



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	Wollaston Primary School
Number of pupils in school	264
Proportion (%) of pupil premium eligible pupils	16.66%- 44
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Zoe Richards
Pupil premium lead	Jenni Willoughby
Governor / Trustee lead	Daniel Scully

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,694
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	£65,694

Part A: Pupil premium strategy plan

Statement of intent

At Wollaston Primary School we strive to ensure that all of our children have equal access to academic and pastoral opportunities that promote a diverse curriculum experience. We understand that some of our families and students may experience social disadvantage, and work collaboratively to ensure that support is deployed where it is needed most. We appreciate that not all of our families experiencing social deprivation will have access to pupil premium funding and reserve the right to deploy resources to any student or family requiring support.

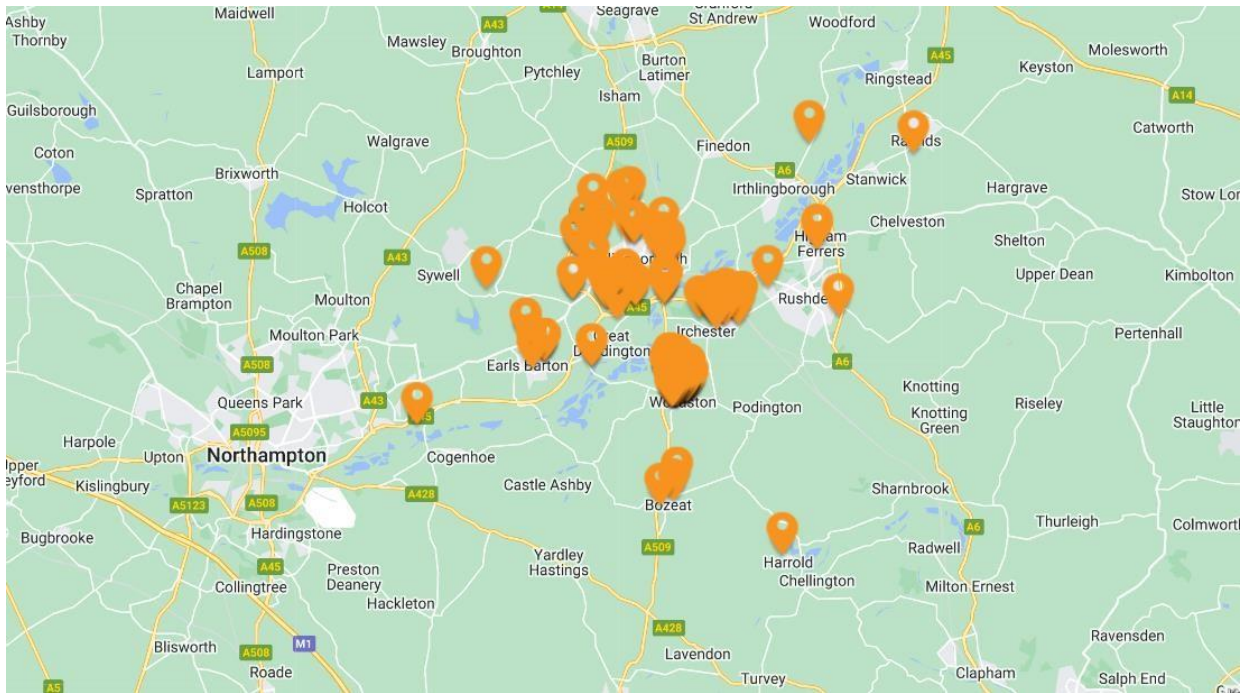
At Wollaston Primary we aim to:

- Endeavor to ensure that all disadvantaged students at WPS make progress across all subjects in line with their peers both at WPS and nationally
- Enhance progress for all students prioritising early reading, phonics and maths through quality first teaching and learning, and personalised intervention programmes, so pupils can quickly address any gaps in learning.
- Provide high-quality pastoral support that focusses on student's wellbeing, promotion of mental health and high levels of self-esteem. We aim for all children at Wollaston Primary School to feel happy, safe, welcomed and included. We understand the impact of nurture first, ensuring that all children are ready to learn and feel comfortable to communicate openly with those supporting them.
- Ensure that students are well equipped to understand the impact of their choices and actions, comprehending the significance of qualities instilled by our school values
- Support students and families in accessing outside agency support, identifying additional needs and signposting where support can be readily accessed within school and at home
- Promote a healthy lifestyle through active learning opportunities, the delivery of high quality PSHE and learning opportunities that support healthy eating
- Ensure that all families and students have access to and engage in all learning, including home learning delivered via Tapestry, TT Rockstar's, SATs companion, Word Shark and other identified programmes of support. This may include the purchase of resources on the behalf of families linked to schemes such as Read, Write, Inc.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

Demography and School Context

Wollaston Primary School is a village school located in North Northamptonshire, it is part of an academy trust (Inspire Multi-Academy Trust) of 11 primary schools. The school has 9 classes and until recently had a small nurture group unit. The school currently has 1 EYFS class, 1 year 1 class, 1 year 2 class, 3 year 3 /4 classes and 3 year 5/6 classes. The majority of children attending reside in the village, however intake may also be from other local villages. The school has a higher-than-average percentage

of children with additional needs.



Map showing the areas of pupil intake

What are our ultimate Objectives?

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 2.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of year 6

How will we achieve these objectives?

The range of provision the school consider making for this group include and would not be limited to:

- 1:1 support for disadvantaged children who may be at risk of suspension or may struggle to regulate in a classroom environment.
- 1:1 support for disadvantaged children who require significant levels of support and a personalised curriculum
- Toileting products and resources for families who require these, relieving financial stress of concern
- Phonics resources and training to allow families to become partners in supporting children in developing and maintain reading skills
- Quality, vocabulary rich texts and audio equipment for disadvantaged children to promote a love of reading and the acquisition of language, learning and comprehensive skills
- Technology to support children who do not have access to this in school and to those children who may have EAL or require speech to text technology
- Booster/intervention groups, provided on a regular basis by experienced staff within the school, who comprehend each individual's needs and the support

that they need to develop personal skills and meet learning targets

- The identification of a team around every vulnerable child in the school, providing adults that they can connect with and develop positive relationships with.
- Access to privately commissioned speech and language, educational psychology, counselling and occupational therapy assessments, ensuring that early intervention is prioritised and support allocated effectively where needed
- Access to wider learning opportunities, allowing families to pay for trips, curriculum enhancements and clubs.
- Access to high quality PSHE teaching and learning opportunities that promote health lifestyles and actively instill an understanding of resilience and positive life choices.
- High quality teaching within all year groups and classes, rooted in positive relationships and mutual respect and understanding of children as individuals

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children are not making expected progress in Maths, Reading and Writing, widening the social deprivation gap particularly in Year 3-5 At the end of July 2024, the data was as follows, this is an average across the school from Year 1 -6 61% PP children achieved ARE in reading (Non PP 74%) 43% PP children achieved ARE in Writing (Non PP 67%) 60% PP Children achieved ARE in Maths (Non PP 77%) 22% PP children achieved GD in reading (Non PP 22%) 7% PP children achieved GD in Writing (Non PP 11%) 16% PP children achieved GD in Maths (Non PP 26%)
2	Lack of outside agency support for students and families, leading to many families seeking expensive and limited private support.
3	Lack of resilience and self-regulation skills leading to an increase in challenging behaviour and emotional difficulties.
4	Early reading, number and language skills are not developing at a fast-enough pace- expectations of all staff need to be raised
5	Poor mental health and high levels of anxiety linked to the pandemic and increasing economic pressures on families and home life.

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>To fully embed the Write Way and Vipers across the school, rapidly improving reading comprehension and writing skills and ensuring that a greater number of PP children achieve ARE by the end of the year</p>	<ul style="list-style-type: none"> • Data will demonstrate rapid progress for all children including PP/vulnerable groups. Pixl will be used more robustly to track progress and identify gaps in knowledge. Class teachers will be held accountable through regular core group progress meetings and will develop action plans and therapy interventions to support individual students where needed. • Children’s books will show that there is no visible difference between advantaged and disadvantaged children. Evidence of adaptive teaching will be clearly visible. • Pupil interviews will show that children are excited and engaged by their learning and can remember clearly what they have been taught, recalling key components of learning and vocabulary.
<p>To improve Maths skills and understanding across the school, embedding components taught within powermaths and white rose mixed age planning.</p>	<ul style="list-style-type: none"> • All PP children will have daily maths morning work which will focus on basic skills • Adapted Maths lessons will be consistently delivered daily • Data will demonstrate rapid progress for all children including PP/vulnerable groups. Pixl will be used more robustly to track progress and identify gaps in knowledge. • Class teachers will be held accountable through regular core group progress meetings and will develop action plans to support individual students where needed. Core groups will be rigorous and analyse the progress of each PP child in cohort. • Teachers and support staff within school will provide intervention and additional tutoring for identified PP children- this will be led by the Headteacher and Deputy Headteacher and will utilize Pixl QLAs to ensure the ethos of ‘pre-teach rather than re-teach.’
<p>To support staff in developing a robust understanding of the possible challenges/barriers encountered by PP children and the influence of environmental factors on learning and wellbeing. Staff will confidently identify PP children and support identified students through a mentoring role.</p>	<ul style="list-style-type: none"> • Staff will have a clear understanding of who the PP children are and will support identified children in a mentor capacity. SEND/PP meetings to be held with each class teacher • Staff will ensure that all children receive the support they need to be successful, and that nurture remains

	<p>at the center of every aspect of the school day.</p> <ul style="list-style-type: none"> • Staff will record any concerns or communications through identified systems ensuring that children feel listened to and that pupil voice is promoted and supported. • The team will check in with their children weekly and share concerns as required.
<p>To provide greater access to outside agency support via privately commissioned speech and language, occupational therapy, specialist outreach, counselling and educational psychology support</p>	<ul style="list-style-type: none"> • Pupil premium children will have access to early intervention and high-quality specialist support, decreasing waiting times and ensuring that barriers to learning are reduced. Staff will have access to CPD opportunities identified through work with our families and bespoke to the needs of students and families living within the village community. • Provisions applied will be recorded on Edu key.
<p>To provide high quality early reading teaching for PP children through the implementation of the Read, Write, Inc phonics Program from EYFS to year 3 and through the delivery of the Fresh start Program in Upper KS2.</p>	<ul style="list-style-type: none"> • There will be a significant improvement in phonics outcomes. In the year one phonics screener June 2024 66.7% of PP passed compared to 100% non-PP • There will be clear evidence of phonics tutoring and tracking of starting points and progress ensuring that children ‘keep up’ rather than ‘catch up.’ • PP Children will have greater access to all aspects of the curriculum through the active promotion and acquisition of reading skills. • Phonics screening and reading speed data will reflect improvements alongside comprehension skills. Phonics tutoring will be in place and promote an ethos of ‘keep up, not catch up.’ • PP Children will have access to high quality texts both within school and to support home learning, these will match their phonic ability/reading ability. There will be a clear structure in place for accessing reading books, including a clear strategy for supporting children who are ‘free readers.’

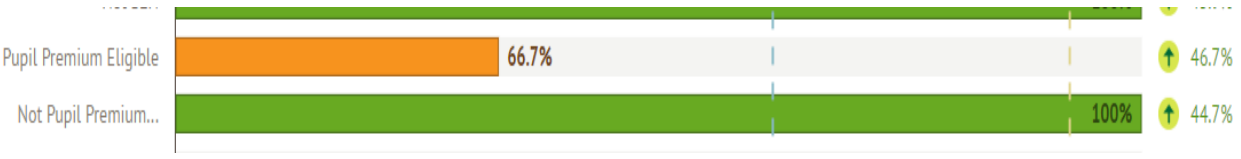
<p>To provide access to high quality CPD for all staff focused on supporting anxiety, attachment, mental health, nurture and emotional regulation in PP children</p>	<ul style="list-style-type: none">• All staff will be provided with an understanding of strategies to support PP children with a diverse range of needs, promoting a consistent 'team around the child approach for all children.'• There will be a prominent culture of nurture at the heart of everything we do and it will be actively promoted that all children should receive the individual provision they need in order to be successful.• Records will be kept by the inclusion team via Edukey and evidence of CPD will be evident from certification gained following the completion of training.• All staff will have access to mental health CPD led by creative education and certificates of training will be held in staff folders.• Staff will have access to TAHMS training.
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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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Phonics</u></p> <p>Read, write, Inc training to be provided for members of staff who have not yet been trained.</p> <p>Phonics lead will ensure that all members of trained staff have access to a complete phonics delivery kit.</p> <p>Phonics leadership support to be purchased from the Read, write inc team to ensure phonics lead can implement, lead and monitor phonics effectively.</p> <p>Phonics lead to meet regularly with senior leadership team to talk through individual pupils and what support is needed to keep up rather</p>	<p>The ability to read is at the heart of every aspect of learning within the National Curriculum and beyond. Children who are given a strong start with developing early reading skills have greater access to all aspects of the curriculum. Weak communication and language skills affect children’s ability to hear, repeat and identify sounds. This impacts their phonics and subsequent reading abilities. Poor reading skills have had ramifications on other areas of the curriculum and their learning outcomes.</p> <p>Previous phonics outcomes have not been high enough and this has led to a number of children requiring greater access to phonics teaching over a prolonged period of time. Last year 66.7% of PP children passed the phonics screener.</p> <p>In June 2024, 96% of our Year 1 children passed the Phonics Screening Test. This is 16% above the national average. 66% of PP children passed the PSC. From the most recent assessment 81% of our Year 2 children are in a group for Phonics which is ‘on track.’ Those outside of this group receive Fast track tutoring to help them ‘keep up, not catch up’ More children are progressing through the scheme and coming off within year 2. At the beginning of year 2, 29% of children are already off scheme ahead of schedule and accessing VIPERS comprehension, this is higher than last year.</p> <p>The EEF Toolkit states that the effective use of high-quality teaching of Phonics has a high impact for very low cost.</p>	<p>1 and 4</p>

<p>than catch up.</p> <p>All PP children will have access to QFT for phonics which is monitored regularly</p>														
<p>Phonics outcomes for the screener in 2023/2024</p>  <table border="1"> <caption>Phonics Outcomes Data</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> <th>Target</th> <th>Change</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium Eligible</td> <td>66.7%</td> <td>46.7%</td> <td>↑ 46.7%</td> </tr> <tr> <td>Not Pupil Premium...</td> <td>100%</td> <td>46.7%</td> <td>↑ 44.7%</td> </tr> </tbody> </table>			Category	Percentage	Target	Change	Pupil Premium Eligible	66.7%	46.7%	↑ 46.7%	Not Pupil Premium...	100%	46.7%	↑ 44.7%
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<p>Mixed age Maths Planning</p> <p>Staff to be using White Rose mixed age planning to deliver QFT to PP children</p> <p>Learning walks and book scrutiny's to be completed on a regular basis (at least once per term.)</p>	<p>Assessment data in July 2024 showed that 80% off PP children made secure progress in Maths which was a 5% increase from the previous year. PP children in Year 3-5 now need to be a clear focus</p> <p>Data analysis completed by the Headteacher and Deputy Headteacher during the summer indicated that rapid recall of arithmetic facts, stamina and resilience when approaching problem solving and the ability to use manipulative concrete resource to enhance and secure understanding are key factors for consideration and development.</p> <p>Maths planning to ensure that mixed classes are adapted by ability and not age. PP children to be given clear access to manipulatives and a keep up not catch up approach to teaching. PP children to be focussed on during core group meetings</p>	<p>1 and 4</p>												

KS2 Maths outcomes 2023/2024- children who met the expected standard



Family support and Early intervention

Wollaston primary school to commission time with the following professionals for PP children:

- Train talk- Speech and Language
- Blossom Occupational Therapy
- Brighter futures- children’s counselling
- Private and county educational psychology services

At least a third of commissioned time will be solely used to provide CPD opportunities for staff and parents, providing a robust understanding of the difficulties that may be experienced by disadvantaged children- environmentally, socially and within a learning context.

Following the implementation of CPD a staff library of books and resources will be built to promote ongoing professional reading and understanding in these areas.

Wollaston Primary School has a higher- than-average number of children who require additional support. The mental health and wellbeing of our children remains a priority, waiting lists for outside agencies remain long, which often delays the application of support where it is needed most.

Staff are encountering a wider breadth of need and many of these link to children who are identified as PP. Staff are very keen to develop their skillset developing a greater depth of understanding and deployment of skillset within classrooms.

Data collated last year has indicated a need

2 and 5

	<p>for CPD focusing on the following areas:</p> <p>The development progression of handwriting skills</p> <p>Sensory processing and adaptations can be effectively deployed in the classroom</p> <p>The acquisition a development of speech and language skills and assess these effectively</p> <p>Attachment and trauma</p>	
<p><u>Mental health and wellbeing</u></p> <p>Members of staff will be identified and enrolled onto the following mental health qualifications:</p> <ul style="list-style-type: none"> • Wellbeing champion course- supported by the apprenticeship levy. • Senior mental health lead qualification- funded by the DFE • All staff to have access to CPD via creative education 	<p>At Wollaston Primary School we understand that mentally healthy children have a positive quality of life and can function effectively at home, in school, and in their communities. Accessing outside agency support in this area is persistently difficult and often waiting lists are long. Providing specially qualified members of staff ensures high quality support for children and staff within our school community.</p>	<p>2,3 and 5</p>

<p><u>Feedback Project</u></p> <ul style="list-style-type: none"> • Last year our year 2 team worked with our SIL to complete a project about the impact of feedback on learning, particularly for disadvantaged students. This was completed in collaboration with PIXL. At the end of the project, a paper was completed which is being published by PIXL. At the beginning of October, JW and SIL have been invited to present at a PIXL conference about the project. • PP lead to facilitate CPD for staff to share information about the project and roll out the principles across the school • ZR will allocate staff meetings at least termly for us to revisit feedback in school, discuss how the project is going in school and consider any barriers to success. JW will lead these sessions. 	<p>Key influences for our project include the Education Endowment Fund, John Hattie, and Marc Rowland. The research highlighted two crucial elements:</p> <ol style="list-style-type: none"> 1. The importance of daily classroom teaching with clear identification of knowledge gaps. 2. The significant role of feedback processes in driving student progress. 	<p>1, 3 and 4</p>
<p>'No Outsiders' is a Trust directive for our PSHE curriculum.</p> <p>In April 2024 all teaching staff attended CPD for 'No Outsiders' curriculum.</p> <p>A New PSHE lead (KR) in in role from September 2024.</p>	<p>As an Inmat school we believe passionately that our innovative Personal Development curriculum and No Outsiders ethos will give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and to become respectful, active and responsible global citizens. Personal Development lies at the cornerstone of our InMat ethos. We are preparing children for life in modern Britain; developing and deepening their understanding of</p>	<p>3 and 5</p>

	<p>fundamental British values of democracy, individual liberty, rule of law, and mutual respect and tolerance. We believe all our children can leave our schools confident and assured of their place in this diverse and changing world.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Intervention and boosting</u></p> <p>High quality tutoring to be provided for PP children to support them in achieving their full potential.</p> <p>This will be provided by staff during the half term holidays focusing on developing resilience and stamina during test situations.</p> <p>During the spring term a team of staff to be identified to provide additional tutoring support after school for a period of 6-8 weeks. This will be defined by the PIXL therapies and therapy groupings/QLAs</p>	<p>We want to invest in some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest small group teaching is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. The EEF toolkit evidence for within group setting states that is has moderate impact for low cost, with extensive evidence to support its development in Maths.</p> <p>Intervention will focus on an ethos of 'pre-teach rather than re-teach.'</p> <p>This will continue from the previous year as data showed this to be successful at the end of the academic year.</p>	<p>1 and 4</p>
<p><u>Phonics</u></p> <p>Purchase of training and resources to implement the Fresh start intervention Programme (RWI)</p> <p>Delivery of 1:1 phonics coaching for identified children daily within all phonics groups.</p>	<p>Read, Write, Inc was first implemented at Wollaston Primary School in January 2022. This has provided a clearly defined approach to teaching synthetic phonics and reading. Results indicate that this is having a positive impact. In September 2022 the use of the scheme was extended across school to incorporate the continuing need for phonics into year 3. Within KS2 there are a number of children who are hindered by their ability to read.</p> <p>PP children who are identified as needing support will receive fast track tutoring to allow them to keep up not catch up</p>	<p>1 and 4</p>

<p><u>Phonics home learning</u></p> <p>When a child begins a new phonics colour band, they will bring home the 'speedy green words' grid so that they can practise this at home. Being able to read these words at speed helps them to read their books more fluently.</p> <p>Each week pupil premium children will take home the book they have read in class (their expert read), another 'book bag book' of the same colour (an unfamiliar read) and a library book of their own choosing.</p> <p>Phonics group leaders will also send home a weekly sheet with QR codes linked to a RWI video to help them practise the new sounds they have learned at home.</p>	<p>Last year the school's homework policy was rewritten as it had become inconsistent across year groups. An emphasis on the importance of reading has been reiterated to parents and a new logging system was introduced by the school's reading lead.</p> <p>The EEF teaching and learning toolkit highlights that where homework is effectively used this can have a high impact upon children's learning for a low-cost implication. It is noted that homework linked to classwork tends to be more effective and that it is important for the purpose of this to be clear. It is also stated that it is quality over quantity that has the most significant impact.</p>	<p>1 and 4</p>
<p><u>Reading</u></p> <p>All children will have access to a diverse range of books suitable for their stage of reading development</p> <p>All classes will have a class library sharing suitable texts for children's age and providing a clear level of challenge</p> <p>School libraries to be reorganised providing a reading for pleasure library and a more structure reading scheme library</p> <p>The notion of 'free reading will be considered more widely'</p> <p>The promotion of home libraries will be key for identified children providing them with access to a variety of texts that promote multiculturalism.</p>	<p>Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives.</p> <p>A reading remains a priority for Wollaston Primary School it is vital that a culture of reading continues to be developed. This should be evident across the whole school and invitations to read will support staff in promoting an excitement for literature.</p> <p>Many disadvantaged children do not have access to a wide breadth of books at home impacting on their inclination to read around school times.</p>	

<p><u>Communication and Language</u></p> <p>Last year a large role play area was created under the stairs in EYFS. This has been successfully used with our youngest children, however, is not in use throughout the whole day and provides a beneficial resource for children to develop social and communication skills.</p> <p>This area will be redeveloped and the use of space reconsidered. It will be timetabled to small groups of children and used more proactively.</p> <p>Language is heavily promoted in our EYFS setting. Widget is used as a key tool for helping children to see language and understand it's meaning. Adults in EYFS model using new vocabulary and actively teach it to our children.</p>	<p>Following the pandemic, it has become distinctly apparent that many of our children are struggling to interact with their peers and struggle to understand social conventions. This can lead to conflict which impacts upon learning time and wellbeing.</p> <p>Whilst the lunch club has been successful wider support is needed across the school, focusing on a larger breadth of children. Many PP children within the school cohort socialise in the village around school times and this too can lead to conflict that impacts upon relationships within school. More opportunities for lunch time provision to be provided</p> <p>At Wollaston Primary, we recognise that developing communication and language at an early age is important. We also recognise that effective communication and language is about more than displaying vocabulary for the children. Vocabulary must be explicitly taught and modelled with the children for it's used to be effective.</p>	<p>1 and 3 and 5</p>
<p><u>Principles of nurture</u></p> <p>There are a group of identified children who have significant SEMH difficulties linked to attachment and early childhood trauma. The classroom environment is often overwhelming, and this can lead to disruption to learning time.</p>	<p>The importance of metacognition and self-regulation has become much more widely researched and discussed within education.</p> <p>PP children who had access to nurture to develop these principals within school</p>	<p>1 and 4</p>
<p><u>Social and emotional mental health needs</u> supported with the fortnightly visit of a therapy dog</p>	<p>Research suggests that having opportunities to visit with a therapy dog can have positive impacts on the wellbeing and mental health of pupils in schools. It is a way to help them feel safe and can have a calming effect on children who struggle to manage their own anxieties and emotions. Pupil premium pupils are carefully chosen by Senior leaders to ensure that the dog gets to meet children</p>	<p>3 and 5</p>

	who we feel would have the biggest benefit from visiting the dog.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Culture of reading</u> Purchase of key texts for individual children-promoting reading for pleasure, the building of a home library and exposure to texts prior to teaching (pre-learning)</p> <p>Reading leaders to be in place to read with children across the school</p>	<p>There are strong links between the outcomes for children who have access to books and read these on a regular basis. Evidence in the classroom has shown greater levels of engagement and raised interest levels as investments have been made in class sets of specific texts. During the pandemic and the closure of many services, children had reduced access to a wide range of texts and the love of books for many was forgotten. The school has an extensive library. Access to books prior to them being taught allows children to investigate vocabulary and content prior to their peers supporting their confidence and participation levels.</p>	<p>1 and 4</p>
<p><u>Wider curriculum</u> Access to sport clubs and certificates</p> <p>Access to music lessons</p> <p>Access to school trips and residential</p>	<p>All pupil premium children have access to a sum of money that can be used for trips.</p> <p>PPLAC to have access to funded music lessons as part of their individual budget</p> <p>Staff members having the knowledge and confidence to point our pupil premium children towards these opportunities.</p>	

<p><u>Some of our PP children are arriving late or are absent more often than we would hope</u></p> <p>PP lead and Headteacher to monitor the attendance of PP children and put plans into place such as parental meetings where contracts are discussed and agreed between home and school to improve this</p>	<p>We know from experience, research and data that children who arrive late can miss valuable, planned opportunities for staff to welcome children on an individual basis and to start the day in a predictable way. They often miss out on key skills which are delivered in a structured way as 'early morning work.' This can hinder both their wellbeing and their academic achievement.</p>	<p>1, 3 and 5</p>
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Total budgeted cost: £65,790

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 2023-2024 academic year.

End of year data

	ARE+		GDS	
	PP	Non-PP	PP	Non-PP
Reading July 24	70%	73.8%	40%	29%
Writing July 24	70%	81%	20%	10%
Maths July 24	80%	76.2%	10%	26%

Last year we had a significant focus on raising standards in phonics for all pupils but particularly our disadvantaged. Phonics is now fully embedded across the school with 66% of PP children achieving the expected standard in the phonics screener in June 2024

Powermaths had a positive impact with 80% of PP children achieving expected in Year 6 for Maths. This has not been as successful in Year 2 however the feedback project was introduced last year, and this has made a big impact on the progress of disadvantaged children some of which went up considerably in test scores over the last academic year so this will now be rolled out across the school for this academic year. Our focus for the next academic year will be to develop quality first teaching of the mixed age white rose planning so we are hitting the objectives across all year groups. There will also be a focus on manipulatives and adaptive teaching for the PP/vulnerable children.

Lack of outside agency support for students and families, leading to many families seeking expensive and limited private support.

Our commissioned services have proved to be an asset to our children. Investing in these services allows our children SEMH needs to be met and gives us an avenue of support to go down if we are not sure where to go next. This will continue into next year as the need for some disadvantaged children is still great. 70% of PP children had access to commissioned services throughout the academic year.

Lack of resilience and self-regulation skills leading to an increase in challenging behaviour and emotional difficulties.

Unfortunately, due to budget constraints we have had to disband our nurture provision which provided valuable support for 4 of our disadvantaged students. As a result, we will focus on

taking the principles of nurture back into the classroom over the next academic year and also use our private commissioned services such as outreach and OT to provide any extra support/guidance we need.

Early reading, number and language skills are not developing at a fast-enough pace- expectations of all staff need to be raised

50% of PP EYFS children met the early learning goal for communication and language.

Communication and language is a key priority in EYFS and this will continue to be a focus as we move into this academic year. Children particularly disadvantaged will be immersed in a language rich environment and adults will be supported to use the shrec model which develops communication skills through discussion and role play.

Targeted support has had a positive impact for the children in Year 6 in the form of holiday booster sessions and 1:1 session all of which helped these children achieve the expected standard at the end of KS2. This will continue into next academic year with children carefully selected who will need this support.

90% of PP children attended the holiday and after school booster sessions.

Attendance Data

PP average attendance for July 2024 – 94.1%

PP persistent Absence For July 2024 – 26.2%

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	Provided
Speech and Language therapist	Privately commissioned
Occupational Therapist	Privately commissioned
Children's counsellor	Privately commissioned
Equine Therapy	Privately commissioned
Educational Psychologist	Privately commissioned