

Pupil premium strategy statement – Littleton Green Community School

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
Number of pupils in school	461
Proportion (%) of pupil premium eligible pupils	21.5%
Academic Years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Lynn Thorneycroft
Pupil premium lead	S Andrews M Deakin
Governor / Trustee lead	C Benton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£163380
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£163380

Part A: Pupil premium strategy plan

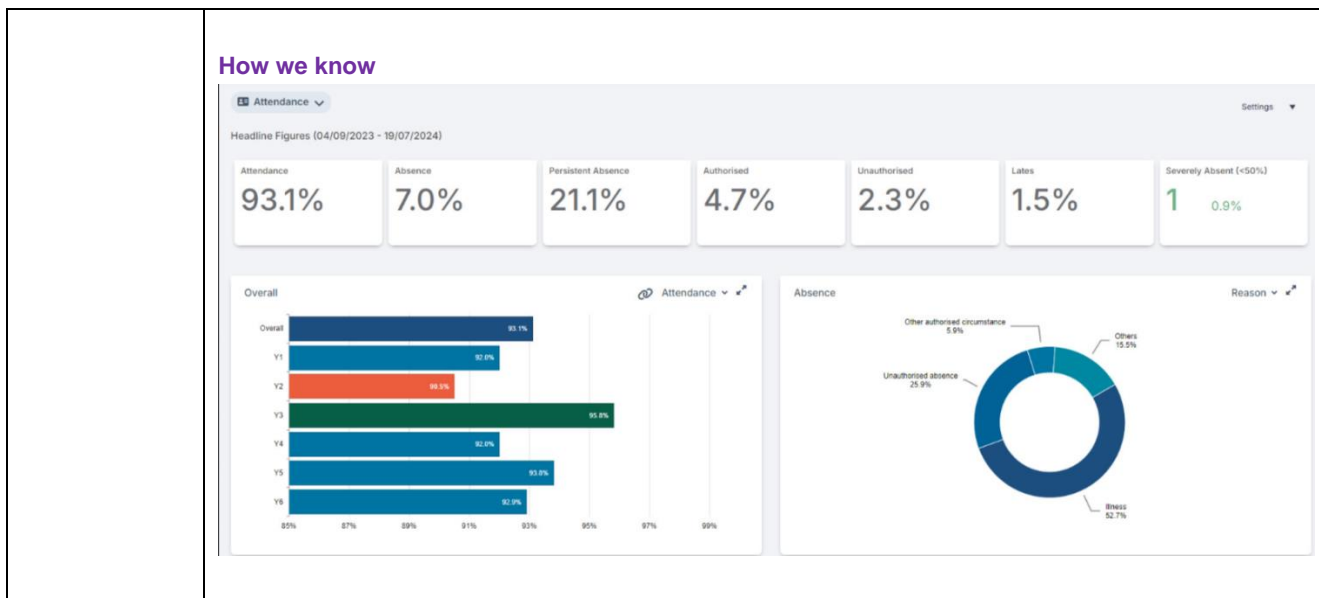
Statement of intent

	<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
	<u>What do we want our children to say?</u>	<u>What will we focus on across the school?</u>	<u>What will success look like in all subjects?</u>
Proud	'I am Proud. I am proud of who I am, the quality of my learning and the effort that I have put into producing it.'	Ensuring that children are shown the importance of being proud of who they are and to recognise that their hard work and effort as well as their achievements will be celebrated	<u>All children can explain why a piece of work demonstrates their best learning and explain how this has been celebrated.</u> <i>Evidence: pupil interviews, work scrutinise, displays, and/or dojo.</i>
Unique	'I am Unique. I am an individual who offers many talents. Everybody is good at something.'	Ensuring that all children are supported accordingly by all staff.	<u>Children receive the appropriate level of support.</u> <i>Evidence: lesson obs (deployment of adult), scaffolding of tasks, data, provision map/IEP, work scrutinies, pupil interviews, chequebook walks, and/or planning adaptations.</i>
Reflective	'I am Reflective. I learn from my mistakes and get better at things as a result.'	Ensuring children are taught how to reflect on their own learning.	<u>Children can demonstrate how they have improved or will improve their work.</u> <i>Evidence: work scrutinies, pupil interviews, and/ or chequebook walks.</i>
Positive	'I am Positive. I always try my hardest. If at first, I fail, I try, try, and try again.'	Ensuring that children are taught how to use resources effectively to support their learning.	<u>Children can demonstrate how they use a range of concrete and pictorial resources to become 'unstuck'.</u> <i>Evidence: book scrutinies, pupil interviews and/ or chequebook walks</i>
Loving	'I Love. I respect and love the diverse world that I live in. I respect and love all other people. I respect and love myself.'	Ensuring that children are taught that all learners are of equal value, and to recognise that diversity is a strength that should be respected and celebrated.	<u>Children can demonstrate how all children irrespective of race, gender, disability, belief, sexual orientation, or socio-economic background have made positive contributions.</u> <i>Evidence: pupil interview, chequebook walks and/or learning environment</i>
Empowered	'I am Empowered. I can overcome any challenge that comes my way because I own a toolkit packed full of skills and knowledge that I will use for the rest of my life.'	Ensuring that children are shown how to retrieve previously taught information.	<u>Children can recall and apply previously taught knowledge, vocabulary, and skills.</u> <i>Evidence: work scrutinies, tests/data, pupil interviews and/ or chequebook walks</i>

Challenges

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

Challenge number	Detail of challenge
1	<p>Literacy Attainment and Progress for Pupil Premium Pupils</p> <ul style="list-style-type: none"> Pupils demonstrate a limited vocabulary, posing challenges to fluency, comprehension, and writing proficiency. Disadvantaged pupils are performing below age-related expectations in Literacy. Although progress measures for Pupil Premium (PP) pupils indicate growth, accelerated progress is essential to close the existing achievement gap. <p>How we know:</p> <p>Reading</p> <ul style="list-style-type: none"> End-of-year data for 2024 reveals that PP pupils in Years 1, 3, and 5 are underperforming in reading attainment at the end of Block 3. While progress measures have been sustained in Reception, Year 1, Year 2, and Year 3, further acceleration is required to narrow the attainment gap. <p>Writing –</p> <ul style="list-style-type: none"> Data from Block 3 indicates that PP pupils in Reception, Year 1, Year 3, Year 4, Year 5, and Year 6 are performing below their peers in writing. <p>Phonics</p> <p>At the end of Block 3 in 2024, phonics data highlights underachievement among PP pupils:</p> <ul style="list-style-type: none"> Reception: 40% are on track for grapheme recognition. Year 1: 58% are on track according to the Phonics Screening Check. Year 2: No pupils are currently on track.
2	<p>Engagement, Self-Esteem, and Wellbeing of Pupil Premium Pupils</p> <ul style="list-style-type: none"> Low self-esteem among some Pupil Premium pupils is inhibiting their ability to embrace and apply PURPLE values. Pupil Premium pupils are not fully engaging with, or benefiting from, the enriched curriculum and extracurricular activities. <p>How we know</p> <ul style="list-style-type: none"> Tracking data on extracurricular club attendance reveals missed opportunities for Pupil Premium pupils to participate. A significant percentage of Pupil Premium pupils are not attending residential trips. Results from an initial well-being survey conducted in September 2024 show that while Pupil Premium pupils feel supported in terms of wellbeing, compared to their non-Pupil Premium peers, further efforts are needed to build their resilience as learners. Our Pupil Premium tracker indicates that 41% of Pupil Premium pupils require ongoing emotional support, provided through daily check-ins and ELSA (Emotional Literacy Support Assistant) sessions.
3	<p>Attendance of Pupil Premium Pupils</p> <ul style="list-style-type: none"> Increase Pupil Premium pupils' attendance to at least 95% from 2024 to 2027, overcoming current rates that fall below this target. By combining interventions, targeted support programs, and strengthening relationships with students and families, we can increase the attendance of Pupil Premium pupils to the target of 95% by 2027. It will require a commitment to early intervention, personalised support, and regular evaluation of strategies.



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
<p>The percentage of Pupil Premium pupils in Years 1-6 achieving age-related expectations or higher in reading, writing, and phonics aligns with or exceeds the national average for all children.</p>	<ul style="list-style-type: none"> End-of-block teacher and End-of-year teacher assessments for reading and writing show that the percentage of Pupil Premium pupils meeting at least age-related expectations (ARE) exceeds the national average across all year groups. Any areas where this is not achieved will have identified barriers and targeted actions, monitored using B Squared. The percentage of Pupil Premium pupils passing the phonics test aligns with or exceeds the national average for all children over the three years. The progress score for Year 6 disadvantaged pupils in reading and writing meets or exceeds the average progress for 2025-2027. The year-on-year Average Point Score (APS) for each cohort of SEND Pupil Premium pupils increases annually over the three years.
<p>Investment in MALs assessments will be used to support pupil premium children's attitudes towards their learning by providing insights into their individual learning styles, strengths, and areas for improvement.</p> <p>These assessments will help tailor support to each child's needs,</p>	<ul style="list-style-type: none"> By the end of the academic year, 80% of pupil premium students using the <i>Myself as a Learner</i> (MALs) software will demonstrate an improvement in their academic performance (measured through assessments and progress tracking) 80% of students will show enhanced emotional regulation and metacognitive skills, as assessed through teacher observations and student self-reports.

<p>fostering greater self-awareness and motivation.</p> <p>The data gathered through MALs will enable staff to monitor progress, track changes in engagement and attitude, and make informed decisions about targeted interventions to ensure continued academic growth and personal development.</p>	
<p>Pupil premium children will be able to demonstrate progress against PURPLE priorities in their learning. This will be evidenced through school monitoring systems.</p>	<ul style="list-style-type: none"> • By the end of the year, 80% of PP children will be meeting the whole school PURPLE Priorities.
<p>The attendance rate of pupil premium children will exceed the national average in Years 1-6.</p>	<ul style="list-style-type: none"> • Attendance checks conducted by the Assistant Head Teachers and Attendance Officer show that the attendance rate of Pupil Premium pupils in Years 1-6 is consistently at least 95% over the three-year cycle. • Barriers to attendance are identified and addressed using the Little Heroes attendance package, leading to sustained improvements in attendance.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £66, 793

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring High-Quality Teaching of Speaking and Listening:</p> <ul style="list-style-type: none"> • Provide purposeful speaking and listening activities including collaborative learning opportunities where children can share their thought processes and ideas. • Training to support adults to ensure they model and develop pupils' oral language skills and vocabulary development. • Encourage collaboration and discussions around the texts to deepen understanding and usage of new vocabulary. 	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Improving Literacy in Key Stage 1 EEF Improving Literacy in Key Stage 2 EEF Oral language interventions EEF</p>	1
<p>Explicit Vocabulary Instruction CPD for Teachers and LSAs:</p> <ul style="list-style-type: none"> • Train staff on strategies to integrate vocabulary instruction into daily lessons, utilising strategies such as pre-teaching key vocabulary before introducing new topics. • Reading lessons include choral and call-and-response opportunities to develop fluency and use of new vocabulary. • Explicitly teaching new vocabulary providing repeated exposure to new words and providing opportunities for pupils to use new vocabulary. • Purchase and use of quality texts for reading into writing: Select high-quality literature that introduces diverse vocabulary. 	<p>Explicit vocabulary teaching is a highly effective strategy for improving literacy and academic outcomes, especially for Pupil Premium (PP) students, who often face challenges in vocabulary development due to socioeconomic factors, lack of access to rich language environments, and limited exposure to high-level academic language. Research shows that improving vocabulary directly impacts reading comprehension, academic achievement, and social-emotional development,</p> <p>Making Best Use of Teaching Assistants EEF / Oral language interventions EEF</p>	1
<p>Reading Comprehension CPD for Teachers and LSAs:</p> <ul style="list-style-type: none"> • Training for staff receive professional development in effective diagnosis as well as training in the use of particular techniques and materials in order to teach reading comprehension strategies through explicit teaching, metacognitive talk to model strategies and teachers questioning pupils to apply key steps. 	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>Reading comprehension strategies EEF</p>	1

<p>Reading for Pleasure and Parental engagement opportunities</p> <ul style="list-style-type: none"> • Promote a school community love of reading and supporting parents with this. • Promote a whole school reading culture, with a focus on reading for pleasure, to improve pupils' motivation and engagement with reading. • We will fund release time for subject leads to deliver parent workshops throughout the year focusing on reading and phonics. 	<p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>Working with Parents to Support Children's Learning EEF</p>	<p>1 and 2</p>
<p>Implement a structured approach to the teaching of writing:</p> <ul style="list-style-type: none"> • All teachers to receive professional development on effective strategies for teaching vocabulary and writing, such as modelling, scaffolding, and providing feedback • English subject lead release time to attend MAT training on writing (5 half-day sessions in 2024/2025) • Adopting 'Grow a sentence in all classes Years 1-6. • Teach writing composition strategies through modelling and supported practice. • Writing will be taught as a process made up of five components; planning; drafting; revising; editing; and publishing. • The teaching of writing is modelled and highly scaffolded to support all learners. • LSA training promoting the best use of LSAs to support the writing process. • CPD for all staff on Metacognition and self-regulated learning which will then be taught and modelled to ensure children can reflect on themselves as learners and take steps to improve. 	<p>Improving Literacy in Key Stage 1 EEF Improving Literacy in Key Stage 2 EEF</p> <p>Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well.</p> <p>Metacognition and Self-regulated Learning EEF</p>	<p>1 and 2</p>

<p>Raising Attainment with Wellbeing Pilot.</p> <ul style="list-style-type: none"> Funding of Training (and release time) of Assistant Head Teachers (2024-2025) focused on: <ul style="list-style-type: none"> Strategies for improving school culture and climate. Developing a resilience toolkit for supporting both staff and pupils. Anxiety-reducing practices to implement school-wide. Empathy and relationship-building skills, particularly for working with hard-to-reach pupils and families. Change management skills to drive school improvement initiatives effectively. Dissemination of Training to School Staff (2024-2025 and 2025-2026): <ul style="list-style-type: none"> AHTs will deliver workshops and coaching sessions to cascade training across the school. Staff will receive support in implementing resilience and anxiety-reduction strategies. AHTs will facilitate discussions and practice sessions on relationship-building and empathy development, with a focus on disadvantaged pupils. 	<p>Incorporating Raising Attainment through Wellbeing into our Pupil Premium strategy is a powerful approach that recognises the critical link between a student's social, emotional, and mental wellbeing and their ability to achieve academically. Evidence consistently shows that disadvantaged students often face a range of barriers to their learning, including issues related to wellbeing such as stress, anxiety, low self-esteem, or family challenges. Addressing these factors holistically is essential for closing the achievement gap.</p> <p>Raising Attainment Through Wellbeing</p>	<p>2 and 3</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 14,269

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Purchase a license for Lexia to be used to support the teaching of reading. 	<p>The EEF's report on "Phonics" (2021) reviews the impact of phonics interventions and recommends programs that are systematic and structured. <i>Lexia</i> includes a strong phonics component, especially in its Core5 and PowerUp programs, which can align with these findings by supporting early literacy development and helping children progress through phonics-based activities at their own pace.</p> <p>EEF Teaching and Learning Toolkit</p> <p>The EEF's research on Digital Technology (2021) indicates that, when implemented correctly, technology can have a positive impact on learning outcomes, especially in areas like literacy and mathematics. Programs like <i>Lexia</i>, which provide personalized,</p>	<p>1 and 2</p>

	<p>adaptive learning experiences, can support students in developing literacy skills through technology.</p> <p>EEF Evidence: The Digital Technology review found that technology can be particularly effective in supporting struggling readers and learners with specific educational needs, particularly when the technology is interactive, engaging, and used alongside high-quality teaching.</p> <p>EEF Digital Technology to support Learning (2021)</p>	
<ul style="list-style-type: none"> • Purchase a license for Accelerated Reader to develop and monitor progress in reading. 	<p>According to the EEF's Improving Literacy in KS1 and KS2 report, one of the most effective ways to improve literacy is through the use of reading comprehension programs that encourage active engagement with texts, support vocabulary development, and foster a deeper understanding of reading. <i>Accelerated Reader</i> provides a structured framework for improving reading comprehension by encouraging regular reading, assessing comprehension through quizzes, and providing personalized feedback. These features align with the EEF's recommendations for improving reading skills through consistent practice and formative assessment.</p> <p>Improving Literacy in KS2 EEF</p> <p>In addition, the EEF's research on meta-cognitive and self-regulation strategies emphasizes the importance of encouraging students to take ownership of their learning. <i>Accelerated Reader</i> supports this by allowing students to track their progress, set personalized reading goals, and monitor their own development, which can help increase motivation and engagement—key factors for pupil premium students, who often face additional barriers to literacy development.</p> <p>EEF Metacognition and Self Regulated Learning (2018)</p>	1 and 2
<ul style="list-style-type: none"> • Purchase a FFT/ Lightning Squad license as an individual intervention to develop fluency and early reading skills. 	<p>FFT Lightning Squad is an effective, evidence-based intervention that can significantly support the development of fluency and early reading skills for students, particularly those from disadvantaged backgrounds. By providing targeted, one-to-one or small group instruction, it helps to accelerate progress in decoding, comprehension, and reading confidence. The program focuses on building core literacy skills through structured and consistent support, which is essential for pupils who may have missed out on foundational learning. For pupil premium students, this personalized approach not only boosts reading fluency but also enhances overall academic engagement, helping to close the attainment gap.</p> <p>Improving Literacy in KS1 EEF (2021)</p>	1 and 2
<ul style="list-style-type: none"> • We will fund teacher release time to embed key elements of the structured 	<p>The Education Endowment Foundation (EEF) provides strong evidence that coaching can be a highly effective professional development strategy for improving teaching practice and student</p>	1 and 2

<p>writing approach within the school</p>	<p>outcomes. The EEF's research emphasizes the value of coaching in improving teacher quality, which, in turn, positively impacts student learning.</p> <p>EEF Effective Professional Development</p>	
<ul style="list-style-type: none"> We will provide training for precision teaching to take place linked to IEP/B Squared targets. 	<p>Precision Teaching is a highly effective and evidence-based approach that aligns with the objectives of the Pupil Premium strategy, particularly for students who are underperforming or facing additional challenges. The approach focuses on identifying specific learning gaps, providing targeted interventions, and closely monitoring student progress to ensure that each child's individual needs are met.</p> <p>EEF Making Best Use of TAs (2021) EEF Toolkit (2021)</p>	<p>1 and 2</p>
<ul style="list-style-type: none"> Peer Tutoring: Pair pupils with stronger vocabulary skills with those who need support, fostering collaborative learning and peer modelling. 	<p>Peer support is a powerful and cost-effective strategy that can significantly enhance the learning experience for students eligible for Pupil Premium funding. This approach leverages the social and cognitive benefits of collaborative learning, enabling students to learn from and support each other. For disadvantaged students, peer support can help bridge learning gaps, build confidence, and foster a positive learning environment.</p> <p>EEF collaborative Learning</p>	<p>1 and 2</p>
<ul style="list-style-type: none"> After school Pupil Premium phonics and reading clubs. 	<p>After-school phonics and reading clubs are an effective way to provide targeted, extended support for Pupil Premium students, helping to close the attainment gap and ensure all students have the literacy skills needed to succeed academically. These clubs offer personalised interventions, build confidence, and encourage a love of reading, while also providing valuable extra learning time. Incorporating after-school clubs as part of the Pupil Premium strategy ensures that disadvantaged students have the tools, support, and opportunities they need to improve their reading skills, boost academic success, and thrive both inside and outside the classroom.</p> <p>EEF Reading Comprehension Strategies EEF Toolkit Phonics</p>	<p>1 and 2</p>
<ul style="list-style-type: none"> We will provide focused lesson support – this includes the pre-teaching of vocabulary, and targeted questioning in class. To support this, teachers and support staff will receive training in effective lesson adaptations and giving effective feedback. 	<p>The EEF identifies small group tuition as a cost effective and impactful method for supporting PP children</p> <p>EEF Small Group Tuition (2019)</p> <p>Feedback is one of the most powerful tools in improving pupil outcomes, particularly disadvantaged pupils.</p> <p>Teacher Feedback to Improve Pupil Learning (2016)</p>	<p>1 and 2</p>

Wider strategies (for example, related to attendance, behaviour, well-being)

Budgeted cost: £82,318

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> We will ensure attendance checks are conducted regularly to ensure Pupil Premium attendance is at least 95% and working with families where this is not the case. 	<p>By proactively addressing attendance issues and working closely with our families, our Pupil Premium Strategy will help ensure that Pupil Premium students are present and engaged in their learning, improving their academic outcomes.</p> <p>EEF Working with Parents to Support Children (2021)</p> <p>EEF Supporting Attendance (2024)</p>	1 - 3
<ul style="list-style-type: none"> We will fund and provide access to Resources: Ensure that pupils have access to a variety of reading materials at home and school, including books, audiobooks, and digital resources that cater to different interests and reading levels. 	<p>Providing access to a wide variety of reading materials for our Pupil Premium students is an effective strategy that can have a significant impact on their literacy and overall academic achievement. There is a strong evidence base that supports this approach, particularly in the areas of reading, vocabulary development, and fostering a love of reading.</p> <p>EEF Working with Parents to Support Children (2021)</p> <p>EEF Using Digital Technology (2021)</p> <p>EEF Parental Engagement (2021)</p>	1-3
<ul style="list-style-type: none"> We will promote Parental Engagement Initiatives: Strengthening partnerships with parents through workshops that equip them with strategies to support literacy and a love of reading at home; fostering a collaborative approach to learning and support emotional wellbeing 	<p>Engaging with the families of Pupil Premium students is essential to improving their learning outcomes.</p> <p>EEF Working with Parents to Support Children (2021)</p> <p>EEF Parental Engagement (2021)</p>	1-3
<ul style="list-style-type: none"> We will fund SENCO and SLT training in Restorative Practice. Feedback to wider staff as planned CPD. 	<p>Restorative practices (RP) are an approach to behaviour management and relationship building that focuses on repairing harm and fostering positive, inclusive school communities. This approach aligns with all our PURPLE values. The evidence base for incorporating restorative practices into a Pupil Premium (PP) strategy is growing, particularly in terms of improving relationships, reducing exclusions, increasing engagement, and promoting social-emotional skills.</p> <p>EEF Behaviour Interventions (2021)</p>	1-3

	<p>EEF Social and Emotional Learning (2021)</p> <p>The <i>National Institute for Health and Care Excellence (NICE)</i> found that restorative approaches can lead to a reduction in suspensions and an increase in school engagement and behaviour for children from disadvantaged backgrounds. This is essential for Pupil Premium children, who are more likely to be excluded and disengage from school.</p>	
<ul style="list-style-type: none"> We will fund SLT Training – members of SLT will complete Raising Attainment Through Wellbeing training. This will be fed back to staff as planned CPD. Raising Attainment Through Wellbeing 	<p>Incorporating Raising Attainment through Wellbeing into our Pupil Premium (PP) strategy is a powerful approach that recognises the critical link between a student's social, emotional, and mental wellbeing and their ability to achieve academically. Evidence consistently shows that disadvantaged students often face a range of barriers to their learning, including issues related to wellbeing such as stress, anxiety, low self-esteem, or family challenges. Addressing these factors holistically is essential for closing the achievement gap.</p> <p>EEF Behaviour Interventions (2021)</p> <p>EEF Improving Behaviour in Schools (2021)</p> <p>EEF Social and Emotional Learning (2021)</p>	1-3
<ul style="list-style-type: none"> We will fund further development of nurture provision in school led by SEND team and SLT. 	<p>Investing in a nurture room in school is a well-supported approach for improving the emotional, social, and academic outcomes of students, particularly those from disadvantaged backgrounds. Nurture groups or rooms are designed to provide a safe, supportive environment where students can develop social-emotional skills, build self-esteem, and receive personalized support that addresses barriers to learning.</p> <p>A review by the <i>Nurture Group Network (2019)</i> found that children who participated in nurture groups showed significant improvements in emotional well-being, social skills, and behaviour, which subsequently led to improved academic performance.</p> <p><i>Attachment and the Regulation of Emotion in Children (2016)</i> supports the idea that nurture groups help improve attachment behaviors, leading to better emotional regulation, social skills, and classroom participation.</p> <p>EEF Social and Emotional Learning (2021)</p>	1-3

Total budgeted cost: £ 163,407

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of Strategy 2021-2024

Intended Outcome 1 - The number of pupil premium children who are working at age related+ in Reading and writing in years 1- 6 is at least in line with the national average for all children

PP Children	By the end 2023-2024					
ARE+ %	1	2	3	4	5	6
Reading	33	78	47	71	72	86
Writing	42	78	53	41	56	57

By the end of Key Stage 2, PP children surpass the National Average in reading; however, their attainment in writing remains significantly below expected levels.

PP Children	By the end 2023-2024					
PROGRESS %	1	2	3	4	5	6
Reading	97	92	94	68	73	80
Writing	97	100	80	83	98	85

For pupil premium (PP) children's progress is good, but attainment is below national averages, the area of development for the next strategy should focus on strategies to close the attainment gap while maintaining strong progress. This will be completed by:

Targeted Interventions - Implement **small group or 1:1 tutoring** for pupils focusing on key skills gaps in reading, phonics, and maths. Use **diagnostic assessments** to pinpoint specific areas of need for these pupils to ensure interventions are tailored effectively.

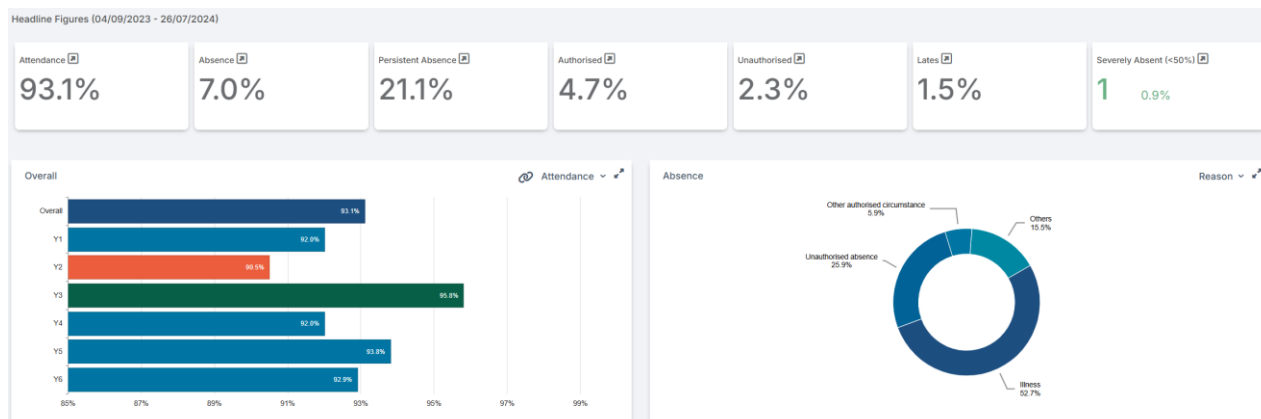
Parental Engagement - Develop strategies to involve parents in supporting learning at home, such as: Providing workshops organising parent workshops focused on practical ways to support phonics and numeracy at home as well as after school clubs for phonics, reading and maths.

Intended Outcome 2 -

School's gap to Non-Disadvantaged pupils nationally has decreased by 1.2% from +2.8% in 2022/23, to +1.6% in 2023/24.

School's Disadvantaged cohort's **Overall Absence** has decreased by 2.3% from 8.3% in 2022/23, to 6.0% in 2023/24.

The Disadvantaged pupil(s) in your school are in **percentile 28** for **Overall Absence** when compared to other schools.



PP attendance is below National - School's Disadvantaged cohort of 86 enrolments have an **Overall Absence** of **6.0%**. This is **1.6%** higher than the **national Non-Disadvantaged** cohort at **4.4%**.

Intended Outcome 3 – Learning walks, work scrutinises and pupil interviews completed by Subject Leaders indicate that the pp children can demonstrate PURPLE in their learning

PP Children	By the end 2023-2024					
Maths	P	U	R	P	L	E
Reading	P	U	R	P	L	E
Writing	P	U	R	P	L	E
Art	P	U	R	P	L	E
Computing	P	U	R	P	L	E
DT	P	U	R	P	L	E
Geography	P	U	R	P	L	E
History	P	U	R	P	L	E
Music	P	U	R	P	L	E
PE	P	U	R	P	L	E
RSHE	P	U	R	P	L	E
RE	P	U	R	P	L	E
Science	P	U	R	P	L	E

This data indicates that PROUD and POSITIVE are the strongest values, demonstrating that PP children take pride in their learning efforts and outcomes. They also exhibit confidence in overcoming challenges by effectively utilising available resources. However, the UNIQUE value emerges as the weakest among the PURPLE values. To address this, the next strategic focus should be on enhancing support for all children by equipping staff with targeted professional development (CPD). This CPD should emphasise strategies for fostering creativity, individuality, and high-quality writing skills across the curriculum. This approach will ensure that staff are well-prepared to nurture and develop each child’s unique potential in writing.

Intended Outcome 4 - Pupil premium children in years 1-6, who require additional support to address their social, and emotional needs can continue to apply these skills once the intervention has finished

Of the 43 PP (Pupil Premium) children who participated in the intervention, 39 demonstrated accelerated progress on the SEMH (Social, Emotional, and Mental Health) tracker, indicating a highly positive impact of the program. However, the McSheery Scale highlights self-esteem and confidence as key areas for further development. Addressing these areas will be prioritised in the next PP strategy to ensure continued and comprehensive progress for all learners.

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
Restorative and Relational Practice Training	Staffordshire Virtual Schools
MALs	Teaching Times
PINS	Dept of Education and NHS
Mastering Number	NCTEM Maths Hub
Lexia	LexiaLearning.com