

# St Helen's Pupil Premium Action Plan and Strategy 2024-25

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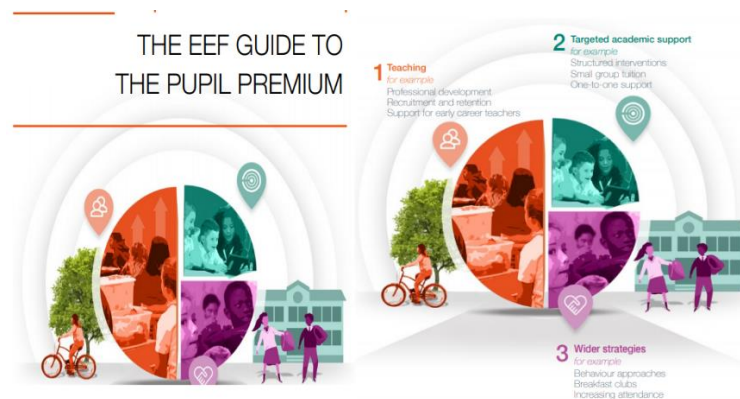


**This Pupil Premium Impact Review report summarises the impact that we have seen in school with the effective use of our Pupil Premium spend in the current academic year. When further information and data becomes available it will be updated as and when, and as such this document is very much a working document that is updated.**

Please note in the three previous years we developed a Pupil Premium Strategy – but due to decreasing numbers of PP children and cohorts specific difficulties from year to year, we have decided to revert back to a yearly strategy. We feel that this will give us the opportunity to be even more rigorous in the considering the strategy targets and the monitoring throughout the year.

Once again we are being guided by the evidence base of the EEF Education Endowment Foundation suite of resources- see below. In some areas as you will note from previous PP impact reports this has been beneficial in some areas. In our experience whilst we have used the

## What is the most effective way to support disadvantage pupils achievement?

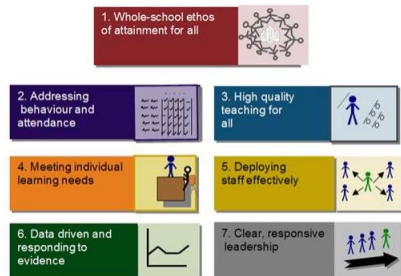


Over the last few years our Pupil Premium Strategy has been built around key information and research taken from the EEF guide to effective use of Pupil Premium. The link for this document and for further information on using Pupil Premium effectively can be found below:

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

We have also considered previous NFER research that highlights that more successful schools who promote high levels of attainment have a number of things in common. It identified seven building blocks of success:

Figure 2: Building blocks for success



We have also considered information taken from the DFE report: Supporting the attainment of disadvantage pupils. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/730628/London\\_Effect\\_Qual\\_Research\\_-\\_Research\\_Report\\_FINAL\\_v2.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730628/London_Effect_Qual_Research_-_Research_Report_FINAL_v2.pdf)



## 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 the effect that last year's spending of pupil premium had within our school.

### School overview Updated September 2024 for the final strategy

Detail	Data
St.Helen's CE Primary School	
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	13 children equating to 6 % of school population.
Academic year/years that our current pupil premium strategy plan covers	September 2024-25
Date this statement was published	October 2024
Date on which it will be reviewed	Mid-Year Data Review March 2025 End of Year Impact Review July 2025
Statement authorised by	Kelvin Chappell
Pupil premium lead	Kelvin Chappell
Governor / Trustee lead	Curriculum and Standards Governors committee. Fiona Kitson Chair

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	September 2024 6 X children in receipt of FSM x £1,455 = £ 8,730 4 X children LAC / Post adoption x £2,530= £10,120 3 X children Service Premium x £340 = £1,020  Total funding available to school= £ 19, 870
Recovery premium funding allocation this academic year	N/ A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/ A
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£19,870

## Part A: Pupil premium strategy plan

### Statement of intent: Updated September 2024-25

**Pupil Premium Aspirations:** At St. Helen's, we endeavour to provide opportunities in all aspects of school life, for all of our Pupil Premium children to achieve the very best that they can and to develop a lifelong love of learning, and for them to develop high aspirations and ambitions for their future. We aim for all our children to be Flying High and in particular those children who are in receipt of Pupil Premium.



## Challenges

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

Following information from the EEF as school we will be following the implementation cycle to ensure that we are measuring carefully the impact of our Pupil Premium Strategy.

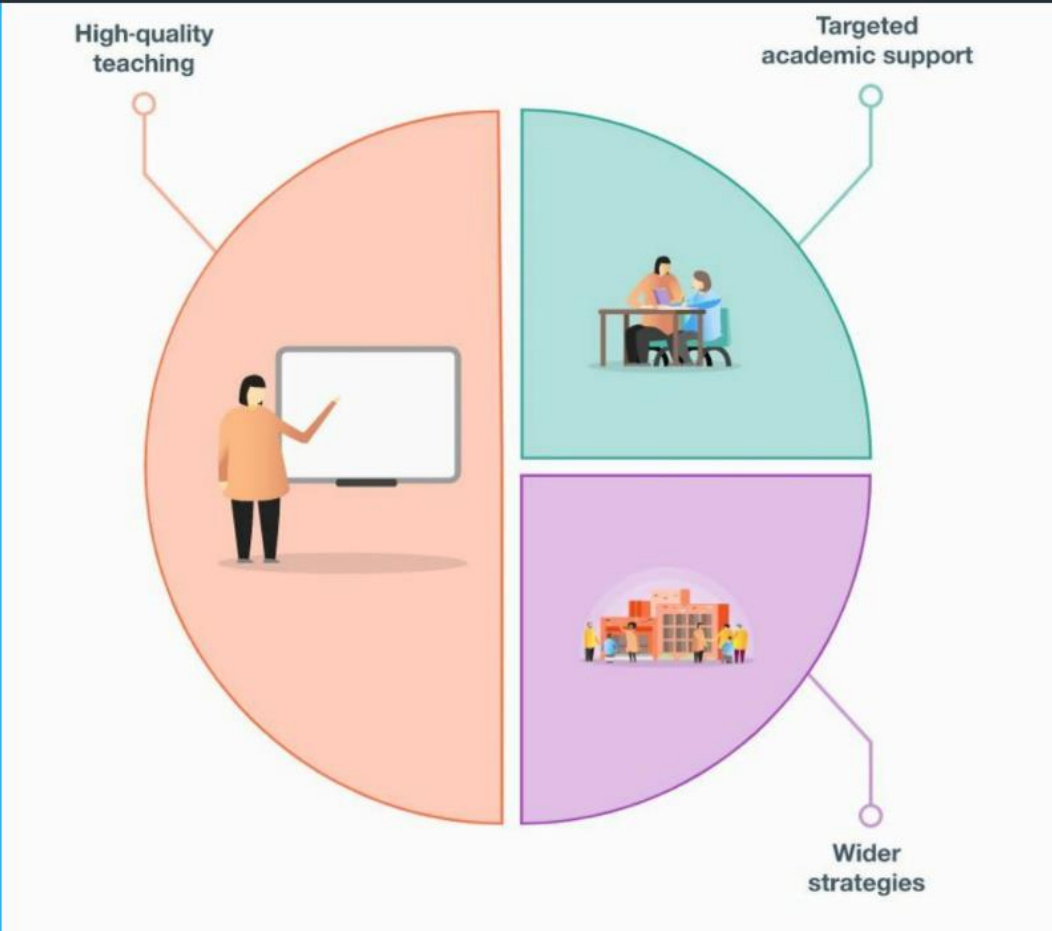


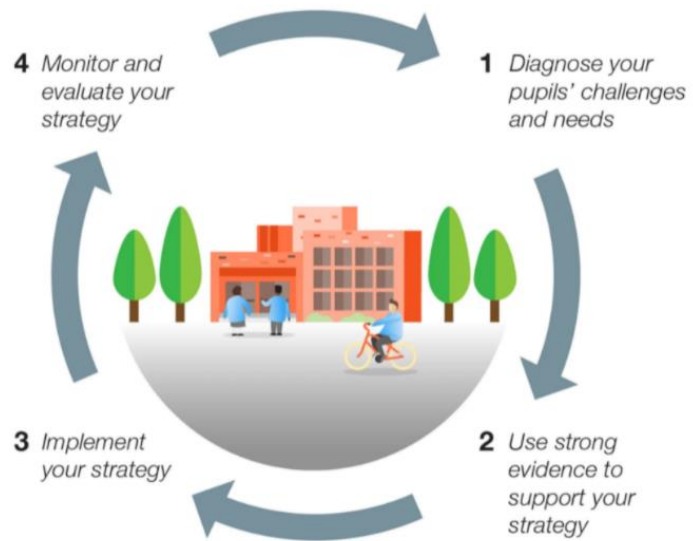
The EEF

recommends schools consider different evidence sources with the tiered model in mind. This will help us to prioritise the allocation of funding, energy, training and time, and try to balance our approach across three key areas:

1)	<p><b>Diagnose your pupil's challenges and needs.</b> We have looked specifically at the profile of all our Pupil Premium children across the school and thought carefully about how we address the individual barriers that these individual children have in order to achieve our high aspirations for them.</p>
2)	<p><b>Use strong evidence to support your strategy</b> We will be using some evidence taken from the EEF Teachers Toolkit <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> For example Behaviour interventions and Feedback.</p> <p>As a school we will also look at our own procedures and interventions that have over the years proven to be successful to enable all our PP children to be Flying High from their starting points and to achieve the best standards that they can academically. (See academic standards below.) The interventions that we have been using in school in the past have proven to show high impact and we feel that children with similar needs will benefit from the high quality interventions that are developed and provided.</p>
3)	<p><b>Implement your strategy</b> Very clear and concise timeframes are allotted to each action below, to enable us to utilise the PP and recovery funding across the year at different points.</p>
4)	<p><b>Monitor and evaluate your strategy:</b> In previous years we have had a Pupil Premium Impact Review Report that is a continual working document. This enables us to measure not just the long term impact but also short term interventions. This also enables us to share with the PP Lead Governors and enables us to showcase and case study successes that we have with the funding and to demonstrate our effective use of our Pupil Premium spend in the previous academic year. When further information and data becomes available it will be updated as and when, and as such this document is very much a working document that is updated Termly.</p>







1) Diagnose your pupil's challenges and needs:

:

Data Trends across the school PP and whole school data and attendance:

**WHOLE SCHOOL CHILD TRACKING: YEAR BY YEAR PROGRESS: PP**

**Please note this information is not published on the website.**

**PREVIOUS ACADEMIC YEAR 2023-24 Pupil Premium Children**

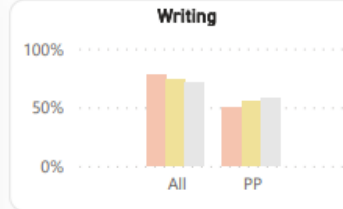
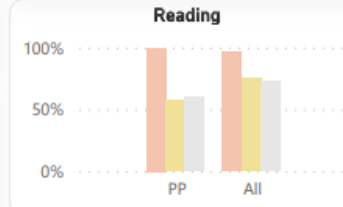
YEAR GROUP:	READING:			WRITING			MATHS			RWM COMBINED				
		WTS	EXS	GDS		WTS	EXS	GDS		WTS	EXS	GDS	EXS	GDS
<b>YEAR 6 - 5 children</b>			100%			50%	50%			75%	25%		0%	
<b>Statutory Comparisons:</b>														

### Reading Outcomes

Attribute	Cohort	EXP+	LA Av EXP+	Nat Av EXP+	High	LA Av High	Nat Av High	Av Score	LA Av Score	Nat Av Score
All	27	96.3%	74.9%	73%	37.0%	29.6%	29%	108.4	101.0	105.0
EAL	3	66.7%	72.4%	58%	33.3%	26.7%	14%	106.3	100.3	101.0
Female	17	100.0%	77.4%	76%	41.2%	33.0%	31%	109.2	102.5	106.0
Male	10	90.0%	72.3%	70%	30.0%	26.1%	27%	107.1	99.4	105.0
Non PP	23	95.7%	78.7%	78%	43.5%	32.3%	34%	109.4	102.8	106.0
PP	4	100.0%	57.4%	60%		17.2%	17%	102.8	92.8	102.0
SEND E	1	100.0%	30.0%	18%		6.7%	5%	105.0	52.9	98.0
SEND K	5	80.0%	46.1%	45%	20.0%	10.8%	12%	105.4	91.8	99.0

### Writing Outcomes

Attribute	Cohort	EXP+	LA Av EXP	Nat Av EXP+	High	LA Av High	Nat Av High
All	27	77.8%	73.5%	71%	18.5%	8.2%	13%
EAL	3	66.7%	74.4%	73%	33.3%	9.0%	14%
Female	17	88.2%	78.9%	78%	17.6%	10.5%	17%
Male	10	60.0%	68.1%	65%	20.0%	5.8%	10%
Non PP	23	82.6%	77.4%	77%	21.7%	9.5%	16%
PP	4	50.0%	55.7%	58%		2.2%	7%
SEND E	1		19.4%	12%		1.7%	1%
SEND K	5	40.0%	36.9%	34%		2.2%	3%
SEND N	21	90.5%	83.9%	83%	23.8%	9.7%	16%

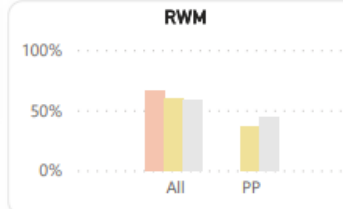
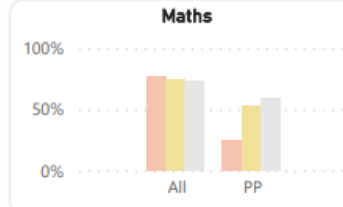


### Maths Outcomes

Attribute	Cohort	EXP+	LA Av EXP+	Nat Av EXP+	High	LA Av High	Nat Av High	Av Score	LA Av Score	Nat Av Score
All	27	77.8%	74.4%	73%	25.9%	25.0%	24%	105.0	104.6	104.0
EAL	3	66.7%	79.1%	72%	66.7%	37.4%	20%	109.7	106.6	104.0
Female	17	82.4%	73.0%	72%	17.6%	20.9%	21%	105.0	104.0	104.0
Male	10	70.0%	75.8%	73%	40.0%	29.1%	27%	105.0	105.2	105.0
Non PP	23	87.0%	79.0%	79%	30.4%	28.6%	29%	106.4	105.4	105.0
PP	4	25.0%	53.3%	59%		8.5%	13%	97.0	100.6	101.0
SEND E	1		25.0%	16%		5.6%	3%	97.0	99.0	96.0
SEND K	5	80.0%	45.1%	42%	20.0%	6.5%	7%	103.2	98.8	98.0
SEND N	21	81.0%	83.2%	83%	28.6%	29.8%	28%	105.8	105.8	106.0

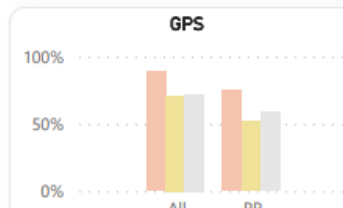
### RWM Combined

Attribute	Cohort	EXP+	LA Av EXP+	Nat Av EXP+	High	LA Av High	Nat Av High
All	27	66.7%	60.5%	59%	14.8%	5.5%	8%
EAL	3	66.7%	63.0%	50%	33.3%	6.6%	5%
Female	17	70.6%	63.2%	63%	11.8%	6.7%	9%
Male	10	60.0%	57.8%	56%	20.0%	4.3%	7%
Non PP	23	78.3%	65.6%	66%	17.4%	6.4%	10%
PP	4		37.2%	44%		1.3%	3%
SEND E	1		13.3%	8%		0.6%	1%
SEND K	5	40.0%	24.7%	24%		1.2%	2%
SEND N	21	76.2%	70.3%	70%	19.0%	6.6%	10%



### Grammar, Punctuation & Spelling (GPS) Outcomes

Attribute	Cohort	EXP+	LA Av EXP+	Nat Av EXP+	High	LA Av High	Nat Av High	Av Score	LA Av Score	Nat Av Score
All	27	88.9%	70.7%	72%	40.7%	31.4%	30%	107.63	105.06	105.00
EAL	3	66.7%	74.8%	75%	66.7%	40.2%	36%	108.67	106.83	106.00
Female	17	94.1%	73.2%	77%	41.2%	33.6%	33%	108.12	105.65	106.00
Male	10	80.0%	68.2%	68%	40.0%	29.2%	27%	106.80	104.47	104.00
Non PP	23	91.3%	74.9%	78%	47.8%	35.2%	35%	108.83	105.87	106.00
PP	4	75.0%	51.7%	59%		14.4%	18%	100.75	101.12	102.00
SEND E	1		25.0%	16%		5.6%	4%	94.00	98.70	96.00
SEND K	5	60.0%	36.3%	38%	20.0%	11.0%	9%	103.40	97.97	106.00
SEND N	21	100.0%	80.1%	83%	47.6%	36.9%	36%	109.29	106.52	98.00



Analysis: 100% EXS at Reading PP children above local and national averages although no PP children achieved GDS.

50% EXS at Writing although this is just slightly below local and national.

25% EXS at Maths significantly lower than local authority and national averages.

Combined RWM: 0 % this is a key target for this year strategy plan to ensure that Year 6 PP children are rigorously tracked over the course of the year and have the interventions that they need over time.

**2022-23**

KS2 Outcomes for Pupils - 2022/23

Context (Y6 Cohort) 30

KS2 Cohort

	All	CiC	EAL	Female	Male	Non PP	PP	SEND E	SEND K	SEND N
All	30	0	0	14	16	28	2	0	4	26
%	100%	0%	0%	47%	53%	93%	7%	0%	13%	87%

Reading Outcomes

	Cohort	EXP+ %	LA Av 2023 EXP+ %	Nat Av 2022 EXP+ %	High %	LA Av 2023 High %	Nat Av 2022 High %	Av. Sc	LA Av 2023 Av. Sc	Nat Av 2022 Av. Sc
All	30	73%	72%	75%	30%	28%	28%	99.3	96.2	105.0
CiC	0	0%	30%	0%	0%	10%	0%	0.0	8.4	0.0
EAL	0	0%	66%	73%	0%	26%	27%	0.0	69.0	104.0
Female	14	64%	74%	80%	36%	28%	33%	92.6	96.0	106.0
Male	16	81%	70%	70%	25%	27%	23%	105.3	93.7	104.0
Non PP	28	71%	76%	80%	29%	30%	33%	98.4	97.2	102.0
PP	2	100%	53%	62%	50%	14%	17%	113.0	86.5	106.0
SEND E	0	0%	22%	16%	0%	9%	4%	0.0	30.7	96.0
SEND K	4	0%	45%	44%	0%	11%	10%	94.8	83.6	98.0
SEND N	26	85%	80%	84%	35%	32%	33%	100.0	98.6	106.0

Maths Outcomes

	Cohort	EXP+ %	LA Av 2023 EXP+ %	Nat Av 2022 EXP+ %	High %	LA Av 2023 High %	Nat Av 2022 High %	Av. Sc	LA Av 2023 Av. Sc	Nat Av 2022 Av. Sc
All	30	73%	72%	71%	27%	23%	22%	97.8	95.6	104.0
CiC	0	0%	30%	0%	0%	0%	0%	0.0	8.3	0.0
EAL	0	0%	77%	75%	0%	34%	28%	0.0	72.7	105.0
Female	14	71%	72%	71%	36%	19%	20%	91.3	93.9	103.0
Male	16	75%	73%	72%	19%	26%	25%	103.5	94.4	104.0
Non PP	28	71%	77%	78%	25%	26%	27%	96.9	96.6	105.0
PP	2	100%	48%	56%	50%	9%	12%	111.0	86.2	101.0
SEND E	0	0%	18%	15%	0%	2%	3%	0.0	31.6	96.0
SEND K	4	0%	42%	40%	0%	6%	7%	93.8	82.7	98.0
SEND N	26	85%	81%	81%	31%	27%	27%	98.4	97.9	105.0

Starting Points (KS1 Outcomes 2019)

Reading



Writing



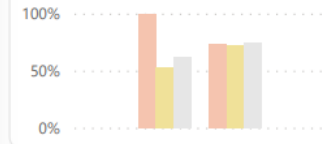
Maths



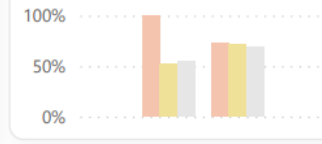
GDS ●  
EXS ●  
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No Score ●

Expected Standard Attainment

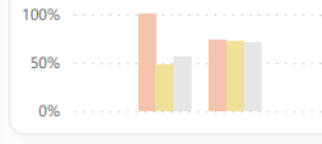
Reading



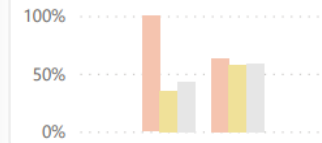
Writing



Maths



RWM



**Analysis:** Analysis: 100% EXS and with 50% GDS in Maths and Reading. This is above local and national standards.

**Year 1 Phonics:**  
**2023-24**

**100% EXS for Phonics.**

Pupil Premium Children Progress: The last academic year for PP children progress to be measured was in 2022-23. At this particular time the PP progress scores was a validated:

## **St Helen's Church of England Primary School (URN: 109158)**

### **Key stage 2 disadvantaged**

This is revised data for 2022/23.

### **Average progress for disadvantaged pupils in reading, writing and maths**

We calculate the scores by comparing the key stage 2 test and assessment results of pupils at this school with the results of pupils in schools across England who started with similar assessment results at the end of key stage 1.

See

[School performance tables: about the data](#) for more information.

	<b>Reading</b> <a href="#">Explore data in detail</a>	<b>Writing</b> <a href="#">Explore data in detail</a>	<b>Maths</b> <a href="#">Explore data in detail</a>
Progress score for disadvantaged pupils	<b>3.50</b>	<b>-1.72</b>	<b>3.15</b>
Confidence interval	-5.2 to 12.2	-10.1 to 6.7	-5.0 to 11.3
Number of disadvantaged pupils	2	2	2
Disadvantaged pupils with adjusted scores	0	0	0
National average for non-disadvantaged pupils	0.43	0.36	0.51

[Switch comparator](#)

**DISADVANTAGE PUPIL (PP FSM ) attainment outcomes: The standard of attainment shown below v School, Local averages. It should be noted for some children this is minimal due to PP numbers:**

<b>Year 6</b>		<b>2024</b>	<b>2023</b>	<b>2022</b>	<b>No Tests</b>	<b>2019</b>	<b>2018</b>
<b>Attainment:</b>		<b>4 children</b>	<b>2 children</b>	<b>5 children</b>			
	<b>READING EXS:</b>	96%	79%	77%		93%	81%
	<b>READING GDS:</b>	37%	32%	26%		50%	52%
	<b>School PP:</b>	<b>100%</b>	<b>100%</b>	<b>80%</b>		<b>100%</b>	
	<b>WRITING EXS:</b>	78%	79%	77%		96%	85%
	<b>WRITING GDS:</b>	19%	11%	10%		39%	44%
	<b>School PP:</b>	<b>50%</b>	<b>100%</b>	<b>80%</b>		<b>100%</b>	
	<b>MATHS EXS:</b>	78%	79%	82%		93%	85%
	<b>MATHS GDS:</b>	26%	29%	23%		43%	30%
	<b>School PP:</b>	<b>25%</b>	<b>100%</b>	<b>100%</b>		<b>100%</b>	
	<b>SPAG EXS:</b>	89%	82%	71%		96%	89%
	<b>SPAG GDS:</b>	41%	36%	23%		46%	63%
	<b>School PP:</b>	<b>75%</b>	100%	100%		100%	
	<b>RWM Combined EXS:</b>	67%	68%	68%		86%	81%



	<b>RWM Combined GDS:</b>	15%	11%	10%		25%	22%
	<b>School PP:</b>	<b>0%</b>	<b>100%</b>	<b>60%</b>		<b>100%</b>	

Attendance: Not published on the website:

Attendance has the children from last year taken out- so that we can have a like for like context and analysis.

This one year plan will be reviewed and rag rated for the impact of the Pupil Premium plan at the end of the year with a mid year review.

Significant Impact	Evidence shows that the impact is significant for example targeted PP children have made significant accelerated progress.
Moderate Impact	Evidence shows that the impact is moderate for example targeted PP children have made some progress in line with their Non PP peers.
No Impact	Evidence shows that there has been no measurable impact on targeted PP children and their families.

Challenge number	Detail of challenge – High Quality Teaching
High Quality Teaching	Maths
HQT 1	<p>Specific gaps in children’s learning: Mathematical number knowledge: Developing problem solving and reasoning skills- that Pupil Premium children are challenged in their Mathematical thinking and develop their reasoning skills in KS1. A number of PP children are currently at WTS and need to develop this further through access to problem solving.</p> <p>Some PP Children in EYFS and Year 1 have a poor understanding of place value and number from initial assessments and from previous internal academic data captured did not reach ELGs. Interventions for Maths will need to be developed for PP children in KS1.</p> <p><b>Evidence:</b> Data Year R and Year 1: 2023-24</p>

	<b>Reading and Writing</b>
HQT 2	Specific gaps in children's learning: Reading knowledge: Trying to develop a balanced whole reader with benchmarking at the heart of reading assessments and RWI at the core of Early Reading development with PP in KS1. <b>Evidence:</b> Data Year R and Year 1: 2023-24
HQT 3	Initial Reception Data assessments shows that some PP children have difficulties with Communication and Interaction. Children's oracy skills will need developing and clear focus on this within the classroom provision in order to develop children's PSED. <b>Evidence:</b> Data Year R 63% of children achieved GLD with very low numbers of children achieving in PSED strand.
HQT 4	PP children are not reaching EXS in writing across KS2 currently 30% of all PP children are at EXS. This is significantly down compared to their peers. (3 out of 10 children) <b>Evidence:</b> Data Whole school results KS2: Year 5 33% of children at EXS of who we are targeting for EXS at the end of Year 6.
	<b>QFWT (Quality First Wave Teaching)</b>
<b>Targeted Academic Support</b>	
TAS 1	Analysis from previous data shows that a number of PP children in KS2 have difficulties with writing- individual writing interventions will need to be provided. <b>Evidence:</b> Data Whole school results KS2: Year 5 33% of children at EXS of who we are targeting for EXS at the end of Year 6.
TAS 2	PP children's benchmarking reading levels to be improved through high quality interventions led by class teachers and TAs. PP children receive reading interventions to accelerate their reading skills. Identification of PP children and those children who are priority readers- across Year 3 4 5. The number of PP children at WTS is higher than in previous years. <b>Evidence:</b> Data Whole school results KS2:
<b>Wider Strategies</b>	
WS 1	Analysis of CPOMS demonstrates that some PP children have difficulties with emotional well-being (including self-esteem, self-confidence and behaviour.) <b>Evidence:</b> CPOMS Red cards in KS1 are far higher than children in KS2.

WS 2	<p>Previous attendance data shows that some PP children have a history of very poor attendance and other family issues that need supporting.</p> <p><b>Evidence:</b> PP attendance data: Average for 2023-24 95.3 %. See individual tracking of children.</p>
WS 3	<p>Attitudes to learning-some PP children lack the resilience and emotional intelligence to cope with any challenges in school, academically and socially</p> <p><b>Evidence:</b> Internal monitoring of lessons.</p>
WS 4	<p>PP children on entry are assessed for SEND needs. School tracking systems shows more children are entering school with unidentified SEND needs.</p> <p><b>Evidence:</b> Internal monitoring shows a number of children are arriving at Primary school without their full needs being addressed.</p>
WS 5	Children to have access to Trips and Visitors at different point of the year to talk about ambitions and high aspirations.
WS 6	<p>Parental Support for PP:</p> <p>Developing greater parental engagement with harder to reach PP families.</p> <p>Developing access to external agencies for specific families and support.</p>
WS 7	<p>Developing access to extra –curricular and lunchtime clubs for all PP to experience across the year.</p> <p>WS 5,6,7 is to develop the cultural capital of all PP children.</p>

## 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-
High Quality Teaching	

**HQT 1** Specific gaps in children’s learning: Mathematical number knowledge: Developing problem solving and reasoning skills- that Pupil Premium children are challenged in their Mathematical thinking and develop their reasoning skills in KS1.

Some PP Children in EYFS and Year 1 have a poor understanding of place value and number from initial assessments and from previous internal academic data captured did not reach ELGs. Interventions for Maths will need to be developed for PP children.

PP Children in Year 1 are able to develop their number skills and make good progress from their starting points. Currently at 50% - we would like to increase this to 75% of children at EXS level in Year 1.

1 x PP children in Year 2 will reach the EXS in Maths (currently at WTS.)

**Evidence includes:**

**Reading and Writing**

HQT 2 Specific gaps in children’s learning: Reading knowledge: Trying to develop a balanced whole reader with benchmarking at the heart of reading assessments and RWI at the core of Early Reading development with PP in KS1.

HQT 3 Initial Reception Data assessments shows that some PP children have difficulties with Communication and Interaction. Children’s oracy skills will need developing and clear focus on this within the classroom provision in order to develop children’s PSED.

HQT 4 PP children are not reaching EXS in writing across KS2 currently 30% of all PP children are at EXS. This is significantly down compared to their peers.

PP children will make good progress from their starting points for reading and across KS1 and KS2 will move up book bands and are tracked rigorously for RWI FTT.

KS2 interventions reading interventions includes PP children and these children are tracked carefully.

**Targets:**

100% of PP achieve EXS in Reading

All PP children in EFYS reach- ELG for reading and writing.

KS2 PP writing across the school is carefully monitored by the SL and advice given over QFWT. The number of children in KS2 at EXS increases from 30% to at least 50%.

**Targeted Interventions**

<p>TAS 1 Analysis from previous data shows that a number of PP children in KS2 have difficulties with writing therefor high quality individual writing interventions will be required.</p>	<p>Reading and writing interventions for PP are tracked and monitored carefully.</p>
<p>TAS 2  PP children’s benchmarking reading levels to be improved through high quality interventions led by class teachers and Tas when appropriate.  PP children receive reading interventions to accelerate their reading skills.  Identification of PP children and those children who are priority readers- across Year 3 4 5.</p>	<p>PP children’s benchmarking reading levels to be improved through high quality interventions led by class teachers and TAs.</p> <p><b>Targets:</b>  Year 6 100% EXS +  Year 5 100 % EXS +  Year 4 100% EXS+  Year 3 50% GDS 50% EXS  Year 2 100 % GDS  Year 1 75% EXS  Year R TBC</p> <p>All children including PP improve their Benchmarking assessment levels and make good progress from their previous year’s assessment.</p>

Wider Strategies

<p><b>W1:</b>  Analysis of CPOMS demonstrates that some PP children have difficulties with emotional well-being (including self-esteem, self-confidence and behaviour.)</p>	<p>Analysis of CPOMS demonstrates that some PP children have difficulties with emotional well-being (including self-esteem, self-confidence and behaviour.) Support will be given by mentoring when necessary with VB and other senior leaders.</p> <p>Incidents on CPOMS of individual children is lower and each individual child is tracked to see levels of behaviour.</p> <p><b>Target:</b> Number of red cards in KS1 for PP children are reduced and the exclusions diminish.</p>
<p><b>WS 2:</b></p>	<p>Attitudes to learning-some PP children lack the resilience and emotional intelligence to cope with any challenges in school, academically and socially.</p>

<p>Previous attendance data shows that some PP children have a history of very poor attendance and other family issues that need supporting</p>	<p>All PP children maintain current levels of attendance or surpass it. For those children with persistent absence below 90% this is increased in line with their peers.</p> <p><b>Target:</b> Whole school PP attendance is above last year -with the same relevant children increases their own personal attendance by at least 1.5%</p>
<p><b>WS 3:</b></p>	
<p>Attitudes to learning-some PP children lack the resilience and emotional intelligence to cope with any challenges in school, academically and socially.</p>	<p>Engagement of all children across the school is deemed good by external visitors. This includes all our PP children. PP children are deemed to have shown good attitudes to learning.</p>
<p><b>WS 4</b> PP children on entry are accessed for SEND needs. School tracking systems shows more children are entering school with unidentified SEND needs.</p>	<p>Analysis of SEND register shows that there is some potential for SEN Needs – Early identification of children’s needs is required in order to support quickly and meaningfully.</p> <p>PP leader and SENCO meet regularly to talk through any concerns with PP children to identify growing needs. SENCO time is devoted to working with some children.</p>
<p><b>WS 5</b> Children to have access to Trips and Visitors at different point of the year to talk about ambitions and high aspirations.</p>	<p>All children with PP – have access to all trips within school so that they are able to access the wider curriculum.</p>
<p><b>WS 6</b> Parental Support for PP: Developing greater parental engagement with harder to reach PP families. Developing access to external agencies for specific families and support.</p>	<p>All PP will feel engaged in the school environment and will have opportunities for one to one time .</p>
<p><b>WS7</b> Developing access to extra –curricular and lunchtime clubs for all PP to experience across the year.</p>	<p>All PP children will have access to extra-curricular clubs and for paid sessions schools will make adequate arrangements if the children would like to attend the clubb.</p>




## Activity in this academic year 2024-25

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

### Teaching

Budgeted cost: See Below for the totals costs:

Challenge number	Detail of challenge – High Quality Teaching	Evidence that supports this approach	Activity and Cost:
High Quality Teaching	<b>Maths</b>		
HQT 1	<p>Specific gaps in children’s learning: Mathematical number knowledge: Developing problem solving and reasoning skills- that Pupil Premium children are challenged in their Mathematical thinking and develop their reasoning skills in KS1.</p> <p>Some PP Children in EYFS and Year 1 have a poor understanding of place value and number from initial assessments and from previous internal academic data captured did not reach ELGs. Interventions for Maths will need to be developed for PP children.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p> <p>Mastery Learning: <i>‘mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics.’</i></p> <p><i>NCTEM – Maths Mastering Number programme</i></p>	<p>CPD with Teachers via Maths subject leader, enables staff to provide enriched high quality Maths lessons. Problem solving activities are given as part of the step process.</p> <p>Introduction of NCTEM Maths Mastering Number Programme to be introduced in class as part of QFWT in KS1.</p> <p><b>Cost to be confirmed for dates:</b></p> <p><b>Release time for SL to monitor the quality of QFWT in Maths.</b></p>
	<b>Reading and Writing</b>		

<p>HQT 2</p>	<p>Specific gaps in children's learning: Reading knowledge: Trying to develop a balanced whole reader with benchmarking at the heart of reading assessments and RWI at the core of <b>Early Reading development with PP in KS1.</b></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>3. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>4. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently as part of GR programme.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>3. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>4. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently. Clear interventions are</p>	<p>Guided reading sessions are consistent across the school and CPD staff meetings have been developed.</p> <p>Release time for Subject leader to monitoring the effectiveness of Guided Reading and the Benchmarking assessments that are completed.</p> <p><b>Cost: Reading subject leadership team:</b>  <b>£36 x 1 hr x 39 weeks- release time to monitor standards in Reading. = £1,296 in particular to look at the data of PP children and what they are doing in class as part of QFWT.</b></p> <p><b>Early Reading RWI leadership:</b>  <b>5 hrs x £36 x 6 days per year for assessment.= 1,080</b>  <b>5 hrs x £36 x 3 days per year for organisation of the groups of children. = £540</b></p> <p><b>Other leadership release time to be budgeted as and when.</b></p> <p>TA: £16 x 5 hr per week x 39 weeks  <b>£3,120</b> as part of the GR interventions in class and RWI</p>
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		<p>developed for those children who will need to develop specific phases of sounds.</p> <p>TA led interventions specifically focussing on Early reading. This is developed as part of catch up and pupil premium funding.</p>	<p>work to be able to work alongside PP children in RWI.</p>
HQT 3	<p>Initial Reception Data assessments shows that some PP children have difficulties with Communication and Interaction. Children's oracy skills will need developing and clear focus on this within the classroom provision in order to develop children's PSED.</p> <p>Lack of identified needs in pre-school.</p> <p>PP children on entry are assessed for SEND needs. School tracking systems shows more children are entering school with unidentified SEND needs.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>3. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>4. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</p> <p>Children are able to work well in school when self regulated.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p>Behaviour Interventions are shown to have a significant impact.</p>	<p>TA led interventions specifically focussing on how to develop resilience as part of the whole school Thrive practices in school.</p> <p>TA: £20 x 2.5 hr per week x 39 weeks = £1,950</p>
HQT 4	<p>PP children are not reaching EXS in writing across KS2 currently 55% of all PP children are at EXS. This is significantly down compared to their peers.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>Small group writing interventions to be developed as and when appropriate to do so from Term 3: Initial support going into writing.</p>

		<p>3. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>4. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</p>	<p>Cover Supervisor Interventions:  TA: £20 x 2.5 hr per week x 39 weeks = £1,950</p>
<b>Targeted Academic Support</b>			
TAS 1	Analysis from previous data shows that a number of PP children in KS2 have difficulties with writing-individual writing interventions.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	TA: £20 x 2.5 hr per week x 39 weeks = £1,950
TAS 2	<p>PP children's benchmarking reading levels to be improved through high quality interventions led by class teachers and TAs.</p> <p>PP children receive reading interventions to accelerate their reading skills. Identification of PP children and those children who are priority readers- across Year 3 4 5.</p>	<p>3. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>4. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently as part of GR programme</p>	<p>Reading Interventions held to enable PP children targeted for reading to be held. These are tracked as part of the lowest 20% children data- even though some are not at WTS.</p> <p>Interventions are put in quickly when PP children are not reaching EXS.</p>
<b>Wider Strategies</b>			
WS 1	Analysis of CPOMS demonstrates that some PP children have difficulties with emotional well-being (including self-esteem, self-confidence and behaviour.)	<a href="https://educationendowmentfoundation.org.uk/news/modelling-social-and-emotional-learning-promoting-protective-factors-to-support-pupil-wellbeing">https://educationendowmentfoundation.org.uk/news/modelling-social-and-emotional-learning-promoting-protective-factors-to-support-pupil-wellbeing</a>	<p>SENCO and Senior Leadership Release time to monitor and work with individual children developing Thrive interventions.</p> <p>TA: £20 x 2.5 hr per week x 39 weeks = £1,950</p>

		<p>Children are able to work well in school when self regulated.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p> <p>Behaviour Interventions are shown to have a significant impact.</p>	<p>SENCO £36 x 2.5 hr per week x 39 weeks = £3,510</p>
WS 2	<p>Previous attendance data shows that some PP children have a history of very poor attendance and other family issues that need supporting.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance">https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</a></p> <p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</a></p> <p>Work concentrated on developing a clear action plan and rationale for improving attendance.</p>	<p>Office admin to organise EWO meetings, monitor attendance and send appropriate letters, text to families. Liaison with families.</p> <p>Office £20 x 2.5 hr per x 19 weeks = £950</p>
WS 5	<p>Children to have access to Trips and Visitors at different point of the year to talk about ambitions and high aspirations.</p>	<p>Children's cultural capital is develop as they have access to trips that they might not be able to access with families.</p>	<p>Reserve capital of £1,500 to fund trips over the year.</p>
WS 6	<p>Parental Support for PP:          Developing greater parental engagement with harder to reach PP families.          Developing access to external agencies for specific families and support.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement/">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement/</a></p>	<p>Leaders work with families across the year.          EHAPs (Currently 3 families need support with EHAPs.)</p>
WS 7	<p>Developing access to extra – curricular and lunchtime clubs for all PP to experience across the year.</p>		<p>Clubs for PP children to be included throughout the year:          1,500 to fund clubs and uniform across the year.</p>
		<p><b>Total Projected Funding Costs:</b></p>	<p><b>£16,430 with funding in reserve still to complete KS Booster</b></p>

			<b>Interventions from T3 and any Mastering Maths release time.</b>
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