Pupil premium strategy statement – St Paul's CE Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	373
Proportion (%) of pupil premium eligible pupils	149/373 40%
Academic year/years that our current pupil premium strategy plan covers	**2024-27** **Year One 2024-25**
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Joanne Rowley
Pupil premium lead	Emma Hick
Governor lead	Katherine Critchley (Buildings Premises, Health and Safety)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£248,405
Pupil premium funding carried forward from previous years	£42,694
Total budget for this academic year	£291.099

Part A: Pupil premium strategy plan

Statement of intent

At St Paul's CE Primary, 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. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. The focus of our pupil premium strategy is to support our disadvantaged pupils to receive the highest quality of education to enable them to become active, socially responsible citizens of the future.

This document also details a review of the impact of PPG in the past academic year (23-24) and the proposed spend of the funding September 2024-25

We will consider the challenges faced by our vulnerable pupils and our aims lie in three key areas: academic achievement, wellbeing and social/emotional development, and wider enrichment opportunities. The activities which we have outlined in this statement are intended to:

- Remove barriers to learning.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.
- Feel supported with and begin to manage their own social and emotional wellbeing.

We aim to ensure that all children at our school are in receipt of high quality learning which is carefully planned and sequenced and delivered with thoughtful pedagogy based upon strong educational research and knowledge of how children learn. High- quality teaching is therefor 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.

We acknowledge the direct link between our Pupil Premium children and those children with SEND needs. Teachers work very closely with the school SENDCO, outside agencies and other professionals to ensure a holistic approach to meeting their needs.

We will provide pastoral support for both pupils, parents, and will work with families to support school attendance so that all children are able to engage with the full learning experience at St Paul's CE Primary School. We will also facilitate a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being

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.

At St Paul's we want our disadvantaged pupils to feel as valued and respected as any other group of our school community. We aim that, regardless of a pupil's socio-economic context, they are given the same opportunities to succeed as their non-disadvantaged peers.

All these strategies will be regularly reviewed for impact and adjusted as appropriate to seek the best value for money for our pupils.

Challenges

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

Challenge number	Detail of challenge
1	40% of our disadvantaged children come from a family with some kind of vulnerability or have experienced Adverse Childhood Experiences (chaotic household, parental conflict, negative attitude about school, outside agency involvement). This vulnerability can negatively impact on children's readiness and ability to learn. **Pupils' communication and languages skills, including vocabulary; listening and attention; speaking and understanding are extremely under developed on entry to school in EYFS and for some pupils in key stages 1 and 2.**
2	Assessments, observations, and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties with writing than their peers. This negatively impacts their development as writers. **Writing attainment, among disadvantaged pupils, is lower than that of non-disadvantaged pupils at the end of KS2.**
3	Our attendance data trends indicate that attendance among disadvantaged (FSM) pupils has been lower than for non-disadvantaged pupils.43% of disadvantaged (FSM) pupils have attendance below 95%. Our attendance data over the last 2 years indicates that **attendance among disadvantaged pupils has been >2% lower than for non-disadvantaged pupils.** Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	The school is in the highest 20% of schools for deprivation. **Many pupils lack experiences to build cultural capital and have low aspirations for future destinations and careers**. This creates a challenge for our pupils regarding ambition and expectations. The EEF finds "significantly lower achievement", with a "large and concerning gap" for disadvantaged pupils Jan 2021
5	Assessments, observations, and discussions with pupils suggest that **disadvantaged pupils generally have greater difficulties with phonics than their peers.** This negatively impacts their development as readers.

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
1. Disadvantaged pupils who have been impacted by challenging home environments or Adverse Childhood Experiences (ACEs) - develop the communication skills to achieve in line with non – disadvantaged pupils.	Increase in % of disadvantaged pupils' in EYFS achieving the expected standard in Speaking and Listening, Attention and Understanding. _(see table below)_

% DAP achieving Prime Learning Goal	2024-2025	2025-2026	2026-2027
Listening, Attention and Understanding			
Speaking			

Intended outcome	Success criteria
2.Attainment for disadvantaged pupils in writing at the end of KS2 is improved and the gap between disadvantaged and non- disadvantaged pupils is narrowed.	Writing outcomes in 2027/28 show that there is an increase in the % of disadvantaged pupils achieving the expected standard in writing and that this is in line with National outcomes for writing for all pupils.

Writing Outcomes KS2	2024-2025	2025-2026	2026-2027
Disadvantaged Pupils			
All Pupils school			
All Pupils National			

Intended outcome	Success criteria
3. To achieve and sustain improved attendance for our disadvantaged pupils so that attendance in line with national expectations and the number of persistent absenteeism amongst disadvantaged pupils decreases.	The overall absence rate for all pupils being no more than 4%, and the attendance for disadvantaged pupils being improved to 94%. The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 4% lower than their peers Attendance data will show improved attendance for disadvantaged pupils.

Attendance	Summer 2025	Summer 2026	Summer 2027
All Pupils			
Disadvantaged Pupils			

Persistently Absent pupils	Summer 2025	Summer 2026	Summer 2027
All Pupils< 90% attendance			
Disadvantaged Pupils < 90% attendance			

4. To ensure school delivers a curriculum that enhances the experience and opportunities available to children, particularly the most disadvantaged, so that they acquire the essential knowledge needed to prepare them for their future success through a range of enrichment and cultural capital opportunities.	By pupils having opportunities to take part in a wide range of enrichment opportunities to support learning, cultural capital and well-being, internal assessment procedures and pupil voice indicate sustained achievement and acquisition of knowledge in non-core areas of the curriculum for disadvantaged pupils.
5.Improved attainment in phonics at the end of KS1 among disadvantaged pupils is improved and the gap between disadvantaged and non- disadvantaged pupils is narrowed.	Outcomes in Phonics 2027/28 show that there is an increase in the % of disadvantaged pupils achieving the expected standard at the end of KS1 and that this is in line with National outcomes for phonics for all pupils.

Percentage meeting the expected standard in phonics by the end of Year 2	2024-2025	2025-2026	2026-2027
Disadvantaged Pupils school			
All Pupils school			
All Pupils 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: £145.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils. Solid implementation of 'Strong Foundations in the first years' document. Oracy curriculum in place Additional teacher in EYFS to enable ELKLAN trained TA to work with targeted pupils.	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources: • The EEF's guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as	1,2 and 5

Extra Teacher release time to allow weekly curriculum development work with subject leads led by DHT or AHT.

Purchase of high quality resources to support curriculum development.

Half termly programme of CPD to build teacher knowledge and pedagogical expertise.

Additional HLTA appointed to cover Additional support for quality interventions and teacher release time for CPD.

AHT out of class to lead assessment and support writing in Y6

Phonics lead additional time out of class to lead phonics.

Maintenance of a DfE validated Systematic Synthetic Phonics programme (Little Wandle) to secure stronger phonics teaching for all pupils.

Additional support from DHT and Phonics Lead to embed key elements of guidance in school and to access on going CPD.

Attendance at Little Wandle training sessions for the | improving literacy, maths, science and improving teacher feedback. The EEF Toolkit includes summaries of the best available evidence on approaches.

• Evidence Based Education's Great Teaching Toolkit provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness.

• Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence' summarises the evidence for teachers.

EEF Early Years Toolkit – Early Literacy Approaches (e.g. storytelling, group reading, early phonics, introductions to writing) Early literacy approaches have been consistently found to have a positive effect on early learning outcomes. The early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months.

EEF Teaching and Learning Toolkit – Phonics Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.

DfE 2023 – The Reading Framework
DfE Strong Foundations in the First Years of School Oct 2024
Telling the story: The English Education Subject Report   March 2024 | |
| **Professional development on evidence-based approaches for the teaching of writing.** | • DfE 2023 – The Reading Framework
• DfE Strong Foundations in the First Years of School Oct 2024 | 1.2 and 5 |

Regular half termly CPD led by DHT to develop staff's understanding of best practice for the teaching and development of writing. On-going CPD using the Little Wandle platform for the Phonics Lead and all staff who teach phonics in school. New Fluency Reading approach introduced with allocated staff training time and follow up cpd. Solid implementation of 'Strong Foundations in the first years' document through cpd and weekly supervision in EYFS and across the rest of school for teachers and TA staff.	• Telling the story: the English education subject report March 2024 • Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics	Toolkit Strand	Education Endowment Foundation	EEF.	
Mentoring and Coaching Enhancement of our English teaching and curriculum planning in line with DfE and EEF guidance. Implementation of the recommendations of the DfE Telling the story: the English education subject report March 2024 Mentoring and coaching of staff by DHT to improve the teaching of writing.	A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach. Supporting resources: The EEF guidance on 'Effective Professional Development' is accompanied by a poster to help consider the 'Effective Mechanisms of PD' - i.e. what are the essential elements that make mentoring or coaching more likely to be effective.	1,2 and 5

We will fund teacher release time to embed key elements of curriculum development and relevant guidance in the *Strong Foundations in the first years' document* and to allow staff to access peer teaching support and CPD.		
Technology and other resources focussed on supporting high quality teaching and learning Subscription to: iASEND Ed Shed Times Table Rockstars Jigsaw PHSE GL Screener Oxford Reading Buddies See Saw Busy Things.	Schools use technology in many ways and with a wide range of aims. These vary from seeking to change classroom practice directly, to others that support schools more broadly, for example by tracking pupil data. To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged pupils, and use technology in a way that is informed by effective pedagogy. Supporting resources: • The EEF's 'Using Digital Technology to Improve Learning' offers the best evidence available and includes a number of practical examples of technology being used in ways which support improved teaching and learning. • The EEF's short summary of the 'Remote Learning: Rapid Evidence Assessment' presents the key findings from the report on strategies to support remote learning.	1, 2, 4 and 5

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

Budgeted cost: £*72.75*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support language development and writing Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. For small groups of children, from Reception /KS1 and KS2 classes, and/or on a 1:1 basis Embed Interventions which support Vocabulary Enrichment and EAL approaches.	Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum. Supporting resources: • The EEF's 'Selecting Interventions' tool offers evidence-informed guidance to select an apt programme. • The EEF has dedicated web pages on effective approaches to support literacy and numeracy. EEF Early Years Toolkit - Communication and Language Approaches Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken.	1,2 and 5

Promotion of oral language through structured questioning to develop the use of purposeful, curriculum-focused, dialogue and interaction to maximise extension of oral and written language for all learners.	language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.	
Teaching assistant deployment and interventions Teaching Assistants will deliver high quality interventions/Booster Groups in KS2 to support transcription. Teaching Assistant (additional to ratio requirements) deployed in EYFS to ensure targeted support in S&L and phonics teaching. Additional HLTA appointed to cover Additional support for quality interventions and teacher release time for CPD.	Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources: • The EEF guidance report on Making the Best Use of Teaching Assistants includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction. • The EEF Toolkit has a strand on teaching assistant interventions.	1,2 and 5
Peer tutoring Staff CPD and leadership on the introduction of peer tutoring in UKS2 to support writing and maths.	Peer tutoring Staff CPD and leadership on the introduction of peer tutoring in UKS2 to support writing.	1,2 and 5

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

Budgeted cost: £72.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs.	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. Supporting resources:	1.2, 3 and 4

2 x Children and Families Officers to deliver 1:1 sessions to support the teaching of emotional intelligence, increased understanding of emotions surrounding bereavement as well as social skills, anger management and increased abilities as a reflective learner.	• The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly. • The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies. The EEF Toolkit has a strand on social and emotional learning and behaviour interventions.	
Supporting attendance Appointment of second C&FO to support with attendance, safeguarding, child protection, well-being, behaviour and parental engagement Attendance link governor for attendance appointed	There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Supporting resources: The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can include approaches to support attendance 7 Extracurricular activities, including sports, outdoor activities, arts, culture and trips. Educational visits.	3
Extracurricular activities, including sports, outdoor activities, arts, culture and trips. Educational visits. including workshops and visitors in school will be subsidised to enhance learning in all subjects and provide stimulus for writing and increase cultural capital.	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources: • The EEF Toolkit has a strand on arts participation. A wide range of enhanced learning opportunities are planned into the curriculum linked to learning. Participation for disadvantaged pupils is encouraged to enrich children's life experiences as well as offering cultural experiences which would otherwise not be available. . https://www.suttontrust.com/our-research/enrichment-brief-private-tuition-extracurricular-activities/	2 and 4
Breakfast clubs and meal provision Targeted children will be invited to Breakfast club and all children will be offered toast to ensure that they are prepared to learn and supported with positive	There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance. Supporting resources: • The EEF has independently evaluated the Magic Breakfast programme.	1,2,3, 4 and 5

behaviour. This will lead to improved academic outcomes.		
Evidence of working with and supporting families including case studies of success. Use of 'working together to improve attendance 'strategies.	EEF: Attendance Interventions March 2022.	3
Communicating with and supporting parents. Workshops for parents as well as opportunities for positive communication will allow for more effective communication with all families including EAL families which will lead to improved academic outcomes and improved attendance. Regular parent coffee mornings will be timetabled into the school year supported by key staff and C & FO. Appointment of second C&FO to support with attendance, safeguarding, child protection, well-being, behaviour and parental engagement.	Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring 7 and 2 14 Workshops for parents as well as opportunities for positive communication will allow for more effective communication with all families including EAL families which will lead to improved academic outcomes. Regular parent coffee mornings will be timetabled into the school year supported by key staff and C & FO. Appointment of second C&FO to support with attendance, safeguarding, child protection, well-being, behaviour and parental engagement positive communications about learning, can prove actionable for schools. Supporting resources: • The EEF Toolkit has a strand on parental engagement. • The EEF guidance report on 'Working with Parents to Support Children's Learning' offers practical approaches and insights for communicating and supporting parents	1,2,3,4 and 5

Total budgeted cost: £ £291.099

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenge 1: Improved attainment in reading, writing and maths among disadvantaged pupils who fall into an additional vulnerable group having an additional special educational need.

Success Criteria:

KS2 outcomes in 2024/25 show that there are high expectations for pupils with SEND and that these pupils have reached their full potential in some cases making as good progress as those with no Special Educational Need or Disability

Starting Point 2021-22 Progress

Y6 10 pupils	July 2022		July 2023		July 2024	
	Progress good or better	Attainment (EXS)	Progress good or better	Attainment (EXS)	Progress good or better	Attainment (EXS)
Reading	8/10 80%	1/10 9%	8/9 89%	6/9 67%	11/11 100% 5/11 45%	9/11 82%
Writing	10/10 100%	2/10 20%	7/9 78%	6/9 67%	11/11 100% 4/11 36%	3/11 27%
Maths	9/10 90%	5/10 50%	8/9 89%	5/9 56%	11/11 100% 3/11 27%	7/11 64%

Overall Comment (November 2024):

*Data outcomes indicate an improving trend for attainment for disadvantaged pupils with SEN in reading, and maths over the 3-year strategy plan. Progress indicates that there were high expectations for pupils with SEND and that these pupils were able to reach their full potential in some cases making as good progress as those with no Special Educational Need or Disability. This led to improved outcomes for disadvantaged pupils with SEND from their starting point in maths and reading. Disadvantaged pupils with SEN made good progress in writing but their low starting point was a barrier to achieving the expected standard. **Writing will therefore continue to be a focus for disadvantaged children across school in the Strategy Plan for 2024-2027.***

Challenge 2: To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Success Criteria: Sustained high levels of wellbeing from 2024/25 demonstrated by:

- qualitative data from student voice, student and parent surveys and teacher observations
- significant reduction poor or disruptive behaviour related to SEMH issues.

A significant increase in attendance for identified children **(see challenge 7**) and increased participation in enrichment activities

Offer	Autumn 2021	Summer 2022	Summer 2023	Summer 2024
All Pupils	**172/326 53%**	**144/332 43%**	147/376 39%	130/384 34%
DAP	**86/194 44%**	**80/159 50%**	38/160 24%	41/165 25%

Children with behavior causing concern.			
Autumn 1 2021	Summer 2 2022	Summer 2023	Summer 2024
8 (DAP 6/8)	5 (DAP 4/5)	4 (DAP 1/4)	2 (2/2)

Overall Comment (November 2024):

The school now has more capacity to support more pupils and data and records indicate that more children have accessed pastoral and specialist support within school. All children have benefited from a wider range of enrichment activities which have contributed to their social and emotional development and further enriched their learning in the curriculum.

Challenge 3: Improved reading and phonics attainment among disadvantaged pupils

Success Criteria:

KS2 reading outcomes in 2024/25 show that more than 75% of disadvantaged pupils met the expected standard.

Y6 D pupils	Dec 2021 Exp+	July 2022 Exp+	July 2023 Exp+	July 2024 Exp+
Reading	**13/26 50%**	**16/25 64%**	18/21 86%	21/24 88%

KS1 phonics screening outcomes in 24 /25 increase and are above 77%.
Starting Point 2021-22

Phonics	Dec 2021	Term 3 TAR-GET:	July 2222 Actual	July 2023 Actual	July 2024 Actual
Year 1	13/36 (36%)	23/36 (64%)	21/37 57%	31/50 62%	44//54 81%
Year 2	21/37 (57%)	33/37 (89%)	33/37 89%	34/46 74%	42/53 79%

Overall Comment (November 2024):
Data outcomes indicate an improving trend for disadvantaged pupils in reading over the 3-year strategy plan. The gap between disadvantaged and other children has narrowed. KS1 phonics screening outcomes at the end of Y1 have also increased to be above national average and the results for disadvantaged pupils were significantly (25%) better than National. Data outcomes for pupils at the end of KS1 show that pupils have not achieved in- line with national standards. This was due to contextual information for this academic year.
Phonics outcomes at the end of Y2 will remain a focus for disadvantaged pupils for the Strategy Plan for 2024-2027.

Challenge 4: Improved writing attainment for disadvantaged pupils at the end of KS1 and KS2.

Success Criteria:

Writing outcomes in 2023/24 show that more than 69% of disadvantaged pupils in kS1 and at least 92% in KS2 met the expected standard.

Writing outcomes in 2023/24 show that more than 19% of disadvantaged pupils in KS1 and more than 8% in KS2 met the Greater Depth standard.

Y6 D pu-pils	Dec' 21 EXS	Dec '21 GDS	July 2022 EXS	July 2023 GDS	July 2023 EXS	July 2023 GDS	July 2024 EXS	July 2024 GD
Writ-ing Re-sults	35%	0	52%	10%	81%	10%	67%	13%

Overall Comment (November 2024):
Data outcomes indicate improvements from the starting point in Autumn 2021 for disadvantaged pupils in writing. In the academic year 23-24, outcomes for disadvantaged pupils were not as good. However, the progress of this group of pupils was excellent and those pupils who did not achieve the expected standard also fell into the additional category of having SEND. Data outcomes show that there was improvement for pupils in KS2 meeting the Greater Depth standard in writing. ***Writing will continue to be a focus across school** in the* ***Strategy Plan for 2024-2027.***

Challenge 5: Improved maths attainment for disadvantaged pupils at the end of KS2.

Success Criteria:

KS2 math's outcomes in 2023/24 show that more than 75% disadvantaged pupils met the expected standard and that more than 23% of disadvantaged pupils in KS2 met the Greater Depth standard.

Starting Point 2021-22

Y6 D pupils	Dec 2021 EXS	July 2022 EXS	Dec 2022 GD	July 2023 EXS	July 2023 GDS	July 2024 EXS	July 2024 GDS
Maths	38%	56%	4%	81%	38%	83%	21%

Overall Comment (November 2024):
Data outcomes indicate an improving trend for disadvantaged pupils in maths over the 3-year strategy plan. The gap has also narrowed between disadvantaged and other children over the 3-year strategy plan. Maths outcomes show that there has been improvement for pupils in KS2 meeting the Greater Depth standard from the starting point in 2021.

Challenge 6: To ensure school delivers a curriculum that enhances the experience and opportunities available to children, particularly the most disadvantaged, so that they acquire the essential knowledge needed to prepare them for their future success.

Success Criteria:

Internal assessment procedures and pupil voice indicate sustained achievement and acquisition of knowledge

in non-core areas of the curriculum for disadvantaged pupils.

Appropriate and varied assessment procedures are in place to which indicate whether pupils have acquired the intended learning in foundation subjects

Starting Point 2021-22

Y6 (D)	Sept '21 Exp+	July 22 Exp+	July 2023	July 2024
History	45%	74%	43/46 93%	50/59 85% 20/26 77% (DAP)
Geography	54%	70%	46/46 100%	51/59 86% 20/26 77% (DAP)
Science	79%	56%	38/46 83%	50/59 85% 21/26 81% (DAP)

Overall Comment (November 2024):

Internal assessment procedures and pupil voice have indicated sustained achievement and acquisition of knowledge in non-core areas of the curriculum for disadvantaged pupils. Appropriate and varied assessment procedures are now in place to which indicate whether pupils have acquired the intended learning in foundation subjects. All children have benefited from a wider range of enrichment activities which have contributed to their social and emotional development and further enriched their learning in the curriculum.

Challenge 7: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils

Success Criteria:

- The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.
- The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 4% lower than their peers.

Starting Point 2021-22:

Attendance	Summer 2022	Summer 2023	Summer 2024
All Pupils	94%	93.5%	94.7%
D Pupils	92.2%	91.2%	92.48%
Not Nursery	95.66%	95.2%	93.1%

PA	Summer 2022	Summer 2023	Summer 2024
All Pupils< 90%	42 pupil 13.7%	75 pupils 23%	69 pupils 17.9%
DAP < 90%	27 pupils 18%	45 pupils 28%	42 pupils 25%

Overall Comment (November 2024):

*Overall attendance has improved over the 3- year strategy period, including the attendance of disadvantaged pupils. The percentage of pupils who are persistent absentees has fluctuated due to contextual information for each academic year and school work with families on each individual case. **Improving attendance, especially for disadvantaged children , will continue to be a focus moving forward .***

Externally provided programmes

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

Programme	Provider
Primary SRE	Jigsaw PHSE
Little Wandle Letters and Sounds	Wandle Learning Trust
Times Table Rockstars	Maths Circle Limited
Ed Shed	Ed Shed
Letter Join Handwriting	Letter Join
Third Space Maths	Third Space learning
Oxford Reading Buddies	OUP
Jane Considine Spelling Books	Jane Considine