

## Pupil Premium Statement 2024 - 2025

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	William Gilbert C of E Primary School & Nursery
Number of pupils in school	251
Proportion (%) of pupil premium eligible pupils	9.5%
Academic year/years that our current pupil premium strategy plan covers	December 2022 – December 2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Helen Britten
Pupil premium lead	Emily Davies
Governor / Trustee lead	Kerry Marsh

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,108
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£42,108</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our school intention is that every pupil accesses a positive learning environment, within an enriched and aspirational curriculum, facilitating them to thrive academically and personally, irrespective of the challenges they face. The focus of our pupil premium strategy is to remove those barriers and support our disadvantaged and vulnerable pupils to make good progress, this includes the diagnose of challenges facing our higher attaining pupils. When making decisions about how to use pupil premium to improve disadvantaged pupils' attainment, the needs of all pupils in the school are evaluated. Our approach is responsive to challenges and individual needs, rooted in both our knowledge of our pupils and robust diagnostic assessments, where we act early to intervene at the point need is identified. The approaches we have adopted complement each other to help our pupils excel, no matter what their starting points are.

The funding is allocated with the aim of making maximum impact in the school, with the outcomes rooted within our vision of 'Through Faith, Hope and Love we learn together'. Every decision made has the child at the heart of it. An analysis of our school context shows that although pupil premium does represent a need to improve attainment of some of our disadvantaged pupils, not all disadvantaged pupils are underachieving in attainment. Therefore, our focus is to fulfil the highest aspirations in progress to achieve their full potential; the opportunity 'to experience life in all its fullness' (John 10:10). Our focus is in developing the whole child so that they become well rounded individuals, preparing them for the next stage in their education.

The strongest evidence indicates that high quality 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. This has been highlighted by the EEF and Sutton Trust, whose report on improving the impact of teachers on pupil achievement in the UK revealed that the effects of high-quality teaching are especially significant for pupils from a disadvantaged background – evidence demonstrated the equivalent of 1.5 years' worth of learning.

Our pupil premium strategy is rooted in our whole-school approach linked to our school development plan, in collaboration with subject leads, SENCO and our Early Help Team. We know that if you provide an ambitious, broad, balanced, well-constructed and well taught curriculum. It leads to at least good outcomes for ALL pupils. Our progressively sequenced curriculum, along with enhanced learning experiences, gives ALL pupils the cultural capacity that they need to be successful in life in the short- and long-term future. Our strategy considers how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies. These are fundamental to learning and the explicit teaching of cognitive and metacognitive strategies is integral to effective teaching and learning.

The school uses evidence based on a tiered approach to the use of pupil premium funding

## THE PUPIL PREMIUM TIERED MODEL

### 1 Teaching

*For example*

Professional development  
Recruitment and retention  
Support for early career teachers



### 2 Targeted academic support

*For example*

Structured interventions  
Small-group tuition  
One-to-one support

### 3 Wider strategies

*For example*

Behaviour approaches  
Breakfast clubs  
Increasing attendance



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**At William Gilbert Primary School and Nursery, the Pupil Premium Tiered model balances spending across:**

### **Tier 1: Continuous Professional Development to improve the quality of teaching**

Sources of evidence on effective delivery of CPD (such as The Teacher Development Trust's report 'Developing Great Teaching' and the Department for Education 'Standards for teachers' professional development') underline the importance of having sequential CPD opportunities, which are planned through needs of the school. The culture of improvement is planned through the Derby Diocesan Academy Trust where pupil premium leaders network to maximise knowledge, skills and wisdom including sharing good practice of provision and interventions to support raising standards.

### **Tier 2: Targeting support for disadvantaged pupils through research based evidence**

Decisions about how to achieve the maximum impact in the school are informed by research carried out by the Education Endowment Foundation and the National Foundation for Educational Research.

The EEF Guide to the Pupil Premium, support schools in spending their Pupil Premium to maximise the benefit for their students.

The report recommends school take a tiered approach to Pupil Premium spending. Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention. This will enable staff to facilitate additional provision including:

- Precision teaching to enhance language development
- Personalised interventions
- Small group tuition
- 1:1 support
- Nurture Group

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### **Tier 3: Supporting whole school strategies (linked to our school action plan)**

Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.



<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

<https://www.suttontrust.com>

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### Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments, observations and discussions with pupils and their families have identified our greatest challenge is social, emotional and mental health barriers. These challenges particularly affect our disadvantaged pupils, including their attainment, as well as their self-esteem, confidence and emotional regulation.</p> <p>Teacher referrals for support have markedly increased through school's 'Early Help Assessment Referral' process. 17.5% of pupils are currently accessing this provision, where we are at full capacity. A further 12% are requiring specific SEMH provision. 52% of our pupil premium students access SEMH provision on a 1:1 or small group intervention.</p>
2	<p>Our assessments, observations and pupil voice indicate that spelling and handwriting is a focus for our disadvantaged pupils, we will continue to focus on ensuring all children receive consistently high-quality personalised teaching and learning that ensures they make accelerated progress, focusing on application of spelling and handwriting across the curriculum. Our GPS data suggests spelling is at its weakest in terms of fluency and application, practice both within home and school is crucial in securing these fundamental skills.</p>
3	<p>Our assessments, observations, discussions with pupils show that there has been an increase of our children with limited vocabulary, poor phonics and/or poor oracy skills which are a barrier to their progress and attainment. These are evident from Nursery to KS2, and in general, are more prevalent among our disadvantaged pupils.</p>
4	<p>Internal and external assessments have identified that number fluency among disadvantaged pupils is below that of non-disadvantaged. Furthermore, pupils not accessing Maths Whizz (our learning at home) is significantly below. Our Maths Whizz data has identified our focus year groups, to ensure they are accessing the recommended progressions of 3 blue gems per week, alongside 3 red gems which develops fluency in fundamental number skills, links to prior learning and consolidation of previous learning. The reporting and monitoring of students' data has identified that 78% of our pupil premium pupils have not accessed 3 blue gem progressions during the autumn term, alongside the recommended quality learning time. Recent research from Whizz Education reveals that students whose parents receive weekly updates on their Maths-Whizz performance achieve, on average, 26% better results than those who don't have a parent receiving updates. 13% of our PP parents have the parent link is current use.</p>
5	<p>Our recent observations and well-being surveys have identified a need to enhance our pupil's personal development through enrichment opportunities, learning outdoors, improving our outdoor learning environment and facilitating pupils to solve problems together, enhance leadership qualities through mini-leading and building on their courageous advocacy.</p>

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### 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><b>To improve pupils' ability to understand their emotions and how to self-regulate and manage their emotions in social situations.</b></p> <p><b>To improve behaviour and attitudes so that provision remains outstanding</b></p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <p>Qualitative data from student voice, student and parent surveys and teacher observations:</p> <p>Children will have a clear understanding of the feelings/emotions identified and recognise and use strategies with support to 'tame' the emotion and become regulated.</p> <p>Bespoke individualised programmes for dysregulated behaviour have reduced in numbers and children demonstrate more independence in applying self-regulation strategies.</p> <p>Review the behaviour policy and implement a relational approach to further strengthen the behaviour and attitudes of all pupils so that their social, emotional and mental health needs are fully met and early help referrals are reduced.</p> <p>Staff can confidently share the rationale for a relational approach to behaviour management with all staff.</p> <p>All staff have a clear understanding of the schools proposed approach underpinned by research and neuroscience.</p> <p>Staff have a clear understanding of the agreed set of vocabulary, emotions/feelings that will be the basis of the expected standard we aim for all children to be confident in using to regulate and manage their emotions and behaviour.</p>

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	<p>An emotions and feelings spine is created with a list of books appropriate to each year group from Nursery to Year 6 is shared with all staff.</p> <p>Class teachers to establish an area/display in their classroom that promotes and shares the agreed common language to be used to name and describe emotions.</p> <p>The agreed language is embedded and used by all staff during the school day.</p> <p>Through targeted CPD opportunities for staff further enhance children’s nature based learning opportunities and the development of social and emotional and physical development.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="https://www.educationendowmentfoundation.org.uk/EEF-Social-and-Emotional-Learning.pdf">EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</a>.</p>
<p><b>Accelerate progress in writing to reduce the attainment gap between disadvantaged pupils and non-disadvantaged pupils nationally.</b></p> <ol style="list-style-type: none"> <li>1. Spelling intervention booster sessions led by previous English specialist and Year 6 teacher</li> <li>2. Use of Word Wall to practice spelling rules</li> <li>3. Physical Literacy / Achieving Hands (Handwriting / Fine motor skill interventions)</li> <li>4. Handwriting lessons being completed weekly</li> </ol>	<p>Continue to further strengthen the standards in English writing across the school with a focus on composition applying the knowledge they have learnt. Through the continued use of daily practise of dictation and transcription from FS2 throughout the school to build upon the pupils’ fluency and automaticity Further use and embed the DDAT Writing and Assessment grids.</p> <p>Use of diagnostic tools e.g.: spelling ages, HFW assessments, demonstrate increased scores.</p> <p>Parental engagement – home school reading response books to have handwriting lines – communicate this with parents through home learning expectations. Home school learning log book scrutiny shows pupils completing homework as expected.</p> <p>Parental engagement – pupils writing celebrated. Parental feedback is positive. Parents well informed of the attainment and progress of their pupils writing along with areas for further development.</p>



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	<p>Writing moderation twilight shows that all staff have used the DDAT writing framework and pupils handwriting and spelling objectives have been achieved.</p> <p>Subject leaders, throughout the year, conduct learning walks with link governors to check the implementation of their subject is consistent across the school.</p> <p>Assessment findings will be used to inform future teaching and learning.</p> <p>All disadvantaged pupils are achieving their school FFT targets by July 2025</p>
<p><b>Improved oral and language skills and vocabulary among disadvantaged pupils</b></p> <ol style="list-style-type: none"> <li>1. Develop language resources such as vocabulary lists and provide opportunities to pre teach, so that vocabulary does not become a barrier to learning.</li> <li>2. Verbal skills to be enriched by exposing pupils to novel situations or materials and providing discussion about them linked to reading desired outcome.</li> <li>3. Provide CPD opportunities for all staff to develop their awareness on the value of language development and the impact it has on the children's attainment and progress including Precision Teaching</li> <li>4. Continue with daily story telling opportunities where teacher reads to the pupils. These sessions will have opportunities for pre teaching to</li> </ol>	<p>Assessments and observations indicate significantly improved language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including oral language assessments, engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Embedding retrieval strategies across the curriculum to revisit and consolidate prior learning including topic vocabulary.</p> <p>Develop and apply a range of strategies to embed 'sticky' knowledge. Plan enrichment activities to secure memorable learning experiences.</p> <p>Access Poetry Basket to develop pupil's love for language, playing with words and enjoying performing to others through oral rehearsal.</p> <p>Pupils to continue to develop a love for reading, and build on a strong understanding of vocabulary which they can apply to everyday communication both verbal and written.</p> <p>Through targeted CPD opportunities for staff further enhance children's nature-based learning opportunities and the development of early language.</p>

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<p>support language development. Foster word play through shared reading and singing.</p> <p>5. Providing opportunities for pupils in KS2, to read to younger pupils and vice versa eg: Reading Buddies. Sixth Formers in the local secondary school to be reading buddies to our junior pupils.</p>	<p>Story telling workshops delivered to enhance pupils understanding of vocabulary and their application through verbal and written responses.</p>
<p><b>Develop phonics, reading and number fluency to support pupil's application of skills to increase attainment and progress.</b></p> <p><b>To increase levels of participation in completing homework.</b></p>	<p>Use baseline assessment data to target specific pupils for additional reading and maths fluency.</p> <p>Assessments take place to identify those pupils in need of further phonic screening check intervention and multiplication check times tables fluency.</p> <p>Diagnostic tools used to baseline and measure progress. All Pupil premium pupils to achieve FFT target.</p> <p>Outcomes are strong and above national with the vast majority of pupils meeting their targets in reading, writing and maths. LAC informed of attainment and progress towards targets.</p> <p>Whole class strategies implemented.</p> <p>Teachers read aloud to pupils modelling fluency and unpicking language and the meaning of words.</p> <p>Teachers use a range of strategies to support fluency.</p> <p>All pupil premium are accessing additional learning tasks with the opportunity to complete at home or school.</p>
<p><b>Extend the curriculum beyond the academic, vocational or technical and provide pupils' broader development</b></p>	<p>All disadvantaged children take part in at least 3 extracurricular activities and 2 visits per year by July 2025.</p>

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<ol style="list-style-type: none"><li>1. Effective use of pupil premium funding to support pupils accessing all enrichment opportunities and extra-curricular activities to ensure social disadvantage does not impact negatively upon pupils' attainment or progress. (<b><i>drumming, theatre groups, visitors, musical instruments lessons, artists in residence, athletics, competitions, school productions, enrichment afternoons, residential trips</i></b>)</li><li>2. Plan and implement a school careers day for all pupils to attend and meet business men and women from the community across a range of professions (artists, photographers, police officers, lawyer, vet, doctor, nurse, retail, athlete, engineer, plumber/electrician, hairdresser,</li><li>3. <b>Plan opportunities for pupils to learn outdoors and enhance their leadership, team building and problem solving skills.</b></li></ol>	<p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p> <p>Pupils receiving SEMH provision make good or accelerated progress across the curriculum and increase in confidence. Class engagement increases and pupils are engaged in lessons, after school clubs and other extracurricular activities</p> <p>Outdoor learning areas enhanced to support children's characteristics of effective learning.</p> <p>Infant pond area renovated and accessible for pupils to support outdoor learning. Further outdoor nature areas maximised for pupil use.</p> <p>Engaging enhanced interactive areas created linked to core books that are well utilised by children both indoors and outdoors observed during lesson visits.</p> <p>To further embed resources to promote pupils understanding of Courageous Advocacy and social justice to further strengthen their opportunity to speak up and take action on issues of justice so that pupils are responsible, respectful, active citizens who contribute positively to society.</p> <p>Teachers have necessary resources and teaching material to support pupils acts of courageous advocacy. Staff understand what courageous advocacy means and what it could look like in their year group.</p> <p>Children can talk about the impact their visits to local community events have had on the uses of these places. Children are beginning to identify how they would like to build upon these initiatives.</p> <p>Children have a greater understanding of a range of careers and learning pathways to fulfil these aspirations.</p> <p>LAC have a clear understanding of the enrichment opportunities provided for WGES pupils.</p>
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	<p>Review the school's curriculum to incorporate sustainability and identify further opportunities to learn through nature and the outdoors.</p> <p>Pupil voice demonstrates the impact of outdoor nature based learning opportunities on their engagement in learning and understanding – children demonstrate they have acquired the agreed knowledge.</p>
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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** to address the challenges listed above.

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

Budgeted cost: £ 33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of teaching assistants to support through QFT and targeted intervention to close the attainment gap and nurture personal development.</p>	<p>Strong teaching is the most influential factor in improving the academic outcomes of disadvantaged pupils of all abilities. It will also close the attainment gap between disadvantaged pupils and their peers across the county.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</a></p> <p>Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning.</p> <p>These strategies are usually more effective when taught in collaborative groups, so that learners can support each other and make their thinking explicit through discussion</p>	<p>1 2 3 4 5</p>
<p>Fluency activities planned daily in the classrooms, opportunities for enhanced fluency tasks through planned booster sessions.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Improving Mathematics in the Early Years and Key Stage 1   EEF</a></li> <li>• <a href="#">Improving Mathematics in Key Stages 2 and 3   EEF</a></li> <li>• Use assessment to build on pupils' existing knowledge and understanding</li> </ul>	<p>4</p>

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	<ul style="list-style-type: none"> <li>• Assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know. This should inform the planning of future lessons and the focus of targeted support.</li> <li>• Effective feedback will be an important element of teachers' response to assessment. Feedback should be specific and clear, encourage and support further effort, and be given sparingly.</li> <li>•</li> </ul>	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<ul style="list-style-type: none"> <li>• 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:</li> <li>• <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></li> </ul>	3

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Chris Connaughton Story Telling Workshop	<ul style="list-style-type: none"> <li>• To develop communication and interaction of individuals.</li> <li>• Promote children familiarising themselves with traditional tales and develop their language and story building skills.</li> <li>• Brings reading to life through drama workshops.</li> <li>• Furthermore, this empowers children self-confidence and ability to speak to an audience.</li> </ul>	3
1:1 / group support through QFT and targeted intervention to close the attainment gap and nurture personal development.	<ul style="list-style-type: none"> <li>• Providing targeted 1:1 and group tuition, focusing on English/Maths, to support gaps and barriers to learning and accelerate progress for pupils working below age related expectations in order to improve access to the whole curriculum.</li> <li>• Sutton Trust - Education Endowment Foundation (EEF) research states - <b>'Small group teaching can sometimes be more effective than either one to one or paired tuition.'</b></li> </ul>	1 2 3 4 5

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	<ul style="list-style-type: none"> <li>Sutton Trust - Education Endowment Foundation (EEF) re-search states '<b>One to one tuition can be effective, on average accelerating learning by approximately two - five additional months' progress.</b></li> </ul>	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,108

Activity	Evidence that supports this approach	Challenge number(s) addressed
For children to have the experience of learning to play a musical instrument.	<ul style="list-style-type: none"> <li>Sutton Trust - Education Endowment Foundation (EEF) re-search states - '<b>the impact of arts participation on academic learning appears to be positive...Improved outcomes have been identified in English, mathematics and science learning.</b></li> <li>Currently 12/20 (17%) KS2 pupils are learning to play a musical instrument.</li> </ul> <p>Continue to promote engagement with other PP pupils.</p>	1 5
CPD staff Understanding brain development and how children learn to self regulate through the training of behaviour Box and Zones of Regulation	<p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p>Our aim is to strengthen our whole school offer approach additional to this to reduce our early help intake.</p>	1 5
To continue to strengthen William Gilbert School's Early Help Offer	<p>1. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviors. Impacts are larger for targeted interventions matched to specific students with particular needs or behavioral issues than for universal interventions or whole school strategies. Overall, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. This is based on</p>	1 5

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	<p>a number of meta-analyses that review robust studies of interventions in schools.</p> <ol style="list-style-type: none"> <li>2. Targeted interventions for those diagnosed or at risk of emotional or behavioral disorders produce the greatest effects.</li> <li>3. Programs of two to six months seem to produce more long-lasting results.</li> </ol> <p>EEF <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/</a></p>	
<p>Increase in participation in enrichment activities, thus raising aspirations, particularly among disadvantaged pupils</p>	<p>Pupils who are exposed to a wide range of experiences and culture develop character-building qualities which will help them succeed in later life.</p> <p><a href="https://www.trueeducationpartnerships.com/schools/what-is-ofsted-cultural-capital/">https://www.trueeducationpartnerships.com/schools/what-is-ofsted-cultural-capital/</a></p> <p><a href="https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/articles/childrensengagementwiththeoutdoorsandsportsactivitiesuk/2014to2015">https://www.ons.gov.uk/peoplepopulationandcommunity/wellbeing/articles/childrensengagementwiththeoutdoorsandsportsactivitiesuk/2014to2015</a></p>	5

**Total budgeted cost: £ 42,108**



## **Part B: Review of outcomes in the previous pupil premium strategy**

### **Pupil premium strategy outcomes**

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and teacher assessments.

<b>% of Children with Pupil Premium achieving in July 2024</b>			
KS1 Assessments	Y1 Phonics Screening	Y2 SATS - Reading	Y2 SATS – Maths
	1/1 100%	4/5 80%	4/5 80%
GD	-	0%	0%
KS2 Assessments	Y6 SATS - Reading	Y6 SATS - Maths	Y6 SATS – 2GPS
	4/4 100%	3/4 75%	3 / 4 75%
Greater Depth	2 / 4 50%	1 / 4 25%	1 / 4 25 %

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To help us gauge the performance of our disadvantaged pupils we compared their results to results achieved by our non-disadvantaged pupils.

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### End of Year Targets and Progress Monitoring for End of Key Stage, MTC and Phonics 2024-25

KS2 Year 6	Expected Standard +				Exceeding Expected Standard				Progress Last Year
	Target	Current	Year 5 Baseline	Last Year	Target	Current	Year 5 Baseline	Last Year	
Reading (R)			TA – 97% NTS – 100%	85% 29/34			TA – 24% NTS – 48%	53% 18/34	
Writing (W)			TA – 82%	88% 30/34			TA – 15%	35% 12/34	
Maths (M)			TA – 94% NTS – 97%	88% 30/34			TA – 33% NTS – 70%	41% 14/34	
Grammar, Punctuation and Spelling (GPS)			TA – 79% GAPs– 85%	88% 30/34			TA – 18% GAPs– 27%	65% 22/34	
Reading, Writing and Maths Combined (RWM)				79% 27/34				21% 7/34	
KS1 Year 2	Expected Standard +				Exceeding Expected Standard				
	Target	Current	Year 1 Baseline	Last Year	Target	Current	Year 1 Baseline	Last Year	
Reading (R)			TA – 87% NTS– 97%	79% 27/34			TA – 23% NTS– 40%	35% 12/34	
Writing (W)			TA – 93%	74% 25/34			TA – 17%	15% 5/34	
Maths (M)			TA – 93% NTS– 90%	82% 28/34			TA – 23% NTS– 60%	35% 12/34	
Reading, Writing and Maths Combined (RWM)				71% 24/34				15% 5/34	
KS1 Phonics / Year 4 MTC	Phonics Pass				Year 4 MTC 100%				
	Target	Current	Rec / Y1 Baseline	Last Year	Target	Current	Average	Last Year	
Year 1 Phonics (Y1P)				97% 29/30			20.9	34% 12/35	
Year 2 Phonics (Y2P)				80% 4/5					
KS2 Phonics (KS2P)				N/A					
EYFS Reception	Expected Standard +								

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	Target	Current	Recept. Baseline	Last Year		
Communication and Language (CL)				86% 25/29		
Personal, Social and Emotional Devel (PSED)				87% 26/29		
Physical Development (PD)				86% 25/29		
Good Level of Development (GLD)				86% 25/29		

Data has demonstrated that attendance is no longer a challenge linked to our pupil premium strategy, it's careful monitoring and quick intervention has targeted any previous concerns.

	% - Pupil Premium	% - Non Pupil Premium
Attendance (below 95%)	7.6%	12.6%
Persistent absentees	3.8%	3.8%
Fixed term exclusions	0	0
Permanent exclusions	0	0

Aim	Reviewing Outcome
<p><b>Accelerate progress in reading and promote a love of reading to reduce the attainment gap between disadvantaged pupils in school and non-disadvantaged peers nationally</b></p>	<ul style="list-style-type: none"> <li>Read, Write Inc parent meetings so all parents know how to support their pupils.</li> <li>Focus of lowest 20% for daily readers</li> <li>100% off our PP achieved AE+ in reading</li> </ul>

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	<p><b>Ongoing target implementing Read Write Inc in homogeneous groups and Review the teaching and learning of these groups and its impact.</b></p>
<p><b>Develop cultural capacity of those pupils identified to make accelerated progress in their vocabulary, reducing the gap between disadvantaged pupils and their peers nationally.</b></p>	<ul style="list-style-type: none"> <li>• NELI programme delivered throughout the year. SALT pupils have decreased due to the positive impact made accessing the provision.</li> <li>• All pupils who were involved in the intervention have made at least the expected progress linked to the outcomes identified, most exceeding expectations.</li> <li>• Class and School worships, opportunities for debates, trips to enhance cultural capital.</li> <li>• Parental meetings face to face, to supporting understanding on enriching children’s language.</li> <li>• Storyteller - Chris Connaughton, positive impact on writing.</li> </ul>
<p><b>Accelerate progress in maths to reduce the attainment gap between disadvantaged pupils in school and non disadvantaged peers nationally.</b></p>	<ul style="list-style-type: none"> <li>• Subject leaders, throughout the year, conducted learning walks with link governor/DDAT to review the progression of maths across the school.</li> <li>• Early Years Training for all curriculum subject leaders.</li> <li>• Power Maths has now been implemented into Reception Maths Curriculum and Ten Town into Nursery.</li> <li>• Maths Whizz is continuing to be implemented as learning at home to embed maths knowledge and application of skills. Parents Meeting organised to enhance parents knowledge and understanding in supporting their child.</li> <li>• Weekly monitoring by teachers.</li> </ul>

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<p><b>Accelerate progress in writing to reduce the attainment gap between disadvantaged pupils and non-disadvantaged pupils nationally.</b></p>	<ul style="list-style-type: none"> <li>• Phonics Intervention has been successful and phonics assessment has demonstrated good progress.</li> <li>• 100% PP pupils passed phonics screener</li> <li>• Physical Literacy delivered by PE specialist, improved handwriting and writing posture</li> <li>• All pupils made progress through the Achieving Hands Programme. All PP pupils completed programme.</li> <li>• Subject leaders, throughout the year, conduct learning walks with link governors to check the implantation of their subject is consistent across the school.</li> </ul>
<p><b>To support disadvantaged pupils with social, emotional and behavioural needs through a nurture approach</b></p>	<ul style="list-style-type: none"> <li>• A range of enrichment opportunities provided for all PP across each year group.</li> <li>• Nurture room is established with pastoral lead having an effective impact through our targeted Early Help provision</li> <li>• A wide range of SEMH provisions are available including Drawing and Talking Therapy, Social Detective, Superflex, Behaviour Box, SALT, Think Good, Feel Good.</li> </ul> <p><b>Target: Whole school relational approach to understanding behaviour as a form of communication and how we can support our pupils in the day to day practices of teaching.</b></p>
<p><b>Extend the curriculum beyond the academic, vocational or technical and provide pupils' broader development</b></p>	<ul style="list-style-type: none"> <li>• 100% disadvantaged children took part in at least 2 extracurricular activities and 2 enrichment opportunities/visits per year by July 2024. Target achieved.</li> </ul> <p><b>Target: Provide further outdoor opportunities for pupils to enrich their personal development.</b></p>

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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*

<b>Programme</b>	<b>Provider</b>
Read, Write Inc	Ruth Miskin
Behaviour Box	Educational Psychology Services
Emotional Coaching	Educational Psychology Services
Zones of Regulation	Inclusion Advisory Service

### Service pupil premium funding (optional)

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

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

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## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium.

That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Employing a pastoral lead to support the social, emotional and mental health of our children and their families. Training needs identified: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Using staff meetings, progress meetings and INSET to focus on embedding more effective practice around the teaching of writing. EEF evidence on improving literacy demonstrates that quality first teaching has the biggest impact on achievement in writing, and should include
  - ✓ Teaching writing composition strategies through modelling and supported practice
  - ✓ Developing pupils' transcription and sentence construction skills through extensive practice
  - ✓ Target teaching and support by accurately assessing pupil needs

## Pupil Premium Statement 2024 - 2025

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated and have amended challenges that we previously were concerned about but have seen significant progress over the three year strategy including attendance for PP pupils and SALT.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify current challenges faced by disadvantaged pupils.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We studied the DDAT Strategy for supporting disadvantaged pupils, as well as taken on board new evidence shared at our DDAT networks.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.