

## Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

| Detail  | Data                                      |
|---|---|
| School name   | William Reynolds Primary School & Nursery |
| Number of pupils in school  | 463 (inc Nursery)<br>461 (inc Nursery)    |
| Proportion (%) of pupil premium eligible pupils   | 57.2% (2024-25)<br>55.6% (2025-26)        |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2024-27                                   |
| Date this statement was published   | 04/10/24                                  |
| Date on which it will be reviewed   | 04/10/27                                  |
| Statement authorised by   | Full Governors                            |
| Pupil premium lead  | Miss Jasmin Taylor                        |
| Governor / Trustee lead   | Mrs Jane Tranter                          |

### Funding overview

| Detail   | Amount               |
|--|----------------------|
| Pupil premium funding allocation this academic year                                    | £365,120<br>£371,740 |
| Recovery premium funding allocation this academic year                                 | £0                   |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0                   |
| <b>Total budget for this academic year</b>   | £365,120<br>£371,740 |

# Part A: Pupil premium strategy plan

## Statement of intent

The Pupil Premium has one central aim: to improve outcomes for all socio economically disadvantaged pupils. The Senior Leadership Team including Governors have identified areas for development using the PPG toolkit to analyse data from a range of strategies agreed using The Education Endowment Foundation (EEF), OFSTED research projects & Forestry UK. Taking a tiered approach to Pupil Premium spending helps to balance the essential ingredients of an effective Pupil Premium plan: high quality teaching, targeted academic support, and supporting wider strategies. It aligns with the Department for Education's template for creating a Pupil Premium strategy as well as its 'menu of approaches.' This means we can be confident that our approach fulfils the expectations of the Pupil Premium strategy document.

The EEF Teaching and Learning Toolkit considers a wide variety of common approaches and strategies for raising achievement and analyses them based on a range of evidence to identify the high impact approaches alongside cost implications. This action plan is based upon some of the higher impact strategies.

At William Reynolds, we aim for all our children to leave equipped with key skills, which enable them to be confident, respectful, skilful, ambitious and positive individuals, who are reflective, able to make good choices and have a thirst for life and all it has to offer.

We place emphasis on a curriculum that develops the whole child. Through our school values – Challenge, Honesty, Ownership, Courage and Collaboration - we ensure that the wellbeing of all members of the school community is at the centre of our life in school and the key to raising academic success. Our children gain a sound knowledge of their own value and purpose, with the ability to make choices and decisions in life that show their understanding of right and wrong.

Our context rich curriculum, which has high expectations for all, is mapped to include full coverage of the National and EYFS curriculum. It provides a range of learning experiences for our children, which broaden their understanding of the Local, British and Global Community. Our curriculum offer is designed and adapted, in order to challenge, engage and motivate our learners to take responsibility for themselves and others. Our ultimate goal being that they progress academically and become honest, successful and confident individuals, who make positive contributions to the community and society - both now and in the future. We have developed our curriculum so that it is designed to support children with retention of subject knowledge and to develop long-term memory skills.

**“The school’s curriculum is designed to a consistently high standard and ensures that pupils’ learning is thoughtfully mapped from Nursery to Year 6. There is a shared ambition for all pupils to be successful in the future.”**  
**Ofsted September 2023**

Key Principles of the Strategy Plan

- Ensure the funding is always spent on the targeted group of pupils.
- Never confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged pupils to achieve highest levels.
- Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils. Be clear about the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Quality First Teaching & adaptive teaching is paramount.
- Thoroughly analyse which pupils were underachieving, particularly in English and Mathematics, and why.
- Draw on research evidence from our own and others' experience to allocate funding to the activities that were most likely to have a significant impact on improving achievement.
- Professional development to support the implementation of evidence-based approaches - for example, training provided by a DfE validated systematic synthetic phonics programme or mastery based approaches to teaching or feedback.
- Allocate the best teachers to teach intervention groups to improve mathematics and English.
- Targeted interventions to support language development, literacy and numeracy. Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve.
- Strategic deployment of teaching assistants is important to ensuring that priority pupils are supported. TAs should be fully prepared for their role in any given lesson or intervention and their input should supplement (rather than replace) high quality provision from the class teacher.
- Ensure that the Senior Leadership Team has a clear overview of how the funding is being allocated and the different it is making to the outcomes for pupils.
- Provide well-targeted support to improve attendance, behaviour or links with families where there were barriers to a pupil's learning.
- Mentoring and coaching for teachers.
- Supporting pupils' social, emotional, and behavioural needs.
- Supporting attendance, including approaches outlined in the DfE's *Working Together to Improve School Attendance guidance*.
- Communicating with, and supporting, parents.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Pupils arrive in the Nursery / Reception significantly below age related expectations.   |
| 2                | Pupils in Y1 require support to accelerate progress in phonics so the vast majority of pupils pass the phonics screening check. Word-reading is one of the essential dimensions of reading; the other is comprehension. Skilled word-reading involves working out the pronunciation of unfamiliar printed words (decoding) – which is why the screening check is important – and recognising familiar printed words. |
| 3                | Pupils from YR – Y6 require support to accelerate progress in order to close the gap in attainment compared to national expectations. Early identification to pupils with a Specific learning need is vital.   |
| 4                | Pupils need support to overcome barriers to learning due to social, emotional and behavioural issues. An identified group of pupils with significant social and emotional issues are supported in a nurture group. Support is need for pupils who need extra support in terms of integration and engagement in school life.  |
| 5                | Persistent Absentees & late arrivals require further identification and support to reduce numbers.   |
| 6                | Support for families by:<br>Ensuring that all pupils have equal access to educational visits<br>Additional provision for the Before School Club.   |

## 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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| Pupils are prepared to confidently transition into Year 1. | <p><b>Tier 1 – High quality teaching</b></p> <p>RWI &amp; Early Reading Leader analysis gaps in phonics knowledge and provide CPD for staff to teacher gaps and secure outcomes</p> <p>The Foundation Stage Phase leader, the Early Reading Expert &amp; AHT have ‘set up’ Read, Write, Inc – monitored and coached all staff in Reception &amp; Year 1. Mentoring and coaching for teachers to enhances their instructional practises and classroom management skills.</p> <p>Baseline assessments have been completed in line with National Guidance for all pupils in Reception.</p> |

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|  | <p>Specialist support from RWI Consultant Trainer every 4-6 weeks</p> <p>Leuven Scales are used to measure a child's emotional well-being and involvement. This informs teaching &amp; learning for emotional well-being, involvement and development in early years.</p> <p>Medium Term Plans meets all of the New Curriculum Objectives for Reception &amp; Nursery.</p> <p>Effective daily teaching &amp; learning of RWI, daily 'keep up – Pinny Time' systems in place and assessment informs gaps in learning and effective grouping.</p> <p>All pupils in Reception &amp; Year 1 are correctly grouped for Phonics using a streaming approach.</p> <p>Reading within the EYFS provision and across the curriculum is embedded in pedagogy.</p> <p>Half-termly assessment ensure children are in appropriate groupings</p> <p>Professional development for teachers has enhanced their mastery-based teaching approaches in mathematics.</p> <p>Effective teaching &amp; learning in Mastering Number has secured children's understanding of composition of number.</p> <p>The number of pupils achieving a good level of development is above national average.</p> <p>There is an increase the number of pupils working at age related expectations in Reading, Writing &amp; Mathematics.</p> <p>Early identification of pupils with PPG in Nursery &amp; Reception took place.</p> |
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There is an updated model of curriculum progression for every subject through Nursery to the start of Year 1.

**Tier 2 - Targeted academic support**

All children that are not ARE have 1:1 Tutoring RWI intervention – these are identified on EXCEL doc

Reading book audits have been completed.

AHT& Early Reading Leader, EYFS Phase Leader have developed effective reading system for 1:1 readers. This will ensure that the lowest 20% are listened to regularly in school,

Effective 'tracking & assessment' for composition of number informs interventions and 'keep up' systems.

**Tier 3 - Wider strategies**

ZoR/Colour Monster is embedded to support the social, emotional, and behavioural needs of pupils to create a conducive learning environment.

Attendance improvement strategies outlined in the "working together to improve school attendance" guidance improve attendance in EYFS.

Communication with parents involves them in their child's education and provide support at home. Workshops are provided to parents when they bring their child to school.

Parents have received an information leaflet and links to videos about RWI.

Forest School lead continues to disseminate new learning to all Foundation staff. Forst School sessions impact on pupils' outcomes.

The current attainment gap is closed for PPG pupils against National by the time the children leave at Y6

### **Tier 1 – High quality teaching**

RWI & Early Reading Leader analysis gaps in phonics knowledge and provide CPD for staff to teacher gaps and secure outcomes

Mentoring and coaching for teachers to enhance their instructional practises and classroom management skills.

Curriculum progression and coverage of knowledge has been reviewed, developed and evolved so that the school curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

The curriculum has sufficient depth and coverage of knowledge and skills development in all subjects.

The curriculum has evolved to create space for practice to secure key learning.

Class teachers effective plan their timetable to allow for practice of key skills.

There is an updated model of curriculum progression for every subject.

Curriculum mapping ensures progression of knowledge and skills across all subject and over time, result in:

Pupils' work across the curriculum is of a high standard and evidences a clear sequence and progression.

Pupil attainment and progress is in line or above National Average in SATs and end of year summative tests.

Subject leaders are actively supporting the development of their subject across the school and can evidence the impact of this.

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|   | <p>Assessment in all subjects informs next steps in teaching &amp; learning.</p> <p><b>Tier 2 - Targeted academic support</b></p> <p>Interventions are effective and secure basics skills.</p> <p>Additional daily 10 minutes speed set RWI throughout Y1, and those children that are not at ARE from Yr2-6.</p> <p>Class teachers deploy their TAs to target groups to 'keep up' regularly, and ensure targeted interventions secure key skills.</p> <p><b>Tier 3 - Wider strategies</b></p> <p>Pupils are prepared to confidently transition into the next stage of learning. Social stories are used effectively for those children that need additional transition.</p> <p>Additional support for vulnerable groups through intervention programmes &amp; nurture has been provided through targeted nurture provision and target SEMH provision.</p> <p>Communication, support and workshops are provided for parents to foster a collaborative partnership in supporting the academic progress of their children.</p> |
| <p>Support is in place for all children to make good progress in school</p> | <p><b>Tier 1 – High Quality Teaching</b></p> <p>Provide professional development for teachers on implementing evidence-based approaches to support pupils with social, emotional, and behavioural issues, such as training on trauma-informed practises.</p> <p>Implement ZoR curriculum where social and emotional learning components taught to meet the needs of disadvantaged pupil.</p> <p>All teaching staff are aware of vulnerable pupils in their care.</p>   |

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|  | <p>Mentoring and coaching for teachers to enhance their skills in supporting integration and engagement of pupils with social and emotional challenges.</p> <p>SLT use Behaviour forms and CPOMS effectively for behaviour tracking and emotional regulation support.</p> <p><b>Tier 2 - Targeted Academic Support</b></p> <p>One-to-one/ small group academic tuition for pupils with social, emotional, and behavioural challenges to address specific learning needs.</p> <p>Interventions target to support language development and literacy skills, focusing on communication and emotional expression.</p> <p>Teaching assistants deliver structured interventions and provide additional support within the classroom for pupils struggling with integration and engagement.</p> <p><b>Tier 3 - Wider Strategies</b></p> <p>Nurture group provides targeted support for pupils with significant social and emotional issues, focusing on building relationships and emotional regulation skills.</p> <p>Wrap around care provides additional opportunities for social skills development and emotional support, including after-school clubs or counselling services.</p> <p>Breakfast club and meal provision ensures all pupils have access to nutritious food, supporting their overall well-being and readiness to learn.</p> <p>Inclusion leader to be the designated lead for monitoring progress of vulnerable groups within SLT linked to Future Minds.</p> |
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|   | <p>Intervention programmes to support pupils in receipt of PPG are planned, coordinated and evaluated in order for pupils to attain age-appropriate levels in all year groups.</p> <p>Identified children receive a meet &amp; greet in a morning.</p> <p>Nursery lead attend home visits for new Nursery starters</p> <p>Extra support for vulnerable pupils through 1:1 and group mentoring is in place</p> <p>DSLs attend regular Early Help &amp; Child Protection meetings.</p> <p>Two Nurture groups are in place to support work on social and emotional aspects of learning.</p> <p>Strong links are in place with outside agencies e.g behaviour support team and speech and language.</p> <p>The Nurture Lead and Behaviour &amp; Inclusion managers work with senior leaders will review the needs of the pupils within the group and those not in the group who would benefit from this support.</p> <p>Purchased learning support sessions for an advisory teacher and an Educational Psychologist to work with individual pupils, meet with parents to offer advice and to make recommendations to staff in how best to support pupils.</p> |
| <p>Attendance is in line with National with a reduction of Persistent Absentees</p> | <p><b>Tier 1 - High quality teaching</b></p> <p>Professional development gives teachers CPD on evidence-based approaches to improve attendance, referencing the DfE Working Together to Improve Attendance guidance.</p>  |

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|  | <p>Technology (ScholarPack) is utilised to analysis trends related to attendance monitoring.</p> <p><b>Tier 2 - Targeted academic support</b></p> <p>Targeted interventions for language development, literacy, and numeracy with a specific focus on improving attendance rates</p> <p>Implement interventions tailored to meet the needs of disadvantaged pupils with SEND, aiming to positively impact attendance.</p> <p><b>Tier 3 - Wider strategies</b></p> <p>Nurture provision support pupils' social, emotional, and behavioural needs to create a conducive environment for improved attendance.</p> <p>Extra-curricular activities such as sports, outdoor pursuits, arts, and cultural experiences engage pupils and potentially improve attendance.</p> <p>Breakfast clubs and meal initiatives support pupils' well-being and potentially positively impact attendance.</p> <p>Effective communication and support is provided to parents to engage them in the school's efforts to improve attendance rates.</p> <p>School buys into a service level agreement for an Educational welfare Officer 0.2 FTE hours per week.</p> <p>The EWO supports families to improve attendance</p> <p>Home visits are carried out where there have been concerns and EWO contacts the parents</p> <p>EWO organised attendance Panel meetings</p> |
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|   | <p>Attendance meetings took place three weekly review meetings with attendance manager and SLT.</p> <p>The Attendance manager follows up attendance on a daily basis</p>   |
| <p>All pupils are able to attend educational visits</p> | <p><b>Tier 1 – High-quality teaching</b></p> <p>A broad and balanced curriculum has been implemented that includes educational visits as integral components to enhance learning experiences for all pupils.</p> <p>Professional development opportunities is provided for teachers on how to effectively integrate educational visits into their teaching to maximise learning outcomes.</p> <p><b>Tier 2 - Targeted academic support</b></p> <p>Targeted interventions to enhance language development, literacy, and numeracy skills, which can also support pupils in making the most of educational visits.</p> <p>Teaching assistants provide additional support to pupils who may require assistance in preparing for and participating in educational visits.</p> <p><b>Tier 3 - Wider strategies</b></p> <p>Strategies to support families with financial constraints, such as offering subsidies for educational visits to ensure all pupils can participate. Money was used to subsidise costs of visits and experiences for PPG pupils such as:</p> <ul style="list-style-type: none"> <li>• Arthog Y6 and Arthog outreach Y5 -Actively engage pupils in outdoor learning opportunities with experienced instructors. Pupils link learning in the classroom with the outdoors</li> <li>• Theatre groups – story telling, mathematics and cyberbullying</li> <li>• Curriculum visitors</li> </ul> |

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|  | <ul style="list-style-type: none"><li>• Swimming</li></ul> <p>% reduction on coach trips</p> <p>Additional provision is provided for the Before School Club to accommodate pupils who may need extra support.</p> |
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## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9420

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
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| <p>RWI: Phonics training and support package</p> <p>£2,220+VAT</p>   | <p>Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationships between written symbols &amp; sounds. Phonics has a positive impact overall +5 months with very extensive evidence in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> | <p>1,2</p>                    |
| <p>Safety Intervention Training (formally known as MAPA) accredited x 1 staff member and refresher training x 4 staff members (£1500)</p>  | <p>More specialised programmes which are targeted at students with specific behavioural issues. Both targeted interventions and universal approaches have positive overall effects +4months.</p>  | <p>3</p>                      |
| <p><i>STSA courses for Computing, PE, Personal Development, PSHE, Music, RE &amp; Art &amp; Design, English &amp; Maths, PSHE, MFL, D&amp;T</i></p> <p>£2000</p> <p><i>Online Safety EYFS moderation &amp; update, Pupil Premium, Effective support</i></p> <p>(£1000)</p> <p><i>Courses</i></p> | <p>OFSTED Inspection Handbook</p>   | <p>2</p>                      |

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| <i>Pupil Premium, Schemas in EYFS, Talk boost, Promoting performance for disadvantaged, Equality &amp; diversity (£800)</i> |   |   |
| <i>Forest School Training (£200)</i>  | Research now backs up what forest school practitioners have known all along – those children are stimulated by the outdoors and typically experience, over time, an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being (UK Forest School Training) | 1 |
| Best practice in your breakfast & after-school (£200)   | Year 2 children in breakfast club schools made the equivalent of two months' additional progress compared to Year 2 children in the business-as-usual control group. This result has a low to moderate security rating. These results are like the original results, although they are now less secure.                                     |   |
| ZoR CPD and resources (1,500)   | To support the social, emotional, and behavioural needs of pupils to create a conducive learning environment.   |   |

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

Budgeted cost: £206,940

| <b>Activity</b> | <b>Evidence that supports this approach</b> | <b>Challenge number(s) addressed</b> |
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| <p>Talk Boost in Early Years, KS1 and KS2</p> <p>(£20,000)</p>       | <p>TALKS BOOST – help children who struggle with talking and understanding words by giving them the skills they need.</p> <p>EEF – Oral Language Interventions - On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress</p>  | <p>1</p>   |
| <p><i>Forest School</i></p> <p><i>£3,000 including resources</i></p> | <p>Forest School is a child-centred inspirational learning process, that offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.</p> <ul style="list-style-type: none"> <li>• <b>Confidence:</b> children had the freedom, time and space to learn and demonstrate independence</li> <li>• <b>Social skills:</b> children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play</li> <li>• <b>Communication:</b> language development was prompted by the children's sensory experiences</li> <li>• <b>Motivation:</b> the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</li> </ul> | <p>1,2</p> |

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|   | <ul style="list-style-type: none"> <li>• <b>Physical skills:</b> these improvements were characterised by the development of physical stamina and gross and fine motor skills</li> <li>• <b>Knowledge and understanding:</b> the children developed an interest in the natural surroundings and respect for the environment</li> </ul> <p>(Forest Schools Research)</p>  |   |
| <p>An additional key person in all 3 Foundation stage classes to increase the staff /child ratios in order to develop speaking and listening skills.<br/>£60,000 (Y1)</p> | <p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children’s language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning. On average, children who are involved in communication and language approaches make approximately <b>+6 months additional progress over the course of a year.</b></p> | 1 |
| <p>Additional teaching assistant in Nursery<br/>£15,000 (Y1)</p>  | <p>“Earlier starting Age” refers to increasing the time a child spends in early years education by beginning at a younger age. Pupils will be offered a place in the nursery the term they turn 3 years old. Beginning early years education at a younger age appears to have a high positive impact on learning outcomes. It is estimated that children who start to attend an early years setting before turning 3 make <b>approximately +6 months additional months’ progress.</b></p>                  | 1 |
| <p>Increase the number of pupils working at age related expectations in Reading, Writing &amp; Mathematics.<br/>(£25,505)</p>   | <p>Early literacy approaches aim to improve young children’s skills, knowledge or understanding related to reading or writing:</p> <ul style="list-style-type: none"> <li>- Storytelling and group reading;</li> <li>- Activities that aim to develop letter knowledge, knowledge of sounds and early phonics; and</li> <li>- Introductions to different kinds of writing</li> </ul>   | 1 |

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|   | <p>These 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 +4 months, with the most effective approaches improving learning by as much as +6months.</p> <p>Early numeracy approaches aim to develop number skills and improve young children’s knowledge and understanding of early mathematical concepts. On average, early numeracy approaches have a positive impact on learning equivalent to approximately +6 months progress for early mathematics outcomes.</p> <p>Phonics</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. One to one tends to be higher at 5months compared to small group interventions (+4months)</p> |          |
| <p>Parental engagement in the Early Years<br/>£1,000 (Y1)</p> | <p>Actively involving parents in supporting their children’s learning and development. Strategies include: approaches that encourage parents to read and talk with their children at home or to participate in activities in the early years setting; programmes that focus directly on parents themselves, for example, providing training in parenting skills or adult numeracy and literacy support; and more intensive programmes for disadvantaged families or families in crisis, for example through schools appointing a family liaison that work with parents through either home visits or other targeted approaches. On average, parental engagement programmes evaluated to date have led to a positive impact of</p>  | <p>1</p> |

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|   | approximately <b>+4 months progress over the course of a year.</b>   |     |
| RWI to be furthered embedded across the whole school<br>£10,000 (RWI leader release and Early Reading Leader release time)                                | Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationships between written symbols & sounds. Phonics has a positive impact <b>overall +5 months with</b> very extensive evidence in the development of early reading skills, particularly for children from disadvantaged backgrounds.  | 1,2 |
| Extending School time<br>£5,000<br><br>Homework club<br>£2,000 (Y1)<br><br>Mathematics Times Table club<br>£600<br><br>Mathematics Year 6 club x 2 £1,136 | Extending school time involved increasing learning time in schools during the school day. Programmes that extend school time have a positive impact on average but are expensive. Planning to get the most from any extra time is important. It should meet pupil's needs and build on their capabilities. The average impact of approaches involving extending school time is about <b>+3months progress over the course of the year.</b><br><br>Homework activities vary significantly, particularly between younger and older pupils, including but not limited to home reading activities, longer projects or essays and more directed and focussed work such as revision for tests. Homework has <b>a positive impact on average +5 months.</b> | 2   |
| Additional TA – Phonics / Reading<br>£16,000  | Phonics<br>Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationships between written symbols & sounds. Phonics has a positive impact <b>overall +5 months with</b> very extensive evidence in the  | 2   |

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|   | <p>development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><b>Reducing Class Size</b><br/>Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller. Reducing class size has a small positive <b>impact of +2 months</b>. There is some evidence for additional benefits of smaller class sizes may be a more effective approach during the early stages of primary school.</p> <p><b>Small group tuition</b><br/>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress or to teach challenging skills. The average impact of <b>the small group tuition is +4 months' progress</b>, on average over the course of a year.</p> |          |
| <p>To provide additional support for vulnerable groups through intervention programmes (£40, 563)</p> | <p><b>Small group tuition</b><br/>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress or to teach challenging skills. The average impact of <b>the small group tuition is</b></p>   | <p>2</p> |

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|  | <p><b>+4 months' progress</b>, on average over the course of a year.</p> <p>Reading Comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. <b>The average impact of reading comprehension strategies is +6 months.</b></p> <p>Teaching Assistant Interventions<br/>Teaching assistants' duties can vary widely, but they are generally deployed in 2 ways; to support the teacher in the general classroom environment, or provide targeted interventions, which are often delivered out-of-class. <b>The average impact of the deployment of teaching assistants is about an additional +4months.</b></p> |  |
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £148,760

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
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| Behaviour Manager & Nurture support<br><b>Behaviour Mentor (20,734)</b><br><br><b>Full time TA £16,000</b> | Behaviour support Manager<br><br>Behaviour Support TA<br><br>Behaviour Interventions seek to improve attainment by reducing challenging behaviour in school. Approaches to developing a positive school ethos or improving discipline across the whole school which also aim to support greater engagement in learning. Specialised programmes which are targeted at pupils with specific behaviours are in place. Both targeted and universal approaches have positive <b>overall effects +4 months</b> . There is | 3                             |

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|   | <p>evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role play and rehearsal.</p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies. The potential impact of metacognition and self-regulation approaches is high +7 months, although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p>   |   |
| <p>Mentoring</p> <p><i>Learning mentors &amp; DSLs x2 (£20,763)</i></p> | <p>Learning Mentor</p> <p>Mentoring in education involves pairing young people with an older peer or adult, who acts as a positive role model. Mentors typically build relationships with young people by meeting with them one-to-one for about an hour a week over a sustained period of time. On average, there is a small impact on attainment of +2 months.</p> <p>Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and emotional learning approaches have a positive impact, on average, of +4 months' additional progress in academic outcomes over the course of the year.</p> | 3 |
| <p><i>Nurture Provision</i></p>   | <p>Nurture Group Lead</p>  | 3 |

|  |   |  |
|--|---|--|
| <p>(£20,000)</p> <p>Resources<br/>£5,000</p> | <p>“The overall decrease in SEBD features in nurture group children may be due to improved social skills. The small group facilitates the development of interactive skills such as turn taking. The sustained emphasis on considerate behaviour facilitates positive social interactions between children that are mutually rewarding ... Pro-social behaviour is known to predict peer acceptance (Dodge, 1983; Ladd et al., 1988). Children in nurture groups learn behaviour that renders them more rewarding and likable to both peers and adults. Underlying the development of social and friendship skills are a specific and evolving set of social and cognitive capacities, including empathy (Hay et al., 2004). Nurture groups place particular emphasis on promoting children’s ability to recognise and communicate about feeling states in themselves and their peers. Improvements in peer group relationships have a protective function if they generalise into children’s lives. Evidence suggests that these improvements are sustained in nurture group children; reintegration into the mainstream class has shown to be successful following time in nurture groups (Iszatt &amp; Wasilewska, 1997). Nurture group children’s interactions are also likely to be influenced by the teacher’s attitudes to their peers, many of whom would in a mainstream classroom be experienced as ‘disruptive.’ Evidence suggests that peers make use of their observations of teacher-child interactions to inform their own interactions with a particular child (Hughes et al., 2001; Meehan et al., 2003), therefore, changed teacher attitudes can impact on peer acceptance (Zionts et al., 2004).” (p. 30)</p> |  |
|--|---|--|

|   |  |          |
|---|--|----------|
| <p><i>Educational Welfare Officer (EWO)</i><br/>£10,500</p> | <p>School buys into a service level agreement for an Educational welfare Officer 0.2 FTE hours per week.<br/>The EWO attends TAC meetings to support families<br/>1;1 work with pupils to improve attendance<br/>Carries out home visits and communicates with parents<br/>Organises attendance Panel meetings<br/>Has three weekly review meetings with attendance manager and Head.<br/>The Attendance manager follows up attendance daily</p> | <p>4</p> |
| <p><i>Educational Visits</i><br/>£35,000</p>                | <p>To ensure equal access for all pupils in offering experiences to enhance the broad curriculum<br/>The school will subsidise all Educational Visits and pay for visitors coming into school.</p>   | <p>5</p> |

**Total budgeted cost: £365,120**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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

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

The data demonstrated that:

| 2023-2024 |        | School disadvantaged compared to national disadvantaged |          |                               | School disadvantaged compared to national non-disadvantaged |      |                      | Year group context     |
|-----------|--------|---|----------|-------------------------------|---|------|----------------------|------------------------|
| Subject   | Cohort | School  | National | National distribution banding | National (non dis)  | Gap  | Gap Trend            |                        |
| RWM       | 32     | 50%   | 46%      | Close to average (non-sig)    | 67%   | -17% | Widening             | High - FSM, High - SEN |
| Reading   | 32     | 69%   | 62%      | Close to average (non-sig)    | 80%   | -11  | Widening             | High - FSM, High - SEN |
| Writing   | 32     | 66%   | 58%      | Close to average (non-sig)    | 78%   | -12  | No meaningful change | High - FSM, High - SEN |
| Maths     | 32     | 66%   | 59%      | Close to average (non-sig)    | 79%   | -14  | Widening             | High - FSM, High - SEN |

- Attainment for disadvantaged pupils is broadly in line with national disadvantaged averages across all subjects.
- However, there is a persistent and widening gap when compared to national non-disadvantaged pupils, particularly in Reading, Maths and combined RWM.
- The cohort context (high FSM and high SEN) is an important contributing factor and should be considered when interpreting outcomes.

Relative performance vs national disadvantaged

All subjects are either:

- Above national disadvantaged averages (Reading, Writing, Maths)
- Or in line (RWM combined)

National banding indicates "close to average (non-significant)", meaning:

- The school is performing as expected given similar contexts
- No subject is causing concern relative to national disadvantaged outcomes

The pupil premium strategy is supporting pupils to achieve in line with similar disadvantaged groups nationally, which is a solid baseline.

Gap with non-disadvantaged pupils remains large

- These gaps are significant
- Largest gap in combined RWM

While disadvantaged pupils are doing “average” compared to similar pupils, they are still considerably behind their more advantaged peers nationally.

What needs improvement:

1. Closing the gap with non-disadvantaged pupils
  - Especially in RWM and Maths
2. Reversing widening trends
  - Current strategies are not yet achieving equity in outcomes
3. Accelerating progress
  - Need for more targeted, evidence-based interventions

| Phonics |        |        |          |                               |               |                        |
|---------|--------|--------|----------|-------------------------------|---------------|------------------------|
| Year    | Cohort | School | National | National distribution banding | Trend         | Year group context     |
| 2024    | 59     | 71%    | 80%      | Below (non-sig)               | No sig change | High - FSM, High - SEN |

Attainment is below national disadvantaged average

- The school's pupils achieved 71%, compared to 80% nationally
- This represents a 9 percentage point gap
- Pupils are underperforming compared to similar pupils nationally

| Summer term Disadvantaged pupils                      |             | Reading      |              | Writing      |            | Maths        |             | EGPS         |            | Combined     |            |
|---|-------------|--------------|--------------|--------------|------------|--------------|-------------|--------------|------------|--------------|------------|
| % of pupils on track to meet age related expectations | Cohort size | Expected +   | GDS          | Expected +   | GDS        | Expected +   | GDS         | Expected +   | GDS        | Expected +   | GDS        |
| Y1  | 35          | 55.2<br>(16) | 10.3<br>(3)  | 65.5<br>(19) | 3.4<br>(1) | 69.0<br>(20) | 13.8<br>(4) | 65.5<br>(19) | 3.4<br>(1) | 53.1<br>(17) | 3.1<br>(1) |
| Y2  | 38          | 52.6<br>(20) | 7.9<br>(3)   | 52.6<br>(20) | 5.3<br>(2) | 63.2<br>(24) | 10.5<br>(4) | 52.6<br>(20) | 5.3<br>(2) | 50.0<br>(19) | 8.3<br>(1) |
| Y3  | 43          | 71.4<br>(50) | 19.0<br>(8)  | 63.3<br>(27) | 9.5<br>(4) | 76.2<br>(32) | 16.7<br>(7) | 63.3<br>(27) | 9.5<br>(4) | 61.9<br>(26) | 9.5<br>(4) |
| Y4  | 49          | 67.3<br>(33) | 6.1<br>(3)   | 63.3<br>(31) | 4.1<br>(2) | 71.4<br>(35) | 8.2<br>(4)  | 63.3<br>(31) | 4.1<br>(2) | 63.3<br>(31) | 4.1<br>(2) |
| Y5  | 49          | 79.6<br>(39) | 22.4<br>(11) | 69.4<br>(34) | 8.2<br>(4) | 81.6<br>(40) | 18.4<br>(9) | 69.4<br>(34) | 8.2<br>(4) | 67.3<br>(33) | 8.2<br>(4) |

Year 1

- Attainment is moderate across subjects, strongest in Maths (69%) and weakest in Reading (55%), suggesting early reading remains a key development area.
- Combined attainment is low (53%), indicating many pupils are not yet consistently meeting age-related expectations across all subjects.

Year 2

- Outcomes are consistently lower than other year groups, with around half of pupils on track across most subjects (~50–63%).
- Combined attainment (50%) is a concern, highlighting a need for targeted support to secure core skills at the end of KS1.

Year 3

- Stronger performance overall, particularly in Maths (76%) and Reading (71%), indicating improving attainment as pupils move into KS2.
- However, combined attainment (61.9%) lags behind individual subjects, suggesting inconsistency in meeting expectations across the curriculum.

#### Year 4

- Attainment is broadly steady across subjects (63–71%), with no standout strengths, indicating average but not accelerated progress.
- Low GDS percentages across all areas suggest limited higher-attaining disadvantaged pupils.

#### Year 5

- Strongest overall year group, with high attainment in Maths (81.6%) and Reading (79.6%), showing effective progress by upper KS2.
- Despite this, combined attainment (67%) is still lower than subject-specific results, indicating some pupils are not securing all three core areas simultaneously.

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

| Attendance | Absence | Number of PA pupils with FSM | Attendance % of PA pupils with FSM | Number of SA pupils | Attendance % of SA pupil | Number with FSM on roll |
|------------|---------|------------------------------|------------------------------------|---------------------|--------------------------|-------------------------|
| 90.9%      | 9.1%    | 71                           | 78.2%                              | 26.2%               | 8                        | 253                     |

Based on all the information above, the performance of our disadvantaged pupils *met* expectations, and we are at present *on course* to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

## Externally provided programmes

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

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