowledge, skills and attitudes that lead to good progress, high attainment and aspirations.’</p>	1,2,3,4,6,7

<p><i>a maths fluency skills programme developed by AfC maths consultant</i></p>		
<p>Speech and Language interventions for targeted pupils - EYFS</p> <p><i>-Encouraging children to answer questions and talk about the story with a trained adult, is an effective approach. A number of studies show the benefits of programmes where trained teaching assistants have supported both oral language and early reading skills.</i></p> <p><i>-Delivery of SALT support to identified children by trained TA using EYPP for part of the year</i></p> <p><i>-PPG children prioritised for early morning reading and parent helpers</i></p>	<p>Evidence from Education Endowment Foundation-Early Years Toolkit: Communication and Language approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches?utm_source=/education-evidence/early-years-toolkit/communication-and-language-approaches&utm_medium=search&utm_campaign=site_search&search_term=Communication</p>	<p>1,3,7</p>
<p>Specialist teaching: -expert teaching in music, French and art</p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Mastery Learning</p>	<p>4, 5</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Work with specific outside agencies to support families i.e. Emotional Health Service, EWO (Educational Welfare Officer)</p> <p><i>-Nurture lead is involved in the Mental Health Trailblazer Project and rollout of parent workshops</i></p> <p><i>- Mental Health Lead Practitioner training</i></p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement (+ 4 Months.)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>4,6,7</p>

<p><i>carried out for Nurture/SEMH Lead.</i></p>		
<p>Work with specific outside agencies to identify and understand children's specific needs. i.e. Educational psychologist, EHS and Mental Health Support Team (supported in school by our Nurture team)</p> <p><i>-Engaging parent in understanding needs of targeted children and providing them with strategies to use at home.</i></p> <p><i>-Parent/carer workshops and individual virtual consultations run by our Educational Psychologist/Mental Health support team to support families with behaviours at home</i></p> <p><i>-All staff received training from the Educational Psychologist in January around Trauma informed practice as part of The Attachment Aware Schools Award.</i></p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement (+ 4 Months.)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>EEF Guidance Reports: Working with Parents to Support children's Learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>Our observations and discussions in previous years have demonstrated that parents/carers of disadvantaged children who fully understand their children's needs are best placed to meet these needs (through advice and support). They will be able to have an impact upon their children's development in a positive manner.</p>	<p>1,2,3,4,6,7</p>
<p>Nurture Provision.</p> <p><i>-Identified children are invited to: Nurture groups, Lego Therapy, Forest School, Drama/art therapy, Social Skills, Sensory Circuits</i></p> <p><i>*costed in previous section</i></p>	<p>The Educations Policy Institute: Key Drivers to the Disadvantage Gap</p> <p>https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf</p>	<p>7</p>
<p>Monitoring of attendance</p> <p><i>-School attendance/persistent absence, parents' evenings, after-school clubs, school trips and class trips.</i></p>	<p>Evidence from Education Endowment Foundation – Teaching and Learning Toolkit: Parental Engagement (+ 4 Months.)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>4,5,6,7</p>

<p>Engage with external agencies to provide opportunities for in school and after school clubs</p> <p><i>- one 'free' after-school club per term per disadvantages child</i></p> <p><i>- music – ukulele in Year 4 for the whole year as Wider Opportunities inhouse programme</i></p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	<p>4,5</p>
<p>Trips and visits – organise trips linked to curriculum & support financially if necessary</p> <p><i>-Financial support for trips for pupil premium children</i></p> <p><i>- Curriculum led class trips</i></p> <p><i>- Residential that are organised and financial support is offered for key families</i></p>	<p>Evidence from Education Endowment Foundation - The Guide to Pupil Premium: A tiered approach To Spending</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>The Educations Policy Institute: Key Drivers to the Disadvantage Gap</p> <p>https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf</p> <p>“A range of studies show that educational experiences outside of the classroom benefit attainment, and skills crucial to school performance, including motivation, behaviour and self-esteem – factors that have been linked to the gap.”</p>	<p>4,5,6</p>

Total budgeted cost: £ 189,392

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.

Attendance: 94% all 92% disadvantaged

Phonics intervention: 13 Y1 children who were entitled to PP funding had this catch up programme and so did all those in Y2 (6 children) who did not pass when they were in Y1. 39% PP passed Y1 phonics screening, 90% PP passed in Y2.

Maths intervention: 5 disadvantaged children from Year 2 received intervention. 4 children have completed the intervention. 13 children from Year 1 and 2 have completed the assessment in preparation for next year.

Engagement in clubs (take up of places for PP):

Autumn 2023 – 51%

Spring 2024 – 61%

Summer 2024 - 63%

12% Improvement over the year.

Nurture

- 12 children in KS1 access Nurture groups weekly (Y1 & 2)
- 16 KS2 children are accessing Forest School so far this year
- 14 KS2 children are accessing Sensory circuits daily
- 12 KS2 children access social thinking groups
- 15 children in KS 1 & 2 access Lego therapy
- 10 families receive a Brite Box family cookery activity weekly
- 10 children across KS1/2 access Pets as Therapy Dog, Merlin, weekly
- 1 child accessed drama therapy run by MHST
- 1 child accessed art therapy run by MHST
- 4 children accessed a resilience group run by MHST
- 4 separate sets of parents accessed self-help parenting guidance supported by MHST
- Parent workshops and 1:1 sessions with parents have been run by the MHST
- Staff had access to reflection space time through the MHST

Academic Outcomes - Writing

2023-24	ALL	PP	NPP
EYFS	EXP 56%	35%	67%
Year 2	EXP 65%	35%	50%
Year 6	EXP 58%	33%	70%

The 2023-2024 end of year summative assessments showed that disadvantaged and non-disadvantaged progress was very similar, with the exception of KS1 writing and maths progress. In KS2, disadvantaged progress was higher in reading and maths than non-disadvantaged. In writing both groups were over the expected in year progress rate.

2023-24 Average Steps Progress (Matched data only)

** Expected: 6 steps Summer 2023- Summer 2024*

KS1	Cohort	Reading	Writing	Maths
Disadvantaged	19	5.5	3.9	5.2
Non-disadvantaged	30	5.8	5.0	6.1
KS2	Cohort	Reading	Writing	Maths
Disadvantaged	20	6.1	6.1	6.5
Non-disadvantaged	37	5.9	6.4	6.2

