

School overview

Detail	Data
Number of pupils in school	626
Proportion (%) of pupil premium eligible pupils	52% (326)
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Helen Phillips
Pupil premium lead	Rachel Winfield and Helen Phillips
Governor / Trustee lead	Suzanne Forster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£352,940
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£352,940

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

In line with the EEF research, we take a tiered approach to Pupil Premium spending:

- High quality teaching,
- Targeted academic support
- Supporting wider strategies

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.

As school leaders, we must consider a broad array of external evidence to inform our decision making, to enhance the expert knowledge we have of the pupils in our care. We believe that by following the 'best bets' of educational research we are able to maximise the use of our pupil premium grant (PPG) by choosing proven strategies that will support our pupils to grow and develop.

Our three year strategy, aligned to the school development plan, enables us to implement a blend of short, medium and long-term interventions.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This is supported by the results from our NELI assessment screener in EYFS. These 'gaps' are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils have greater difficulties with reading than their peers. This is true across all cohorts (with the exception of Y1) and is replicated in phonics data too. Pupils are not making accelerated progress in phonics resulting in attainment being lower than national in KS1 over a three year trend. This results in pupils not being ready for Y2 and the challenge of the KS2 curriculum. This gap remains significant to the end of KS2.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils whilst less than the national difference could can still be improved further.
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers. This is true across all cohorts (with the exception of Y1).
5	Our observations and discussions with pupils and families have identified social and emotional issues for many pupils and their wider family. This is due to a lack of external services, lack of agency support ie: Social services/ EHA/ family Hubs. Parents struggle to provide basic early education standards for their children. The majority of families do not engage in (and therefore children lack) enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high. Our programme of SEMH intervention and support is in the process of development due to new leadership and staffing.
6	Our attendance data over the last two years indicates that attendance among disadvantaged pupils has been between 0.9% and 2.5% lower than for non-disadvantaged pupils. We note that this is below the national gap of 3.4%, however our assessments and observations indicate that absenteeism is negatively impacting pupil progress.

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 oral language skills and vocabulary among disadvantaged pupils in EYFS	Assessments and observations indicate significantly improved oral language among disadvantaged pupils, as evidenced by NELI. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, ongoing formative assessment and EYFS outcomes.
Improved reading attainment among disadvantaged pupils.	<p>KS2 reading outcomes in 2026/27 show that the gap between disadvantaged and non-disadvantaged pupils is less than 17%, in line with national (2023/24)</p> <p>More than 62% of disadvantaged pupils meet the expected standard, in line with national.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>KS2 maths outcomes in 2026/27 show that the gap between disadvantaged and non-disadvantaged pupils is less than 20%, in line with national (2023/24)</p> <p>More than 59% of disadvantaged pupils met the expected standard, in line with national.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • A significant increase in parental engagement for whole school events and for bespoke events planned to address early education. • A well developed programme of support for all pupils at wave 1,2,3 • Increase in number of pupils accessing wave 2 and wave 3 SEMH support/ intervention
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 21%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 7%. • the percentage of all pupils who are persistently absent being below 22% and the figure among disadvantaged pupils being in line with their peers and with national.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£97, 544**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>PIRA and PUMA - £6121</p> <p>Sonar - £2000</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	1, 2, 3, 4
<p>Embedding dialogic activities across the school curriculum. Engage in Priority Literacy 'Oracy' project.</p> <p>Use strategies to support pupils articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will engage in CPD, educational research, fund ongoing teacher training and release time.</p> <p>Management time - £5000</p> <p>Resources - £10,000</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	1,5
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Little Wandle - £20, 000</p> <p>Ensure regular training and regular quality assurance of the programme by English Hub expert.</p> <p>£2500</p> <p>Management time - £2500</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p>	3

<p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>£4338</p>	<p>Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>NELI - £1600</p> <p>SLCN - £4875</p> <p>Mable - £4000</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p>	5,6
<p>Detailed programme of CPD for all Teaching staff, resulting in additional hours for teaching assistant team to train.</p> <p>£24,610</p> <p>LDP course - £6000</p> <p>External providers to be booked to provide essential pedagogical knowledge to all staff</p> <p>Rosenshine training - £1500</p> <p>Conference - £2500</p>	<p>Using research evidence well can therefore support teachers and leaders to refine their practice or make strategic decisions which make best use of time, effort, and funding.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/more-resources-and-support/using-research-evidence</p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1,2,3,4

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

Budgeted cost: **£114,732**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE's guide:</p> <p>Tutoring: guidance for education settings</p> <p>Tuition -£13,728</p> <p>TA - £25,000 x 2</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p>	1, 2, 3

Lexonik (3 staff x 18 sessions per term) - £13,500		
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our external 20 wk tuition - £936.50 per class x 6 = £5619	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Teaching and Learning Toolkit EEF	2
Engage in NELI research trial for Nursery pupils Purchase NELI programme to improve listening, narrative and vocabulary skills for all pupils but especially disadvantaged pupils who have relatively weak spoken language skills. Training – £1400 Implementation - £21,600	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions Teaching and Learning Toolkit EEF	1
Purchase interventions to support pupils to 'catch up' and 'keep up'. Lexonik - £2800 Reading Plus - £5885 SpaG.com - £200		

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

Budgeted cost: **£145,704**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour, emotional resilience and emotion coaching with the aim of developing our school ethos and improving behaviour across school. Educational Psychologist - £4800 CPD - £1600 TA + £1800 T Pastoral manager - £36,000	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF	5
Whole staff SEND training on supporting pupils with challenging SEND needs eg: PDA, ADHD, ASD PINS project mgmt. time - £6000 CPD - £1600 TA + £1800 T Educational Psychologist - £3200 SEND management time - £3900	Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	5

	https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes	
<p>Train Additional Senior Mental Health Lead to support emotional wellbeing of the community.</p> <p>£397 + £2400 mgmt time</p> <p>Engage in Carnegie Mental Health Award to develop provision within the school</p> <p>£495</p>	<p>Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance.</p> <p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/early-years/mental-health-wellbeing</p>	5, 6
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Attendance officer - £26,000</p> <p>Home visits additional cost - £7800</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Support for families with accessing all elements of education eg: school uniform, visits</p> <p>Visits - £8000</p> <p>Uniform - £3712</p> <p>Pupil support officer - £20,000</p>	<p>https://committees.parliament.uk/writtenevidence/118069/pdf/</p> <p>https://d2tic4wvo1iusb.cloudfront.net/producton/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1733666674</p>	All
<p>KS2 fruit</p> <p>£8200</p>		
<p>Contingency fund for acute issues.</p> <p>£8000</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £357,980

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year (2023-24), drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that :

- In EYFS GLD outcomes had a difference of 66.7% vs 61.4% with non PP out-performing.
- Phonics data showed a significant gap of 74.29% vs 65.79% difference.
- The KS1 outcomes had no subgroup statistical difference but all outcomes were very low.
- The Year 4 MTC showed non-PP outperformed PP slightly with 32.1% vs 29.2% achieving full marks.
- Maths in KS2 demonstrated a difference between non-PP and PP 48.7% vs 43.4%, this was in both attainment and average point score. In reading 50% vs 38% was a significant difference but a closing gap. For SPaG 53.9% vs 48.7% demonstrated a small difference and writing outcomes were low across the board.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that:

- Reading in KS2 showed a 17% difference nationally between PP and non-PP, we had 12% difference.
- Maths in KS2 showed a 20% difference nationally and we had 5.3% difference.
- In the MTC data our difference between Non-PP and PP in their average point score is 1.4% compared to the National difference of 2.4%.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that:

Based on all the information above, the performance of our disadvantaged pupils *met* expectations. There is evidence of closing the disadvantage gap both within the school and against national comparisons. We are at present on course to achieve the

outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Externally provided programmes

Programme	Provider
Lexonik	
TT Rock Stars	
Reading Plus	
Little Wandle	
White Rose Maths	
SPaG. com	

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Additional activity

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

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a [DfE grant to train an additional senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We have also engaged in a full review of a pupil premium from a Trust representative.

We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We work as part of the DDAT network of schools; sharing best practice amongst 32 primary schools.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We regularly engage in CPD with Derby Research School.

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

We have put a robust evaluation framework in place for the duration of our three-year approach, in conjunction with our Trust and local academy committee (LAC) and will adjust our plan over time to secure better outcomes for pupils.