

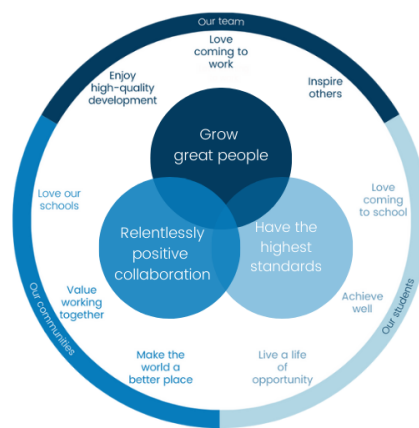
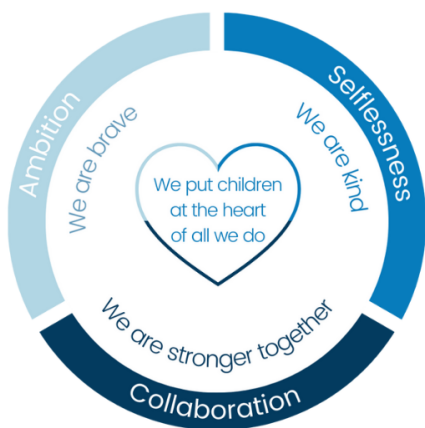
## Pupil Premium Strategy Statement

 An ambitious and inclusive Trust of schools strengthening our communities through excellent education.



We demonstrate our love through our values

How we will succeed



## Our Ted Wragg Standard



This statement details our school’s use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our Pupil Premium Strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

## School Overview

Detail	Data
School name	Whipton Barton Federation
Number of pupils in school	357
Proportion (%) of pupil premium eligible pupils	46%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Louise Moretta
Pupil premium lead	Alistair Wilson
Governor / Trustee lead	Mark Llewellyn

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	Infants: £105,080 Juniors: £153,920
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£295,109





## Part A: Pupil Premium Strategy Plan

### Statement of Intent

At Whipton Barton Federation, we are committed to ensuring that every child has access to a high-quality education, regardless of their background or circumstances. We believe in fostering an inclusive and nurturing environment where all pupils can thrive academically, socially, and emotionally.

Our Pupil Premium strategy is designed to address the challenges faced by disadvantaged pupils, ensuring that barriers to learning are identified and effectively tackled. We aim to close the attainment gap between disadvantaged pupils and their peers, enabling all pupils to achieve their full potential.







We are determined to provide:

-  **High-quality teaching** as the cornerstone of our approach, ensuring that every pupil benefits from exceptional teaching and learning experiences.
-  **Targeted interventions** tailored to meet the specific needs of disadvantaged pupils, with a focus on addressing gaps in knowledge, skills, and confidence.
-  **Pastoral care and well-being support** to ensure pupils feel safe, valued, and supported in their learning journey.
-  **Enrichment opportunities** to broaden horizons, raise aspirations, and foster a love for learning.



Our approach is informed by evidence-based research and a deep understanding of the needs of our pupils. We work in partnership with families, staff, and external agencies to provide a holistic support system that removes barriers to success.

The impact of our strategy is rigorously monitored and evaluated to ensure that every pound of Pupil Premium funding is spent effectively, making a tangible difference in the lives of our pupils. By prioritizing equity and excellence, we aim to empower every pupil to succeed, regardless of their starting point.

Our school will:

-  Have a designated Senior Leader who is part of the Trust Disadvantaged Network and contributes to termly review of impact and the sharing of best practice.
-  Have a named Governor for Disadvantaged.
-  Have a costed Pupil Premium Strategy that uses a consistent framework based on the three areas of need identified through the EEF research. This plan will be available on the website and reviewed termly by senior leaders and Governors.
-  Contribute to Disadvantaged peer reviews and will also undertake an external review every 3 years.
-  Provide funding for DS to access extra-curricular opportunities and ensure they are represented in every aspect of school life.
-  Ensure every aspect of the school's KPIs have a reporting mechanism for Disadvantage.

In addition, we will use the following guiding principles as part of our work in supporting Disadvantaged pupils:

-  First, all staff are aware of the disadvantaged pupils they teach, tutor or mentor: we consciously build strong relationships with these pupils, gaining knowledge of their subject strengths and areas for development, their individual contexts and aspirations.
-  We focus relentlessly on developing them as individuals: their talents, their academic endeavours and acknowledge and address the unique barriers they face.

- 🌀 At the front of our minds we remember that we are powerful advocates: we have a responsibility to ensure that every disadvantaged student is prioritised for enriching academic and extra- curricular opportunities that challenge and inspire them.
- 🌀 We develop disadvantaged pupils as leaders in our community: we believe in them, even when they don't believe in themselves; we prioritise them at every opportunity, proactively encourage them to take on leadership roles and ensure they develop the skills in order for them to be successful.
- 🌀 We know that excellent teaching is at the heart of disadvantaged learners' success: supported by our ambitious learning culture, our pedagogy, knowledge-rich, cohesive curriculum, consistent routines, feedback, high expectations and strong knowledge of individuals can and do make a difference to our most vulnerable pupils.
- 🌀 We know that excellent teaching is adaptive and meets the needs of the learner: teachers engage with incremental coaching and evidence-informed approaches to refine, develop and improve in order to ensure our learners achieve their potential. We understand the importance of subject mastery and seek always to develop subject knowledge and expertise.
- 🌀 We address financial and practical barriers to learning and enrichment: we know how parents or carers can apply for bursaries to support access to activities and enrichment opportunities; we provide essential equipment, discounts for uniform and study guides for disadvantaged pupils.
- 🌀 We offer opportunities for independent practice: we explicitly teach pupils learning habits, which are embedded in lessons and monitor their success throughout their school career and intervene, where necessary, to support progress.
- 🌀 We raise aspirations and focus on the future: we provide guidance and support that allow our pupils to explore opportunities they may not have considered. Pupils are prioritised for careers advice and work experience. We develop strong links with universities and businesses in order to encourage all pupils to broaden their horizons.

We understand that excellent attendance is fundamental to student success: we intervene early and positively when pupils are absent and ensure that any barriers to excellent attendance are addressed.

Together, we are building a brighter future for all at Whipton Barton Federation.

## Challenges






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

Challenge Number	Detail of Challenge
1	<p><b>Attendance and Punctuality</b></p> <p>Attendance data shows that disadvantaged pupils are disproportionately affected by persistent absenteeism, which has a direct impact on their academic progress.</p> <ul style="list-style-type: none"> <li>🌀 <b>Current PP attendance rate:</b> Juniors – 93.9% compared to 94.9% of non-PP. Infants – 92.2% compared to 94.6% of non-PP.</li> <li>🌀 <b>Percentage of PP pupils persistently absent:</b> Juniors - 21% compared to 15.1% of non-PP. Infants – 27.5% compared to 19.7% of non-PP.</li> </ul>
2	<p><b>Language and Communication Barriers</b></p> <p>91% of disadvantaged pupils begin Reception with limited oral language skills and vocabulary, which affect their ability to access the curriculum fully.</p>
3	<p><b>Mastery of Basic Maths</b></p> <p>There has been progress with the attainment gap between PP and non-PP pupils, but a gap in fluency with basic number facts continues to hinder problem-solving and reasoning questions for many PP Pupils.</p>

4	<p><b>Early Reading and Phonics</b></p> <p>While the school has made significant progress in phonics, with 86% of PP compared to 83% non-PP passing the Phonics Screening Check, sustaining and building upon this trend is essential for developing early reading skills.</p>
5	<p><b>Writing Key Skills</b></p> <p>Key Stage 2 attainment shows that there is a gap between PP and non-PP pupils, with 67% of PP achieving age-related expectations, compared to 70% of non-PP. Shared writing, and editing and proofreading are key areas to support in narrowing the gap.</p>
6	<p><b>Reading for Pleasure</b></p> <p>The culture of reading for pleasure at Whipton Barton Federation has significantly improved over the past three years which has positively impacted our reading data. Nonetheless, Accelerated Reader data shows that, despite being good readers, they are not yet avid readers.</p>
7	<p><b>Parental Engagement</b></p> <p>Whilst progress has been made in engaging families, many parents of disadvantaged pupils require further support to effectively participate in their child's education. Strengthening parental engagement will enhance home learning and foster better communication between school and families.</p>
8	<p><b>Limited Cultural Capital</b></p> <p>Disadvantaged pupils often have fewer opportunities for enrichment and aspiration-building experiences, which limits their social mobility and broadens the gap in cultural awareness. Providing equitable access to enrichment activities will inspire pupils to aim higher and expand their horizons.</p>
9	<p><b>Social and Emotional Barriers</b></p> <p>Many disadvantaged pupils face challenges related to adverse childhood experiences (ACEs), impacting their emotional wellbeing and readiness to learn. Addressing these barriers through targeted SEMH interventions is essential for creating a safe and supportive learning environment.</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
Improved Attendance	<p>Ensuring consistent attendance and punctuality is fundamental to improving the attainment and wellbeing of disadvantaged pupils.</p> <ul style="list-style-type: none"> <li> <b>Target PP Attendance:</b> Achieve an attendance rate of <b>94% or above</b> for disadvantaged pupils.</li> <li> <b>Persistent Absence:</b> Reduce the percentage of persistent absenteeism to <b>less than 20%</b>.</li> <li> <b>Intervention Success:</b> Fewer Stage 1 attendance letters and Fixed Penalty Notices issued for PP pupils over time.</li> <li> <b>Monitoring and Reporting:</b> Attendance will be tracked weekly by the Attendance Officer, with termly reports presented to SLT and governors.</li> <li> <b>Family Engagement:</b> Families will engage with support offered through the school, Early Help or the Attendance Engagement Officer.</li> </ul>

Enhanced Communication Skills	<p>Improve language development and communication skills to enable PP pupils to access the curriculum effectively.</p> <ul style="list-style-type: none"> <li>🌀 <b>Speech and Language Needs:</b> Decrease the percentage of disadvantaged pupils requiring SALT support by <b>10% by 2027</b>.</li> <li>🌀 <b>Early Identification:</b> All PP pupils in KS1 and EYFS will undergo speech and language screening, with interventions provided for identified gaps.</li> <li>🌀 <b>Oracy Skills:</b> Improved verbal confidence and vocabulary in classroom discussions, monitored via teacher observations and assessments.</li> </ul> <p>To achieve this outcome:</p> <ul style="list-style-type: none"> <li>🌀 Provide high-quality, targeted speech and language interventions (e.g. Language Link).</li> <li>🌀 Embed oracy strategies across the curriculum, focusing on structured talk and vocabulary development.</li> <li>🌀 Offer training to staff on supporting pupils with speech and language needs.</li> </ul>
Narrowed Maths Gap	<p>Ensure all PP pupils achieve their full potential in mathematics, with a focus on fluency and problem-solving skills.</p> <ul style="list-style-type: none"> <li>🌀 <b>KS2 SATs:</b> PP pupils will achieve outcomes in line with their non-PP peers (target: <b>80% achieving age-related expectations or above</b>).</li> <li>🌀 <b>Number Fluency:</b> Year 4 PP pupils will achieve at least <b>90% proficiency in the Multiplication Check</b>, with progress tracked termly.</li> <li>🌀 <b>Closing Gaps:</b> Targeted interventions will reduce the attainment gap in specific year groups where it is currently widest.</li> </ul>
Sustained Phonics Success	<p>Maintain and improve strong outcomes in early reading through high-quality phonics instruction.</p> <ul style="list-style-type: none"> <li>🌀 <b>Phonics Screening Outcomes:</b> Ensure that <b>at least 85% of PP pupils pass the Year 1 phonics screening</b> (target: exceed national averages for PP pupils).</li> <li>🌀 <b>Targeted Support:</b> Provide rapid catch-up interventions for PP pupils who do not meet expectations in Year 1, ensuring <b>100% achieve the standard by the end of Year 2</b> unless there are significant barriers (e.g. SEND).</li> <li>🌀 <b>Reading Proficiency:</b> All PP pupils in KS1 will demonstrate age-appropriate decoding and comprehension skills.</li> </ul>
Social and Emotional Growth	<p>Support PP pupils to develop resilience, confidence, and readiness to learn by addressing social and emotional barriers.</p> <ul style="list-style-type: none"> <li>🌀 <b>Improved Wellbeing:</b> 100% of PP pupils will demonstrate improved emotional wellbeing, as measured through pupil voice surveys and teacher observations.</li> <li>🌀 <b>SEMH Interventions:</b> A reduction in behavioural incidents related to SEMH needs by <b>20%</b> over the strategy period.</li> <li>🌀 <b>Aspirations:</b> All PP pupils will articulate future goals and understand the link between effort and success.</li> </ul>

	<ul style="list-style-type: none"> <li>🌀 <b>Oracy:</b> All pupils to learn how to communicate their feelings and emotions using a consistent language.</li> </ul>
Increased Enrichment Access	<p>Provide disadvantaged pupils with a broad range of enrichment opportunities to enhance cultural capital and broaden horizons.</p> <ul style="list-style-type: none"> <li>🌀 <b>Extra-Curricular Participation:</b> Ensure that <b>100% of PP pupils participate in one club</b> per term.</li> <li>🌀 <b>Educational Visits:</b> All PP pupils will attend at least <b>three educational trips</b> annually and these will be subsidised to reduce cost.</li> <li>🌀 <b>Representation in Music/Arts:</b> Increase the number of PP pupils participating in music lessons or arts activities to at least <b>30% by 2027</b>.</li> </ul>
Improved Parental Engagement	<p>Strengthen the involvement of parents and carers in supporting their child's learning and development.</p> <ul style="list-style-type: none"> <li>🌀 <b>Parent-Teacher Conference Attendance:</b> Increase attendance at parent-teacher meetings to at least <b>85% of PP parents</b> through offering flexibility in appointment times.</li> <li>🌀 <b>Home Learning Completion:</b> Ensure that <b>90% of PP pupils complete weekly home learning tasks</b>, with school support provided where necessary.</li> <li>🌀 <b>Parental Workshops:</b> Increase parent confidence by demonstrating a variety of methods to support their child/ren with home learning.</li> </ul>
Strengthened Reading for Pleasure Culture	<p>Foster a love of reading among disadvantaged pupils to support long-term literacy and attainment.</p> <ul style="list-style-type: none"> <li>🌀 <b>Accelerated Reader Success:</b> <b>100% of PP pupils</b> will read the recommended number of words for their age through Accelerated Reader unless there are significant barriers (e.g. SEND).</li> <li>🌀 <b>Reading at Home:</b> <b>100% of PP pupils</b> will read or be read to at least three times a week, monitored through reading records.</li> </ul>
Support for Pupils with ACEs (Adverse Childhood Experiences)	<p>Provide tailored emotional and academic support to mitigate the impact of trauma and disadvantage.</p> <ul style="list-style-type: none"> <li>🌀 <b>Progress Tracking:</b> Ensure pupils with ACEs make at least <b>expected progress in core subjects</b>, as monitored termly by teachers and SLT.</li> <li>🌀 <b>SEMH Support Access:</b> Ensure <b>100% of pupils with ACEs</b> have access to emotional support through interventions, such as Lego Therapy, MAST, or Emotional Logic.</li> <li>🌀 <b>Pupil Voice:</b> All PP pupils with ACEs will report feeling safe, supported, and happy at school through pupil surveys.</li> </ul>
Increased Leadership and Aspiration Opportunities	<p>Develop the confidence and ambition of PP pupils by providing leadership roles and exposure to future career paths.</p> <ul style="list-style-type: none"> <li>🌀 <b>Leadership Participation:</b> At least <b>30% of school leadership roles</b> (e.g. school council, ambassadors) will be held by PP pupils.</li> </ul>



	<ul style="list-style-type: none"> <li> <b>Career Exploration:</b> All KS2 PP pupils will take part in at least <b>one careers-related event or workshop</b> annually (e.g. workplace visits, talks from professionals).</li> <li> <b>Aspirations Development:</b> Through pupil conferencing, <b>100% of PP pupils</b> will articulate at least one future career aspiration and understand how their current efforts contribute to achieving it.</li> </ul>
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### Activity in this Academic Year

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

### Teaching

**Budgeted cost: £147,554**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ trained teachers to provide high quality PPA cover	<p>The core of our pupil premium strategy is quality first teaching. This is corroborated by the EEF's 'tiered approach' to pupil premium spending, which states that high quality teaching is the first and most crucial tier.</p> <p>Using a trained teacher consistently to cover ensures that all pupils receive high-quality teaching with a familiar teacher on every day of the week.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p>	2,3,4,5,6,8,9
Coaching and Deliberate Practice	<p>Instructional coaching is effective across school phases. There is also good evidence to support the effectiveness of instructional coaching focused on English and for instructional coaching focused on cross-subject teaching practices (Kraft et al, 2018).</p> <p><a href="https://steplab.co/resources/beginners-guide-to-instructional-coaching/66d9d0ea0982810001156c8f">https://steplab.co/resources/beginners-guide-to-instructional-coaching/66d9d0ea0982810001156c8f</a></p>	2,3,4,5,6,9
Professional Development	<p>EEF guidance states that professional development can act as a crucial tool to develop teaching quality and enhance pupils' outcomes in the classroom. It states that professional development should:</p> <ul style="list-style-type: none"> <li>a) Build Knowledge</li> <li>b) Motivate Staff</li> <li>c) Develop Teaching Techniques</li> <li>d) Embed Practice</li> </ul> <p><a href="#">Effective Professional Development   EEF</a></p>	All

<p>Refine implementation of Maths: White Rose</p>	<p>A high-quality curriculum is key, and this scheme ensures all pupils receive the best maths learning they possibly can. It is a DfE approved scheme with a significant evidence base to support its effectiveness.</p> <p>Furthermore, by removing the requirement for teachers to plan maths lessons, teachers have more time to consider how to best deliver the lesson – the most impactful part.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a></p>	<p>3</p>
<p>Refresh stock of manipulatives and ensure they are being used effectively</p>	<p>We will invest in new mathematical manipulatives for all year groups and interventions, ensuring comprehensive resource availability. Ongoing training will support effective use in every lesson.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-integrating-evidence-into-mathematics-teaching-manipulatives">https://educationendowmentfoundation.org.uk/news/eef-blog-integrating-evidence-into-mathematics-teaching-manipulatives</a></p>	<p>3</p>
<p>Employ a third teacher in Year 6</p>	<p>A third teacher will be assigned to Year 6 to support class size reduction, raise attainment and reduce the disadvantage gap.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p>	<p>2,3,5,6</p>
<p>Introduce a whole school approach to social and emotional learning (SEL)</p>	<p>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance.</p> <p>Introduction of the RULER curriculum will support the Whipton Barton Federation community in:</p> <ul style="list-style-type: none"> <li> Understanding the value of emotions</li> <li> Building the skills of emotional intelligence</li> <li> Creating and maintaining positive school climates</li> </ul>	<p>2, 9</p>
<p>Implement a whole-school approach to oracy, integrating structured speaking and listening opportunities across all subjects to enhance student communication skills.</p>	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	<p>2,3,8,9</p>

## Targeted academic support

Budgeted cost: £73,777

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support staff will be allocated to Year 1 to provide targeted reading assistance and improve literacy outcomes. (Ratio 1:4)	Small group tuition has an average impact of four months additional progress over the course of a year. <a href="#">Small group tuition   EEF</a>	2,4,6
Launch a school-wide reading challenge that encourages pupils to read at least 3 times each week, with fun rewards and celebrations of achievements.	The EEF states “There is some research evidence which suggests that reading for pleasure is important for both personal and academic development.”	6
Use a third teacher to raise attainment in Year 6	The second tier of the EEF ‘tiered approach’ is targeted academic support, which our third teacher model is also designed to fulfil. Third teachers provide targeted intervention both during lessons and beyond, to close gaps in learning.	2,3,5
Implement structured number fluency intervention programme in KS1	Number fluency is often a barrier to mathematical problem solving. To help close this gap, we will implement the ‘mastering number’ DfE-funded Maths Hub programme. This programme is embedded in the daily teaching of YR-Y2.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a>	3
Implementation of Little Wandle Phonics Scheme and training for all staff	Phonics involves skills of hearing, identifying and using patterns of sounds and phonemes to read written language. Extensive EEF evidence shows that phonics has a positive impact (+5 months) in the development of early reading skills.  <a href="#">Phonics   EEF</a>	2,4
Implementation of Lexia to support with comprehension development	Reading comprehension strategies are high impact, on average +6 months. Alongside phonics it is a crucial component of early reading instruction.  <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>	6

## Wider strategies

Budgeted cost: £73,777

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole School Enrichment Programme	<p>Pupils with higher levels of emotional, behavioural and social wellbeing on average achieve higher levels of academic achievement and are more engaged in school both concurrently and in later years. DfE (2012) The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes.</p> <p>The EEF analysed the effectiveness of extending school time, saying “In addition to providing academic support, some school programmes aim to provide stimulating environments and activities or develop additional personal and social skills. These programmes are more likely to have an impact on attainment than those that are solely academic in focus.”</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	8
Brilliance Award	<p>“Sometimes, the benefits of enrichment are viewed in more instrumental terms, wherein it supports young people to develop in a range of ways such as in terms of their skills, confidence or identity.” (DfE, 2024).</p> <p><a href="https://www.gov.uk/government/publications/youth-enrichment-discovery-phase/youth-enrichment-discovery-phase-executive-summary">https://www.gov.uk/government/publications/youth-enrichment-discovery-phase/youth-enrichment-discovery-phase-executive-summary</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	7,8
All pupils in KS1 and KS2 to have a Home-Learning book to support parents with engaging in their child’s education	<p>Home Learning to be introduced, to support with pupils learning at home and engaging parents more actively.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	3,5,7
Attendance and Early Help Officer to focus on developing attendance of target groups and individuals	<p>Principles of good practice set out in the DfE’s Improving School Attendance advice. Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%.</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>	1
SEMH interventions – Staff to receive training and use MAST subscription	<p>Effective Social Emotional Learning can lead to learning gains of +4 months over the course of a year.</p> <p><a href="#">Social and emotional learning   EEF</a></p>	9

<p>Subsidised uniform and second-hand uniform shop</p>	<p>The EEF suggest that wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. Having a school uniform has been shown to have a positive effect on self-esteem, identity and in turn behaviour. Pupils will know what it means to be ready to learn and will take pride in their appearance.</p>	<p>1,7</p>
<p>National Breakfast</p>	<p>A previous EEF impact evaluation of the Magic Breakfast programme found that offering pupils in primary schools a free and nutritious meal before school can boost their reading, writing, and maths attainment by an average of two months' additional progress in Key Stage 1.</p>	<p>1,9</p>

## Part B: Review of Outcomes in the Previous Academic Year

### Pupil Premium Strategy Outcomes

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

We have conducted a detailed analysis of the performance of our school's Pupil Premium pupils during the previous academic year, utilising both national assessment data and our internal summative and formative assessments. To contextualise this performance, we compared the outcomes of our disadvantaged pupils with those of both disadvantaged and non-disadvantaged pupils at the national and local levels.

The analysis highlights that disadvantaged pupils at our school make a secure start in the Early Years Foundation Stage (EYFS), with the percentage achieving a Good Level of Development in line with the national average and aligning closely with the performance of non-disadvantaged pupils within our school. This strong foundation is carried forward into Year 1, where 88% of disadvantaged pupils successfully passed the phonics screening check, compared to 67% nationally. At Key Stage 2, disadvantaged pupils at our school significantly outperformed their disadvantaged peers nationally in reading and writing and maths combined.

Overall, the performance of our Pupil Premium pupils exceeds national averages for the academic year 2023/2024.

Our review of the strategies implemented over the last three years demonstrates the success of our teaching approaches and broader initiatives. These strategies have been instrumental in providing an education which supports children to reach their full potential. Leaders are now working collaboratively to ensure the next phase of our strategy places a stronger emphasis on building pupils' confidence, articulation, and oracy skills.

We have carefully reviewed our three-year strategic plan and, based on updated challenges identified for our Pupil Premium cohort, have developed a new three-year strategy. This plan outlines how we intend to allocate our budget this academic year to continue supporting our Pupil Premium pupils effectively.

<b>Success criteria met</b>	<b>On track to meet success criteria</b>	<b>Started but not on track to meet success criteria</b>	<b>Not yet started</b>
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Intended Outcome	Success Criteria	21-22	22-23	23-24
Improved language and communication skills for pupils eligible for Pupil Premium.	Pupils in all year groups who are eligible for Pupil Premium make rapid progress by the end of KS2 so that all pupils who are eligible for Pupil Premium meet age related expectations at least.			
	At the end of EYFS, pupils will achieve ARE on their Language Link assessment unless a SEND need is identified.			
	During pupil conferencing and lesson observations pupils are observed as having a breadth of vocabulary that reflects their experiences and pupils will be observed to connect ideas orally and explain what is happening coherently.			
Higher rates of progress across EYFS especially in	Pupils identified as Pupil Premium make as much progress as non-PP peers across EYFS and those who are identified as Low Prior Attaining make accelerated progress.			

understanding, listening and attention especially in the following	The number of pupils who are GLD by the end of Reception will be in line or above non-PP pupils nationally.	Red	Green	Green
KPIs: Maintains attention, concentrates and sits quietly during appropriate activity and listens attentively in a range of situations (ELG).	During observations, pupils will be observed to be concentrating and listening attentively.	Yellow	Green	Green
	By the end of EYFS, all PP pupils will have achieved these KPIs unless a SEND need has been identified.	Red	Green	Green
Behavioural issues addressed.	A behaviour policy that reflects the needs of our pupils, ensuring both high level and low-level disruption are kept to a minimum with a declining number of Unacceptable Behaviour Cards given to disadvantaged pupils as the year progresses.	Yellow	Green	Green
	All disadvantaged pupils in EYFS will meet the expected standard for managing feelings and behaviours where no SEND presenting barriers to this are identified.	Yellow	Green	Green
Pupils eligible for Pupil Premium to maintain positive attitudes to reading and to develop pleasure in reading.	100% of pupils eligible for Pupil Premium will achieve these two KPIs from Year 1 to Year 6 unless there is a SEN need causing a barrier to reaching potential.	Yellow	Yellow	Yellow
	All disadvantaged pupils will read regularly at home and in pupil conferencing pupils eligible for Pupil Premium will talk about a love for reading.	Red	Yellow	Yellow
	100% of parents of PP pupils will read with their pupils at home 3 times a week.	Red	Yellow	Yellow
	PP pupils will make expected progress in reading and will achieve in line or above ARE.	Red	Red	Yellow
Higher rates of progress across KS1 and KS2 for high attaining pupils eligible for Pupil Premium.	Pupil Premium pupils identified as greater depth in KS1 and KS2 will make as much progress as 'other' pupils identified as being greater depth/exceeding. This will be measured by internal data in Year 1, 3, 4 and 5 and moderated by SLT.	Yellow	Yellow	Yellow
	Evidence of greater depth learning will be evident in books and will be planned for and seen on teachers' planning.	Red	Yellow	Green
	More Pupil Premium pupils will achieve the higher standard in Reading, Writing and Maths at the end of KS2 but especially in Writing.	Red	Red	Green
Increased parental engagement and support from home.	Increase in the number of parents of pupils eligible for Pupil Premium attending parent/carer progress meetings.	Yellow	Green	Green
	All Pupil Premium pupils will read at home 3 times a week.	Red	Yellow	Yellow
	From Y3- Y6, all pupils eligible for PP complete their Sparx homework weekly.	Yellow	Yellow	Yellow

Increased attendance rates and punctuality for pupils eligible for Pupil Premium.	Reduce the number of persistent absentees among pupils eligible for PP.	Yellow	Green	Green
	Overall PP attendance continues to be above 95% and reaches national percentages.	Red	Yellow	Yellow
	The number of PP pupils late to school has significantly decreased.	Red	Green	Green
Families identified as having complex family situations are supported through Early Help/ Attendance Officer/Family Liaison Officer and/or a multi-agency approach.	PP pupils with complex family situations will be supported by Family Liaison Officer and Attendance Officer resulting in improved attendance, punctuality and progress.	Red	Yellow	Green
Introduced Sept 2023: Pupils eligible for Pupil Premium will make accelerated progress in Writing.	Pupils eligible for Pupil Premium will make accelerated progress in Writing and therefore achieve at least ARE.	Grey	Grey	Yellow
Introduced Sept 2023: Increased rates of Disadvantaged Pupils access extra-curricular and enrichment opportunities.	100% of disadvantaged pupils access an element of the extracurricular and enrichment offer each year			Yellow
	The uptake of leadership roles amongst disadvantaged pupils is at least in line with non-disadvantaged pupils			Yellow
	The uptake of peripatetic music tuition amongst disadvantaged pupils is at least in line with non-disadvantaged pupils			Green

### Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Tables Rockstars	Maths Circle
StepLab	StepLab
Numbots	Maths Circle
Accelerated Reader	Renaissance
Learning By Questions	Learning By Questions
Big Cat Phonics	Collins
Little Wandle Letters and Sounds	Wandle Learning
Tapestry	Tapestry
Kapow	Kapow



Letterjoin	Green and Tempest Ltd
IDL	IDLS Group
Lexia	Lexia UK
PE Hub	The PE Hub
Language Angels	Language Angels
Lyfta	Lyfta

**Service Pupil Premium Funding**

Measure	Details
N/A	

**Further Information (optional)**

N/A
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