# Pupil premium strategy statement

## Wentworth Primary School 2024-2025

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help raise 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 | |
|---|---|
| Number of pupils in school | **653** |
| Proportion (%) of pupil premium eligible pupils | **19%** |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | **2024/2025**<br>**- 2026 - 2027** |
| Date this statement was published | **December 2024** |
| Date on which it will be reviewed | **September 2025** |
| Statement authorised by | **L.Pollock** |
| Pupil premium lead | **J.Baker** |
| Governor / Trustee lead | **V Churchill** |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | **£176,270** |
| *Pupil premium (and recovery premium) funding carried forward from previous years.* | **None** |
| ***Total budget for this academic year*** | **£176,270** |

# Part A: Pupil premium strategy plan

## Statement of intent

At Wentworth we have high aspirations for all of our pupils, to ensure that they are challenged effectively in order to reach their full potential. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all areas of the curriculum. The focus of our pupil premium strategy is therefore to raise the attainment and outcomes of our disadvantaged pupils, including those who are already high attainers.

A key component of our strategy is to understand and champion 'whole child' development, to ensure that all of our pupils are 'Achieving Happily'. Central to this child-centred approach is the strong emphasis we put on ensuring our pupils are equipped with strong communication skills, emotional awareness and essential social skills. We also explicitly teach our pupils how to use effective learning behaviours in order for them to be successful learners to encourage a life-long love of learning. These skills are vitally important to improve the long-term aspirations and outcomes of our disadvantaged pupils.

We will use an evidence-based approach to forensically research the challenges and barriers faced by our disadvantaged pupils, seeking to understand and remove them. 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 to address these barriers are based on extensive research on the most effective strategies, provided by the Education Endowment Foundation (EEF) and following a 3-tiered approach. The activity we have outlined in this statement is also intended to benefit all pupils within our school, regardless of whether they are disadvantaged or not, in order to improve and sustain outcomes for all pupils.

To ensure our strategy is successful, we will adopt a whole school, co-ordinated approach in which all stakeholders in our school community seek to fully understand the impact of disadvantage, raise expectations of what our disadvantaged pupils can achieve and take responsibility for the outcomes of our disadvantaged learners. We closely track all pupil groups (SEND, EAL, young carers etc.) considering how these factors may pose additional challenges to disadvantaged learners.

Developing high-quality teaching, through effective CPD is at the heart of our strategy. Our focus will be upon prioritising approaches where strong evidence has shown the greatest impact on disadvantaged pupils, through supporting them to become 'better learners' in order to give them the skills to be successful in the future. (Developing effective learning behaviours, metacognitive and self-regulatory strategies, social and emotional skills, effective communication skills, phonological awareness, reading fluency/comprehension and maths mastery.

High quality teaching approaches will be supported by evidence-based, targeted interventions. A range of diagnostic assessment tools will be used to identify learning barriers, with results analysed promptly to ensure appropriate intervention is delivered at the point at which needs are identified. The impact of targeted intervention will be closely tracked to ensure this impacts pupil attainment in a positive and sustained way.

We work hard to deliver a broad and balanced curriculum to celebrate our pupils' varying talents, complemented by the offer of a wide range of enrichment activities to which our disadvantaged pupils are signposted. We also strive to offer a robust and extensive programme of pastoral support for our vulnerable pupils and their families, while assisting financially where possible, to ensure we support the Wentworth community as a whole.

# Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | **Speech, Language and Communication**<br><br>Ongoing diagnostic assessment, observations and discussions with teachers / pupils and parents indicate that speech articulation, oral language skills, vocabulary development and social and emotional language development continue to create a significant learning barrier for our pupils.<br><br>Within our Reception cohort - NELI Language Screen data indicates that currently **19%** of the cohort need targeted SLC support.<br><br>Within our Year 1 cohort -  NELI Language Screen data suggests that **16%** continue to need support despite intensive S+L  intervention in the foundation stage (31% of the cohort  previously)<br><br>27% of our disadvantaged learners have a specific Speech, Language and Communication need.<br><br>In EYFS and Year 1 we also have an increasing number of pupils with difficulties in speech articulation which affects their ability to say and blend phonemes<br><br>**English as an additional Language**<br>Increased levels of EAL learners across the school community.<br><br>The number of pupils with English as an additional language has significantly increased over the last 3 years - 28% of the school cohort.<br><br>Of our disadvantaged pupils, 31% are EAL learners and can lack the linguistic proficiency to fully access the curriculum to make the progress they are capable of. Pupil mobility is also greater for our EAL learners than for other groups.<br><br>**Emotional Literacy**<br><br>Qualitative (pupil, staff, parent voice) and quantitative data (Boxall Profile, ELSA, therapeutic support indicate that an increasing number of our disadvantaged pupils need support with emotional literacy. These skills are essential to support pupil outcomes within wider curriculum areas and also to positively impact social and emotional wellbeing and associated behaviour. |
| 2 | **Mental Health and Wellbeing**<br><br>A significant number of children across the school have gaps in their Social and Emotional development.<br>Boxall Profile assessment data, ELSA data,  pupil observations and feedback from staff, pupils and families have highlighted increased social and emotional difficulties for many of our pupils. Referrals for mental health and wellbeing support for pupils and parents have markedly increased recently.<br><br>Boxall Profile data has shown that 49% of our disadvantaged pupils (Year 1-5)  displayed a high or moderate level of difficulty compared to 13% for our non-disadvantaged pupils (Years 1-5).<br><br>Boxall Profile data has shown that particular difficulties include: |

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| | • Poor self-esteem (underdeveloped sense of self / self negating)<br>• Poor emotional self-regulation skills (internalised standards)<br>• Lack of coping mechanisms (resilience)<br>• Difficulties in showing empathy and understanding towards their peers (accommodating to others).<br><br>ELSA data has shown the main area of need to be around<br>• anxiety<br><br>27% of our disadvantaged learners have a specific Speech, Language and Communication need.<br><br>Evidence suggests that these challenges may particularly affect disadvantaged pupils and can negatively impact their current attainment and long-term prospects. |
| 3 | **Effective Learning Behaviours and pupil independence**<br><br>Pupils across school are not consistently applying effective learning behaviours.<br><br>Focused observations and data gathered from pupils, staff and parents suggest that many of our pupils have difficulty applying learning behaviours that support independence. This creates a barrier to learning which can result in low attainment and can limit future opportunities.<br><br>Areas for development include:<br><br>• Self-regulation (self control and managing emotions).<br><br>• Persistence - the ability to keep going despite difficulty<br>• Metacognitive skills. (self assessment and reflection)<br><br>• Motivation - (active listening and participation)<br>• Appropriate focus and attention<br><br>Strong evidence suggests that disadvantaged pupils are less likely to use effective learning behaviours and metacognitive and self-regulatory strategies without being explicitly taught these skills. |
| 4 | **Phonics**<br><br>Gaps in phonic knowledge - resulting in low attainment in reading.<br><br>Assessment data (internal and external), lesson observations, and discussions with staff indicate that our disadvantaged pupils can have greater difficulties with learning phonics than their peers. Strong phonic knowledge is essential for reading development and to ensure access to other curriculum areas.<br><br>Good progress has been made in improving our systems to regularly assess, identify gaps and plan early intervention to ensure our pupils develop strong phonic knowledge.  This will be a continued focus.<br><br>**Reading fluency**<br><br>Pupils with secure phonic knowledge, lacking the skills needed to become fluent readers - phrasing, pace, accuracy, intonation and attending to punctuation. This is particularly evident in lower KS2.<br><br>Without these vital skills, pupils may find comprehension of texts a challenge.  This may also limit the reading materials accessible to them, preventing them from accessing curriculum material independently. |
| 5 | **Phonics and Early Writing** |

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| | EYFS assessment data, pupil observation and discussions with teaching staff indicate that pupils are increasingly entering school with difficulties with gross and fine motor control which delays initial mark making. |
| | EYFS and Year 1 assessment data show an increasing number of pupils with speech, language and communication difficulties. Limited vocabulary and difficulties with articulating sentences can make structuring sentences difficult. |
| | Pupil observation and discussion with staff also show that pupils can lack the effective learning behaviour (persistence) necessary to sustain writing for longer periods of time (writing stamina). |
| 6 | **Attendance** Good progress has been made to improve school systems to closely track attendance. To sustain and build upon this progress, intervention systems for attendance continue to be a priority to reduce any negative impact on progress. We must also look beyond attendance as just being present at school and consider pupil participation whilst in school. |
| 7 | **Enrichment** Reduced opportunities to participate in enrichment activities outside of school. Some of our pupils' life experiences, beyond their home life and immediate community, may have been limited. Increased financial hardship due to the cost of living, now also creates greater challenges for some of our families in providing enriching opportunities for their children. |
| 8 | Increased levels of financial hardship and mental health issues within families. Referrals for emotional support for pupils and parents have markedly increased in recent years. Increased financial hardship now also creates greater emotional challenges for some of our families. |

# 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 |
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| **Speech, Language and Communication** There is a culture for promoting speech, language and communication throughout the school. The environment supports language development and communication for all pupils. Whole staff CPD ensures that every member of school staff can understand, model and promote effective speech, language and communication skills. Whole class sessions support early language development and communication. | Pupils can communicate their thoughts, needs and understanding. The school environment is set up to support the development of speech, language and communication. All school staff can understand, model and promote effective speech, language and communication skills whenever interacting with pupils. Oracy approaches are embedded across the curriculum. Vocabulary development and explicit teaching of vocabulary is embedded across the curriculum. |

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| Pupils are explicitly taught how to listen 'actively'.<br><br>Additional communication needs are identified quickly, intervention is arranged and communication is not a barrier to learning.<br><br>Curriculum attainment and behaviour improves alongside speech and language development.<br><br>To become an ELKLAN accredited 'Communication Friendly Setting'. | Assessments and observations indicate improved oral language skills among disadvantaged pupils.<br><br>Pupils understand how to listen 'actively'.<br>Active listening is observed during staff/pupil/pupil interaction.<br>Assessment data indicates that oral language interventions are effective in supporting disadvantaged learners.<br><br>Curriculum assessment data improves.<br><br>Behaviour logs indicate that pupils are able to communicate needs and frustrations more effectively - behaviour incidents are reduced. |
| **EAL**<br><br>Improved assessment, whole class provision and targeted intervention to support our EAL learners.<br><br>Staff are aware of how to support learners with an additional language.<br><br>Barriers to learning for our EAL pupils are identified using specialist assessment.<br><br>Whole class, group and individual EAL support is available. | Improved attainment for pupils with an additional language.<br><br><br>Assessment data indicates that EAL interventions are effective in raising attainment for disadvantaged learners. |
| *Emotional Literacy*<br><br>Improved emotional literacy skills in pupils across the school.<br><br>All pupils, staff and parents have a secure understanding of the Colour Monsters / Zones of Regulation Curriculum and how it supports pupils to identify and regulate their emotions.<br><br>*The Colour Monsters / Zones of Regulation curriculum is embedded across the school (*supported by regular staff CPD, pupil assemblies and parent workshops. (In alignment with whole school behaviour policy)<br><br>*To provide pupils with a toolbox of strategies to support them to independently regulate their emotions to support wellbeing.* | Pupils are able to name their emotions<br><br>Pupils can identify feelings, energy and alertness levels in themselves and others and use this information to support self-regulation<br><br>Self-Regulatory strategies are embedded into routine classroom practice.<br><br>Pupils can recognise and better regulate their own emotions, behaviour and motivation towards learning, using their personal Zones of Regulation toolbox.<br><br>(Qualitative data from pupil voice, teacher observations and pupil, teacher and parent surveys.) |

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| **Mental health and wellbeing**<br><br>**Improved wellbeing for all pupils in our school (with a focus on our disadvantaged pupils) by enhancing social and emotional learning and providing targeted support.**<br><br>*To implement a whole-school Nurture culture within routine educational practices to improve the quality of social and emotional (SEL) learning to improve wellbeing.*<br><br>*(Nurturing Kent Programme - NurtureUK).*<br><br>*To embed The Boxall Profile assessment tool at a whole school level to identify and address gaps in pupils' SEL development.*<br><br>*To train class teachers to interpret the Boxall assessment data for their class and adapt their planning to address whole class gaps.*<br><br>*To ensure the whole school approach to Nurture and wellbeing is represented in relevant whole school policies (Wellbeing, behaviour policy) and is shared and understood by all stakeholders.* | Improved levels of wellbeing demonstrated by qualitative data from pupil voice, teacher observations, pupil, teacher and parent surveys and supported by quantitative data, including Boxall Profile data.<br><br>All stakeholders have a secure understanding of the 6 Principles of Nurture and how they benefit the mental health and wellbeing of our pupils and the Wentworth community.<br><br>SEL approaches become embedded into routine classroom practice, supported by ongoing CPD for staff.<br><br>Gaps in pupils' SEL development addressed using the graduated approach.<br><br>Targeted interventions will demonstrate impact on pupil mental health and well-being. Improved Boxall Profile scores.<br><br>Interventions have clear impact for groups and individuals as shown by monitoring and other evidence.<br><br>Pupil questionnaires will show that pupils feel happy and safe in school.<br><br>Behaviour interventions will show that pupils use the strategies they are taught and that these strategies make an impact on their day-to-day experiences. |
| **Learning behaviours**<br><br>Increased staff / pupil understanding of the science of learning.<br><br>Increased staff awareness of the importance of teaching pupils the effective learning behaviours needed for them to be independent.<br><br>Increased pupil awareness of how developing effective learning behaviours can help them to reach their goals.<br><br>The 7 step model of metacognition is used across the school / across subject areas as a framework to promote pupil independence through scaffolding.<br><br>Pupils are taught the metacognitive and self-regulatory skills needed to become more independent as learners.<br><br>Teachers enhance metacognitive learning by modelling their own thought processes.<br><br>Work towards becoming a Thinking School. | Pupils are aware that **they** are in control of their own learning and that their actions/ motivation for learning affects outcomes. (Pupil voice)<br><br>Pupils understand why applying effective learning behaviours will support them in being successful.<br><br><br><br>The 7 step model of metacognition is understood by all staff and is used within lessons across the curriculum as a scaffolding framework to promote pupil independence.<br><br>Pupils are able to articulate their thinking processes and present their thoughts visually (Thinking Frames). |

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| **Phonics and Early Reading**<br><br>**Pupils have secure phonological awareness and can apply this effectively to reading and writing.**<br><br>*To raise attainment in Phonics for our disadvantaged learners.*<br><br>*To ensure early intervention addresses gaps in phonological awareness.* | Formative and summative assessments show improved phonological awareness among disadvantaged pupils.<br><br>Systems are  in place to assess, identify gaps and close these through timely intervention.<br><br>Internal and external data show improved phonics and early reading attainment for disadvantaged pupils. |
| **Phonics and Early Writing**<br>*Regular writing assessment and cross moderation ensures secure writing assessment data.*<br><br>*Assessment data is used to identify clear next steps for pupils (small steps)*<br>*More opportunities are planned for pupils to develop the gross and fine motor skills needed for early writing.*<br><br>*Our school wide focus on speech and language ensures pupils are taught the essential S + L skills needed to articulate sentences (oral rehearsal)*<br><br>*Our school wide focus on learning behaviours (persistence) will support children in developing stamina for writing.* | Assessment judgements are accurate and agreed by colleagues (internal and externally).<br><br>*Assessment data is used to identify clear next steps for pupils (small steps) and regularly reviewed*<br><br>Staff can articulate good practice in English planning and teaching.<br><br>Planning sequences support writing development in pupils.<br><br>Raised attainment in writing across school. |
| **Attendance**<br><br>**To sustain improved attendance for all pupils.**<br><br>*To build upon the good progress we've made in reducing the attendance gap between disadvantaged and non-disadvantaged pupils.*<br><br>*To reduce the level of persistent absence for disadvantaged pupils.*<br><br>*To continue to embed more robust systems to monitor attendance. (Regular attendance meetings, flowchart to trigger necessary responses, attendance letters home, pupil incentives for good attendance - Mr Potato Head reward system).* | Sustained high attendance demonstrated by a reduction in the overall absence rate for all pupils and the reduction in the attendance gap between disadvantaged pupils and their non-disadvantaged peers.<br><br>Reduction in persistent absenteeism for disadvantaged pupils. |
| **Maths** | Maths data (formative and summative), show that key concepts within the curriculum of each year group are |

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| **Pupils acquire a deep, long-term, secure and adaptable understanding of maths by using a mastery approach.**<br><br>**Pupils have a secure knowledge of the multiplication tables.** | prioritised to secure children's mathematical development (place value, number, 4 operations)<br><br>Staff training and support is targeted based on emerging needs which results in consistently good teaching.<br><br>Internal and external data show improved maths attainment for disadvantaged pupils.<br><br>External data shows improved attainment for disadvantaged pupils in the Y4 Multiplication Tables check. |
| *Enrichment*<br><br>***Pupils receive a broad and balanced curriculum enriched with memorable experiences and opportunities.*** | Pupils access all subjects of the curriculum and have the opportunity to practise skills and remember key knowledge.<br><br>Curriculum-linked visits, trips and enrichment activities are planned across the school and are accessed by all pupils. |
| **Family support**<br><br>**The school understands the home lives of our pupils, providing appropriate support for families, to ensure each child will be ready to learn each day.**<br><br>*Pupils and families with identified social, emotional, health or financial needs are well supported by school staff so that these barriers are removed or alleviated.* | Pupil and parent questionnaires show that parents and children feel valued and supported by the school community.<br><br>Disadvantaged pupils are given the appropriate support to attend school, ready to learn. |

# 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: £ *88,697***

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| *Assistant Headteacher to carry out action research, scrutinise school data and make evidence-informed decisions to prioritise what to implement to overcome long-term learning barriers for disadvantaged pupils and for the benefit of all pupils.* | Evidence highlights the importance of fully understanding the barriers our disadvantaged pupils face in order to provide support to overcome them.<br><br>EEF guide to Pupil Premium<br><br>Selecting Interventions - EEF Toolkit<br><br>Effective implementation is vital for making positive and sustained change. | *1, 2, 3 ,4, 5, 6,7,8,* |

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| *Effective implementation of strategies to ensure positive change is sustained.* | Implementation - EEF | |
| Use of diagnostic assessment<br><br>*Funding subscriptions to:*<br><br>  ● *Insight Tracking*<br>  ● *Boxall Profile (Funded this Year)*<br>  ● *Phonics Tracker*<br>  ● *NELI Intervention-Language Screen*<br>  ● *Reading Screen*<br>  ● *PixL*<br>  ● *Bell Foundation*<br><br>*Regular CPD to embed the use of these diagnostic, online data tracking tools to track attainment and progress for all pupils.*<br><br>*These tools can be used to track the attainment and progress of our disadvantaged pupils closely.* | Strong evidence highlights the importance of using high quality, diagnostic assessment to fully understand the barriers our disadvantaged pupils face and to identify learning gaps, in order to provide the correct support to overcome them.<br><br>'Assessment not assumption'.<br><br>'Gaining a thorough knowledge of your disadvantaged pupils' levels of attainment is the first step in developing an effective pupil premium strategy.'<br><br>EEF guide to Pupil Premium<br><br>Individualised Instruction - EEF<br><br>Phonics Toolkit - EEF<br><br>Appropriate, high quality CPD is needed to ensure these diagnostic assessment tools are used correctly to ensure progress.<br><br>Effective Professional Development - EEF | *1,2,4,5,6* |
| *Funding for high quality, whole staff CPD to ensure all staff have the skills and knowledge to support the communication and language development of all children across the school.*<br><br>*To become an accredited Communication Friendly Setting - ELKLAN by embedding effective strategies to support communication across school.*<br><br>*Funding for an annual subscription to*<br>  ● *NELI - Whole Class approach to teaching early literacy skills (EYFS and Year 1)*<br><br>*High quality CPD provided for EYFS and Year 1 staff in its delivery.* | High quality, whole staff training is essential to ensure that all staff fully understand how to support effective communication and language development across school through everyday interactions with pupils in a range of settings, not just within classroom teaching time.<br><br>Effective Professional Development - EEF<br><br>Evidence suggests that interventions that target the development of early language and speech skills are particularly beneficial for disadvantaged pupils, but will support progress for all pupils.<br><br>Oral Language interventions - EEF | 1,2 |

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| *Funding for a specialist EAL teacher to assess and provide practical learning support for EAL pupils and their teachers.*<br><br>*Consultancy/ training services provided by an EAL Advisory teacher (The Education People.)*<br>*This includes:*<br>*Provision of staff training around EAL .* | An increasing number of our disadvantaged pupils are EAL learners. Pupil mobility is also greater for our EAL learners than for other groups. Targeted EAL support will enable pupils to develop linguistic proficiency in order to fully access the curriculum leading to raised attainment.<br><br>'We must embed the use of robust EAL assessment tools to accurately assess levels of language proficiency from which to set tailored learning targets.  Without these tools, pupils are unable to achieve academic linguistic proficiency to fully access the curriculum and make good progress.'<br><br>EAL - Bell Foundation | |
| *Thinking Schools membership*<br><br>*This is to support ongoing CPD and implementation of a whole school approach to teaching metacognition and self-regulation ( to raise attainment and develop effective learning behaviours in our pupils.)*<br><br>*Continue to work towards gaining a 'Thinking School' accreditation.* | Observations and discussions with pupils and staff suggest that many of our pupils don't demonstrate effective learning behaviours and metacognitive / self-regulatory skills. This can lead to low attainment and limit future opportunities.<br>Evidence suggests that disadvantaged pupils appear to benefit in particular, from the explicit teaching of effective learning behaviours, and strategies to improve metacognition and self regulation skills.<br><br>Meta-cognition and self-regulation - EEF<br><br>Cognitive science approaches in the classroom - A review of the evidence - EEF<br><br>Neuroscience and education - EEF<br><br>Effective Professional Development - EEF Toolkit | *3* |
| *Continued CPD for all staff to develop subject knowledge around the teaching of phonics through the Monster Phonics SSPP.* | Phonics approaches have consistently been found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress.  High quality teaching of phonics is particularly beneficial for disadvantaged pupils and can help to raise standards and improve future outcomes.<br>Phonics Toolkit - EEF<br>Effective Professional Development - EEF | **4** |
| *Peer support / coaching to improve teaching and learning and prioritise teachers professional development.*<br><br>*These sessions will be based on individuals needs and linked to the School Improvement plan.* | EEF research identifies that CPD plays a crucial role in improving classroom practice and pupil outcomes.<br><br>Effective Professional Development - EEF | **1,2,3,4,5** |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| *Access to The Education People (CPD)*<br><br>*CPD opportunities for individual staff including mental health and subject specific webinars.* | EEF research identifies that CPD plays a crucial role in improving classroom practice and pupil outcomes.<br><br>Effective Professional Development - EEF | **1,2,3,4,5** |

## Targeted academic support

**Budgeted cost: £64,900**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| *Funding for 3 HLTAs to deliver evidence-based interventions across the school to raise pupil attainment and future outcomes.*<br><br>***Interventions***<br><br>*NELI (Nuffield Early Language Intervention*<br><br>*Talking Partners*<br><br>*Precision Teaching*<br><br>*Monster Phonics*<br><br>*Hairy Reading Programme*<br><br>*Nessy Reading and Spelling Programme*<br><br>*Phonic Reading Scheme*<br><br>*PiXl - Fluency*<br><br>*Number Stacks - maths*<br><br>*1stclass@number*<br><br>*ELSA (Emotional Literacy Support)*<br><br>*Nurture Intervention* | Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.<br><br>Selecting Interventions - EEF Toolkit<br><br>"High quality structured programmes delivered by TAs can be as effective as those delivered by teachers"<br><br>Making the best use of Teaching Assistants - EEF<br><br>Teaching Assistant Interventions - EEF Toolkit<br><br>Studies in England have shown that disadvantaged pupils typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.<br>Small Group Tuition - EEF Toolkit<br><br>Social and Emotional Learning - EEF Toolkit<br><br> EEF - Project | *1, 2, 3, 4, 5, 6,7* |

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| *Funding for a Speech and Language teacher to provide targeted language enrichment*<br><br>*Funding for a Speech and Language HLTA to provide additional targeted Speech and Language support.* | Evidence shows that targeted support in developing early language and speech skills may help to raise the attainment of disadvantaged pupils, particularly when this is provided one-to-one.<br><br>Oral Language interventions - EEF | *1,2,3,4* |
| *Funding for training and resources to support the Talking Partners intervention.*<br><br>*This is used to accelerate progress in speaking and listening skills for all pupils with low literacy skills.*<br><br>*Funding to support delivery of The Nuffield Early Language Intervention (NELI)* | Evidence shows that targeted support in developing early language and speech skills may help to raise the attainment of disadvantaged pupils, particularly when this is provided one-to-one.<br><br>Oral Language interventions - EEF<br><br>The Nuffield Early Language Intervention (NELI) has been found to improve children's language and early literacy skills. | *1,2,3,4* |
| *Funding for 45 Hairy Reading licences and 90 Nessy Reading and Spelling programme licences to support phonics learning.* | Following whole school data analysis, knowledge gaps in phonological awareness were identified in Years 2, 3, 4 and 5 pupils.  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:<br>Phonics Toolkit - EEF<br>Individualised Instruction - EEF | *4, 5* |
| *Continued resourcing of an age appropriate progressive phonic reading scheme to support low attaining readers in KS2.*<br><br>*Ensure these books are from a range of genres and reflect diversity.* | 'Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.'<br><br>Phonics Teaching and Learning Toolkit - EEF | *4, 5* |
| *Funding of Number Stacks intervention resources to continue to support children in mastering the foundations of the number system.* | Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support disadvantaged pupils to overcome barriers to learning and increase their access to the curriculum.<br>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment. can be used to assess the best way to target support.<br>Small Group Tuition - EEF Toolkit | |

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

**Budgeted cost: £ 22,603**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| *Funding of a Family Liaison Officer.* | Referrals for emotional support for pupils and families continue to increase. Increased financial hardship creates greater practical and emotional challenges for some of our families. The wellbeing of our disadvantaged pupils and their families therefore continue to be a priority.<br>*Working with Parents to Support Pupils' Learning - EEF Toolkit*<br>EEF -Improving Social and Emotional Learning in Primary Schools<br>Social and Emotional Learning - EEF Toolkit | *1, 2, 3, 4, 5, 6, 7,8* |
| *Funding for Nurture UK membership.*<br><br>*To embed a whole-school trauma informed nurture culture within school, focusing on social and emotional development alongside academic learning, to promote healthy outcomes for all of our pupils. (This is an area that will particularly support our disadvantaged pupils.*<br>*To embed the use of the Boxall Profile® Online assessment tool to track the social and emotional development of our pupils.*<br><br>*Nurture CPD programme - school culture.*<br><br>*- Re-evaluating behaviour management (trauma informed practice)*<br><br>*- Improving emotional wellbeing and mental health at a whole school level through a Nurturing approach.* | Pupil observations and feedback from staff, pupils and families have highlighted increased social and emotional difficulties for many of our pupils. In particular pupil's emotional well-being, emotional self-regulation skills, coping mechanisms and ability to show empathy and understanding towards their peers have been affected. These challenges particularly affect disadvantaged pupils and have a negative effect on their current attainment and long term prospects. Referrals for emotional support for pupils and parents have shown a marked increase.<br><br>"There is significant research to show that a nurture approach to education has a significantly positive impact on improving social emotional skills, wellbeing, attendance, and the behaviour of children and young people who did not experience a good start."<br><br>The Catie Report - A Countywide Approach to Inclusive Education - 2001<br><br>EEF Guidance report -Improving Social and Emotional Learning in Primary Schools<br><br>Social and emotional learning approaches have a positive impact, 'an average of 4 months' additional progress on academic outcomes over the course of an academic year. SEL approaches also support pupils to understand and engage in healthy relationships with peers and learn emotional self-regulation, both of which may subsequently increase academic attainment.<br><br>Social and Emotional Learning - EEF Toolkit | *1, 2, 3, 6* |
| *Funding to update the Zones of Regulation curriculum to support continued* | Pupil observations and feedback from staff, pupils and families highlighted increased social and emotional difficulties for many of our pupils. In particular pupil's emotional well-being, emotional self-regulation skills, coping mechanisms and ability to show empathy towards their | *2* |

| | | |
|---|---|---|
| *implementation across the school.*<br><br>*To teach pupils to identify feelings, energy and alertness levels in themselves and others.*<br><br>*To provide pupils with a toolbox of strategies to support them to independently regulate their emotions to support wellbeing.* | peers. These challenges particularly affect disadvantaged pupils and have a negative effect on their current attainment and long term prospects.<br><br>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)<br><br>EEF -Improving Social and Emotional Learning in Primary Schools<br><br>Social and Emotional Learning - EEF Toolkit | |
| *Funding for an ELSA-trained HLTA to provide ELSA intervention and additional pastoral support.*<br>*Funding of a pupil Counsellor.* | Pupil observations and discussions with pupils and families have identified increased social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils and have a negative effect on their attainment and wellbeing.  Referrals for emotional support for pupils have markedly increased.<br><br>EEF -Improving Social and Emotional Learning in Primary Schools<br><br>Social and Emotional Learning - EEF Toolkit | *1,2,3,6* |
| *To continue to embed an ELSA informed, whole school staff/pupil mentoring programme to support the emotional wellbeing of our vulnerable pupils. (Raising confidence/self esteem and aspirations.)* | Pupil observations and discussions with pupils and families have identified increased social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils and have a negative effect on their attainment and wellbeing.  Referrals for emotional support for pupils have markedly increased since the pandemic.<br><br>Mentoring - EEF | *1,2,3,6* |
| *Creation of a programme of low-cost enrichment opportunities.*<br><br>*Funding to enable all pupils to access enrichment opportunities to improve attainment, aspirations and long-term prospects.* | Disadvantaged pupils can have limited life experiences beyond their home life and immediate community.<br><br>Increased financial hardship now creates a greater challenge for some of our families in providing enrichment opportunities for their children.<br><br>*Arts Participation - EEF Toolkit* | *7, 8* |
| *Provision of places at breakfast and after school clubs to provide wraparound care.*<br><br>*Provision of school uniform / cost of school meals to ensure our disadvantaged pupils have what they need to be ready to learn.* | Increased financial hardship now creates a greater challenge for some of our families.<br>Support with child care costs, school uniform provision and school meal provision can help to alleviate some of the barriers financial hardship creates.<br><br>Magic Breakfast Club- EEF Evaluation | 6,7,8 |

**Total budgeted cost: £ *176,200***

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

### Analysis of external attainment data from 2023/2024

#### EYFS

| | School 2024 (%) | National 2024 (%) | School 2023 (%) | National 2023 (%) |
|---|---|---|---|---|
| GLD | **67** | 68 | 66 | 67 |
| Disadvantaged | **44** (18 pupils) | 52 | 18 (11 pupils) | 52 |

#### Year 1 Phonics

| | School 2024 (%) | National 2024 (%) | School 2023 (%) | National 2023 (%) |
|---|---|---|---|---|
| Year 1 | **80** | 80 | 84 | 79 |
| Disadvantaged | **50** (12 pupils) | 68 | 38 (13 pupils) | 67 |

#### Year 4 MTC

| | School 2024 (%) | National 2024 (%) | School 2023 (%) | National 2023 (%) |
|---|---|---|---|---|
| Scoring 25/25 | **40** | 34 | 20 | 29 |
| Average score | **22.2** | 20.6 | 19 | 20.2 |
| Disadvantaged scoring 25/25 | **25** (16 pupils) | 25 | 15 (20 pupils) | 21 |
| Disadvantaged average score | **21.3** | 18.9 | 15 | 18.3 |

#### Year 6 SATS

| | School 2024 (%) | | National 2024 (%) | | School 2023 (%) | | National 2023 (%) | |
|---|---|---|---|---|---|---|---|---|
| | **EXS** | **GDS** | EXS | GDS | EXS | GDS | EXS | GDS |
| Combined | **67** | **5** | 61 | 10 | 65 | 13 | 60 | 8 |
| Reading | **75** | **30** | 74 | 29 | 78 | 32 | 73 | 29 |
| Writing | **71** | **5** | 72 | 13 | 80 | 16 | 71 | 13 |
| Maths | **80** | **34** | 73 | 24 | 81 | 34 | 73 | 30 |

#### Year 6 SATS - disadvantaged

| | School 2024 (%) (16 pupils) | | National 2024 (%) | | School 2023 (%) (12 pupils) | | National 2023 (%) | |
|---|---|---|---|---|---|---|---|---|
| | **EXS** | **GDS** | EXS | GDS | EXS | GDS | EXS | GDS |
| Combined | **44** | **0** | 46 | 3 | 50 | 0 | 44 | 3 |
| Reading | **57** | **19** | 62 | - | 58 | 17 | 60 | - |
| Writing | **44** | **0** | 58 | - | 50 | 17 | 58 | - |
| Maths | **63** | **25** | 59 | - | 58 | 8 | 59 | - |

**Attendance data**

|  | **School 2023 - 2024** | National 2023 - 2024 | School 2022-2023 | National 2022 -2023 |
|---|---|---|---|---|
| % Attendance - Whole school | 95.49% | 92.8% | 94.76% | 92.6 |
| % Attendance - Disadvantaged | 92.78% | 88.9% | 92.81% | 88.9% |
| %Persistent Absence - Whole school | 6.7% | 20.7% | 6.7% | 21.2% |
| %Persistent Absence - Disadvantaged | 13.8% | 35.7% | 12.8% | 36.5% |

**Boxall Profile** - Social and Emotional functioning assessment

|  | High level of difficulties (Number of children) | | Moderate level of difficulties (Number of children) | | Low level of difficulties (Number of children) | | No difficulties (Number of children) | |
|---|---|---|---|---|---|---|---|---|
|  | **ALL** | **PP** | **ALL** | **PP** | **ALL** | **PP** | **ALL** | **PP** |
| Year 1 | 13 | 7 | 11 | 5 | 21 | 3 | 45 | 3 |
| Year 2 | 13 | 3 | 9 | 3 | 20 | 4 | 49 | 3 |
| Year 3 | 12 | 5 | 8 | 4 | 22 | 9 | 48 | 1 |
| Year 4 | 16 | 7 | 2 | 4 | 18 | 0 | 54 | 5 |
| Year 5 | 11 | 4 | 8 | 2 | 18 | 7 | 53 | 3 |
| Year 6 | 12 | 7 | 12 | 7 | 27 | 7 | 39 | 3 |
|  | 77 | 33 | 50 | 25 | 126 | 30 | 298 | 18 |

In EYFS an increase in pupils with speech, language and communication difficulties, EAL, social and emotional needs and specific SEND needs on entry to school has resulted in a lower percentage of non disadvantaged and disadvantaged pupils achieving a Good Level of Development compared to the National average. However good progress has been made within school (particularly with disadvantaged pupils) to address these barriers in order to bring levels in line with National averages.

In order to build on this progress,  Speech, language and communication development will continue to be a whole school priority (SIP). To ensure that all staff that work within school are best equipped to model and promote effective communication skills in our pupils, we have invested in a whole setting training programme - ELKLAN communication friendly settings for 2024-2025. We will also continue to support the whole class NELI programme which supports our existing NELI intervention, to ensure impact and sustained improvement. Internal data shows that good progress has been made in providing more targeted interventions to support speech and language development for our disadvantaged pupils in EYFS and Year 1 and this will continue to be a strong focus. The introduction of 'Talking Partners' by our EAL teacher and increasing capacity for support by using our Year 1 HLTA to carry out the intervention and by providing additional speech articulation intervention, will also support our current Speech and Language provision.

Good progress has been made in accurately assessing our EAL learners and providing early intervention to improve language proficiency.  We will continue to build on this good progress and increase capacity

for EAL support where possible to meet the increasing levels of pupils with English as an additional Language.  We will also focus on celebrating cultural diversity and ensuring our EAL pupils and their families feel welcomed and supported.

Boxall Profile data (social and emotional functioning assessment) has shown that 43% of our disadvantaged pupils (Year 1-6) display a high or moderate level of difficulty compared to 13% for our non-disadvantaged pupils (Years 1-6).Therefore a continued focus for this strategy will be upon providing the necessary Social and Emotional learning support needed (as part of our whole school Nurture approach) to enable our pupils to learn effectively. This will be reflected in our behaviour policy based on the 6 principles of nurture and through our Zones of Regulation Curriculum (building on the EYFS Colour Monsters) to explicitly teach pupils to regulate their emotions and behaviour. This will also be supported through the development of a Nurture curriculum,  the provision of Nurture groups and increased ELSA sessions carried out by our in school ELSA (supplementing other therapeutic interventions provided at school).

Through our work on the Science of Learning, staff and pupil awareness around the importance of developing pupils' effective learning behaviours to promote pupil independence has improved. Lack of effective learning behaviours continue to be a barrier to learning for many of our disadvantaged and non disadvantaged pupils, particularly - Self-regulation (self control and managing emotions) Metacognitive skills. (self assessment and reflection), motivation and persistence and appropriate focus and attention (active listening).  This will be a continued focus this year.

We will continue to embed a Thinking Schools approach by reviewing our teaching and learning policy to include the explicit teaching of effective learning behaviours, use of the 7 step model of metacognition as a scaffolding framework to promote pupil independence and to strengthen our use of modelling and effective questioning.

The barriers to learning raised above, particularly underdeveloped oral language skills have had a negative impact on Phonics attainment in Year 1.  The implementation of 'Phonics Tracker' as a more efficient way to assess and track progress in phonic development, across all Key Stages and for vulnerable groups has enabled us to quickly identify areas of weakness in order to provide timely, targeted intervention. The HLTA in Year 1 has been able to provide targeted interventions for those with gaps in phonological awareness.  We have made good progress in raising attainment in phonics for disadvantaged learners and this will be a continued focus to further raise attainment. We will also introduce the NELI - reading screener assessment to be used in conjunction with NELI language screener to produce a reading profile for each Year 1 child.  This will help us to identify other reading barriers in pupils where phonics is secure.

Internal data suggests that good progress is being made in raising attainment in phonics, (problems exacerbated by previous school closures), particularly in Year 4 and 5 where intensive targeted intervention by HLTAs (Nessy intervention) has supported this. To build on this good progress, we will introduce a Precision Teaching approach when completing phonics / HFW interventions to ensure any pupils who have difficulties in retaining information, are supported.  Our Year 3/4/5 HLTA will continue to provide targeted intervention with a focus on reading fluency (accuracy, automaticity and prosody) helping to build reading stamina as this was identified as a barrier to pupils reaching the expected level at the end of Key Stage 2.  Participation in the EEF Reading Fluency project will support this.

End of Key Stage 2 data shows that good progress is being made in raising the attainment of disadvantaged pupils in maths across the school (particularly with fluency).  A more consistent and structured approach to teaching fluency has supported this. 'Mastering Number' used from EYFS - Year 2 and in Year 4 and 5 will continue to ensure good development in maths fluency. The Numberstacks

intervention for Years 3, 4 and 5, taught by 2 of our HLTAs has been very successful in ensuring that pupils have fully grasped key maths concepts before moving on. Our EEF trial of 1stClass@Number for children moving from Year 1 to 2 who have not reached the expected standard for Year 1 has been incredibly successful in raising maths attainment for 4 of our disadvantaged learners. Maths intervention through Numberstacks and 1stClass@number will continue to be provided by 2 HLTAs. Purchasing the Sandwell Early Numeracy Test has supported us to closely monitor progress by tracking small steps in the development of key maths skills and this will continue to be used to identify next steps for our disadvantaged pupils.

End of key stage 2 data and internal tracking data have identified that pupils achieving age related expectations and those working above age related expectations for both disadvantaged and non disadvantaged pupils have dipped. This is therefore a whole school focus as part of our SIP. Systems for assessing writing will be reviewed to ensure that next steps can be clearly identified for all pupils. We will also look closely at the development of gross and fine motor skills to support early writing, focus on speech and language development to support oral rehearsal of sentences and will focus on writing stamina (learning behaviour - persistence). We will closely track our vulnerable groups throughout.

Our attendance for disadvantaged pupils is significantly above the National average and our persistent absence significantly below the National average. We will continue to build on this good progress by continuing to closely track attendance for vulnerable groups, seeking to understand the root causes for non attendance and by working with families to overcome any barriers that affect pupil attendance.

# Externally provided programmes

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

| Programme | Provider |
|-----------|----------|
|           |          |

# Service pupil premium funding

| **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

Our pupil premium strategy will be supplemented by additional activity that is not being funded by the pupil premium grant. These whole school strategies will benefit our disadvantaged pupils but are funded within other school budgets.

1. *Purchase of Phonic Reading books from different genres to support* [DfE validated Systematic Synthetic Phonics programme](#) *to improve phonics attainment for all pupils. Continued whole school CPD to ensure high quality, consistent phonics teaching across the school.*

2. *Purchase of the Monster Phonics Superhero spelling programme and intervention materials to support the progressive learning of spelling across school.*

3. *Continuing to embed the use of Mighty Writer across EYFS, KS1 and where appropriate Year 3 to support sentence creation by providing a visual and interactive approach.*

4. *Continued implementation of the Mastering Maths Project and Teaching For Mastery programme (NCETM)  to secure stronger outcomes for all of our pupils. Regular CPD for all staff to develop subject knowledge and understanding of maths pedagogy.*
   Children's chances of success are maximised if they develop deep and lasting understanding of mathematical procedures and concepts.
   [Teaching for Mastery | NCETM](#)

5. *Continued implementation of the Mastering Number Project for EYFS, KS1 and KS2*
   The Mastering Number project aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and confidence and flexibility with numbers.
   [Mastering Number | NCETM](#)
   [Improving mathematics in the Early Years and KS1 - guidance report - EEF](#)
   [Improving mathematics in key stages 2 and 3 - guidance report - EEF](#)

6. *Provision of high quality CPD for staff through The Education People.*

7. *Continuing to embed more robust systems to monitor attendance. (Regular attendance meetings, flowchart to trigger necessary responses, carefully worded attendance letters home, pupil incentives for good attendance - Mr Potato Head reward system).*
   [*Working with Parents to Support Pupils' Learning - EEF Toolkit*](#)

8. *Continuing to offer 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 signposted to these opportunities and will be encouraged and supported to participate. The level of attendance of our Pupil Premium pupils is tracked and closely monitored by our Flo.*

   [*Arts Participation - EEF Toolkit*](#)

9. *Continuing to facilitate Learning Curve courses, organised by our FLO. These courses enable parents to gain basic qualifications and understand the value of education, thereby supporting their own children.*  It is crucial that we consider how to engage with all parents.
   [Parental Engagement - EEF Toolkit](#)
   [*Working with Parents to Support Pupils' Learning - EEF Toolkit*](#)

## Planning, implementation, and evaluation

In planning our pupil premium strategy, we triangulated evidence from multiple sources of data including internal and external assessments, engagement in class, book scrutiny and conversations with parents, pupils and teachers in order to identify the main challenges faced by our disadvantaged pupils. We also evaluated why activity undertaken in previous years may not have had the degree of impact we had expected.

We looked at a number of 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 used the Pupil Premium Guidance Report - EEF to help us develop our strategy, to help us diagnose specific pupil needs and work out which activities and approaches are likely to work best in our school. We will continue to use this guidance during the implementation of activities.

We will also use the EEF - Families of Schools Database  to view the performance of disadvantaged pupils in schools similar to ours and contact schools with high-performing disadvantaged pupils to learn from their approach.

We have had an evaluation framework in place for the duration of our three-year approach and have adjusted our plan over time to secure the best outcomes for our disadvantaged pupils.