

CAMBRIAN

Nurturing Growth - Inspiring Minds



Pupil Premium Policy

February 2025



This document applies to all academies and operations of Cambrian Learning Trust.

www.cambrianlearningtrust.org

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In this document:

'The Trust', 'We' and 'Our' refers to the Cambrian Learning Trust.

Parent refers to:

- Any person who has parental responsibility for a child / young person
- Any person who has care of a child / young person (i.e. lives with and looks after the child/young person)

1. Introduction

'Low social mobility and lack of educational opportunity is arguably the biggest social challenge of our times: the income gap between the richest and poorest in society continues to widen, while education opportunities remain overwhelmingly dominated by children from the most privileged homes.' Sutton Trust, 2014.

The Pupil Premium Grant is additional funding allocated to schools by means of a specific grant, based on the number of pupils in the school who are registered as eligible for 'Free School Meals', or have been recorded as eligible in the past 6 years (known as 'Ever 6 FSM').

Schools receive additional funding for children looked after by Local Authorities (previously referred to as looked-after children) and children previously looked after by a local authority or other state care (previously looked-after children).

In addition, a grant also provides additional funding for schools for pupils who have parents currently serving in the armed forces, or have served in the last 6 years, this is known as Service Pupil Premium (SPP).

The Pupil Premium is additional to main school funding, and it will be used to address and minimise any underlying inequalities between children eligible and those who are not eligible for the Pupil Premium.

'The Pupil Premium is one of the most important tools we have to address the stubborn link between family income and education outcomes. Used purposefully, it can help tackle some of the barriers that stand in the way of eligible pupils' progress.'

The EEF Guide to the Pupil Premium

2. Aims of the Pupil Premium Policy

- To improve the academic achievement of pupils who are eligible for Free School Meals; those who are cared for (looked-after children) and those who have parents currently serving in the Armed Forces

- To reduce the gap in the achievement of eligible pupils and their peers
- To provide additional resources, particularly in English and Maths, to ensure that eligible pupils have targeted support aimed at improving their achievement
- To promote progression of eligible pupils into Further/ Higher Education
- To promote the development of personal and social skills in eligible pupils
- To support the vision and values of the Trust and its schools

The policy outlines how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps which currently exist between our disadvantaged pupils and their peers.

As a Trust in receipt of Pupil Premium funding, we are accountable to our parents and school communities for how we are using this additional resource to narrow the achievement gaps of our pupils. Measures are included in the performance tables published annually on a national level which capture the achievement of disadvantaged pupils covered by the Pupil Premium.

Through this policy, each Trust school will develop and publish their Pupil Premium strategy detailing specific information on their funding allocation; the challenges facing their communities; their spending plans and an impact evaluation of the previous year's spending.

3. Legislation and Guidance

This policy is based on the [‘Pupil Premium: allocations and conditions of grant 2023-2024’](#) document, published by the Education and Skills Funding Agency. It is also based upon the [overview](#) published by the Department for Education (DfE); the [‘Using pupil premium: guidance for school leaders’](#) document (March 2023) and the [‘Service Pupil Premium’](#) guidance.

4. Decisions around the use of the Pupil Premium grant

The Trust is accountable for the use of this additional funding. In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to Trust schools is used solely for its intended purpose.
- Use the latest evidence-based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.

- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of FSM by working proactively with our parents in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by each school and each Local Governing Committee (LGC).
- Recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance, whilst also recognising the importance of developing the whole child through identification of their social and emotional needs and the provision, where necessary, of appropriate intervention.
- Use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.

The Trust recognises that not all pupils who are eligible for Pupil Premium are underachieving, while also recognising that some pupils may be underachieving and not eligible for Pupil Premium funding. It is our policy to plan, adapt and prepare for any individual, or group, wherever under achievement is evident.

Trust schools must publish their Pupil Premium strategy statement on the school's use of the Pupil Premium in each academic year on their school website, in line with the DfE's [guidance for school leaders on using the Pupil Premium](#) and using the [templates](#) provided by the DfE (and shown in Appendix 2). This strategy statement must be published by 31st December each year.

Trust schools must ensure their use of the Pupil Premium and spending activities align with the DfE's 'menu of approaches (Appendix 1)' and show how the spending strategy is informed by research evidence, referring to a range of sources, such as the guide published by the Education Endowment Foundation (EEF).

Trust schools must ensure the use of the Pupil Premium funding aligns with the 3-tiered approach described in the EEF's pupil premium guide. The DfE states a school's activities must be those that:

- Support high quality of teaching, for example through staff professional development.
- Provide targeted academic support, such as tutoring; and
- Address wider strategies to tackle non-academic barriers to success, such as attendance, behaviour and social and emotional support.

Further guidance for schools can be found on pages 7 and 8 of the DfE's [guidance for school leaders on using the pupil premium](#) for details.

Trust school Pupil Premium strategy statements are available on individual school websites.

Service Pupil Premium

[Service Pupil Premium: what you need to know - GOV.UK](#) helps schools provide mainly pastoral support for service children. Whereas Pupil Premium (PP) was introduced to raise attainment and accelerate progress within disadvantaged groups.

5. Roles and Responsibilities

5.1. The Trustees

The Trustees have overall responsibility for approving this policy and reviewing its effectiveness.

5.2. The Local Governing Committee (LGC)

The LGC is responsible for:

- Holding the headteacher to account for the implementation of this policy and the Pupil Premium strategy.
- Ensuring the school is using Pupil Premium funding appropriately, in line with the rules set out in the conditions of grant.
- Monitoring the attainment and progress of pupils eligible for Pupil Premium, in conjunction with the headteacher, to assess the impact and effectiveness of the school's use of the funding.
- Monitoring whether the school is ensuring value for money in its use of the Pupil Premium.
- Challenging the headteacher to use the Pupil Premium in the most effective way.

- Setting the school's ethos and values around supporting disadvantaged members of the school community.

5.3. Headteacher and senior leadership team

The headteacher and senior leadership team are responsible for:

- Reading and enacting this policy - keeping their school strategy up to date and ensuring that it is implemented across the school.
- Promoting a sense of belonging and building positive relationships.
- Encouraging aspiration of all pupils, including those who are disadvantaged.
- Planning a curriculum which enhances the lives of disadvantaged pupils.
- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces.
- Planning Pupil Premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate.
- Monitoring the attainment and progress of pupils eligible for the Pupil Premium to assess the impact of the school's use of the funding.
- Reporting on the impact of Pupil Premium spending to the local governing body on an ongoing basis.
- Publishing the Pupil Premium strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the Pupil Premium](#) and using the templates on the DfE website.
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment.

5.4. Other school staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis.
- Setting high expectations for all pupils, including those eligible for the Pupil Premium.
- Identifying pupils whose attainment is not improving in response to interventions funded by the Pupil Premium and highlighting these individuals to the senior leadership team.
- Sharing insights into effective practice with other school staff.

6. Monitoring and Reviewing the Policy

Trust schools recognise the importance of context so will evaluate their strategies in relation to the Pupil Premium, on a termly basis. This will enable new strategies to be assessed robustly to ensure approaches used are having the desired impact in narrowing the gaps. Timely adjustments can then be made if particular strategies are not effective.

Through their own Pupil Premium strategy statement, each school will undertake an end of year review to assess the ongoing impact of their chosen Pupil Premium strategies. This will also include a judgement as to how well and effectively the premium allocation is being used. This evaluation will be shared with the LGB and once approved, will be published on the school website.

This policy will be reviewed on an annual basis and approved by the Trust Board. Adjustments will be made to the policy, accordingly, taking into consideration the impact schools have shown on narrowing the gaps. The policy review will also take into consideration any changes to the level of funding that becomes available under the Pupil Premium Grant.

7. Links with other Policies

This policy is linked to:

- The Teaching and Learning Policy of each Trust school
- Special Educational Needs & Disabilities (SEND) and Inclusion Policy
- Equality, Diversity and Inclusion Policy

This policy is written with reference to, and should be read in conjunction with, the Pupil Premium Strategy Statement for each school, and the following:

- Pupil Premium guidance from the DfE, Ofsted and the ESFA
- Education Endowment Foundation Tool Kit
- Unseen Children: Access and Achievement 20 years on, Ofsted
- The Pupil Premium: Analysis and challenge tools for schools
- School Inspection Handbook, Ofsted

8. Communications of Policy

This policy must be made available on the Trust and all school websites.

Appendix A: Menu of Approaches

Menu of approaches

In line with the [conditions of grant](#), any activity that you fund using pupil premium must fall under an approach listed in the table below.

When selecting approaches from the menu, you should also consider how you are using the funding to support:

- Effective identification of pupil needs, for example through diagnostic assessment
- Successful implementation of approaches
- Effective monitoring and evaluation of approaches

3 tiers	Approaches that you could implement
High-quality teaching	Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils
	Professional development to support the implementation of evidence-based approaches, for example, training provided by a DfE validated systematic synthetic phonics programme , mastery based approaches to teaching or feedback
	Mentoring and coaching for teachers
	Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as National Professional Qualifications (NPQs)
	Technology and other resources that support high quality teaching, for example software to support diagnostic assessment
Targeted academic support	One to one, small group or peer academic tuition, including through the National Tutoring Programme (NTP)*
	Targeted interventions to support language development, literacy and numeracy
	Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND
	Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions
Wider strategies	Supporting pupils' social, emotional and behavioural needs
	Supporting attendance, including approaches outlined in the working together to improve school attendance guidance
	Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips
	Extended school time, including for summer schools
	Breakfast clubs and meal provision
Communicating with and supporting parents	

Appendix B: Pupil Premium Strategy Statement

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

Pupil Premium Strategy Statement

Charlton Primary 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	420
Proportion (%) of pupil premium eligible pupils	(38) 9%
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)	2023/24-2025/26
Date this statement was published	01.11.23
Date on which it will be reviewed	Term 1 24/25
Statement authorised by	Samantha Campbell (HoS) and Steven Rose (EHT)
Pupil premium lead	Heidi Thorne (AHT)

Governor / Trustee lead	Chris Salt (Chair)
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55 290
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>	£55 290

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Charlton Primary School, we have high aspirations for all children and our intention is that all pupils, irrespective of their background or current situation, make good progress and reach their full potential across all areas of school life.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We are committed to raising the educational attainment of all children who are eligible for pupil premium funding (including those eligible for FSM, FSM6, CWCF, PCWCF and children who have parents in the armed forces).

We aim to use our Pupil Premium grant to create a package of support to tackle the range of identified common challenges and to focus on individual needs and barriers to attainment.

In line with the 3-tiered approach in EEF's pupil premium guide, the focus of our activities and planned spend are centred around three key areas:

- Supporting the quality of teaching, such as staff professional development;
- Providing targeted academic support, such as tutoring
- Tackling non-academic barriers to academic success, such as attendance, behaviour and social and emotional support Use of wider strategies
- Supporting attendance
- Extra- curricular activities

- Supporting pupils' social, emotional and behavioural needs

Challenges

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

Challenge number	Detail of challenge
1 Attainment	<ul style="list-style-type: none"> • Children attracting PP funding are not achieving as well as their peers academically as shown through statutory outcomes. <ul style="list-style-type: none"> - Attainment at KS1 and KS2 in writing is lower for children eligible for PP funding. - Attainment in Maths at KS1 and KS2 is lower for children in receipt of PP funding. - Attainment in Reading at KS1 and KS2 is lower for children in receipt of PP funding. • A number of children eligible for PP funding are also on the SEND register resulting in a greater challenge for age related attainment than their non-pp peers in reading, writing, maths and phonics. • Early speech and language development issues impacts on progress across the EYFS curriculum. • Assessments and observations suggest disadvantaged pupils generally have greater difficulties with reading. This gap appears from the onset of early reading (phonics). This has been negatively impacting in their development as readers.
2 Attendance	<ul style="list-style-type: none"> • The proportion of persistent absentees is significantly higher amongst children eligible for PP funding. • Lateness impacts on progress across the curriculum.
3 Teaching	<ul style="list-style-type: none"> • Children in receipt of Pupil Premium funding are disproportionately impacted by poor-quality teaching. • Our disadvantaged children are more likely to have significant knowledge gaps leading to pupils falling further behind age-related expectations.
4 Pastoral	<ul style="list-style-type: none"> • Social, emotional and behavioural needs impacts on readiness to learn. • Low resilience. low confidence and low self-esteem impact on willingness to be challenged and to engage. • Many disadvantaged children do not have access to the same opportunities and resources as their non-pp peers.

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>Outcomes: To improve the attainment levels of children in Reading, Writing and Maths at the end of KS1 and KS2, including those children in receipt of Pupil Premium Funding</p>	<ul style="list-style-type: none"> ✓ Year 6 data shows that children in receipt of Pupil Premium Funding compares favourably to PP attainment nationally ✓ Year 2 data shows that children in receipt of Pupil Premium Funding compares favourably to PP attainment nationally ✓ Over time, the attainment gap between non-pp and pp children closes
<p>Year 1 Phonics: To improve the attainment levels of children in Phonics at the end of Year 1 including those children in receipt of Pupil Premium Funding</p>	<ul style="list-style-type: none"> ✓ Year 1 data shows that all children in receipt of Pupil Premium Funding pass their phonics screening, excluding those with specific learning barriers
<p>GLD: To improve the attainment levels of children at the end of Reception including those children in receipt of Pupil Premium Funding</p>	<ul style="list-style-type: none"> ✓ Reception data shows that children in receipt of Pupil Premium Funding achieve a Good Level of Development.
<p>Attendance: To improve the attendance rates for children in receipt of PP funding</p>	<ul style="list-style-type: none"> ✓ End-of-year PP attendance percentage to be at or above 96% ✓ A yearly increase of PP children's attendance from 2023-26 ✓ The percentage of PP children who are persistently absent reduces year on year. ✓ Punctuality will improve year on year.
<p>Teaching: All children, including those in receipt of Pupil Premium funding, to receive high-quality teaching</p>	<ul style="list-style-type: none"> ✓ 100% of teaching is good or better
<p>Pastoral: Children feel safe, settled and have a sense of belonging at Charlton.</p> <p>Parents feel supported with their children's progress and wellbeing at Charlton.</p> <p>Children in receipt of PP funding will have access to enrichment and extra-curricular activities</p>	<ul style="list-style-type: none"> ✓ Student Voice reflects positively ✓ Parent voice reflects positively ✓ The percentage of children accessing enrichment and extra-curricular opportunities will be in line with non-PP peers.

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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To have a strategic overview and long term plan of PP across the school.</i></p> <ul style="list-style-type: none"> -To promote a whole school approach and ensure all staff: -have a collective understanding of challenges. -have a collective understanding of response to challenges. -take collective responsibility for delivering the strategy. -Ongoing structure, adapting reflecting and reporting 		1,2,3,4
<p><i>Delivering high quality teaching and implementing a curriculum which responds to children's needs</i></p>	<p>Through CPD sessions and 1:1 coaching.</p> <ol style="list-style-type: none"> 1. High-quality teaching EEF (educationendowmentfoundation.org.uk) 2. School_Planning_Guide_2022-23.pdf (d2tic4wvo1iusb.cloudfront.net) 	1,2,3,4
<p><i>To support Quality First Teaching (QFT) through continued professional development (CPD).</i></p> <ul style="list-style-type: none"> -Embed the '5 a day' approach. - To use coaching skills and develop staffs coaching skills to 	<p>Adopting the 'EEF 5 a day approach' to support teaching. EEF blog: 'Five-a-day' to improve SEND outcomes EEF (educationendowmentfoundation.org.uk)</p> <p>EEF blog: The Five-a-day approach: How the EEF can support EEF (educationendowmentfoundation.org.uk)</p> <p>A system of peer review and coaching supports effective delivery and embeds instructional coaching and retrieval. The</p>	1,3

<p><i>support reflection on own teaching practice</i></p> <ul style="list-style-type: none"> - <i>To prioritise time for teachers to be released to work with curriculum lead</i> -<i>For staff development sessions' to be dedicated to key school development areas.</i> 	<p>instructional coaching process is included within the appraisal system and demonstrates continual development of professional principles and practice.</p> <p>Using WalkThrus books</p>	
<p><i>To improve literacy skills throughout the school years by use of:</i></p> <p><i>1. To improve language development in EYFS through Wellcomm</i></p> <p><i>2. 'Little Wandle' phonics programme</i></p> <p><i>3. Accelerated Reader</i></p> <p><i>4. To improve writing skills through 'The Hampshire Model' approach to writing.</i></p>	<p>The government's recommendations for improving literacy in KS2 can be found here: Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) Our chosen approaches cover all 7 recommendations.</p> <p>Evidence suggests that oral language interventions and high-quality classroom discussions impact positively on the reading ability of children. Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>A government approved scheme for teaching phonics and supporting early reading. Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Accelerated Reader is designed to improve reading and comprehension as measured by an increase in learners reading age. STAR reading tests inform reading intervention programme. Use of accelerated reader diagnostically for the identification of learners in need of intervention.</p> <p>A high quality writing approach underpinned by a rich text stimulus to teach children writing skills and the behaviours of writers with regards to</p>	

	written outcomes, proof reading, editing, evaluation and publishing.	
<i>To improve maths skills throughout the school years and enhance resources and learning programmes in Maths</i>	Supporting pupils across the school to to develop good number sense, and have a deeper understanding of number and number relationships. Supported by: - BBO partnership and support - Developing expert teachers - Number Sense Maths - White Rose - TT-Rockstars - Maths Hub Mathematics guidance: key stages 1 and 2 (covers years 1 to 6) (publishing.service.gov.uk)	1

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personalised learning to close gaps in children's knowledge	Small group tuition performed by teachers or qualified adults to close children's gaps. Small group tuition EEF (educationendowmentfoundation.org.uk)	1
<i>'Lowest 20% Readers' receive extra support daily, specific to their need.</i>	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. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1
<i>1:1 and small group tuition support</i>	Member of staff employed to work with specific children to close gaps in their learning One to one tuition EEF (educationendowmentfoundation.org.uk)	1
<i>Improving communication and language</i>	Wellcom assessment used to establish focus children for early speech development assessment and intervention. Early_Years_Toolbox_Report_(final).pdf (educationendowmentfoundation.org.uk)	1,2,4

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two qualified Emotional Literacy Support Assistants support children's social and emotional learning and run nurture groups.	The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils. Social and emotional learning EEF (educationendowmentfoundation.org.uk) Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1,2,4
<i>Children are provided with opportunities for enrichment and extra-curricular activities including: music lessons and school trips.</i>	Physical activity EEF Life skills and enrichment EEF	3,4,
<i>Bikeability training</i>	Performed by external trained OCC instructors offered to all Year 6 children. Bikes and helmets are sourced for children who do not have one.	4
<i>Children have all resources necessary for school.</i>	All children in the school will have access to the same resources and opportunities. We have a 'Maslow welfare cupboard' that contains school uniform/PE kits, shoes and stationary provided for children who may not have any. School trip help is available.	1,4
<p><i>Some children will be invited to attend a breakfast club allowing a calm start to the day and an opportunity for nurture provision.</i></p> <p><i>Some children will be invited to attend a homework club providing support for homework activities.</i></p>	Evidence shows that providing a supportive club for homework can overcome barriers to Homework EEF (educationendowmentfoundation.org.uk)	2,4

<i>To support children and families with school attendance and punctuality.</i>	1st day of absence call and daily follow ups. Close monitoring of attendance. Early engagement with children and families at risk of lower attendance to identify barriers and support actions. Targeted children invited to attend breakfast club.	2,4
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Total budgeted cost: £75,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenge 1: Attainment

Attainment has improved however, the gap between pp and non-PP continues to be significant.

Statutory Assessment Data:

Year 6:

- -Reading: 43% (All children 74%)
- -Writing: 43% (All children 72%)
- -Maths: 43% (All children 73%)
- RWM 29% (All children 53%)

Year 2 (Teacher assessment)

- -Reading: 60% (All children 92%)
- -Writing: 60% (All children 80%)
- -Maths: 60% ((All children 88%)
- RWM 60 (All children 80%)

Year 4 MTC

- Average 17 (ALL 20.5)

Year 1 Phonics

- 60% (non-pp 83%)

Reception

- No children (2) in receipt of PP funding achieved GLD (ALL 73%)

Challenge 2: Attendance

- Attendance for those children in receipt of PP funding remains lower than for those not FSM/FSM6 by 8%
- 34 children between Yr and Y6 entitled to FSM/FSM6
- We have worked with the County Attendance Team to improve attendance for 4 families.

- HSLW in place from September to offer targeted support.

Challenge 3: Teaching

Overall, the majority of children receive good or better teaching each day. But not every lesson is at this standard yet.

Challenge 4: Pastoral

- Recent pupil voice (summer term) was very positive.
- Enrichment is carefully tracked and targeted when necessary and children in receipt of PP funding receive opportunities inline with non-pp peers.

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
Synthetic phonics programme	Little Wandle
Reading Software	Accelerated Reader
Maths planning support	White Rose Maths
Early maths fluency	Number Sense
Maths fluency	Time tables Rockstars
EYFS assessment tool	Tapestry

Further information

Additional activity Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

Embedding more effective practice around feedback through internal CPD sessions and internal monitoring. EEF evidence on feedback demonstrates significant benefits, particularly for disadvantaged pupils.

Providing additional small group and 1:1 tuition for pupils in receipt of pupil premium in addition to that specified above .

Continue to enhance and implement our mental health and wellbeing strategy led by our Senior Mental Health Lead and Mental health first aiders to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated the impact of activities completed in the previous three years.

We also took part in an annual Inclusion Review conducted by the trust which includes an external evaluation of provision for children in receipt of pupil premium funding.

We triangulated evidence from multiple sources of data including assessments, book looks, and conversations with parents, pupils and teachers, in order to identify the challenges faced by disadvantaged pupils. We regularly discuss and liaise with other schools to ensure the sharing of best practice linked to disadvantaged pupils.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.