

CAMBRIAN

Nurturing Growth - Inspiring Minds



John Blandy Primary School

Pupil Premium Policy

February 2025

This document applies to all academies and operations of Cambrian Learning Trust.

www.cambrianlearningtrust.org

| Document Control | | | |
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In this document:

'The Trust', 'We' and 'Our' refers to the Cambrian Learning Trust.

Parent refers to:

- Any person who has parental responsibility for a child / young person
- Any person who has care of a child / young person (i.e. lives with and looks after the child/young person)

1. Introduction

'Low social mobility and lack of educational opportunity is arguably the biggest social challenge of our times: the income gap between the richest and poorest in society continues to widen, while education opportunities remain overwhelmingly dominated by children from the most privileged homes.' Sutton Trust, 2014.

The Pupil Premium Grant is additional funding allocated to schools by means of a specific grant, based on the number of pupils in the school who are registered as eligible for 'Free School Meals', or have been recorded as eligible in the past 6 years (known as 'Ever 6 FSM').

Schools receive additional funding for children looked after by Local Authorities (previously referred to as looked-after children) and children previously looked after by a local authority or other state care (previously looked-after children).

In addition, a grant also provides additional funding for schools for pupils who have parents currently serving in the armed forces, or have served in the last 6 years, this is known as Service Pupil Premium (SPP).

The Pupil Premium is additional to main school funding, and it will be used to address and minimise any underlying inequalities between children eligible and those who are not eligible for the Pupil Premium.

'The Pupil Premium is one of the most important tools we have to address the stubborn link between family income and education outcomes. Used purposefully, it can help tackle some of the barriers that stand in the way of eligible pupils' progress.'

The EEF Guide to the Pupil Premium

2. Aims of the Pupil Premium Policy

- To improve the academic achievement of pupils who are eligible for Free School Meals; those who are cared for (looked-after children) and those who have parents currently serving in the Armed Forces
- To reduce the gap in the achievement of eligible pupils and their peers

- To provide additional resources, particularly in English and Maths, to ensure that eligible pupils have targeted support aimed at improving their achievement
- To promote progression of eligible pupils into Further/ Higher Education
- To promote the development of personal and social skills in eligible pupils
- To support the vision and values of the Trust and its schools

The policy outlines how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps which currently exist between our disadvantaged pupils and their peers.

As a Trust in receipt of Pupil Premium funding, we are accountable to our parents and school communities for how we are using this additional resource to narrow the achievement gaps of our pupils. Measures are included in the performance tables published annually on a national level which capture the achievement of disadvantaged pupils covered by the Pupil Premium.

Through this policy, each Trust school will develop and publish their Pupil Premium strategy detailing specific information on their funding allocation; the challenges facing their communities; their spending plans and an impact evaluation of the previous year's spending.

3. Legislation and Guidance

This policy is based on the [‘Pupil Premium: allocations and conditions of grant 2023-2024’](#) document, published by the Education and Skills Funding Agency. It is also based upon the [overview](#) published by the Department for Education (DfE); the [‘Using pupil premium: guidance for school leaders’](#) document (March 2023) and the [‘Service Pupil Premium’](#) guidance.

4. Decisions around the use of the Pupil Premium grant

The Trust is accountable for the use of this additional funding. In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to Trust schools is used solely for its intended purpose.
- Use the latest evidence-based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.

- Encourage take up of FSM by working proactively with our parents in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by each school and each Local Governing Committee (LGC).
- Recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance, whilst also recognising the importance of developing the whole child through identification of their social and emotional needs and the provision, where necessary, of appropriate intervention.
- Use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.

The Trust recognises that not all pupils who are eligible for Pupil Premium are underachieving, while also recognising that some pupils may be underachieving and not eligible for Pupil Premium funding. It is our policy to plan, adapt and prepare for any individual, or group, wherever under achievement is evident.

Trust schools must publish their Pupil Premium strategy statement on the school's use of the Pupil Premium in each academic year on their school website, in line with the DfE's [guidance for school leaders on using the Pupil Premium](#) and using the [templates](#) provided by the DfE (and shown in Appendix 2). This strategy statement must be published by 31st December each year.

Trust schools must ensure their use of the Pupil Premium and spending activities align with the DfE's 'menu of approaches (Appendix 1)' and show how the spending strategy is informed by research evidence, referring to a range of sources, such as the guide published by the Education Endowment Foundation (EEF).

Trust schools must ensure the use of the Pupil Premium funding aligns with the 3-tiered approach described in the EEF's pupil premium guide. The DfE states a school's activities must be those that:

- Support high quality of teaching, for example through staff professional development.
- Provide targeted academic support, such as tutoring; and

- Address wider strategies to tackle non-academic barriers to success, such as attendance, behaviour and social and emotional support.

Further guidance for schools can be found on pages 7 and 8 of the DfE's [guidance for school leaders on using the pupil premium](#) for details.

Trust school Pupil Premium strategy statements are available on individual school websites.

Service Pupil Premium

[Service Pupil Premium: what you need to know - GOV.UK](#) helps schools provide mainly pastoral support for service children. Whereas Pupil Premium (PP) was introduced to raise attainment and accelerate progress within disadvantaged groups.

5. Roles and Responsibilities

5.1. The Trustees

The Trustees have overall responsibility for approving this policy and reviewing its effectiveness.

5.2. The Local Governing Committee (LGC)

The LGC is responsible for:

- Holding the headteacher to account for the implementation of this policy and the Pupil Premium strategy.
- Ensuring the school is using Pupil Premium funding appropriately, in line with the rules set out in the conditions of grant.
- Monitoring the attainment and progress of pupils eligible for Pupil Premium, in conjunction with the headteacher, to assess the impact and effectiveness of the school's use of the funding.
- Monitoring whether the school is ensuring value for money in its use of the Pupil Premium.
- Challenging the headteacher to use the Pupil Premium in the most effective way.
- Setting the school's ethos and values around supporting disadvantaged members of the school community.

5.3. Headteacher and senior leadership team

The headteacher and senior leadership team are responsible for:

- Reading and enacting this policy - keeping their school strategy up to date and ensuring that it is implemented across the school.
- Promoting a sense of belonging and building positive relationships.
- Encouraging aspiration of all pupils, including those who are disadvantaged.
- Planning a curriculum which enhances the lives of disadvantaged pupils.
- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces.
- Planning Pupil Premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate.
- Monitoring the attainment and progress of pupils eligible for the Pupil Premium to assess the impact of the school's use of the funding.
- Reporting on the impact of Pupil Premium spending to the local governing body on an ongoing basis.
- Publishing the Pupil Premium strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the Pupil Premium](#) and using the templates on the DfE website.
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment.

5.4. Other school staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis.
- Setting high expectations for all pupils, including those eligible for the Pupil Premium.
- Identifying pupils whose attainment is not improving in response to interventions funded by the Pupil Premium and highlighting these individuals to the senior leadership team.
- Sharing insights into effective practice with other school staff.

6. Monitoring and Reviewing the Policy

Trust schools recognise the importance of context so will evaluate their strategies in relation to the Pupil Premium, on a termly basis. This will enable new strategies to be

assessed robustly to ensure approaches used are having the desired impact in narrowing the gaps. Timely adjustments can then be made if particular strategies are not effective.

Through their own Pupil Premium strategy statement, each school will undertake an end of year review to assess the ongoing impact of their chosen Pupil Premium strategies. This will also include a judgement as to how well and effectively the premium allocation is being used. This evaluation will be shared with the LGB and once approved, will be published on the school website.

This policy will be reviewed on an annual basis and approved by the Trust Board. Adjustments will be made to the policy, accordingly, taking into consideration the impact schools have shown on narrowing the gaps. The policy review will also take into consideration any changes to the level of funding that becomes available under the Pupil Premium Grant.

7. Links with other Policies

This policy is linked to:

- The Teaching and Learning Policy of each Trust school
- Special Educational Needs & Disabilities (SEND) and Inclusion Policy
- Equality, Diversity and Inclusion Policy

This policy is written with reference to, and should be read in conjunction with, the Pupil Premium Strategy Statement for each school, and the following:

- Pupil Premium guidance from the DfE, Ofsted and the ESFA
- Education Endowment Foundation Tool Kit
- Unseen Children: Access and Achievement 20 years on, Ofsted
- The Pupil Premium: Analysis and challenge tools for schools
- School Inspection Handbook, Ofsted

8. Communications of Policy

This policy must be made available on the Trust and all school websites.

Appendix A: Menu of Approaches

Menu of approaches

In line with the [conditions of grant](#), any activity that you fund using pupil premium must fall under an approach listed in the table below.

When selecting approaches from the menu, you should also consider how you are using the funding to support:

- Effective identification of pupil needs, for example through diagnostic assessment
- Successful implementation of approaches
- Effective monitoring and evaluation of approaches

| 3 tiers | Approaches that you could implement |
|---|--|
| High-quality teaching | Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils |
| | Professional development to support the implementation of evidence-based approaches, for example, training provided by a DfE validated systematic synthetic phonics programme , mastery based approaches to teaching or feedback |
| | Mentoring and coaching for teachers |
| | Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as National Professional Qualifications (NPQs) |
| | Technology and other resources that support high quality teaching, for example software to support diagnostic assessment |
| Targeted academic support | One to one, small group or peer academic tuition, including through the National Tutoring Programme (NTP)* |
| | Targeted interventions to support language development, literacy and numeracy |
| | Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND |
| | Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions |
| Wider strategies | Supporting pupils' social, emotional and behavioural needs |
| | Supporting attendance, including approaches outlined in the working together to improve school attendance guidance |
| | Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips |
| | Extended school time, including for summer schools |
| | Breakfast clubs and meal provision |
| Communicating with and supporting parents | |

Appendix B: Pupil Premium Strategy Statement

Pupil Premium Strategy Statement

John Blandy Primary School

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 the outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|-----------------|
| Number of pupils in school | 283 |
| Proportion (%) of pupil premium eligible pupils | 14.5% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 2024-2027 |
| Date this statement was published | November 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Suzanne Elliott |
| Pupil premium lead | Suzanne Elliott |
| Governor / Trustee lead | Nina Davis |

Funding overview

| Detail | Amount |
|--|--------|
| Pupil premium funding allocation this academic year | £53060 |
| Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £0 |
| | £53060 |

Part A: Pupil Premium Strategy Plan

Statement of Intent

At John Blandy, the Headteacher, staff and Governors are committed to ensuring that our Pupil Premium children receive a high-quality education, where gaps in learning are addressed and every pupil makes at least expected progress.

*Our focus for our disadvantaged pupils is **improving the outcomes** for our pupils in the core areas of learning with particular focus on **phonics and reading** as we recognise this to be the gateway to all learning across the curriculum. Reading is a key focus in our school and we want to encourage children to read for pleasure and seek opportunities to read. With improved **reading outcomes**, we recognise that this in turn **will develop our disadvantaged pupils as writers** also, however this will need to be continued to be supported through all aspects of writing including **speaking and listening, developing vocabulary, supporting handwriting and spelling** also.*

*We would like to **improve attendance and punctuality** of our disadvantaged pupils so that it is more in line with our non-disadvantaged pupils through supporting our families and continuing to **build on our strong relationships** with them.*

*A high proportion of our disadvantaged pupils are on the SEND register and we recognise the importance of pupils receiving the same curriculum as their peers through **adapting our teaching** and through use of **additional support and interventions delivered by trained staff** including both teachers and support staff.*

*Whilst schools have moved on since Covid, its affects are still present for some of our pupils especially in relation to attendance, and **social and emotional impact**. For these pupils it is important that we continue to offer support and guidance around their **emotional well-being**.*

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | In terms of end of KS outcomes including GLD, phonics, MTC and Year 6 SATs, our PP pupils do not achieve as highly as our non-pp pupils in core subjects. |
| 2 | Needing to further support reading and phonics within school, ensuring that pupils are practising these daily. This will have positive impact on pupils' reading fluency, comprehension and access to the broader curriculum. All staff have a clear understanding on the importance of reading fluency and how this can be taught effectively. |
| 3 | Attendance of our PP pupils and punctuality is not as high as our non-PP children. This means that pupils have gaps in their learning due to planning being progressive and sequential. It can also have a negative impact on pupils socially with their peers. Late attendance means that children are missing their Early Morning Starter work and phonics. We need to actively engage our |

| | |
|---|--|
| | parents and carers in pupil learning and share with them on an individual level the importance of regular, punctual attendance. |
| 4 | We have a high number of PP pupils who have SEND need. It is therefore important that staff are skilled and trained in order to deliver interventions and receive recent training based on research to improve the support and outcomes for pupils eg: Adaptive teaching, 5-A-Day. |
| 5 | Social and emotional well-being of pupils which also impacts on school attendance |

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 |
|--|--|
| Improved outcomes of our PP children | Majority of our PP pupils to achieve at least expected in Reading, writing and maths by the end of Year 6. |
| Phonics check to be successful for our PP pupils | PP pupils to pass their Year 1 phonics check |
| Improved attendance of our PP pupils | PP children to attend school regularly so that they access sequential learning. PP children to attend school on time each day so that they arrive in time for phonics and their Early Morning Work. PP children's attendance to be more in line with our non-PP children. |
| Pupils to receive the same curriculum as their peers | CPD of staff to deliver interventions Staff to support pupils through adaptive teaching and 5-A-Day strategies so that pupils can access the same learning as their peers. Progress in outcomes of our PP pupils. |
| Improve pupils reading fluency and therefore pupils' reading comprehension in time | Pupils are reading more at both home and school, developing a love of reading. Pupils' fluency increases. Pupils' comprehension scores increase with more pupils achieving at least the expected level. Pupils understanding improves across the curriculum of what they are learning this will improve outcomes for maths and writing also as well as in non-core subjects also. |

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: £ 23,420

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p><i>CPD of staff that is up-to-date, and reflects recent research around teaching and learning. - £1920</i></p> | <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1669324861</p> <p>Including staff training and cover: DFE NPQ for staff Middle Leader training, CPD for all staff through Trust wide training opportunities Staff meetings including work around reading fluency, the reading framework, writing, spelling & handwriting Continued training & revisiting of adaptive teaching and 5-A-Day to ensure that this is sustained : https://educationendowmentfoundation.org.uk/news/eef-blog-a-balanced-approach-to-professional-development Staff training around teaching disadvantaged pupils Continual training and updating of staff in the delivery of RWI phonics</p> | <p>1, 2, 3, 4 & 5</p> |
| <p><i>Teachers to work with disadvantaged pupils through use of additional TA support.</i></p> <p>£21,500</p> | <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Recommendations_Summary.pdf?v=1724015312</p> <p><i>TAs to deliver interventions/provide in class support to pupils across year group phases each morning to provide additional support to the class teacher to support pupils learning eg: through phonics, maths, reading fluency but also to allow teachers to support disadvantaged pupils also.</i></p> | <p>1, 3, 4 & 5</p> |
| <p><i>Training for staff and clear schemes of work to provide teachers with clarity and support to deliver high-quality teaching based on writing</i></p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>Spelling Shed scheme for children to access and parents to engage in learning outside of school. Handwriting schemes for teachers to use – training provided to all staff.</p> | <p>1, 2, 3, 4 & 5</p> |

| | | |
|--|--|--|
| | Materials and training for parents/carers around reading fluency. Materials on school website. Invitation to school to parents/carers to attend training. | |
|--|--|--|

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

Budgeted cost: £14,300

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Small group and 1:1 coaching in RWI phonics and reading fluency to support pupils and improve reading outcomes</i> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Tas to deliver 1:1 and small group coaching in phonics. This will enable aspects of phonics pupils need additional support with eg: digraphs/special friends. TA support reading fluency through 1:1 and small group work. A consistent TA delivering this daily will enable good progress to be made. TA delivering this support - £5720</p> | 1 & 2 |
| <i>Small group and 1:1 coaching in mathematics support including pre-teaching and offering additional support to pupils in maths lessons.</i> | <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Consistent TA to deliver support to pupils in Year 5. Pupils will be supported in class using 5-a-day approaches in maths including through use of manipulatives, breaking down of information, modelling and feedback. Tas have received CPD around EEF 5-a-day and adaptive teaching strategies. £2860</p> | 1 & 4 |
| <i>TA to deliver Oral Language Intervention NELI & Wellcom intervention</i> | <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p> <p>TA will deliver this intervention post training to pupils in our Reception classes. NELI supports Early Language and vocabulary and this intervention will support pupils in their communication and Language ELG, reading, writing and PSED. It could in turn also support and bring about positive behaviour and relationships with both children and adults and also improve attendance through its delivery.</p> | 1 |

| | | |
|--|---|-------|
| | Two TAs delivering support across two classes - £2860 | |
| <i>TAs delivering Freshstart Phonics to support children who have fallen behind in Yrs 5 and 6</i> | https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start A TA will deliver 1:1 and small group coaching in phonics. This will enable aspects of phonics pupils need additional support with eg: digraphs/special friends, Fred Talk and blending. A consistent TA delivering this daily will enable good progress to be made. TA delivering this support - £2860 | 1 & 2 |
| | | |

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

Budgeted cost: £15,340

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <i>Release of Behaviour Support Lead – 2 hours per week to support behaviour needs across</i> | https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel Behaviour Lead to work with individual pupils around behaviour, Zones of Regulation, self-esteem, emotional regulation, supporting ELSA in her role in the identification of pupils and interventions such as Emotional & Social Curriculum. Work with pupils can help improve attendance and outcomes £7312 cost of staffing | 1, 3 & 5 |
| Supporting Pupils Emotional well-being through intervention such as the Mulbury Bush Emotional and Social intervention which supports social skills and team building | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning TA support in the baseline assessment and delivery of the Emotional& Social Curriculum. Targeted groups post assessment to do activities working with children on their emotional and social skills, enabling them to have improved behaviour for learning and attendance. £2860 | 5 |
| ELSA to work with and improve the well-being of our pupils | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning TA to support pupils in need of additional pastoral support improving both well-being and attendance £5168 | 3 & 5 |
| | | |

Total budgeted cost: £53060

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

| | Reading | | Writing | | Maths | | |
|-------------|------------------------|----------------------------|------------------------|----------------------------|------------------------|----------------------------|--|
| | At least ARE or higher | Progress On track or above | At least ARE or higher | Progress On track or above | At least ARE or higher | Progress On track or above | |
| Rec | 50% | 100% | 50% | 100% | 67% | 100% | |
| Yr 1 | 50% | 100% | 50% | 83% | 50% | 83% | |
| Yr 2 | 50% | 50% | 50% | 80% | 67% | 100% | |
| Yr 3 | 38% | 88% | 38% | 100% | 38% | 100% | |
| Yr 4 | 57% | 100% | 50% | 100% | 36% | 69% | |
| Yr 5 | 75% | 67% | 75% | 100% | 75% | 100% | |
| Yr 6 | 50% | 100% | 50% | 100% | 75% | 100% | |

Progress is calculated against Key Stage Assessment point.

| Year 2 | Exp+ | GD | Year 6 | Exp+ | GD |
|---------|------|-----|---------|------|-----|
| Reading | 71% | 24% | Reading | 81% | 32% |
| Writing | 69% | 16% | Writing | 74% | 14% |
| Maths | 80% | 20% | Maths | 74% | 29% |

50% of our PP children achieved their GLD in Early years.

67% of PP children passed their Yr 1 phonics screening.

100% of our PP children in Yr 2 have now passed their phonics screening check in Year 2.

Cracking comprehension – 52% of PP children achieved expected+ in reading

Freshstart – 100% of pupils made progress. 100% of pupils in receipt of Freshstart have made progress enabling them to join Whole Class Reading September 2024

Phonics coaching – 50% of PP pupils in receipt of phonics coaching passed their Yr 1 phonics check.

NELI – 100% of PP children who undertook NELI intervention, by the end of Reception had no concerns with their language post intervention.

Booster sessions:

Our PP children were financially this year, enabling them to attend school trips, residential and swimming lessons. 30% of our PP children have received emotional

support through ELSA support/Young Carers Club/Play Club/TA support/Counselling. This has helped support with their emotional well-being, recognising their emotions and support their well-being.

Attendance - Pupil Premium attendance has improved this year
 2023-2024 - 93.4%
 2022-2023 – 91.9%

***Use of IT-** Pupils have benefitted greatly through the purchasing in of Clicker to help support them with their writing. Pupils work can be read by by teachers and pupils providing the pupils with an increase in confidence.*

***CPD-** there has been training delivered and received by staff around supporting disadvantaged pupils, metacognition and adaptive teaching. This has supported all PP children so that they can access the curriculum and receive the same curriculum as their peers. Adaptive teaching is evident in every classroom.*

Mathletics appears to have had less impact this academic year and we are seeking an alternative, more effective approach to supporting the consolidation of maths.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|-----------|----------|
| N/A | |
| | |

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

TA support
 Support for school trips
 Phonics 1:1 coaching
 Cracking Comprehension
 Mathletics
 Spell Shed
 ELSA support/Friday fun club

The impact of that spending on service pupil premium eligible pupils

83% of our Forces pupils achieved Expected+ in Reading
67% of our Forces pupils achieved Expected+ in Writing
67% of our Forces pupils achieved Expected+ in Maths
83% of forces pupils made at least expected progress in Reading
83% of forces pupils made at least expected progress in Writing
83% of forces pupils made at least expected progress in Maths