

Pupil Premium Review 2023-24

Intended outcome	Outcomes
For children to be articulate in their communication skills, to communicate their emotional needs; achieve academic success; and make and maintain positive relationships.	Outcomes at the end of KS2 for Pupil Premium children are above all National figures, including against the National All Pupil group in Reading, Writing, Maths and GPS. This is at the Expected standard and the Greater Depth standard.
For parents and carers to have increased confidence and engagement in supporting learning at home. Through listening to reading, supporting with homework and supporting with any on-line learning, in order to support the academic progress of their child	Meet the Teacher workshops at the beginning of the school year are well attended. Staff share the curriculum that will be covered, as well as strategies to support at home and importantly the benefits and impact of the support and strategies. Maths workshops showing parents the structure and content of daily maths lessons. Whitrose Maths homework purchased for KS2 – supports the learning taking place in school and provides parents with extra support on method used in school.
For Pupil Premium children to close the gap with the Non-Pupil Premium group in Maths.	<p>2024 Difference between the All Pupil group at the PP group was 1.7% at EXP and 10% at GDS.</p> <p>In Year 2 the difference was 14% at Exp At the End of EYFS it was 20.8%.</p> <p>At the end of Y6 (KS2 SAT's) All Pupil group 95% Exp, 50% GDS PP group 93.3% Exp, 40% GDS National 73% Exp, 24% GDS National PP 59% Exp, 13% GDS</p> <p>Basic skills a daily part of every Maths lesson, with key skills regularly repeated.</p>
For the gap to narrow in attendance between the Pupil Premium and Non-Pupil Premium groups. The number of Pupil Premium children with attendance below 96% to decrease from 13 to below 10.	<p>Attendance gap over time has narrowed from 1.59% (2020-21) to 1.08% (2023-24). This equates to each pupil premium child attending 0.95 extra days of school a year.</p> <p>Regular monitoring of attendance in place by EWO, regular meetings with parents of children below target, or at risk of falling below the school attendance target. Letters sent out remind to parents, regular reminders in the school newsletters, termly attendance certificates given out and weekly best class attendance displayed in school.</p>

For emotional health concerns to be identified at the earliest opportunity and strategies put in place to support recovery. For this practice to be established across the school.	<p>All staff have undertaken emotion coaching training and had refresher training to support the emotional needs of all pupils.</p> <p>Use of our School Support work to provide a place to talk and provide professional support, strategies for both pupils and parents.</p> <p>Ten Ten (RSHE curriculum) is fully implemented across school, after consultation with parents.</p> <p>A member of staff was ELSA (Emotional Literacy Support) trained and deliver weekly sessions to pupils to provide coping strategies, time to talk about their feelings and how they deal with their feelings.</p>
Quality first teaching delivered by all teaching staff, tailored CPD in place to help staff plan and sequence the curriculum so that it builds on previous knowledge and to clearly defined end points.	<p>Time to plan and CPD given to all teaching staff to ensure planning is sequential, progression is clearly built in and knowledge and skills can be revisited (through the use of pre and post learns, quizzes and linked made in new units of work to prior learning.</p> <p>Whole school long term plans in place for coverage in all subject areas, yearly overviews in place for each year group, medium plans, knowledge organisers in place for each unit of work. Time given to teaching and TA staff to go through overviews to ensure all staff have a clear picture of where the learning sits and the key knowledge and outcomes.</p>

Pupil Premium Data end of KS2 Data:

KS2 outcomes:

Reading	SCHOOL (PP)	National (ALL)	National (PP)
EXS	80%	74%	63%
GDS	46.7%	28%	18%

Maths	SCHOOL (PP)	National (ALL)	National (PP)
EXS	93.3%	73%	59%
GDS	40%	24%	13%

Writing	SCHOOL (PP)	National (ALL)	National (PP)
EXS	80%	72%	59%
GDS	22%	13%	6%

GPS	SCHOOL (PP)	National (ALL)	National (PP)
EXS	80%	72%	59%
GDS	53.3%	20%	32%

Overall Y6 Data (Groups)

Subject	Reading		Writing		Maths		GPS		R/W/M	
	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS	EXS	GDS
All Pupils (60)	91.7%	63.6%	91.7%	21.7%	95%	50%	91.7%	66.7%	90%	16.7%
Boys (34)	94.1%	61.7%	91.2%	23.5%	94.1%	55.9%	91.2%	67.6%	91.2%	17.6%
Girls (26)	88.5%	65.4%	92.3%	19.2%	96.2%	42.3%	92.3%	65.4%	88.5%	15.4%
PP (15)	80%	46.6%	80%	20%	93.3%	40%	80%	53.3%	73.3%	13.3%
SEN (14)	71.4%	7.1%	71.4%	7.1%	85.7%	14.3%	71.4%	35.7%	64.3%	0%
EAL (22)	95.5%	63.6%	100%	22.7%	100%	54.5%	95.5%	68.2%	95.5%	18.2%

Pupil Premium 2024-2025

Current position:

Within School our number of Pupil Premium pupils has dropped by 13 pupils, this equates to a reduction of £18,850, for 2024-25. This is due to the fact that we last years Year 6 cohort, included 15 pupils in receipt of pupil premium funding. In the current FS2 cohort, there is only 1 pupil in receipt of pupil premium funding and 1 more pupil in Year 2 that is now classed as pupil premium.

This year's allocation is £99,160 for 67 pupils.

2024-2025 Targets:

Intended outcome	Success criteria	Outcomes
Use of adaptive teaching to ensure all pupils are taught effectively: maintaining high expectations for all pupils, especially Pupil Premium pupils.	<p>All Teachers and Teaching Assistants to have a good knowledge and understanding of adaptive teaching.</p> <p>Staff are able to appropriately adapt their teaching to respond to the needs and strengths of pupils in their class.</p> <p>Lessons are clearly structured and have a clear balance of new content/learning but also provide opportunities to master and consolidate prior learning.</p> <p>Subject leaders have time to analyse subject data and monitor standards within their subject areas.</p>	All pupils will experience success in lessons and achieve consistently highly outcomes. As well as accelerated progress.

<p>For Pupil Premium children to close the gap with the All Pupil group in Reading.</p>	<p>Implementation of a new reading scheme and monitor system – Accelerated Reader.</p> <p>Provide training for all staff, monitor progress through the use of Star Assessments.</p> <p>Data to be used and analysed to identify pupils who require further intervention.</p> <p>New vocabulary will be explicitly taught – drawing attention to Tier 2 and 3 language</p> <p>Clear focus in Pupil Progress Meetings on Reading and the outcomes and progress of Pupil Premium pupils.</p>	<p>Pupil Premium pupils will make accelerated progress and narrow the gap to the All Pupil Group.</p>
<p>For children to gain strategies to increase resilience, confidence and self-esteem.</p>	<p>Provide a wide range of experiences for all pupils, to encourage personal growth and ensure pupils know they can be aspirational.</p> <p>All pupils have a broad range of PSHE experiences through the Ten Ten – Life to the Fully scheme. This is to be supported by other events, groups and programmes – such as DART.</p> <p>Pupils will be able to access specialised support by trained professionals, in order to raise confidence, build self-esteem and develop trust, security and safety.</p>	<p>Pupils will be able to face new learning/challenges with confidence.</p> <p>Improvement in social interactions and academic outcomes.</p> <p>Pupils will be ready to learn and have a range of strategies to enable them to be independent learners.</p>