

**Pupil Premium Strategy Statement at
Morton Church of England Primary School**



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

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

School overview

Detail	Data
Number of pupils in school	195
Proportion (%) of pupil premium eligible pupils	21% (41 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-27
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	George Trafford
Pupil premium lead	Kelly Thomas
Governor / Trustee lead	Sue O'Riordan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£70026
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£70026

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Part A: Pupil premium strategy plan

Statement of intent

As part of the Lincoln Anglican Academy Trust, we believe that every child should be enabled to be all that God intended through excellence, exploration and encouragement. No matter what their background or circumstances, every child deserves to have the same opportunities to help them succeed in life, both academically and within society as a whole.

Our school values statement is 'Respect, Achieve, Enjoy, Believe, this is no more apparent and vital as it is with the support that we give to our most disadvantaged children. The purpose of the pupil premium strategy is to support disadvantaged children in overcoming challenges in order to achieve this and to ensure there is equity for all. We pride ourselves in creating and sustaining strong relationships with parents and carers.

Our Pupil Premium Mission Statement

We *respect* each individual child's lived experiences and are committed to working in partnership with families.

We are committed to removing barriers to ensure that all children can *achieve*

We will ensure that all children *enjoy* a rich variety of experiences and have the opportunity to contribute to their school community.

We encourage children to *believe* in themselves and 'dream big'!

Being a school that is part of the Trust, we believe that one way to ensure fairness for all is to provide an education that includes 'mirrors and windows', where children are given opportunities that allows them to see beyond their own lived experiences and get to feel and understand that they have a positive part to play in a rich and varied society (locally, nationally and globally). The Trust vision of 'You are the God who sees me' (Genesis 16:13) is articulated through the ethos of Excellence, Exploration and Encouragement powered through Equity.

Every disadvantaged and vulnerable child has the right to be privileged and it is our intention to address any social divide and inequality. This Pupil Premium Statement supports all children who are vulnerable, including those who are already high attaining. Strategies also include supporting children who are young carers; those that have a social worker; looked after and previously looked after children; pupils in receipt of FSM and those not on FSM but may be on the poverty line; and service children. We ensure that appropriate support is given to those considered to have multiple vulnerabilities, such as disadvantaged and SEND or EAL. There is an expectation that all can achieve.

We have a moral obligation to bring about positive change and a desire to deliver an enriching learning experience based on high expectations, high challenges and high ambitions for all children, and particularly for those experiencing socio-economic disadvantage. We have received bespoke training from the Trust that has secured our understanding that if we get teaching and learning right for our most vulnerable pupils, then we are getting it right for all.

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Research identifies quality-first teaching as being the most effective way to close the attainment gap between disadvantaged children and their peers, therefore this is a fundamental thread throughout the strategy statement, with a focus on high-quality CPD to upskill staff and to ensure disadvantaged pupils' attainment will be accelerated and sustained in line with their non-disadvantaged peers.

The impact of the pandemic, particularly on vulnerable children, cannot be ignored and the recovery premium funding is being used as targeted support through additional tutoring for children who have been affected the most.

Our decision-making has taken into account a thorough diagnostic assessment of our children's challenges and individual needs. This alongside a consultation with parents builds a picture of the whole child. The approaches we have adopted complement each other to help pupils to succeed. To ensure they are effective, we will:

- be uncompromising in our belief that all pupils and staff should be supported and challenged to be the best that they can be.
- adopt a whole-school approach in which all staff take responsibility for monitoring the wellbeing of children (if this is at the heart of what we do, then this should have a positive impact on attainment)
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve: First and Best!
- ensure there are no 'capped ceilings' on learning
- address any further barriers as soon as they arise to mitigate against any additional negative impact on progress

This statement of intent is in line with our school development plan and existing practices to ensure sustained impact.

Challenges

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

Challenge number	Detail of challenge
1	<p>A language gap in pupils not only on entry into school but also into Key Stage 1 which is more prevalent in the pupils who are disadvantaged. The vocabulary gap has been identified through assessments, book study, observations and discussions.</p> <p>We have identified in Summer 23 that 50% (3 pupils) of those eligible for Pupil Premium did not meet a GLD in Reception.</p> <p>Barriers for these children were Communication , Language and Literacy.</p> <p>In Summer 24 100% of those eligible for Pupil Premium (2 children) did meet a GLD in reception</p>

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2	<p>We have identified disadvantaged pupils as having an increased chance of having difficulties with phonics than pupils who are not disadvantaged.</p> <p>This difficulty has a detrimental impact how they develop as a reader, which can in turn hinder their love of reading as well as their ability to access the wider curriculum and make progress in all other subjects.</p> <p>We are committed to closing the gap for children in Early Years and Key Stage 1 and will provide intervention for children at risk of falling behind.</p>
3	<p>Using teacher assessment indicates that Writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. This is especially true for the current cohorts in y3, y5 and y6.</p>
4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for some pupils, including difficulties managing emotions and worries and a lack of resilience. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>22 pupils (12 of whom are disadvantaged) currently require additional support with social and emotional needs, with 17 (9 of whom are disadvantaged) receiving small group interventions.</p>
5	<p>The disadvantaged pupils can have a lack of opportunities to build cultural capital through a lack of wider out of school experiences and opportunities, this hinders the children's knowledge base and platform to acquire wider skills.</p> <p>Parental engagement for disadvantaged families is mixed and there needs to be a more genuine partnership to secure the best outcomes for families.</p>
6	<p>22/23 -Attendance for PP- 90.91% compared to non –PP pupils 22/23- PP, PA –34.09%</p> <p>23/24 PP 91.3% compared to 93.8% non PP 23/24 PP, PA-28.1% 20.85% non PP</p> <p>Our attendance data over the last two years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>28.1% of disadvantaged pupils have been 'persistently absent' compared to 20.85% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1.Close the vocabulary gap and improve skills	Carefully planned activities and quality interactions with adults are seen across the school to support quality vocabulary.

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<p>among disadvantaged pupils.</p>	<p>TA led small groups and 1:1 intervention using WELCOMM programme. These language approaches will be used and have a positive impact on children's language and vocabulary where planned vocabulary will be remembered by pupils. This will be evidenced in on going assessments, observations, pupil engagement and contribution in lessons and pupil voice.</p>
<p>2. Disadvantaged pupils reading progress and attainment will have increased as a result of improved phonics.</p>	<p>It is our aim that all disadvantaged pupils will meet the expected standard in phonics. This will significantly aid disadvantaged pupils to make good progress and attainment in KS1 and KS2.</p> <p>Intervention, catch-up and keep up happens regularly and children are tracked carefully to ensure they make rapid progress. We have ensured that all staff have the training needed and the opportunity to observe quality first teaching in phonics.</p> <p>Tracking will continue on Year 2 and KS2 to include those children who missed or were borderline in their Year 1 phonics screen. This will also include children who join our school in Year 2 onwards.</p>
<p>3.A) Improved writing attainment for disadvantaged pupils at the end of KS2.</p> <p>B) Improved Maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>Whole school approaches to the teaching of Writing reflects the first and best approach.</p> <p>This includes all staff CPD surrounding transcription, spelling and the implementation of a new writing curriculum.</p> <p>Whole school approaches to the teaching of Mathematics, focussing particularly on the teacher's knowledge of cognitive science principles.</p> <p>This is complemented by timely interventions.</p> <p>Robust tracking using the schools Disadvantaged Provision Maps.</p>
<p>4. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant reduction in the number of behaviour incidents • Children access support from adults using a range of methods (e.g. Worry box, can I talk to you card, lunchtime clubs). • Transitions between year groups within the school and from Year 6 to Year 7 are carefully planned and smooth. • Additional CPD for adults to support pupils' wellbeing. <p>Raised levels of resilience in pupils</p>
<p>5. To improve parental engagement and work together to ensure children have a broad range of experiences.</p>	<p>Disadvantaged pupils are prioritised when offering extra-curricular activities. Financial barriers are removed and conversations with families happen in a timely manner to ensure equal access.</p> <p>Parental engagement is prioritised with opportunities for families to visit the school informally to learn more about school life.</p> <p>Signposting to support networks, charities and the HAF program.</p> <p>The school will run onsite workshops for parents brokering local agencies to support families e.g. The Working Together Team, Healthy Minds</p>
<p>6. The attendance for disadvantaged pupils</p>	<p>The attendance for disadvantaged pupils will have improved and will be in line with national attendance. The gap between disadvantaged pupils and their peers will have reduced for persistent absence.</p>

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will have improved and be in line with peers	
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 34,613

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff to engage in moderation opportunities at regular (termly) intervals throughout the year within and across schools to ensure accurate teacher assessment.</p> <p>Attending LA moderation courses and moderation by SLT.</p> <p>2X days SL</p> <p>Course and supply costs for teachers</p> <p>Cost = £1500</p>	<p>From the EEF: move away from the prominence on testing whether statutory or not to inform assessments (however standardised tests will remain as they can be beneficial). Teachers to be given greater opportunity for moderation to inform judgements. Moderation to include in school and across the LAAT/local cluster. PP pupils will be monitored in these sessions.</p> <p>There needs to be a balance between formative assessment, teacher assessment particularly when assessing younger children.</p>	1, 2, 3

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<p>Buy in the new LAAT PIRA and PUMA standardised diagnostic assessments. Aut 2024, this will include GaPS</p> <p>for PP £363</p> <p>Embedding the use of Insight as an assessment tool.</p>	<p>The PIRA and PUMA tests will provide more consistent information for teachers. Through the diagnostic tool teachers can pinpoint specific curriculum domains or objectives of strength or weakness for whole cohorts, groups or individual pupils. The more forensic diagnostic analysis can aid teachers to tailor and direct the necessary for pupils through different support channels such as focused teacher time, interventions or working with support assistants.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3,</p>
<p>The EYFS leader to attend the WELCOMM training and share the key principles with EYFS and Year 1 staff.</p> <p>£100</p>	<p>The 'ShREC' approach in practice EEF</p> <p>EEF Wellcomm: The complete speech language tool kit</p> <p>As research has suggested, early intervention can significantly increase the development of language skills. It has been concluded, through the action research, that screening children in Reception has a positive effect on the class teachers' ability to plan according to individual needs by having a more in-depth understanding of children's language development skills. It also provides opportunities for parents and carers to reflect on their child's language development through an offer of support with language development at home.</p>	<p>1,</p>
<p>EYFS Teachers to attend 'The Drawing Club' CPD.</p> <p>£50 incl resources</p>	<p>This programme includes the teaching of challenging vocabulary as well as small group work with the teacher to practice transcription, vocabulary, spelling and imaginative skills.</p> <p>Drawing Club is an approach designed by Greg Bottrill that immerses children into a world full of imagination. We fully embrace drawing club and can see the impact it brings to our children. It is through drawing club that we open up</p>	<p>1,2,3,</p>

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	the magic world of tales and story to children whilst at the same time enriching their language skills, developing their fine motor and share a really special time with them.	
Release time for class teachers to complete the Reading Rubric or YARC for all disadvantaged pupils working below the expected standard. 6x0.5 days release by HoS	EEF: Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.	2
Fund ongoing phonics support to support the whole school professional development needed to promote efficacy to one phonics teaching scheme. Phonics lead's release to carry out role i.e. phonics assessments, observing, coaching and mentoring. Cost: 2X phonics screen release for CT £400 Phonics lead additional time -£1200	EEF teachers toolkit: wide evidence base that high quality phonics as a high impact on pupils (in particular disadvantaged) reading ability and accuracy (this may help comprehension but it not guaranteed).	2
Fund ongoing training and release time for EYFS staff to maximise learning through sustained shared thinking attending LAAT EYFS network meetings. Opportunities to observe good practice across the hub and to participate in joint moderation. Purchasing resources so that the provision includes all 7 areas of development that enriches adult-child interaction. Cost: £600 (3x day release for key staff and EYFS lead)	Sustained shared thinking improves both the skills involved in learning, as well as supporting children in knowing and remembering more in all 7 areas of development via adult-child interaction. https://www.ucl.ac.uk/ioe/case-studies/2021/feb/sustained-shared-thinking-early-years https://www.birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf	1,2,3

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<p>Ensure leaders have sufficient ring-fenced time to allow for pupil premium to be 'first and best' at all levels. This includes time for:</p> <p>Pupil Premium Reviews</p> <p>Pupil Progress Meetings</p> <p>Support for individual teaching staff</p> <p>Curriculum Development</p> <p>0.4 FTE of Head of School = £25450</p>	<p>Evidence strongly suggests that leaders should have designated time for leadership of Pupil Premium. Leaders can promote the ethos and culture within the school of 'first and best' for those eligible for PPG. Leaders can work closely with pupils and parents to gather pupil and parent voice and act upon it.</p>	<p>1,2,3,4</p>
<p>English Hub Phonics Audit Whole school review of Phonics and Early Reading</p> <p>Subject Leader Release. 3X 1 days to work alongside colleagues. 1 day to attend bespoke Phonics CPD Plus resources.</p> <p>Cost: £3000</p>	<p>The Department for Education has identified SLE's to develop classroom expertise. We have worked with an English SLE to cultivate the staff's pedagogical content knowledge in planning writing to maximise learning in their year group.</p>	<p>2</p>
<p>Improve the maths teaching across the school to ensure the concepts of spaced learning, Interleaving and retrieval practice are used consistently across the school. (MTC in y4)</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub/ Jenny Cook resources and/or CPD</p> <p>Cost: (3x release days for Maths lead) (£200 HLTA)</p> <p>CPD and resources from the Maths Hub £670</p>	<p>Cognitive science principles of learning can have a significant impact on rates of learning in the classroom. There is value in teachers having working knowledge of cognitive science principles.</p> <p>Year 2, 3 and 4 teachers will access CPD with Jenny Cook to explore the progression of times tables and strategies for embedding these facts for all children.</p>	<p>3</p>
	<p>Specialist professional consultation to support pupils with their learning and behaviour needs. All children identified are PP children.</p>	<p>4</p>

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<p>Funding a consultation for three pupils with the Educational Psychologist.</p> <p>£180</p>		
<p>CPD for Staff 'Trauma Informed School' plus additional support from a Healthy Minds practitioner.</p> <p>£500</p> <p>Funding for counselling sessions for Don't Lose Hope .</p> <p>£400</p>	<p>CPD and support for all staff members to equip them to meet the needs of some of our PP pupils who have experienced trauma, who are currently struggling with parental illness.</p> <p>CPD and support for our PP pupils who struggle with attachments and anxiety.</p>	<p>4</p>

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

Budgeted cost: £22,328

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Using a small group tuition approach, use an experienced HLTA and teaching assistant to lead the learning with the majority of the class so that the highly skilled class teacher can focus on the targeted teaching with small groups so that the most vulnerable children get the help from the most skilled adult.</p> <p>1:1 Readers</p> <p>Cost of TA time</p> <p>£15,378</p>	<p>EEF toolkit – small group tuition</p> <p>EEF Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>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.</p>	<p>2,3</p>

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	See class Provision Maps Twinkl Phonics , catch up Maths, Catch up English,	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub. Cost of TA time @ 60 mins x 3 per week X2 Year1 and Year 2 £6150	Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. 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. 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: Phonics Toolkit Strand Education Endowment Foundation EEF Twinkl Phonics, 1:1 phonics, plus KS2 Rapid recap Twinkl phonics	2,3
Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND Dyslexia Gold £500 Letterjoin handwriting programme (£300)	Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. We have trialled this software in Autumn 2023 and were pleased with the rapid progress for all pupils.	1,2,3,4
Contingency	£126	

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

Budgeted cost: £13,085

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Part fund cost of in class teaching assistants. These are a key role within the school as these member of staff works directly with children and small groups. They lead on the following:</p> <p>Lego therapy</p> <p>Emotional/Behavioural support</p> <p>Coordinating attendance support</p> <p>Lunchtime support and additional pastoral needs that arise at lunchtime</p> <p>Morning routine</p> <p>60mins per week x 7 classes TA time</p> <p>£5382</p>	<p>The wider role of specific key staff is a key part of the support to disadvantaged children. This is based on our core values of Respect Achieve, Enjoy, Believe</p>	<p>4, 5,6</p>
<p>ELSA training for one member of staff from the Ed Psychology Team . £1500</p> <p>One afternoon per week ELSA time for key disadvantaged pupils</p> <p>£1500</p>	<p>EEF Toolkit, Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and</p>	<p>2,6</p>

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	engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Cost of SLT time built into allocation above</p> <p>£2000</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>School based strategies will include amongst others:</p> <ul style="list-style-type: none"> • First morning call to parents • Meet and greet daily • Building close relationships with children and families where attendance becomes a concern. • Home visits • Informal monitoring • Data collection • Regular phone calls home • Managing applications for holidays in term time • Formal attendance meetings • Liaising with external agencies • Completion of EHA and supporting families in TAC where attendance is a worry 	6
<p>Purchasing of uniform/PE kit</p> <p>Nominal cost of cleaning costs and packaging up of school uniform £200</p>	<p>EEF toolkit</p> <p>Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. We believe that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation and a uniform promotes social equity.</p>	4, 5,6
<p>Offer learning workshops and focused sessions in conjunction with Family Learning Partner workshops with LCC and 2aspire: Adult Skills and Family learning services so that they know how they can</p>	<p>Research from the EEF indicates moderate impact for very low cost based on extensive research. The right approach is key to improved outcomes.</p>	1, 2, 4,5, 6

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<p>support their children's learning.</p> <p>Use funding to release teachers to carry out sessions in collaboration with the family learning tutors.</p> <p>Cost of release for teachers built into leadership time allocated above.</p>		
<p>Offer enrichment activities to all so that there is not a cap placed on disadvantaged pupils i.e. school visits, residentials, participating in sports competitions.</p> <p>No financial barriers to participate in an outward bound residential that develops self-esteem and identifies talents.</p> <p>Use of funding to nurture talents and interests e.g., playing a musical instrument; sports at a higher level;</p> <p>KS1 Arts Club KS2 Club for Yr 3 and 5 boys Autumn and Spring Term 30 hours -£450 total cost of staff</p> <p>£10 (x 38) per pupil towards a class trip £380</p> <p>£10 of residential cost for 7 Year 6 pupils £700</p>	<p>Cultural capital gives children the opportunity to be successful and climb the social ladder. All children need to be given the chance to build cultural capital to help them achieve goals, become successful, improve life chances without necessarily having wealth or financial capital. Cultural capital is having assets that give students the desire to aspire and achieve social mobility whatever their starting point.</p> <p>A wide and rich variety of experiences will support cultural capital of all learners in particular vulnerable children so they can become as privileged as their non-disadvantaged peers.</p>	<p>5, 4</p>

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Use of funding to purchase texts , resources and workbooks to support pupil's Mental Health and Wellbeing including resilience. £100	EEF: Improving Social and Emotional Learning in Primary Schools. *Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions. • Social awareness: use stories to discuss others' emotions and perspectives	4
Provide breakfast for pupils £63	Breakfast Club Supplies	4
Contingency	£810	

Total budgeted cost: £ 13,085

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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- *Context of the 2024 Year 6 cohort , 5 pupils who are PP, 2 of those are SEN, one pupil has an EHCP).*
- *There is no progress score for the Y6 cohort due to Covid 19.*
- *End of KS2 results show that pupils in receipt of Pupil Premium Funding achieved :*
- *Reading 60% of pupils ARE+ 20% GDS (The children who did not pass, had a scaled score of 99)*
- *GPAS 80% of pupils*
- *Writing 60% of pupils*
Maths- 100% of pupils
- *Improved well-being: Observations and monitoring of disadvantaged pupils show good self-esteem, self-efficacy and confidence. Reading aloud in school events.*
- *Observations and monitoring of disadvantaged pupils show high standards of learning behaviour in class, intervention sessions and homework. Reduction in referral to emotional support. Pupils access opportunities to play with children in other classes & year groups through a range of funded & subsidised opportunities including day and residential trips*
- *Residential, swimming and school trips subsidised/funded so that all pupils can access. Improved attitudes to learning. Monitoring shows that the majority of pupils eligible for PPG behave well in class and on the playground with little or few emotional outbursts.*
- *Context of Year 1 cohort: 7 pupils are PP , 3 pupils are also PWSEN*
- *Year 1 data showed 57% of PP pupils passes the phonics screen. The 3 children who did not pass were also PWSEN.*
- *All of the PP children who did not pass the phonics screen in Year 1 passed Year 2.*
- *One PP pupil who did not pass the screen in Year 2, passed in Year 3. He has recently been granted an EHCP.*
- *One pupil who accessed counselling has now moved to a fulltime timetable.*
- *Attendance 22/23 -Attendance for PP- 90.91% compared to non –PP pupils*
- *22/23- PP, PA –34.09%*
- *23/24 PP 91.3% compared to 93.8% non PP*
- *23/24 PP, PA-28.1% 20.85% non PP*

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Externally provided programmes

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

Programme	Provider

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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.