

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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 upcoming years and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	
School name	Queen's Park CE/URC Primary School
Number of pupils in school	391 – from Sept 24
Proportion (%) of pupil premium eligible pupils	42% – from Sept 24
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 – 2025 2025 – 2026 2026 – 2027
Date this statement was published	September 2024
Date on which it will be reviewed	Interim review: September 2025/September 2026 Full review: September 2027
Statement authorised by	Justine Kellett
Pupil premium lead	Jennie Bailey
Governor / Trustee lead	Debbie Dowd

### Funding overview

Year 1: 2024 - 2025	
Detail	Amount
Pupil premium funding allocation this academic year	£265,190.00
Recovery premium funding allocation this academic year	£5981.00 (3 month allocation)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for academic year 2024 - 2025</b>	<b>£271,171.00</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our school vision 'For with God, everything is possible' underpins our intent for this pupil premium strategy.

We maximise potential of all pupil premium children by offering an exceptional quality of education through our bespoke Crown Curriculum, which is ambitious and designed to give all pupils, particularly disadvantaged pupils, the cultural capital they need to succeed in life.

We ensure that all children, with a strong focus on disadvantaged children, achieve their full potential in all curriculum areas, through consistent quality first teaching across school, supported by individualised, targeted intervention.

We firmly believe that it is vital for later life success that all our children, regardless of background, leave our school as fluent readers and develop a real love of reading. Our early reading strategy has a sharp focus on our disadvantaged learners to ensure they receive high quality teaching and targeted intervention from Early Years through to Year 6. This includes a sharp focus on the vocabulary and oracy development of our children.

We consistently promote the extensive personal development of disadvantaged pupils, going beyond the expected, and giving pupils access to a wide and rich set of experiences. Emotional wellbeing is at the heart of our intent for all children's personal development and we ensure our provision is targeted to our disadvantaged learners to ensure all children are emotionally ready to access our Crown Curriculum. We have a strong understanding of how the life experiences of our disadvantaged learners can impact on academic progress and emotional wellbeing and place significant importance on a 'team around a child' approach through our offer of extensive pastoral support to both the child and the wider family.

We believe that attendance at school is vitally important for all children but particularly for our disadvantaged learners. Our attendance team take a rigorous approach to monitoring the attendance of pupil premium children and offer bespoke, targeted support to families where required.

We provide a wide range of opportunities for our disadvantaged pupils to build their cultural capital in accordance with our vision to enable all our pupils to achieve everything possible.

### Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils have a higher rate of persistent absence and poor punctuality

	<i>At the end of the academic year 2023-2024, 25% of pupil premium children were persistently absent.</i>
2	Attainment of pupil premium pupils is below the attainment of non-pupil premium children in reading, writing and maths across all key stages based on end of year data for 2024.
3	Poor language and communication skills on entry to school. <i>On entry in September 2023, 38% of children were assessed as on track during baseline assessments for speaking and listening in EYFS.</i> <b>On entry in September 2024</b>
4	Attainment of pupils in reading is low on entry to school. <i>Autumn 23: 0% of children were assessed as on track during baseline assessments for word reading on entry in EYFS.</i> <b>On entry in September 2024</b>
5	The gap between pupil premium and non-pupil premium children in early reading continues to be a challenge in KS1. <i>In the phonics check in Summer 2024, 65% of pupil premium children achieve the pass mark compared with 90% of non-pupil premium children (gap of 35%).</i>
6	Limited opportunities and life experiences.
7	Emotional wellbeing and mental health impacted by home circumstances and early life trauma.

### 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
Improve attendance and punctuality of targeted pupils	Attendance and punctuality of disadvantaged pupils is in line with national.
Improve attainment in line with national benchmarks in reading, writing and maths by continuing to secure quality first teaching across the school.	Disadvantaged pupils attain in line with or above national progress measures through assessment on NFER and statutory tests. The gap between disadvantaged and non-disadvantaged is reduced. Monitoring of teaching standards will evidence high quality teaching in all year groups with clear progression evident in children's books. Impact of CPD will be clear through monitoring. Intervention strategy will be fully embedded across school and evident in children's books.
Improve attainment in language and communication at EYFS through positive impact	Disadvantaged pupils attain in line with or above national progress measures.

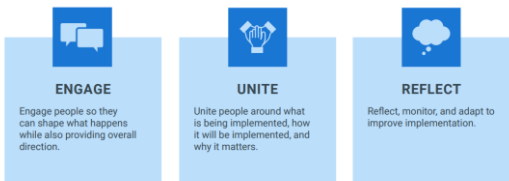
<p>of quality first teaching, targeted intervention, Talk for Writing and NELI programme.</p>	<p>The gap between disadvantaged and non-disadvantaged is reduced.</p> <p>The percentage of children requiring speech therapy on entry to Year 1 will have reduced.</p>
<p>Phonics screening results in Year 1 to be in line with national.</p> <p>Children who didn't pass phonics in Year 1 will pass phonics recheck in Year 2.</p>	<p>Targeted disadvantaged children will have passed phonics screening to ensure disadvantaged pupils attain in line with national progress measures.</p> <p>The gap between disadvantaged and non-disadvantaged is reduced.</p> <p>Through monitoring, the early reading strategy will be evident across school and having a clear impact on the progress of disadvantaged children.</p>
<p>Curriculum offer will be ambitious and foster aspiration amongst our pupils. Disadvantaged pupils have a variety of experience and opportunity is line with non-disadvantaged peers.</p> <p>Extra-curricular opportunities to expand our disadvantaged children's experiences and cultural capital will be provided.</p>	<p>Through pupil voice, disadvantaged pupils can articulate aspirations for the future and know how their learning will support this.</p> <p>Through monitoring of books and learning walks, the CROWN curriculum will be fully embedded to ensure a high-quality curriculum for all disadvantaged learners.</p> <p>High uptake of extra-curricular activities in line with peers.</p>

## Activity in this academic year (Year 1: 2024 – 2025)

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

### Teaching

Budgeted cost: £70,003.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To offer an extensive internal and external programme of high quality, evidence-based CPD targeted to individual teacher's and learning assistant's needs and whole school priorities with a sharp focus on high quality first teaching.</p> <p>To ensure CPD provides understanding and engagement for school improvement priorities to ensure engagement with SIP targets to improve standards.</p>	<p><a href="#">EEF 'Menu of Approaches' Evidence Brief, September 2023</a>: "Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. This could include the selection of high quality curriculum materials or investment in the use of standardised assessments."</p> <p><a href="#">EEF Guide to Implementation, May 2024</a>:</p>  <p><small>These behaviours are at the heart of what drives effective implementation so should feature across a school's implementation actions and interactions. While the terms 'engage', 'reflect', and 'unite' may be familiar to schools—and sound like common sense—they can be difficult to get right.</small></p>	2,3,4,5,7
<p>To embed a highly effective monitoring programme throughout school through a collaborative approach to monitor teaching (including pupil progress) and provide support/individualised CPD where required by SLT to engage, unite and reflect as identified in EEF research to implementation.</p>	<p>"When people work collaboratively during implementation, they can share knowledge and expertise, bounce ideas off each other, and solve problems together."</p> <p>"The factors that influence whether an individual or group can support implementation include the degree to which:</p> <ul style="list-style-type: none"> <li>• they have the knowledge, skills, and expertise to help implement the intervention</li> </ul>	2,3,4,5
<p>To embed a high-quality coaching model throughout school to offer peer to peer support to improve teaching standards across school with a focus on early reading for both teachers and teaching assistants.</p>	<ul style="list-style-type: none"> <li>• they feel empowered to act and can empower others</li> <li>• they have agency—choice over actions—within their remit."</li> </ul> <p>"High quality professional development is a key strategy to support people to change their behaviour and practices. Professional development unites staff's</p>	2,3, 4,5

	<p>knowledge, skills, and practices, which supports implementation of a new approach.”</p> <p>“Follow-on support should align with the best available guidance on effective professional development (see page 38 and the EEF’s guide to professional development76) and should include:</p> <ul style="list-style-type: none"> <li>• building-in opportunities for teachers to revisit prior learning;</li> <li>• arranging social supports so teachers can discuss problems, share insights, and provide peer support and assistance;</li> <li>• modelling the delivery of new skills and strategies, for example, via demonstrations from expert practitioners;</li> <li>• creating opportunities for teachers to rehearse techniques and prompt context specific repetition;</li> <li>• providing supportive and formative feedback to improve techniques and set specific goals; <ul style="list-style-type: none"> <li>• encouraging teachers to monitor and reflect on their own performance;</li> </ul> </li> <li>• acknowledging teacher’s efforts and reinforcing key messages.”</li> </ul> <p><a href="#">EEF (2022) School Planning Guide</a>: “Effective professional development is vital to support, develop, and sustain high quality teaching. As schools move forwards into the next academic year, professional development programmes are an important focus for school plans” The Guide discusses the importance of CPD be based on mechanisms in four groups: building knowledge; • motivating teachers; • developing teacher techniques; and • embedding practice</p>	
<p>To deploy UPS x 0.4 and x1 MPS 0.5, 1 Leadership Spine x0.6 to teach a specialised curriculum to Years 2, 3, 4 and 6 PPG and flightpath children, including offering a bespoke, modified curriculum to PPG children working on a modified curriculum.</p>	<p><a href="#">EEF study into reducing class size</a>: “Reducing class size appears to result in around three months' additional progress for pupils, on average.” This study shows that this is effective when class sizes are small, as ours are, and when teachers are able to teach differently which is evident with our approach.</p> <p><a href="#">EEF (2022) School Planning Guide on flexible grouping</a>: “Allocate groups temporarily, based on current level of attainment. This could, for example, be a group that comes together to get some additional spelling instruction based on current need before re-joining the main class”</p>	<p>2,5</p>

	<p><a href="#">EEF (2022) School Planning Guide on scaffolding:</a> “When pupils are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week, or term.”</p> <p><a href="#">EEF Special Educational Needs in Mainstream Classrooms (October 2021):</a> “The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils. — flexible grouping; — cognitive and metacognitive strategies; — explicit instruction; — using technology to support pupils with SEND; and — scaffolding.”</p>	
To improve teaching and learning of phonics in line with early reading strategy through the subscription to the RWI online platform (including resources and training) and the commissioning of an external consultant to evaluate early reading provision and provide CPD.	<p><a href="#">EEF study into the teaching of phonics</a></p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><a href="#">EEF Improving Literacy in KS1 (October 2021):</a> “Consider the following when teaching a phonics programme: — Training: ensure all staff have the necessary pedagogical skills and content knowledge”</p>	4,5

### Targeted academic support

Budgeted cost: £123,658.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of a full time learning assistant in all classrooms to ensure effective support in lessons and also to deliver immediate feedback from teacher or LA (where possible) intervention 1:1 to identify misconceptions in line with school intervention strategies LAs to also deliver specific, individualised interven-	<p><a href="#">EEF Study into one to one tuition:</a> “Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average.”</p> <p>The use of digital technology to supplement quality first teaching is highlighted by EEF to have a positive impact on learning.</p> <p><a href="#">EEF study into feedback:</a> EEF research shows that feedback and self regulation are high impact strategies – this can be promoted and embedded in classrooms with additional staff and training.</p>	2,3,4,5, 7

<p>tions where required during afternoon sessions based on teacher assessments and use of diagnostic assessments. Intervention strategy to be underpinned by EEF's: TARGET approach.</p> <p>Purchasing of specific intervention programmes, including digital programmes, as required (Reading Plus, Nessy, Time Tables Rockstars, led by teaching assistants where adult support is required.</p>	<p><b>EEF study into teaching assistants:</b> Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average.</p> <p><b>EEF (2022) School Planning Guide on diagnostic assessments:</b> Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. They can give useful insights into learning, adding to the richness of the information teachers hold about their pupils.</p> <p><b>EEF (2022) School Planning Guide on TARGET approach:</b></p> <table border="1" data-bbox="533 763 880 1196"> <tr> <td><b>T</b>iming</td> <td>Intervention sessions are often brief (e.g. 15-60 mins) and regular (e.g. 2-5 per week).</td> </tr> <tr> <td><b>A</b>ssessment</td> <td>Assessments are used to identify pupils, guide areas of focus, and to track pupil progress.</td> </tr> <tr> <td><b>R</b>esourcing</td> <td>The intervention has structured supporting resources and lesson plans, with clear objectives and possibly a delivery script.</td> </tr> <tr> <td><b>G</b>ive it time</td> <td>Careful timetabling is in place to enable consistent delivery. Sessions are typically maintained over a sustained period (e.g. 8-20 weeks).</td> </tr> <tr> <td><b>E</b>xpert delivery</td> <td>Interventions are delivered by a qualified teacher or, if they are unavailable, a trained teaching assistant. The intervention programme is followed precisely and suggested delivery protocols are followed.</td> </tr> <tr> <td><b>T</b>eacher links</td> <td>If not delivered by the classroom teacher, the intervention deliverer and the teacher/s communicate regularly and make appropriate connections between out-of-class learning and classroom teaching.</td> </tr> </table> <table border="1" data-bbox="528 1236 1102 1473"> <tr> <td><b>One to one tutoring</b></td> <td><b>+5 months</b></td> <td><i>Short, regular sessions over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching.</i></td> </tr> <tr> <td><b>Peer tutoring</b></td> <td><b>+5 months</b></td> <td><i>This includes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support. Use it to review or consolidate learning rather than to introduce new material.</i></td> </tr> <tr> <td><b>Small group tuition</b></td> <td><b>+4 months</b></td> <td><i>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</i></td> </tr> </table>	<b>T</b> iming	Intervention sessions are often brief (e.g. 15-60 mins) and regular (e.g. 2-5 per week).	<b>A</b> ssessment	Assessments are used to identify pupils, guide areas of focus, and to track pupil progress.	<b>R</b> esourcing	The intervention has structured supporting resources and lesson plans, with clear objectives and possibly a delivery script.	<b>G</b> ive it time	Careful timetabling is in place to enable consistent delivery. Sessions are typically maintained over a sustained period (e.g. 8-20 weeks).	<b>E</b> xpert delivery	Interventions are delivered by a qualified teacher or, if they are unavailable, a trained teaching assistant. The intervention programme is followed precisely and suggested delivery protocols are followed.	<b>T</b> eacher links	If not delivered by the classroom teacher, the intervention deliverer and the teacher/s communicate regularly and make appropriate connections between out-of-class learning and classroom teaching.	<b>One to one tutoring</b>	<b>+5 months</b>	<i>Short, regular sessions over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching.</i>	<b>Peer tutoring</b>	<b>+5 months</b>	<i>This includes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support. Use it to review or consolidate learning rather than to introduce new material.</i>	<b>Small group tuition</b>	<b>+4 months</b>	<i>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</i>	
<b>T</b> iming	Intervention sessions are often brief (e.g. 15-60 mins) and regular (e.g. 2-5 per week).																						
<b>A</b> ssessment	Assessments are used to identify pupils, guide areas of focus, and to track pupil progress.																						
<b>R</b> esourcing	The intervention has structured supporting resources and lesson plans, with clear objectives and possibly a delivery script.																						
<b>G</b> ive it time	Careful timetabling is in place to enable consistent delivery. Sessions are typically maintained over a sustained period (e.g. 8-20 weeks).																						
<b>E</b> xpert delivery	Interventions are delivered by a qualified teacher or, if they are unavailable, a trained teaching assistant. The intervention programme is followed precisely and suggested delivery protocols are followed.																						
<b>T</b> eacher links	If not delivered by the classroom teacher, the intervention deliverer and the teacher/s communicate regularly and make appropriate connections between out-of-class learning and classroom teaching.																						
<b>One to one tutoring</b>	<b>+5 months</b>	<i>Short, regular sessions over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching.</i>																					
<b>Peer tutoring</b>	<b>+5 months</b>	<i>This includes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support. Use it to review or consolidate learning rather than to introduce new material.</i>																					
<b>Small group tuition</b>	<b>+4 months</b>	<i>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.</i>																					
<p>To purchase subscription to NELI to provide targeted intervention in EYFS and KS1 to develop speech and language skills.</p>	<p><b>EEF research into oral language intervention:</b> “Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.”</p> <p>“All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).”</p> <p><b>EEF Improving Literacy in KS1 (October 2021):</b></p>	<p>3,4,5</p>																					

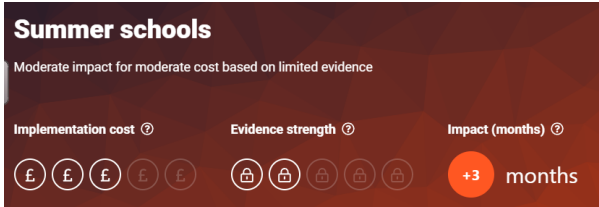


	“Language provides the foundation of thinking and learning and should be prioritised.”	
--	--	--

## Wider strategies

Budgeted cost: £77,510.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To deploy an attendance team in school led by the Pastoral Manager (ML), including the appointment of an attendance officer to improve attendance and punctuality of PPG children to ensure they are in school and ready to learn.</p> <p>To work alongside authority’s statutory EWO service to target Pas and those PPG children at risk of being a PA.</p> <p>To offer breakfast club to identified children to improve attendance.</p>	<p><a href="#">DFE Link between attendance and attainment</a>: “in general, the higher the overall absence rate across the KS, the lower the likely level of attainment at the end of KS2.”</p> <p><a href="#">DFE Improving Attendance at School</a>: “There is a clear link between poor attendance at school and lower academic achievement.”</p> <p><a href="#">EEF (2022) School Planning Guide on attendance</a> “There is some evidence of promise for several strategies including parental engagement approaches and responsive interventions to target the individual causes of low attendance.” Attendance Interventions Rapid Evidence Assessment (EEF, 2022)”</p> <p><a href="#">DFE Working Together to Improve School Attendance (2024)</a>: The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1
<p>To employ a pastoral assistant to lead on behaviour across school. To track behaviour through CPOMs, offer early intervention, work alongside parents and external professionals where necessary.</p> <p>Provision of CPD in relation to understanding behaviours.</p> <p>To offer nurture groups or 1:1 nurture sessions for identified children using DESTY as a resource or lego therapy or OPAL where applicable.</p>	<p><a href="#">EEF study into social and emotional interventions</a>: “On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.”</p> <p><a href="#">EEF study into behaviour interventions</a>:“ Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues than for universal interventions or whole school strategies.”</p>	7

<p>To subscribe to BOXALL online to track impact of nurture based interventions and identify target areas and next steps to ensure targeted intervention.</p>		
<p>To commission an in-house counsellor for 1 day per week to provide counselling support for identified vulnerable children.</p>	<p><a href="#">EEF study into social and emotional interventions</a>: “On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.”</p>	7
<p>To employ full time pastoral lead and full time pastoral assistant to work alongside families and offer early intervention.</p> <p>To lead on EHATS/FAM and liaise with external services in providing a package of support to families.</p>	<p>Many children eligible for PP at Queens Park have barriers to learning involving social and economic issues in the family. These barriers can present in challenging behaviours at times. Addressing these issues through family support has had a proven effect in raising attendance and achievement and can be shown in case studies.</p>	1,7
<p>To provide extracurricular activities - open to all children with priority given to disadvantaged children.</p> <p>To subsidise opportunities for experiential learning including school trips and resources.</p> <p>To offer additional boosters to targeted children through various after school activities.</p> <p>To provide Easter school for children in Year 6 in preparation for end of key stage assessments.</p> <p>To offer a summer school to provide enhanced transition to targeted EYFS PP children to ensure a successful transition to primary school.</p>	<p><a href="#">EEF study into extending school time</a>: “The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress.”</p> <p><a href="#">EEF (2022) School Planning Guide in relation to transition</a>: “A main area for development is support for pupils from disadvantaged backgrounds transitioning between primary and secondary school—anticipating risk points and deliberately building the support needed to set every child up for success”</p> <p><a href="#">EEF Teaching and Learning Toolkit</a>:</p>  <p>The screenshot shows a dark red background with the text 'Summer schools' in white. Below it, in smaller white text, it says 'Moderate impact for moderate cost based on limited evidence'. At the bottom, there are three categories: 'Implementation cost' with five pound symbols (£), 'Evidence strength' with five padlock icons, and 'Impact (months)' with a red circle containing '+3' and the word 'months'.</p>	6,2,5

Total budgeted cost: £271,171.00

## 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.

#### Impact Report: Pupil Premium Provision 2023 - 2024

<u>Provision:</u>	<u>Estimated cost:</u>	<u>Outcomes/Impact Evaluation</u>
<p>To offer an extensive internal and external programme of high quality, evidence-based CPD targeted to individual teacher's and learning assistant's needs and whole school priorities with a sharp focus on high quality first teaching.</p> <p>To embed a highly effective monitoring programme throughout school to monitor teaching (including pupil progress) and provide support/individualised CPD where required by SLT.</p> <p>To embed a high-quality coaching model throughout school to offer peer to peer support to improve teaching standards across school with a focus on early reading for both teachers and teaching assistants.</p> <p>To deploy UPS x3 and x1 MPS (Aut term)/ 1 x Leadership spine (Spr/Sum) closing the gap teachers 0.5 to teach a specialised curriculum to</p>	£110,035.00	<ul style="list-style-type: none"> <li>• A bespoke CPD offer was in place across the school for both teachers and support staff with CPD impact reports from staff showing a positive impact of the attended sessions. This CPD included both internal led sessions and externally ran courses. Teaching across school was consistently identified as good or better during both internal monitoring and by our school improvement advisor. Teaching staff were also part of a network with several other schools to allow for cross moderation and sharing of good practice.</li> <li>• A coaching programme for both teaching staff and teaching assistants was fully embedded into the CPD annual plan and positive feedback was given by staff during coaching reviews. The teaching assistant coaching programme completed its first full year cycle and staff spoke really positively about the impact on their own professional development.</li> <li>• A rigorous monitoring schedule was implemented throughout school, including termly pupil progress meetings and the teaching across school was consistently judged as good or better. Any identified areas for development from monitoring then informed the CPD offer.</li> <li>• Closing the gap teaching staff were deployed as additional GEMS teachers in identified year groups and the progress and attainment of pupil premium children who also have SEND was really positive. At the end of KS2 in 2024, 88% of SEND children met ARE in Reading, 75% in Writing and 81% in Maths (unvalidated data)</li> <li>• The teaching of early reading was judged as consistently good or better during both internal reviews and reviews completed by our school improvement advisor and our link RWI development advisor. Development days with RWI were held termly which not only offered monitoring opportunities but also valuable CPD opportunities for those staff who teach phonics across the school. 65% of our PPG Year 1 pupils passed their phonics check although we do identify that a gap still remains with</li> </ul>

<p>Years 1, 4 and 6 PPG and flightpath children, including offering a bespoke, modified curriculum to PPG children working on a modified curriculum.</p> <p>To improve teaching and learning of phonics in line with early reading strategy through the subscription to the RWI online platform (including resources and training) and the commissioning of an external consultant to evaluate early reading provision and provide CPD</p>		<p>their non PPG peers and this will continue to be targeted.</p>
<p><u>Targeted Support</u></p> <p>_Deployment of a full time learning assistant in all classrooms to ensure effective support in lessons and also to deliver immediate feedback from teacher or LA (where possible) intervention 1:1 to identify misconceptions in line with school intervention strategies</p> <p>LAs to also deliver specific, individualised interventions where required during afternoon sessions based on teacher assessments and use of diagnostic assessments. Intervention strategy to be underpinned by EEF's: TARGET approach.</p> <p>Purchasing of specific intervention programmes,</p>	<p>£199,468.00</p>	<ul style="list-style-type: none"> <li>• A full-time learning assistant was deployed in all classrooms allowing for our intensive intervention strategy based on the TARGET approach from EEF research to be implemented. Intervention reports from phase leaders showed a positive impact of these interventions on most PPG children, although attendance was identified as a barrier to the impact of interventions and is something that will continue to be targeted next academic year.</li> <li>• Specific intervention programmes that were purchased all showed a positive impact on learning including Nessy, Times Tables Rockstars and Reading Plus. Weekly certificates are awarded in assemblies for positive progress and a whole school initiative to promote the use of Times Tables Rockstars showed a significant improvement in children accessing the resource.</li> <li>• NELI showed a significant impact on the language development of children in EYFS. A proportion of children who completed the NELI programme did not require a further language assessment from an external professional and those who did the screening tool was used as part of the referral. Chatty Words was discontinued as the impact was smaller for our children.</li> </ul>

<p>including digital programmes, as required (Reading Plus, Nessy, Time Tables Rockstars, led by teaching assistants where adult support is required.</p> <p>To purchase subscription to NELI and Chatty Words to provide targeted intervention in EYFS and KS1 to develop speech and language skills.</p> <p>To identify children with significant gaps and currently not on track linked to their flight path and through school led tutoring after school, provide targeted intervention in targeted areas.</p>		<ul style="list-style-type: none"> <li>• School led tutoring impact reports show the positive impact on the academic progress of the targeted children in Year 6 who accessed the programme. Our end of year KS2 data for pupil premium was strong.</li> </ul>
<p><u>Wider Support</u></p> <p>To deploy an attendance team in school led by the Pastoral Manager (ML), including the appointment of an attendance officer to improve attendance and punctuality of PPG children to ensure they are in school and ready to learn.</p> <p>To work alongside authority's statutory EWO service to target Pas and those PPG children at risk of being a PA.</p> <p>To offer breakfast club to identified children to improve attendance.</p> <p>To employ a pastoral assistant to lead on behaviour across school.</p>	<p>£13,586</p>	<ul style="list-style-type: none"> <li>• The impact of our attendance strategy was seen through our improved attendance data at the end of the academic year (94.2%), where our attendance was above national. We also saw an increase in our attendance of pupil premium children (92.6%) although we note that this needs further targeting next academic year. We also continue to target our pupil premium children who are persistently absent from school.</li> <li>• This year, our pastoral team led on our Therapeutic Award to ensure a therapeutic approach was embedded throughout school, which included all staff attending regular CPD sessions. Classroom environments were adapted to ensure a calm learning environment was created and daily check ins for the children were introduced. A new behaviour policy has been embedded and a reduction in behaviour has been seen across school.</li> <li>• Our pastoral team and school counsellor have targeted a high number of pupils to offer support for their emotional health and wellbeing. The table below shows a summary of the support offered:</li> </ul>

<p>To track behaviour through CPOMs, offer early intervention, work alongside parents and external professionals where necessary.</p> <p>To offer breakfast for all children to improve readiness for learning.</p> <p>Provision of CPD in relation to understanding behaviours.</p> <p>To offer nurture groups or 1:1 nurture sessions for identified children using DESTY as a resource or lego therapy where applicable.</p> <p>To subscribe to BOXALL online to track impact of nurture based interventions and identify target areas and next steps to ensure targeted intervention.</p> <p>To commission an in-house counsellor for 1 day per week to provide counselling support for identified vulnerable children.</p> <p>To employ full time pastoral lead and full time pastoral assistant to work alongside families and offer early intervention.</p> <p>To lead on EHATS/FAM and liaise with external services in providing a</p>	<table border="1"> <thead> <tr> <th>Category and Year group</th> <th>Individual</th> <th>Group Work</th> <th>Desty</th> <th>Counsellor</th> <th>Attendance Nurture</th> </tr> </thead> <tbody> <tr> <td>Number of children</td> <td>38</td> <td>29</td> <td>11</td> <td>29</td> <td>16</td> </tr> </tbody> </table>	Category and Year group	Individual	Group Work	Desty	Counsellor	Attendance Nurture	Number of children	38	29	11	29	16
	Category and Year group	Individual	Group Work	Desty	Counsellor	Attendance Nurture							
Number of children	38	29	11	29	16								
<ul style="list-style-type: none"> <li>• The impact of nurture was monitored through completed BOXALLS and individual analysis of each one was completed by the pastoral team.</li> <li>• EHATs have been continued to be completed to support our vulnerable families and have included a sharp focus on attendance.</li> <li>• Extra curricular opportunities were continued to be offered with pupil premium children directly targeted to attend and termly analysis completed, including pupil voice, to ensure opportunities were available to our pupil premium children.</li> <li>• All pupil premium children who wished to attend school visits did so with many trips being subsidised for our pupil premium children, including bursary grants offered to our pupil premium children who required financial support to attend our Year 6 residential.</li> <li>• School led tutoring and additional booster sessions in Year 6, including Easter school offered additional revision sessions and our end of year KS2 data for pupil premium was strong.</li> <li>• Summer school was running for our youngest pupil premium children who have joined our EYFS cohort and they have experienced a very successful transition to primary school.</li> </ul>													

<p>package of support to families.</p> <p>To provide extracurricular activities - open to all children with priority given to disadvantaged children.</p> <p>To subsidise opportunities for experiential learning including school trips and resources.</p> <p>To offer additional boosters to targeted children through various after school activities.</p> <p>To provide Easter school for children in Year 6 in preparation for end of key stage assessments.</p> <p>To offer a summer school to provide enhanced transition to targeted EYFS PP children to ensure a successful transition to primary school.</p>		
--	--	--

### Externally provided programmes

Programme	Provider
Phonics and Spelling	Read Write Inc
Maths Planning	White Rose
Multiplication Facts Intervention	Times Tables Rockstars

Number Bots	
Reading Intervention	Reading Plus
Phonics	Nessy



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*