

Pupil premium strategy statement

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 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	378 – from Sept 25
Proportion (%) of pupil premium eligible pupils	43% – from Sept 25
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 – 2025 2025 – 2026 2026 – 2027
Date this statement was published	September 2024 Interim review September 2025
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 Kennedy
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
Total budget for academic year 2024 - 2025	£271,171.00
Year 2: 2025 - 2026	
Detail	Amount
Pupil premium funding allocation this academic year	£276,120.00
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 academic year 2025 - 2026	£276,120.00

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
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1	<p>Disadvantaged pupils have a higher rate of persistent absence and poor punctuality</p> <p><i>At the end of the academic year 2023-2024, 25% of pupil premium children were persistently absent.</i></p> <p><i>At the end of the academic year 2024 – 2025, 21% of pupil premium children were persistently absent.</i></p>
2	<p>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 and continues to be below at the end of 2025.</p>
3	<p>Poor language and communication skills on entry to school.</p> <p><i>On entry in September 2024, 60% of children were assessed as on track during baseline assessments for speaking and listening in EYFS and 47% were assessed as on track for listening, attention and understanding.</i></p> <p><i>On entry in September 2025, 23% of children were assessed as on track during baseline assessments for listening, attending and understanding and 28% were assessed as on track for speaking and listening.</i></p>
4	<p>Attainment of pupils in reading is low on entry to school.</p> <p><i>On entry in September 2024, 20% of children were assessed as on track during baseline assessments for word reading on entry in EYFS.</i></p> <p><i>On entry in September 2025, 15% of children were assessed as on track during baseline assessments for word reading.</i></p>
5	<p>The gap between pupil premium and non-pupil premium children in early reading continues to be a challenge in KS1.</p> <p><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></p> <p><i>In the phonics check in Summer 2025, 76% of pupil premium children achieve the pass mark compared with 91% of non-pupil premium children (gap of 15%).</i></p>
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.	<p>Disadvantaged pupils attain in line with or above national progress measures through assessment on NFER and statutory tests.</p> <p>The gap between disadvantaged and non-disadvantaged is reduced.</p>

	<p>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.</p>
<p>Improve attainment in language and communication at EYFS through positive impact of quality first teaching, targeted intervention, Talk for Writing and NELI programme.</p>	<p>Disadvantaged pupils attain in line with or above national progress measures.</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 in line with non-disadvantaged peers. 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 2 2025 – 2026)

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

Teaching

Budgeted cost: £77160.00

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>EEF 'Menu of Approaches' Evidence Brief, September 2023: "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>EEF Guide to Implementation, May 2024:</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>To develop middle leadership through shared monitoring of wider curriculum subjects.</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"> • they have the knowledge, skills, and expertise to help implement the intervention • they feel empowered to act and can empower others • they have agency—choice over actions—within their remit." 	2,3,4,5
<p>To embed a high-quality coaching model throughout school to offer peer to</p>	<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>peer support to improve teaching standards across school with a focus on phonics for spelling/teaching of writing and the implementation of our digital strategy for both teachers and teaching assistants.</p>	<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"> • building-in opportunities for teachers to revisit prior learning; • arranging social supports so teachers can discuss problems, share insights, and provide peer support and assistance; • modelling the delivery of new skills and strategies, for example, via demonstrations from expert practitioners; • creating opportunities for teachers to rehearse techniques and prompt context specific repetition; • providing supportive and formative feedback to improve techniques and set specific goals; <ul style="list-style-type: none"> • encouraging teachers to monitor and reflect on their own performance; • acknowledging teacher’s efforts and reinforcing key messages.” <p>EEF (2022) School Planning Guide: “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>Writing Framework July 2025: The new Writing Framework emphasizes that spelling should be taught systematically and practiced regularly, rather than relying solely on spelling tests. It highlights the importance of building a strong foundation in spelling, alongside handwriting, from Reception and continuing throughout primary school. The framework also suggests using strategies like dictation, revisiting known words, and exploring morphology and etymology to support spelling development.</p>	
<p>To deploy 1 UPS x 0.5 and 1 Leadership Spine x0.5 to teach a specialised curriculum to Years 1, 3, 4, 5 and</p>	<p>EEF study into reducing class size: “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</p>	<p>2,5</p>

<p>6 PPG and flightpath children, including offering a bespoke, modified curriculum to PPG children working on a modified curriculum.</p>	<p>ours are, and when teachers are able to teach differently which is evident with our approach.</p> <p>EEF (2022) School Planning Guide on flexible grouping: “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>EEF (2022) School Planning Guide on scaffolding: “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>EEF Special Educational Needs in Mainstream Classrooms (October 2021): “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>	
<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>To improve teaching and learning of spelling through application of phonics through the delivery of RWI spelling.</p>	<p>EEF study into the teaching of phonics</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>EEF Improving Literacy in KS1 (October 2021): “Consider the following when teaching a phonics programme: — Training: ensure all staff have the necessary pedagogical skills and content knowledge”</p> <p>Writing Framework July 2025: The new Writing Framework emphasizes that spelling should be taught systematically and practiced regularly, rather than relying solely on spelling tests. It highlights the importance of building a strong foundation in spelling, alongside handwriting, from Reception and continuing throughout primary school. The framework also suggests using strategies like dictation, revisiting known words, and exploring morphology and etymology to support spelling development.</p>	<p>4,5</p>

Targeted academic support

Budgeted cost: £119,840.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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, including digital programmes, as required (Reading Plus, Nessy, Time Tables Rockstars, led by teaching assistants where adult support is required.</p>	<p>EEF Study into one to one tuition: "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>EEF study into feedback: 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> <p>EEF study into teaching assistants: 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>EEF (2022) School Planning Guide on diagnostic assessments: 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>EEF (2022) School Planning Guide on TARGET approach:</p>	<p>2,3,4,5, 7</p>

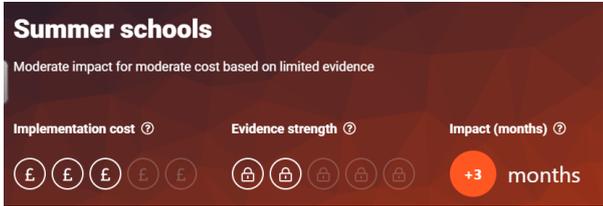
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<p>To purchase subscription to NELI to provide targeted intervention in EYFS and KS1 to develop speech and language skills.</p>	<p>EEF research into oral language intervention:</p> <p>“Overall, studies of oral language interventions consistently show 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>EEF Preparing for Literacy (2022):</p> <p>The Education Endowment Foundation (EEF) highlights the significant impact of communication and language approaches on early learning, suggesting a potential for seven months' additional progress in young children. The EEF emphasizes the importance of high-quality adult-child interactions, explicit vocabulary teaching, and a range of strategies that include vocabulary development, language skills, talk, and social communication.</p> <p>Ofsted Strong Foundations in First Years of School (2024)</p> <p>Ofsted report "Strong foundations in the first years of school", emphasizes that language development is</p>	<p>3,4,5</p>																					

	crucial for early learning and should be a priority in the curriculum.	
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Wider strategies

Budgeted cost: £83500.00

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. To work alongside authority’s statutory EWO service to target Pas and those PPG children at risk of being a PA. To offer breakfast club to identified children to improve attendance.</p>	<p>DFE Link between attendance and attainment: “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>DFE Improving Attendance at School: “There is a clear link between poor attendance at school and lower academic achievement.”</p> <p>EEF (2022) School Planning Guide on attendance “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>DFE Working Together to Improve School Attendance (2024): 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>EEF study into social and emotional interventions: “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>EEF study into behaviour interventions:“ 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>EEF study into social and emotional interventions: “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>EEF study into extending school time: “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>EEF (2022) School Planning Guide in relation to transition: “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>EEF Teaching and Learning Toolkit:</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: £280,500.00

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 2024 to 2025 academic year.

Impact Report: Pupil Premium Provision 2024 - 2025

<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 ensure CPD provides understanding and engagement for school improvement priorities to ensure engagement with SIP targets to improve standards.</p> <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>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 x 0.4 and x1 MPS 0.5, 1 Leadership</p>	£70,003.00	<ul style="list-style-type: none"> • CPD has been well planned and implemented across school to improve and maintain standards of teaching and learning. All teaching has been judged as good or better across school and progress towards School Improvement Plan targets has been positive. • ECT has successfully completed her two years ECT training programme through targeted support and CPD provided by school. • Highly effective coaching programme focused on adaptive teaching was implemented across school and feedback from staff was very positive. This informed important updates to our teaching and learning policy. • New monitoring programme through a coaching model has received positive feedback from teaching staff and has been more effective in improving standards of teaching and learning. A "Phase on the Page" model for middle leadership monitoring has been trialled and will be implemented across the school fully next year. This will allow precise tracking of actions and CPD needs to inform the CPD offer. • The coaching programme for teaching assistants will be further developed next year with a sharp focus on spelling (in line with Writing Framework) and implementation of our digital strategy. • Deployment of UPS teacher in Year 6 effectively ensured rapid progress of PPG children who were working towards end of KS2 standards. 50% of these children achieved such rapid progress that they met KS2 expectations in end of year assessments. • Deployment of MPS teacher to our GEMS provision to target PPG children with additional needs effectively ensured that these children were taught high quality modified curriculums. As a result, all children made very good progress on their personalised curriculum plans. • RWI Development Days completed in school were positive. The gap between PPG and non-PPG in the phonics check has reduced.

<p>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>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>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. 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>£123,658.00</p>	<ul style="list-style-type: none"> • Full time deployment of learning assistants in all classrooms has allowed for targeted, personalised intervention at the point of teaching and through mop up interventions. • Diagnostic assessments and question level analysis has been used effectively to target specific individualised assessments. • Online intervention programmes have shown positive progress from starting points for children who are in receipt of PPG. • Children in early years have made positive progress with speech and language. Children who were on the NELI programme in EYFS had completed it by the end of the year, with the exception of target children who are known to speech and language. On entry in September 2024, 60% of children were assessed as on track during baseline assessments for speaking and listening in EYFS and 47% were assessed as on track for listening, attention and understanding. On exit, 69% were assessed as on track for speaking and 67% for listening, attention and understanding.

<p>To purchase subscription to NELI to provide targeted intervention in EYFS and KS1 to develop speech and language skills.</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. 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>To subscribe to BOXALL online to track impact of nurture based</p>	<p>£77,510.00</p>	<ul style="list-style-type: none"> • The sharp focus on the attendance of pupil premium children in school through the employment of our attendance officer had a positive impact on the attendance of pupil premium children. At the end of the academic year 2024 – 2025, 21% of pupil premium children were persistently absent. We also saw an increase of 1% to 93% for attendance of pupil premium children in school. There has been a significant reduction in the number of children who are persistently late for school. Attendance of PPG children is an area we will continue to target next year with the introduction of our new whole school initiative. • Breakfast club continues to be offered to support children who are PPG and persistently absent or persistently late. We have seen significant improvement in the attendance of several PPG families through the children attending breakfast club. • Behaviour has continued to be a focus this year through our implementation of our therapeutic schools training. The introduction of new IBPs has had a positive impact on behaviour across the school. Suspensions have significantly decreased during this academic year as have the number of children who have required physical intervention to keep themselves and others safe. • Our pastoral lead has run our successful Invest in Play training programme once again to support parents with parenting strategies at home. Feedback from this training, once again, has been very positive. • EHATS have continued to be offered to our families who require additional support and have been successful in meeting the set outcomes identified. • BOXALL profiles have shown the positive impact of our nurture programme offer, inclusive of the implementation of targeted therapy through our school counsellor.

<p>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 liase with external services in providing a 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>		<ul style="list-style-type: none"> • DESTY, Lego Therapy and OPAL have all had positive impact on our children receiving nurture support, as evidenced on their BOXALL profiles. • OPAL has seen a reduction in behaviour incidents across the school during lunchtimes. • Our extensive extracurricular offer has been continued to be offered and a significant number of children earned enough credits to achieve a certificate at our Children’s University graduation. • All children who wished to attend Year 6 residential were able to do so. School supported PPG families who required additional support. • Easter school was run for Year 6 along with additional booster classes to support PPG children with their preparation towards KS2 SATS. • Summer school was offered to support our children entering into EYFS to support their transition to school.
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Externally provided programmes

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