# *St John’s C of E Primary School*

# Pupil premium strategy statement

# This statement details our school’s use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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 | St John’s C of E Primary School |
| Number of pupils in school | 385 |
| Proportion (%) of pupil premium eligible pupils | 10.6% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 3 years |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Danielle West-Gaul Headteacher |
| Pupil premium lead | Rosie Monks  Deputy Headteacher |
| Governor / Trustee lead | Chrystal Stevens  Governor |

## Funding overview

| **Detail** | **Amount** |
| --- | --- |
| Pupil premium funding allocation this academic year | Expected - £48,840 |
| Recovery premium funding allocation this academic year | £0 |
| Service Children | £310.00 |
| LAC Income | £5,140.00 |
| 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 | £54,290 |

# Part A: Pupil premium strategy plan

## Statement of intent

| The school serves the community of Midsomer Norton. The pupil premium grant reflects this social group. As a school that takes pride in its inclusive ethos, the money is used to remove barriers to success for our most vulnerable learners.  At St John’s C of E Primary School all members of staff and governors accept responsibility for all pupils recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils’ pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential.  Evidence-based research and resources from the Education Endowment Foundation are used to focus our resources and funding in the most impactful way. Interventions and provision for pupil premium eligible children are planned based on the individual child’s need and are reviewed throughout the year by the class teacher in conjunction with the Pupil Premium Champion and informed by pupil tracking data on attainment, attendance, behaviour and advice from outside agencies and other professionals where appropriate together with the views of the child’s parents/carers.  Pupils are not singled out, highlighted or treated differently as a result of their eligibility for pupil premium funding. As an inclusive school, the focus is on supporting learning and attainment for each individual pupil through quality teaching and high expectations for all.  The ultimate objectives for our pupils who are in receipt of pupil premium are:  **To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.**  We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium in particular, persistent absentees. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting learning including access to outdoor learning and forest schools, and through our Thrive mentor and our pupil premium champion actively engaging with families to encourage and support good attendance in school.  **To ensure that all children receiving Pupil Premium make accelerated progress so that they are either working at age related expectations in Reading, Writing and Maths by the end of the academic year, or they have made outstanding progress throughout the year so that the gap is closing.**  Almost 60% of our pupils in receipt of pupil premium have identified special educational needs. In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this with further additional intervention through one to one and small group teaching. We have accessed this through providing training for our current staff in school. We have recently identified a small group of pupils who are not making the progress we would expect, despite this intervention, and so our strategy for 2023-24 focuses on the needs of this group. Our Pupil Premium Champion works to ensure high aspiration and high quality provision for all pupils in receipt of pupil premium. She is a member of SLT and has time to carry out this work in school.  **To ensure that pupils take part in an enriched curriculum that provides experiences to enhance progress in academic, social and emotional development.**  At St John’s we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. This has been particularly evident for children on entry to EYFS.  **For all pupils to have improved resilience and aspirations through access to wider opportunities within an enhanced curriculum that will impact positively on learner behaviours and pupil outcomes re: academic, social and emotional development.**  We have established a successful induction programme which is now embedded in school and a weekly Forest School session for our youngest children. This early intervention helps to remove these barriers sooner in the child’s education. Our strategy includes a highly experienced Well Being team who work in close partnership with the children and families. |
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## Challenges

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

| **Challenge number** | **Detail of challenge** |
| --- | --- |
| 1  Attendance | The attendance of pupils in receipt of pupil premium is below that of peers and a greater proportion are classed as persistent absentees. |
| 2  Outcomes | There is a small, key group of pupils in receipt of PP not making expected progress despite interventions. |
| 3  Pastoral | Less developed social and emotional intelligence in some PP children (low self-esteem, anxiety, anger management issues). Some individuals are not in a position to make accelerated progress without additional nurturing support and the intervention of external agencies. |
| 4  SEND | Ensuring that provision is tailored to meet the personal barriers to learning for each child. For example, 59% of disadvantaged children are recorded as requiring additional intervention due to having SEND or mild learning difficulties. This support is particularly required for SALT and Early Reading Interventions. |
| 5 Reading | Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers - particularly inference and comprehension skills, as well as fluency (sometimes due to a lack of practice at home). |
| 6 Writing | Lack of vocabulary to draw on; poor spelling and sentence construction; restricted oral language and limited writing skills. Progress and attainment in reading is good throughout school, but progress and attainment in writing and spelling is not in-line with reading. Notably, there are increasing gaps in attainment and progress of boys’ writing – have increased during the pandemic due to lack of engagement with remote writing tasks. |
| 7 Personal Development | Levels of resilience and independence for some pupils are not as strong as they could be; this can lead to an over reliance on adults and a detrimental effect on academic progress, particularly in Maths (both with basic arithmetic and reasoning/problem solving) and writing. |
| 8 Personal Development | Some of our pupil premium children have a lack of cultural capital and enrichment opportunities outside of school. Some PP children need broader outlooks and higher aspirations - low stimulation outside school and lack of life experience. |

## 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** |
| --- | --- |
| To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees. | • Pupils who are falling behind national expectations for attendance are identified and swiftly targeted.  • The gap between whole school attendance (23/24 95.58%) and pupils in receipt of pupil premium funding (23/24 92.68%) reduces.  • Reduced absence among pupils eligible for PP to achieve academic targets.  • Tailored support is provided for families with low attendance, working with the school’s attendance team and key members of staff. (Early Intervention approach).  • Pupils take up the opportunity to attend Morning Breakfast Club for free |
| To ensure that all children receiving Pupil Premium make accelerated progress so that they are either working at age related expectations in Reading, Writing and Maths by the end of the academic year, or they have made outstanding progress throughout the year so that the gap is closing. | • Data shows that individual PP pupils have accelerated their rate of progress in Reading, Writing and Maths.  • Increased percentage in the number of pupils achieving the expected standard in Reading, Writing and Maths in all year groups but especially EYFS, Y2 and Y6.  • Increased % in the number of pupils achieving the expected standard in Phonics in Y1 and Y2. Phonics outcomes for PP pupils judged at least good.  • Attainment gaps between PP and non-PP children are closing.  • Class teachers demonstrate a high level of knowledge of children’s individual needs at Pupil Progress Meetings.  • A focus on early reading strategies in EYFS and KS1 and fluency and comprehension in KS2 increase reading attainment.  • We have increased reading for pleasure amongst Disadvantaged pupils.  • Daily Maths ‘arithmetic’ sessions cement ‘the basics’ leading to better attainment in Maths.  • All relevant staff have received training to effectively deliver the ‘Little Wandle’ scheme so that disadvantaged pupils obtain the required attainment outcomes against their peers nationally, based on the Phonics Check.  • Through participation in the WELLCOM programme, communication and language skills for identified pupils in EYFS improve significantly. |
| To ensure that pupils take part in an enriched curriculum that provides experiences to enhance progress in academic, social and emotional development. | For pupils with SEMH needs, accurate and timely identification and careful monitoring of individual targets, support plans and bespoke provision in class enables these children to thrive.  • Wellbeing team proactively engages with outside agencies to provide additional support and advice where appropriate re: mental health and well-being.  • Wellbeing Team identifies parents for additional support and works with them on strategies to support SEMH and further parental engagement.  •Home learning increases the amount of home learning that children have access to.  • School further develops its communication via accessible website with regular Facebook Posts and links.  • Maths, Reading and Phonics Information sessions and other curriculum events for parents are held throughout the year.  • Reduced absence among pupils eligible for PP to achieve targets.  • Attainment and progress is improved through greater motivation and self learning.  • Parents report positive experiences of working with their children on learning objectives at home. |
| For all pupils to have improved resilience and aspirations through access to wider opportunities within an enhanced curriculum that will impact positively on learner behaviours and pupil outcomes re: academic, social and emotional development. | • Majority of Disadvantaged children take part in at least one after-school club or enrichment activity each year e.g. sports competitions, peripatetic music lessons.  • Increase in the number of pupils accessing extra‐curricular activities and trips, increasing their life experiences.  • All PP pupils reach their full potential; some exceed – more able PP are judged as working at GDS.  • Our rich, exciting and engaging curriculum is further enhanced to ensure that lessons promote shared values and pupils’ SMSC development.  • Positive emotional wellbeing and good mental health is promoted across the school community so that all pupils have high aspirations and positive self esteem.  • A free place at Breakfast Club is provided for PP children.  • Quality lunchtime and after-school clubs offered free to PP children provide them with wider opportunities thereby enhancing their personal development.  • Trips, visits, clubs are subsidised so PP children have the same opportunities and experiences as non-disadvantaged children. |

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,000

| **Activity** | **Evidence that supports this approach**  **Likely impact on Progress (+month) Education Endowment Foundation Research** | **Challenge number(s) addressed** |
| --- | --- | --- |
| To teach challenging and thoughtfully scaffolded lessons across all ability ranges, demonstrating the use of an appropriate range of teaching skills, strategies (including feedback) and resources that meet learners’ needs, take account of diversity and promote equality and inclusion. | Sutton Trust found that, ‘The effects of high- quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers.  Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives; Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.  High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium).  Evidence to support the impact of quality first teaching. The EEF notes that feedback appears to have a greater effect on primary pupils (+7 months): Teacher Feedback to Improve Pupil Learning | EEF (educationendowmentfoundation.org.uk)  See EEF Toolkit : High Quality Teaching  [https://educationendowmentfoundation. org.uk/support-for-schools/schoolimprovement-planning/1-high-qualityteaching](https://educationendowmentfoundation.) | 2,3,4,5,6 |
| Continue to embed the use of standardised diagnostic assessments. Quality discussion in Pupil Progress meetings to ensure assessments are interpreted and administered correctly. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. | 2,3,4,5,6 |
| Consistent approach to the teaching of Early Reading and English across school following the teaching sequence model.  Use of phonics scheme - Little Wandle in Years R and 1 and catch up units from Year 2 | See EEF Toolkit : High Quality Teaching  [https://educationendowmentfoundation. org.uk/support-for-schools/schoolimprovement-planning/1-high-qualityteaching](https://educationendowmentfoundation.)  ‘The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.’ | 2,4,5,6 |
| Review current provision alongside the guidance:  ‘Special Educational Needs in Mainstream,’ for the teaching of maths for SEND pupils | See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020  Use of ‘Five a Day’ approach.  Ensure all pupils have access to high quality teaching.  Compliment high quality teaching with small groups and one to one interventions.  [https://educationendowmentfoundation. org.uk/education-evidence/guidancereports/send](https://educationendowmentfoundation.) | 2,3,4,5,6 |
| To address the specific needs of each child on an individual basis, to ensure that support and provision is personalised to meet the barriers to learning for each child. | Evidence to support the impact of quality first teaching and targeted support: The EEF Guide to the Pupil Premium Evidence to support closing the gap: Mark Rowland – Addressing Educational Disadvantage EEF The Attainment Gap | 2,3,4,5,6 |

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

Budgeted cost: £23,840

| **Activity** | **Evidence that supports this approach**  **Likely impact on Progress (+month) Education Endowment Foundation Research** | **Challenge number(s) addressed** |
| --- | --- | --- |
| **Phonics**  • Additional phonics ‘keep up’ and ‘catch up’ sessions targeted at disadvantaged pupils who require further phonics support.  • Ensure all relevant staff (including new staff) have received training to deliver Early Reading and the phonics scheme effectively.  • To ensure that delivery of the Little Wandle Scheme is monitored closely across EYFS and KS1 and pupils making below expected progress are identified in Pupil Progress Meetings. | EEF toolkit states that phonics interventions have a +4 months impact on the most vulnerable pupils. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.  Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.  ‘Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2 – 0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils’ learning outcomes | 2,3,4,5,6 |
| **Reading**  • To promote a love of reading throughout school - create a welcoming and positive reading environment in each class, and the library.  • Early Reading in EYFS/KS1 – use detailed, sharp, ongoing assessment systems and recording processes to ensure teaching and texts are matched to need.  • Prioritising the hearing of the lowest 20% for daily reading. Fluency is considered alongside decoding.  • Once phonic knowledge is secure, KS2 interventions have balanced focus on vocabulary development, reading fluency and comprehension skills.  • Track closely attainment and progress of disadvantaged pupils – AFL leads to responsive and precisely targeted pre and post teaching. Teachers provide pupils with modelling/scaffolding/ steps to achieve them.  • Quality first teaching and intervention groups across all classes.  • Ensure class books are used in context and linked to subject topics.  • Regular monitoring of Phonics and Reading provision. | EEF guidance report Improving Literacy in KS1 states that effectively implementing a systematic phonics programme has ‘very extensive’ evidence to suggest it will be effective. It states progress should be monitored, lessons should be engaging and all staff should receive training.  Teaching reading comprehension strategies has a high impact for disadvantaged pupils for a low cost according to EEF toolkit (+6 months impact). It also has a ‘very extensive’ evidence strength as mentioned in the Guidance Report Improving Literacy in Key Stage 2.  Developing pupils’ language capability to support their reading and writing has ‘extensive’ evidence according to EEF Guidance Report Improving Literacy in Key Stage 2. This includes reading books aloud, vocabulary, structured questioning to develop comprehension and thinking aloud.  ‘Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2 – 0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils’ learning outcomes | 2,3,4,5,6 |
| **Writing**  • Writing Subject Leader to develop staff skills in delivering appropriate learning strategies.  • Track closely attainment and progress of disadvantaged pupils – AFL leads to responsive and precisely targeted teaching. Teachers provide pupils with modelling/scaffolding/ steps to achieve them.  • Quality first teaching and intervention groups across all classes. Target disadvantaged pupils using in house data analysis and provide reading fluency practice, or reading comprehension activities, in every year group to close the gap.  • Writing planning to follow the suggested teaching sequence - to be closely monitored by the Writing Subject Leader. | Sutton Trust found that,’The effects of high- quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers Small group tuition having an impact of +4 months (EEF)  Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives; Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.  High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium).  ‘Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2 – 0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils’ learning outcomes | 2,3,4,5,6 |
| **Maths**  • Establish Maths interventions for disadvantaged pupils falling behind age-related expectations.  1:1 tutoring sessions delivered by Third Space Learning  • Track closely attainment and progress of disadvantaged pupils – AFL leads to responsive and precisely targeted teaching. Teachers provide pupils with modelling/scaffolding/ steps to achieve them.  • Quality first teaching and intervention groups across all classes.  • Continue to use manipulatives and modelling to secure knowledge of place value and other key numerical concepts.  • Daily progressive arithmetic sessions | Sutton Trust found that ’The effects of high- quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teachers Small group tuition having an impact of +4 months (EEF)  Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives;  Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them. High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium).  EEF Toolkit guidance:  [https://educationendowmentfoundation.or g.uk/support-for-schools/schoolimprovement-planning/2-targetedacademic-support](https://educationendowmentfoundation.or) ‘Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small groups and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully.’  ‘Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2 – 0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils’ learning outcomes | 2,3,4,5,6 |
| Teaching Assistant timetable reevaluated to deliver pastoral groups, positive play at playtimes, out-door learning, settling children into school in the morning.  Increase in the number of SMSAs to develop positive play at lunchtimes. | ‘Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months’ progress (effect size 0.2 – 0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils’ learning outcomes | 1,2,3,4,5,6,7,8 |
| External Professionals. Assessments, reports and guidance from OT, EP, SALT | Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment  Both targeted interventions and universal approaches can have positive overall effects | 2,3,4,5,6,7,8 |
| Targeted Speech and language sessions  Purchase of a programme (Wellcomm) to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. | Oral language interventions can have a positive impact on pupils’ language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment | 2,3,4,5,6,7,8 |
| Targeted social and emotional support -  Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.  Continue to embed Thrive | Both targeted interventions and universal approaches can have positive overall effects | 1,2,3,4,5,6,7,8 |

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

Budgeted cost: £10,000

| **Activity** | **Evidence that supports this approach**  **Likely impact on Progress (+month) Education Endowment Foundation Research** | **Challenge number(s) addressed** |
| --- | --- | --- |
| Headstand PE | Support targeted at specific needs and knowledge and nurture gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. | 1,3,5,7,8 |
| Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies ‘at risk’ pupils as, or before, they start school. | Support targeted at specific needs and knowledge and nurture gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups. | 1,2,3,4,5,6,7,8 |
| Purchase books of interest to pupils |  | 2,3,4,5,6 |
| Uniform Allowance | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | 1,3,7,8 |
| Breakfast Club | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | 1,2,3,4,5,6,7,8 |
| Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies ‘at risk’ pupils as, or before, they start school. |  | 1,2,3,4,5,6,7,8 |
| EWO Service  Embedding principles of good practice set out in the DfE’s Improving School Attendance advice.  This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance. | Increased attendance giving access to learning and targeted work  The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. | 1,2,7,8 |
| School Education Visits subsidies plus subsidising Turin visit to Prague | Enable all children the opportunity to participate fully in our broad and balanced curriculum.  Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | 3,4,7,8 |
| Classroom resources to support learning |  | 2,3,4,5,6,7,8 |

**Total budgeted cost: £48,840**

# 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.

| High quality teaching is supporting pupils to make sound progress in their learning from their respective starting points. Effective planning, questioning and feedback are enabling most PP pupils to develop their knowledge and skills so that the vast majority of PP pupils make similar or better progress than other pupils.  Pupil engagement continues to increase across all classes. The quality of interventions continues to improve leading to better outcomes. There is a continued improvement in the standards achieved by PP children as a result of good teaching, personalised learning experiences, the effective use of resources and CPD tailored to pupils’ current and future needs.  Personalised intervention programmes have enabled a lot of PP children to make progress in line with their peers. All interventions had some positive effects.  Staff have made detailed ‘baseline’ assessments for interventions and at the end of the intervention to ascertain which are the most effective.  Issues remain re: attainment for SEND PP pupils with complex SEND.  The quality of teaching and level of instruction and questioning by Support Staff continues to increase. Support Staff are more confident in devising, leading and assessing interventions. However, training and support for teachers and support staff to provide quality first teaching and small group interventions has continued to remain a priority in order to more rapidly close the attainment gap for Disadvantaged Pupils.  Medical needs have been met for an disadvantaged child with significant needs. Training has been given and will continue.  Enhanced transition work for disadvantaged children was implemented. Children moving on to secondary school were offered additional visits and support. Children moving to the next year group were given targeted support 1:1 and in small groups to support the transition period.    There continues to be increased participation in after-school extra-curricular clubs by PP children, as well as a greater uptake with Breakfast Club places during 2023-24. These are fully funded.  PP children have been able to fully engage in school life and are healthy and well during the school day – supported with uniform purchases; sports kit; food bank donations. All children are helped to feel equal and equipped for school.    We are having to continue to work on social and emotional learning with a number of PP children, but all of the work done so far has had a clearly identifiable impact on attainment. Our assessments and observations indicate that pupil behaviour, wellbeing and mental health have been impacted as a result of the pandemic and periods of school closure, where attachment issues and anxiety have increased significantly. The impact has been particularly acute for a number of disadvantaged pupils, especially where this is now combined with issues related to the cost of living crisis or safeguarding. We used pupil premium funding to provide wellbeing support for these pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. Children who have needed individual help have been supported appropriately.  In 2023-24, absence among disadvantaged pupils was higher than their peers and persistent absence higher. Whole school attendance was 95.48%. Attendance for NonDisadvantaged pupils was 95.9% and PP pupils 92.3%.  Targeted support put into place for PP children plus SEMH support through Thrive sessions and 1:1 Play Therapy or Headstand PE is having a positive impact in improving attendance for specific individuals, although absence rates are now having a clearly identifiable impact on attainment.  We are having to continue to work on social and emotional learning with a handful of PP children. Pupils have developed better resilience and are more able to persevere when tasks are difficult or mistakes have been made. Pupils are developing better confidence, self-esteem and social skills. However, they remain ‘vulnerable’.    Parental partnerships between school and families whose children are in receipt of PP remain positive on the whole, although we have seen an increase in ‘harder to reach’ families who do not engage with school events, parent evenings, parental workshops etc. Generally, most families have been open to help and support – a high level of trust and co-operation has been established.    End of key stage two results (2024) showed that disadvantaged children were continuing to make positive progress with 4 out of 8 children made or exceeded age-related expectations in Writing and 5 out of 8 in Reading and Mathematics.    Attainment Summary |
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## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| **Programme** | **Provider** |
| --- | --- |
| Big Cat Reading Books | Collins |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| **Measure** | **Details** |
| --- | --- |
| How did you spend your service pupil premium allocation last academic year? | Class TA time  Medical Training |
| What was the impact of that spending on service pupil premium eligible pupils? | Medical needs met |

# Further information (optional)

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