



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 (Summer 2024 Census – Reception – Year 6)	376
Proportion (%) of pupil premium eligible pupils	21% (79 pupils eligible for pupil premium of 379 pupils on-roll)
Academic year/years that our current pupil premium strategy plan covers <i>(3-year plans are recommended – you must still publish an updated statement each academic year)</i>	2023/24 to 2025/26
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Mrs A Sherratt
Pupil premium lead	Mr D Read
Governor / Trustee lead	Mr P Moon

### Funding overview

Academic Year 2024/25	
Detail	Amount
Pupil premium funding allocation this academic year 2024/25 <i>(7/12ths of PPG Grant Allocation Financial Year 24/25 = £62,796 plus 5/12ths of Estimated PPG Allocation Financial Year 25/26* = £51,800)</i> *Estimated 25/26 PPG based on Octobers census pupils eligible for FSM = 84 pupils x £1480 (PP allocation p/pupil as at 24/25 = £124,320 – Financial Year 25/26 Estimated PP Allocation)	£114,596
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year 2024/25</b>	<b>£114,596</b>
Academic Year 2025/26 (Estimated PPG Projection)	
Detail	Amount
Pupil premium funding allocation this academic year 2025/26 Estimated 25/26 PPG based on October census 2024 pupils eligible for FSM = 84 pupils x £1480 (PP allocation p/pupil as at 24/25 = £124,320 – Financial Year 25/26 Estimated PP Allocation)	<b>£124,320</b>
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	<b>£0</b>
<b>Total budget for this academic year 2024/25</b>	<b>£124,320</b>



### Part A: Pupil premium strategy plan

#### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. 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 will consider the challenges faced by vulnerable pupils, such as those who:

- have a social worker or are/have accessed Family support/early intervention family support services.
- are SEND
- are persistently or severely absent from school.
- have speech, communication and language needs.
- are young carers.

The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. The activity outlined in this statement also supports programmes and interventions for pupils who are high attainers.

**High-Quality Teaching** is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. High quality teaching includes:

- teaching and learning team recruitment, retention and staff training.
- subscriptions to evidence-based programmes to support children's phonics, reading, writing, language and maths skills.
- developing school reporting, assessment and tracking access to evidence-based interventions/programmes to measure the journey of change for our pupils and developing our school offer based on what works to improve the life chances of children.

**Targeted Academic Support** includes:

- one to one and small group tuition for pupils in need of additional support, delivered in addition to and linked with normal lessons.
- additional phonics sessions targeted at disadvantaged pupils who require further phonics support.
- purchasing of a programme and targeted interventions delivered by Teaching and Learning team and Speech and Language Therapist to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.

**Wider Strategies** include:

- Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.



- Embedding principles of good practice set out in the DfE's guidance on *working together to improve school attendance*. This will involve:
  - Training and release time for staff to develop and implement new procedures.
  - Attendance and Admissions Officer and Inclusion Support Manager time – improving attendance rates and providing pastoral/family support for pupils in school with emotional and social needs.
  - Building Cultural capital across school – promoting access to a broad range of opportunities for pupils to build their cultural capital in and out of school which develop pupils' confidence, skills, knowledge, education, personality, faith, physical and mental health to help all pupils achieve social mobility and success.

### Attendance Targets 2024/25:

#### 1. Target Groups: Pupil Premium, SEND and EAL

1a Target Pupil Premium pupils to improve overall attendance, late rates and PA attendance - Focus on reducing number of illness related absences

1b Target SEND pupils to improve overall attendance, lates and PA attendance - Focus on reducing number of illness related absences

1c Track EAL pupils – review attendance of EAL pupils EAL pupils who are also PP/SEND

#### 2. Target Groups: Pupil Premium, SEND and EAL – at risk of becoming PA (92-94%)

2a Target cohorts of PP eligible and SEND pupils who are 'at risk' of becoming PA 92%-94% - aim stop PA cohort increasing in size.

2b Target cohorts of PP eligible and SEND pupils who are slightly below DfE Average rate 94%-96% - increase the cohort of pupils who are PP eligible and SEND who have attendance above DfE Average rate.

2c Track EAL Pupils – review of attendance of 'at risk EAL pupils' who are PP/SEND

#### 3. Target cohorts of PA PP eligible and SEND pupils who are PA/SA to improve attendance rates

3a Target cohorts of PP eligible and SEND pupils who are PA/SA - aim reduce PA cohort size.

3b Target cohorts of PP eligible and SEND pupils who are slightly below DfE Average PA rate.

3c Track EAL Pupils – PA rates including EAL pupils who are PP/SEND

#### 4. Review and improve attendance monitoring/targeting - support from EWO - Training and support programme for Attendance Officer

Anticipated outcome of above is to improve overall attendance of identified vulnerable groups in school by:

- improving overall attendance rates of PP/SEND pupils.
- reducing size of cohort of PA pupils in school – focus on PP/SEND
- school to have a better understanding of impact of attendance within EAL group as EAL significant factor within whole school cohort.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.



Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils and high achieving pupils are challenged in the work that they're set.
- act early to intervene at the point need is identified adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Improve attendance rates for vulnerable/disadvantaged pupils at risk of becoming persistently absent or severely absent from school.
- Invest in supporting children's social and emotional wellbeing as the foundation for learning.
- Invest in supporting children's speech, communication and language development.
- Improve behaviour management across school.



### Challenges

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

Challenge number	Detail of challenge																																																																																																																																					
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.																																																																																																																																					
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.</p> <p>On entry to Reception class in the last 4 years, between 25 - 40% of our disadvantaged pupils arrive below age-related expectations compared to 50 - 53% of other pupils. This gap relatively remains the same but remains significant to the end of KS2.</p> <table border="1"> <thead> <tr> <th colspan="9">Reading</th> </tr> <tr> <th colspan="9">Reception Year Group</th> </tr> <tr> <th rowspan="2">Academic Year</th> <th colspan="2">No and % of disadvantaged pupils age-related expectations (Reception) On entry to school</th> <th colspan="2">No and % of non-disadvantaged pupils age-related expectations (Reception)</th> <th colspan="2">No and % of disadvantaged pupils age-related expectations (Reception)</th> <th colspan="2">No and % of non-disadvantaged pupils age-related expectations (Reception)</th> </tr> <tr> <th>Below</th> <th>ARE+</th> <th>Below</th> <th>ARE+</th> <th>Below</th> <th>ARE+</th> <th>Below</th> <th>ARE+</th> </tr> </thead> <tbody> <tr> <td>2024/25</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2023/24</td> <td>40%</td> <td>60%</td> <td>50%</td> <td>50%</td> <td>40%</td> <td>60%</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>2022/23</td> <td>25%</td> <td>75%</td> <td>53%</td> <td>47%</td> <td>43%</td> <td>57%</td> <td>30%</td> <td>70%</td> </tr> <tr> <td>2021/22</td> <td></td> <td></td> <td></td> <td></td> <td>50%</td> <td>50%</td> <td>38%</td> <td>62%</td> </tr> <tr> <th colspan="9">Year 6 (end of KS2) Group</th> </tr> <tr> <th rowspan="2">Academic Year</th> <th colspan="3">% of disadvantaged pupils at the end of KS2.</th> <th colspan="5">% of non-disadvantaged pupils at the end of KS2.</th> </tr> <tr> <th colspan="2">Below</th> <th>ARE+</th> <th colspan="3">Below</th> <th colspan="2">ARE+</th> </tr> <tr> <td>2024/25</td> <td colspan="2"></td> <td></td> <td colspan="3"></td> <td colspan="2"></td> </tr> <tr> <td>2023/24</td> <td colspan="2">50%</td> <td>50%</td> <td colspan="3">15%</td> <td colspan="2">85%</td> </tr> <tr> <td>2022/23</td> <td colspan="2">12%</td> <td>88%</td> <td colspan="3">14%</td> <td colspan="2">86%</td> </tr> <tr> <td>2021/22</td> <td colspan="2">83%</td> <td>17%</td> <td colspan="3">20%</td> <td colspan="2">80%</td> </tr> </tbody> </table>	Reading									Reception Year Group									Academic Year	No and % of disadvantaged pupils age-related expectations (Reception) On entry to school		No and % of non-disadvantaged pupils age-related expectations (Reception)		No and % of disadvantaged pupils age-related expectations (Reception)		No and % of non-disadvantaged pupils age-related expectations (Reception)		Below	ARE+	Below	ARE+	Below	ARE+	Below	ARE+	2024/25									2023/24	40%	60%	50%	50%	40%	60%	50%	50%	2022/23	25%	75%	53%	47%	43%	57%	30%	70%	2021/22					50%	50%	38%	62%	Year 6 (end of KS2) Group									Academic Year	% of disadvantaged pupils at the end of KS2.			% of non-disadvantaged pupils at the end of KS2.					Below		ARE+	Below			ARE+		2024/25									2023/24	50%		50%	15%			85%		2022/23	12%		88%	14%			86%		2021/22	83%		17%	20%			80%	
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3	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>On entry to Reception class in the last 4 years, between 40-50% of our disadvantaged pupils arrive below age-related expectations compared to 36% of other pupils. This gap remains steady to the end of KS2.</p>							
<b>Maths</b>								
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2022/23	25%	75%	11%	89%				
2021/22	83%	17%	33%	67%				
4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to bullying and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high. 38 pupils (15 of whom are disadvantaged 40%) currently require additional support with social and emotional needs, receiving small group or one to one interventions.</p>							
5	<p>Our attendance data over the last 4 years (2020/21 to 2023/24) indicates that attendance among disadvantaged pupils has been between 3.1% - 3.8% lower than for non-disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>Variance 2020/21 (PP v Non-PP eligible Overall Absence rate = 3.8%): 2023/24 (PP v Non PP eligible Overall Absence rate = 3.1%)</li> </ul> <p>Between 2020/21 and 2023/24 school has experienced a significant increase in the number and % of children in school eligible for Pupil Premium as a percentage of whole school cohort (2023/24 = 88 (22.7%): 2020/21 = 40 (10.4%)). Reasons for this are:</p> <ul style="list-style-type: none"> <li>Better early identification of children who may be eligible for Pupil Premium using OFSM to track eligibility.</li> </ul>							



- Promoting pupil premium half termly with parents and all new starters to school
- Reduction in the numbers of whole school cohort due to lower numbers entering school Reception year – low birth rates in area.

### Comparison v England Primary School Overall Absence (compulsory age pupils) rates:

- **School Pupil Premium eligible overall absence rate is 2.1% higher than England Primary School Overall absence rate.** School Pupil Premium Eligible Overall absence rate 23/24 (7.6%) compared to England Primary School Overall absence rate (5.5%)

Cohort	2023/24	2020/21	Variance 2023/24: 2020/21	Analysis
	Overall Absence rate	Overall Absence rate		
School Pupil Premium eligible	7.6%	6.5%	1.1%	1.1% increase in rate of overall absence from 2020/21
% of school cohort eligible for Pupil Premium	88 (22.7%)	40 (10.4%) of school cohort	48 (12.3%)	more Pupil Premium student eligible in 23/24 then 20/21
School Not Pupil Premium	4.5%	2.8%	1.7%	1.7% increase in rate of overall absence from 2020/22
% of school cohort not eligible for Pupil Premium	299	346	47 (13.6%)	less students in Non-pupil premium eligible cohort in 23/24 then 20/21
England Primary School Average rates	5.5%	3.6%	1.9%	1.9% increase in rate of overall absence from 2020/23

16.9% (2020/21) – 26.1% (2023/24) of disadvantaged pupils have been ‘persistently absent’ compared to 5.2% (2020/21) – 10.4% (2023/24) of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.

Cohort	2023/24	2020/21	Variance 2023/24: 2020/21	Analysis
	PA rate	PA rate		
School Pupil Premium eligible	26.1%	16.9%	9.2%	9.2% increase in rate of overall absence from 2020/21
% of school cohort eligible for Pupil Premium	88 (22.7%)	40 (10.4%) of school cohort	48 (12.3%)	more Pupil Premium student eligible in 23/24 then 20/21
School Not Pupil Premium	10.4%	5.2%	5.2%	5.2% increase in rate of overall absence from 2020/22
% of school cohort not eligible for Pupil Premium	299	346	47 (13.6%)	less students in Non-pupil premium eligible cohort in 23/24 then 20/21



### Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2025/26)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2025/26 show that 65% of disadvantaged pupils are predicted to meet the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show that 47% of disadvantaged pupils are predicted to meet the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025/26 demonstrated by: <ul style="list-style-type: none"><li>• qualitative data from student voice, student and parent surveys and teacher observations</li><li>• a significant reduction in bullying</li><li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li></ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2025/26 demonstrated by: <ul style="list-style-type: none"><li>• the overall unauthorised absence rate for all pupils being no more than <b>1%</b>, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by <b>1%</b>.</li><li>• the percentage of all pupils who are persistently absent being below <b>12.5%</b> and the figure among disadvantaged pupils being no more than <b>10%</b> lower than their peers.</li></ul>





**Activity in this academic year 2024/25** - This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above.

### 1. Quality First Teaching

A strong curriculum and high-quality teaching and learning are the vehicles by which the majority of student will be on track to achieve. This is the cornerstone of our '4C's' (Connect, Consolidate, Class size, CPD – Quality First Teaching)

**Connect:** Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. An extended period of pastoral support for pupils and additional CPD for staff provides our children with the best start to the Academic Year. Implementation and development of THRIVE across school to identify social and emotional developmental needs and programmes of support for children.

**Consolidate the Curriculum:**

- Broad and balanced Curriculum with high aspirations for all children in school
- Maintain key knowledge, skills and concepts with no compromise on ambition, breadth or depth
- Allows time for greater depth, whilst scaffolding to build confidence and success over time
- Purchase of standardised diagnostic assessments and staff training CPD on use

**Class Size:** Lower numbers of pupils on-roll (Reception – Year 2) have resulted in smaller class sizes in Early Years and KS1

**CPD: T & L Core Principles**

- Recall starter/low stakes testing
- Quality instruction and modelling
- Checking for Understanding
- Live feedback to address misconceptions and close gaps
- Chance to practice and develop learning in different contexts
- Ensure all pupils have white board pens

**CPD: Literacy, Language, Reading and Writing Strategies**

- Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. Read, write, Inc Programme and CPD Training (Ruth Miskin)
- Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils
- Boom Reader and Oxford Reading Buddies programmes and CPD Training
- Language Subscription and Speech and Language Therapy assessment, interventions in school
- Spelling and Literacy Shed programmes

**CPD: Maths Strategies**

- Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). TT Maths programmes

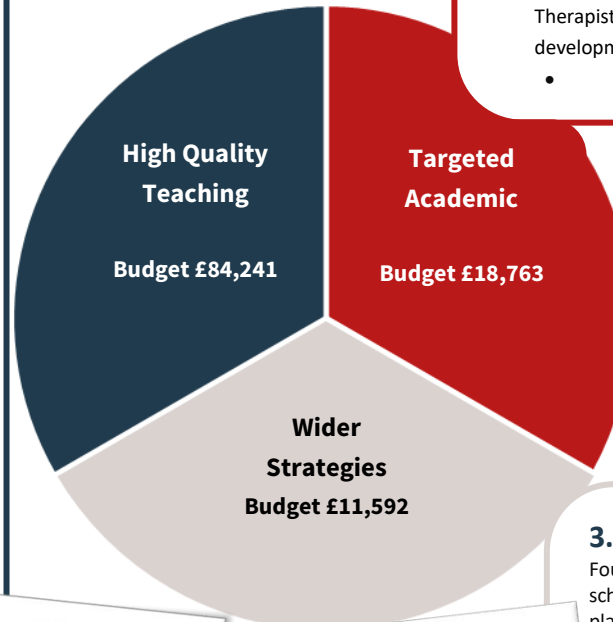
**CPD: Knowledge Organiser Strategies**

- Supporting knowledge acquisition so that pupils know and can remember more.

**CPD: SEND and Disadvantaged pupils**

- SEND Non- negotiables
- SEND Strategies, assessment (Provision Mapping) and interventions.

**Academic Year Pupil  
Premium Grant  
Budget £114,596.00**



### 2. Targeted Academic support

In addition to the usual academic interventions e.g. school has procured the following:

- One to one tuition/interventions linked to class teaching
- Additional phonics targeted at disadvantaged/vulnerable pupils
- Use of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.
- Assessment and support programmes delivered by Speech and language Therapist to support children's speech, communication, language development



### 3. Wider Strategies

Foundations of closing gaps are a strong pastoral support programme in school to remove barriers to learning. In addition to what is already in place:

- Attendance staffing to re-engage PP/V who are at risk of being persistent/severely absent from school. Education Welfare Services support, training, advice and guidance.
- Wellbeing and safeguarding increased SMSC/pastoral – Inclusion Support manager capacity
- Cultural Capital Building opportunities for pupils in school – improving social mobility
- Contingency budget.





### Teaching (CPD, recruitment and retention, subscriptions evidence-based programmes supporting phonics, reading, writing and maths)

Budgeted cost: £84,241.00

Activity	Evidence that supports this approach	Challenge number(s) addressed												
<p><b>A. Purchase of standardised diagnostic assessments.</b></p> <table border="1"> <thead> <tr> <th>Resource</th> <th>Budget 24/25</th> </tr> </thead> <tbody> <tr> <td>PiXL</td> <td>£2,700.00</td> </tr> <tr> <td><b>Budget</b></td> <td><b>£2,700.00</b></td> </tr> </tbody> </table> <p><b>B. Training for staff to ensure assessments are interpreted and administered correctly.</b></p> <table border="1"> <thead> <tr> <th>Resource</th> <th>Budget 24/25</th> </tr> </thead> <tbody> <tr> <td>Arbor Development</td> <td>£500.00</td> </tr> <tr> <td><b>Budget</b></td> <td><b>£500.00</b></td> </tr> </tbody> </table>	Resource	Budget 24/25	PiXL	£2,700.00	<b>Budget</b>	<b>£2,700.00</b>	Resource	Budget 24/25	Arbor Development	£500.00	<b>Budget</b>	<b>£500.00</b>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: <a href="#">Diagnostic assessment   EEF</a></p> <p>We monitor progress through PPMs where children are targeted and closely monitored. Use of an online data system that is accessible to all staff.</p>	1, 2, 3,
Resource	Budget 24/25													
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<p><b>C. Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time – reference G.</b></p> <table border="1"> <thead> <tr> <th>Resource</th> <th>Budget 24/25</th> </tr> </thead> <tbody> <tr> <td>Literacy Shed</td> <td>£316.00</td> </tr> <tr> <td>Spelling Shed</td> <td>£527.00</td> </tr> <tr> <td>Boom Reader</td> <td>£595.00</td> </tr> <tr> <td>Oxford Reading Buddy</td> <td>£945.00</td> </tr> <tr> <td><b>Budget</b></td> <td><b>£2,383.00</b></td> </tr> </tbody> </table>	Resource	Budget 24/25	Literacy Shed	£316.00	Spelling Shed	£527.00	Boom Reader	£595.00	Oxford Reading Buddy	£945.00	<b>Budget</b>	<b>£2,383.00</b>	<p>There is an 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: <a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p> <p>Speech and Language intervention is accessed by 18 children across the school. 8 of whom are PP (44%).</p>	1
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# Pupil premium strategy statement

## St Modwen's Catholic Primary School

Activity	Evidence that supports this approach	Challenge number(s) addressed																										
<p><b>D. Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</b></p> <table border="1"> <thead> <tr> <th>Resource</th> <th>Budget 24/25</th> </tr> </thead> <tbody> <tr> <td>Ruth Miskin Phonics on-line Subscription</td> <td>£1,838.00</td> </tr> <tr> <td><b>Budget</b></td> <td><b>£1,838.00</b></td> </tr> </tbody> </table>	Resource	Budget 24/25	Ruth Miskin Phonics on-line Subscription	£1,838.00	<b>Budget</b>	<b>£1,838.00</b>	<p>Phonics approaches have an evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p> <p>RWI is a DfE validated teaching program and is highly systematic.</p>	2																				
Resource	Budget 24/25																											
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<b>Budget</b>	<b>£1,838.00</b>																											
<p><b>E. Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</b></p> <p><b>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</b></p> <table border="1"> <thead> <tr> <th>Resource</th> <th>Budget 24/25</th> </tr> </thead> <tbody> <tr> <td>White Rose Maths Subscription</td> <td>£192.00</td> </tr> <tr> <td>TT Maths</td> <td>£188.00</td> </tr> <tr> <td><b>Budget</b></td> <td><b>£380.00</b></td> </tr> </tbody> </table>	Resource	Budget 24/25	White Rose Maths Subscription	£192.00	TT Maths	£188.00	<b>Budget</b>	<b>£380.00</b>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Mathematics guidance: key stages 1 and 2</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p>KS2 Multiplication Check in Year 4 shows that PP children are achieving 25/25 roughly in line with non-disadvantaged children.</p> <table border="1"> <thead> <tr> <th>25/25</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>33.3%</td> <td>33.3%</td> </tr> <tr> <td>Non-PP</td> <td>21.4%</td> <td>33.3%</td> </tr> </tbody> </table> <p>This is also evident when looking at the overall mean score from the times tables check.</p> <table border="1"> <thead> <tr> <th>Mean Score /25</th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>20.4</td> <td>21</td> </tr> <tr> <td>Non-PP</td> <td>21.5</td> <td>21</td> </tr> </tbody> </table>	25/25	2023	2024	PP	33.3%	33.3%	Non-PP	21.4%	33.3%	Mean Score /25	2023	2024	PP	20.4	21	Non-PP	21.5	21	3
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PP	20.4	21																										
Non-PP	21.5	21																										
<p><b>F. Improve the quality of social and emotional (SEL) learning.</b></p> <p><b>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</b></p>	<p>There is extensive evidence through CPOMS associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p>	4																										



ST MODWEN'S CATHOLIC  
PRIMARY SCHOOL

Excellence For All Through Jesus' Love

# Pupil premium strategy statement

## St Modwen's Catholic Primary School

Resource	Budget 24/25		
THRIVE Subscription	£1,840.00	<a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a>	
Pastoral Staff Support	£4,270.00		
<b>Budget</b>	<b>£6,110.00</b>		



Activity	Evidence that supports this approach	Challenge number(s) addressed																					
<p><b>G. Quality First Teaching and interventions delivered in class by Class Teachers and Teaching Support Team.</b></p> <ul style="list-style-type: none"> <li>• Smaller class sizes Reception and KS1.</li> <li>• Teacher release time to support B.C.E.F activities.</li> <li>• Staff recruitment, training, CPD and retention.</li> <li>• Leadership Development support/CPD</li> </ul> <table border="1" data-bbox="165 810 630 1435"> <thead> <tr> <th>Resource</th> <th>Budget 24/25</th> <th>Apportioned Budget 24/25 PPG (% of total budget)</th> </tr> </thead> <tbody> <tr> <td>Teaching Team Budget</td> <td>£52,996.00</td> <td>5%</td> </tr> <tr> <td>Teaching Support Team Budget</td> <td>£15,034.00</td> <td>5%</td> </tr> <tr> <td>Staff Recruitment, training, CPD Budget</td> <td>£500.00</td> <td></td> </tr> <tr> <td>Leadership Development CPD</td> <td>£1,000.00</td> <td></td> </tr> <tr> <td>Teaching &amp; Learning staff CPD</td> <td>£800.00</td> <td></td> </tr> <tr> <td><b>Budget</b></td> <td><b>£70,330.00</b></td> <td></td> </tr> </tbody> </table>	Resource	Budget 24/25	Apportioned Budget 24/25 PPG (% of total budget)	Teaching Team Budget	£52,996.00	5%	Teaching Support Team Budget	£15,034.00	5%	Staff Recruitment, training, CPD Budget	£500.00		Leadership Development CPD	£1,000.00		Teaching & Learning staff CPD	£800.00		<b>Budget</b>	<b>£70,330.00</b>		<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial.</p> <p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</p> <p><a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">EEF Social and Emotional Learning</a></p> <p>The research into small classes is only a small sample. The evidence suggests that smaller classes only impact on learning if the reduced numbers allow the teacher to teach differently, for example high quality interactions with pupils with minimal disruptions. The gain is likely to come from the quality and quantity of feedback pupils receive.</p> <p><a href="#">EEF Toolkit Reduced class sizes</a></p>	<p>1,2,3,4</p>
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### Targeted academic support (tutoring, one-to-one support, structured interventions)

Budgeted cost: £18,763.00

Activity	Evidence that supports this approach	Challenge number(s) addressed												
<p><b>Live marking, on the spot feedback and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</b></p> <p>Tutoring will be implemented with the help of DfE's guide: <a href="#">Tutoring: guidance for education settings</a></p> <table border="1"> <thead> <tr> <th>Resource</th> <th>Budget 24/25</th> <th>Apportioned Budget 24/25 PPG (£ and %)</th> </tr> </thead> <tbody> <tr> <td>Teaching Team Budget</td> <td>£2,650.00</td> <td>0.25%</td> </tr> <tr> <td>Teaching Support Team Budget</td> <td>£752.00</td> <td>0.25%</td> </tr> <tr> <td><b>Budget</b></td> <td><b>£3,402.00</b></td> <td></td> </tr> </tbody> </table>	Resource	Budget 24/25	Apportioned Budget 24/25 PPG (£ and %)	Teaching Team Budget	£2,650.00	0.25%	Teaching Support Team Budget	£752.00	0.25%	<b>Budget</b>	<b>£3,402.00</b>		<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	1, 2, 3
Resource	Budget 24/25	Apportioned Budget 24/25 PPG (£ and %)												
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<p><b>I. Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</b> This will be delivered in collaboration with our local English hub.</p> <table border="1"> <thead> <tr> <th>Resource</th> <th>Budget 24/25</th> <th>Apportioned Budget 24/25 PPG (% of total budget)</th> </tr> </thead> <tbody> <tr> <td>Teaching Team Budget</td> <td>£5,300.00</td> <td>0.5%</td> </tr> <tr> <td>Teaching Support Team Budget</td> <td>£1,503.00</td> <td>0.5%</td> </tr> <tr> <td><b>Budget</b></td> <td><b>£6,803.00</b></td> <td></td> </tr> </tbody> </table>	Resource	Budget 24/25	Apportioned Budget 24/25 PPG (% of total budget)	Teaching Team Budget	£5,300.00	0.5%	Teaching Support Team Budget	£1,503.00	0.5%	<b>Budget</b>	<b>£6,803.00</b>		<p>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:</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	2
Resource	Budget 24/25	Apportioned Budget 24/25 PPG (% of total budget)												
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Activity	Evidence that supports this approach	Challenge number(s) addressed															
<p><b>J. Delivery of a programme:</b></p> <ul style="list-style-type: none"> <li>• <b>to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills.</b></li> <li>• <b>of speech and language therapy time to assess and support children's speech, communication and language development</b></li> </ul> <table border="1" data-bbox="165 770 644 1187"> <thead> <tr> <th>Resource</th> <th>Budget 24/25</th> <th>Apportioned Budget 24/25 PPG (% of total budget)</th> </tr> </thead> <tbody> <tr> <td>Teaching Team Budget</td> <td>£5,300.00</td> <td>0.5%</td> </tr> <tr> <td>Teaching Support Team Budget</td> <td>£1,503.00</td> <td>0.5%</td> </tr> <tr> <td>Speech and Language Therapy interventions</td> <td>£7,020.00</td> <td>25%</td> </tr> <tr> <td><b>Budget</b></td> <td><b>£8,558.00</b></td> <td></td> </tr> </tbody> </table>	Resource	Budget 24/25	Apportioned Budget 24/25 PPG (% of total budget)	Teaching Team Budget	£5,300.00	0.5%	Teaching Support Team Budget	£1,503.00	0.5%	Speech and Language Therapy interventions	£7,020.00	25%	<b>Budget</b>	<b>£8,558.00</b>		<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	<p>1</p>
Resource	Budget 24/25	Apportioned Budget 24/25 PPG (% of total budget)															
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

**Budgeted cost: £11,592**

Activity	Evidence that supports this approach	Challenge number(s) addressed												
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <table border="1" data-bbox="165 741 632 869"> <thead> <tr> <th>Resource</th> <th>Budget 24/25</th> </tr> </thead> <tbody> <tr> <td>Team Teach Staff Training</td> <td>£2,500.00</td> </tr> <tr> <td><b>Budget</b></td> <td><b>£2,500.00</b></td> </tr> </tbody> </table>	Resource	Budget 24/25	Team Teach Staff Training	£2,500.00	<b>Budget</b>	<b>£2,500.00</b>	<p>Both targeted interventions and universal approaches can have positive overall effects: <a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a></p> <p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective, on average.</p> <p><a href="#">EEF Toolkit Behaviour Interventions EEF Social and Emotional Learning</a></p>	4						
Resource	Budget 24/25													
Team Teach Staff Training	£2,500.00													
<b>Budget</b>	<b>£2,500.00</b>													
<p>Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>.</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> <table border="1" data-bbox="165 1626 632 2065"> <thead> <tr> <th>Resource</th> <th>Budget 24/25</th> <th>Apportioned Budget 24/25 PPG (£ and %)</th> </tr> </thead> <tbody> <tr> <td>Education Welfare Services Service Level Agreement</td> <td>£750.00</td> <td></td> </tr> <tr> <td>Attendance and Admission Staff time</td> <td>£3,896.00</td> <td>20%</td> </tr> <tr> <td><b>Budget</b></td> <td><b>£4,646.00</b></td> <td></td> </tr> </tbody> </table>	Resource	Budget 24/25	Apportioned Budget 24/25 PPG (£ and %)	Education Welfare Services Service Level Agreement	£750.00		Attendance and Admission Staff time	£3,896.00	20%	<b>Budget</b>	<b>£4,646.00</b>		<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
Resource	Budget 24/25	Apportioned Budget 24/25 PPG (£ and %)												
Education Welfare Services Service Level Agreement	£750.00													
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## Pupil premium strategy statement St Modwen's Catholic Primary School

<p>Cultural capital building.</p> <table border="1"> <thead> <tr> <th>Resource</th> <th>Budget 24/25</th> </tr> </thead> <tbody> <tr> <td>Cultural Capital Budget</td> <td>£1,519.00</td> </tr> <tr> <td><b>Budget</b></td> <td><b>£1,519.00</b></td> </tr> </tbody> </table>	Resource	Budget 24/25	Cultural Capital Budget	£1,519.00	<b>Budget</b>	<b>£1,519.00</b>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>
Resource	Budget 24/25							
Cultural Capital Budget	£1,519.00							
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<p>Contingency fund for acute issues.</p> <table border="1"> <thead> <tr> <th>Resource</th> <th>Budget 24/25</th> </tr> </thead> <tbody> <tr> <td>Contingency</td> <td>£2,927.00</td> </tr> <tr> <td><b>Budget</b></td> <td><b>£2,927.00</b></td> </tr> </tbody> </table>	Resource	Budget 24/25	Contingency	£2,927.00	<b>Budget</b>	<b>£2,927.00</b>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>
Resource	Budget 24/25							
Contingency	£2,927.00							
<b>Budget</b>	<b>£2,927.00</b>							

**Total budgeted cost: £114,596.00**



### Part B: Review of the previous academic year 2023/24

#### Outcomes for disadvantaged pupils

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

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

The data demonstrates that our PP children are working below that of the non-disadvantaged children across reading, writing and maths. During the last academic year, our PP children were also achieving below the national average at the end of KS2. Our non-disadvantaged pupils were achieving higher than the national average.

- **Quality First Teaching 2023/24:**
  - Staff recruitment, retention –
- Class teachers: 2 leavers and 2 starters Academic year 2023/24

KS1 Phonics Screening Check								
Year	National Average	Whole School Average %	School PP Average %	Year 1		Year 2		School Analysis
				National Average	Whole School Average %	National Average	Whole School Average %	
2024	79%	73%	50%	91%	93%			PP children are below the school average and below the national average. Results in school have dropped from 2023 to 2024.
2023	79%	77%	64%	89%	90%			



# Pupil premium strategy statement

## St Modwen's Catholic Primary School

Reading					
Year	National Average	Whole School Average %	School PP Average %	National PP Average %	
End of KS2					School Analysis
2024	74%	77%	50%	64%	In 2023, PP children were achieving higher than the national average. However, this number dropped significantly in 2024.
2023	73%	86%	88%	61%	
Writing					
Year	National Average	Whole School Average %	School PP Average %	National PP Average %	
End of KS2					School Analysis
2024	72%	75%	50%	60%	In 2023, the PP children were significantly below the national average in writing. However, in 2024 this number rose but is still below the overall national average.
2023	71%	74%	38%	56%	
Maths					
Year	National Average	Whole School Average %	School PP Average %	National PP Average %	
End of KS2					School Analysis
2024	73%	77%	50%	61%	In 2023, PP children were achieving higher than the national average. However, this number dropped significantly in 2024.
2023	73%	86%	75%	60%	



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

- **Attendance:** Cohorts of pupils in school who have poorer attendance rates in school Pupils eligible for FSM this cohort are also more likely to be persistent/severely absent. Our analysis shows that attendance in school is a significant factor within our Pupils eligible for Pupil Premium and the dip in attainment rates in 2023/24 Academic year for this cohort clearly links to the significant increase in PP eligible children being PA from school in 2023/24 (26.1%) compared to 2022/23 (15.1%) and increase of 11%.

- **Pupils who access/have previously accessed early intervention/family support services** – again a significant number of our PP eligible students who were PA in 2023/24 are accessing early intervention/family support services. 55% (24 of 44) pupils in PA Cohort had/continue to access early intervention/family support services

- **SEND pupils** overall absence rates are above the England average rate for compulsory school age children.

- **Behaviour:**

Behaviour incidents Academic Year 2023/24				
Behaviour classification	Pupil pre-premium pupils	Non Pupil Pre-premium	Whole School	School Analysis
L1	195 (89%)	262 (86%)	457 (87.5%)	School analysis demonstrates. Pupil premium cohort percentage of behaviour incidents slightly higher than non-pupil premium cohort but not a significant factor.
L2	24 (11%)	41 (14%)	65 (12.5%)	
<b>Total</b>	<b>219 (100%)</b>	<b>303 (100%)</b>	<b>522 (100%)</b>	

- **Cultural Capital:**

Pastoral and attendance support for our Pupil Premium children and families is another key element of ensuring that we are developing the whole child and ensuring a positive impact on their futures. This support is given in a range of ways including; one to one nurture sessions, group nurture sessions, early trauma or bereavement support, parent support workshops, targeted support for parents, early help intervention with families, support for material disadvantage and development of cultural capital. This list is not exhaustive and we will work 3 with each family individually, where the need arises to ensure the very best outcome is reached for the children in their care.

English lead to continue to raise the profile of reading and writing (including early phonic strategies) through whole school events, such as: parent workshops, World Book Day, poetry events and live storytelling. Cultural capital opportunities identified (such as visits from poets) and built into curriculum plan for all pupils and promote high attaining disadvantaged children engagement in opportunities for further extension.

Support individual pupils with developing their cultural capital through: • Identifying individual interests and supporting the development of this • Ensuring access to musical instrument tuition



### Attendance Analysis Academic year 2023/24:

Whole School	Demographics & Inverse	No. Students	Present R/C: Marks	Overall Absence	Auth. Absent R/C: Marks	Unauth. Absent R/C: Marks	Late R/C: Marks	Persistent Absentees
All Students	Female	196	94.9%	5.1%	4.3%	0.9%	0.5%	12.2%
All Students	Male	191	94.7%	5.3%	4.5%	0.8%	0.6%	15.7%
All Students	Compulsory School Age (5 - 15)	387	94.8%	5.2%	4.4%	0.8%	0.5%	14.0%
All Students	EAL	195	94.7%	5.3%	4.5%	0.7%	0.3%	14.9%
All Students	SEN	46	93.7%	6.3%	5.4%	0.9%	1.0%	23.9%
All Students	Pupil Premium Eligible	88	92.4%	7.6%	6.4%	1.2%	1.2%	26.1%
All Students	Not Pupil Premium Eligible	299	95.5%	4.5%	3.8%	0.7%	0.3%	10.4%

- Overall absence rate 2023/24: England Average rate Primary School 5.5%**
  - Pupil premium eligible cohort is highest in school at 7.6% - 2.1% above England average rate all compulsory school age pupils
  - SEND cohort is 2<sup>nd</sup> highest in school at 6.3% - 0.8% above England average rate all compulsory school age pupils
  - EAL pupil cohort (5.3%) is broadly in-line with Compulsory school age average and England Average rate (5.5%)
- Persistent absence rate 2023/24: England Average rate Primary School 15.2%**
  - Pupil premium eligible cohort is highest in school at 26.1% - 10.9% above England average rate all compulsory school age pupils
  - SEND cohort is 2<sup>nd</sup> highest in school at 23.9% - 8.7% above England average rate all compulsory school age pupils
  - EAL pupil cohort (14.9%) is broadly in-line with Compulsory school age average and England Average rate (15.2%)
- Early Intervention/Family Support support PA Cohort:**
  - 55% (24 of 44) pupils in PA Cohort had/continue to access early intervention/family support services.
  - 20% (9 of 44) pupils in PA Cohort were accessing early intervention/family support services as at 31.8.2024
    - 34% (15 of 44) pupils in PA Cohort had successfully accessed Early intervention/family support services and their cases had now been closed in school.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations at the end of KS2, and we are at present on course to achieve the outcomes we set out to achieve by 2025/26, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates the following:

#### What works well

At St Modwen's we pride ourselves on knowing our children and their specific strengths and areas of need. We use proven strategies to meet need, irrespective of whether the children are eligible for Pupil Premium. We strive to remove barriers for all but weighted towards the disadvantaged. This can include providing clothing for families, supporting attendance and getting children into school,



providing mental health support for parents and wider family members, financial support including providing food vouchers and free childcare (breakfast club) and being a constant point of support and reference for any number of personal and social needs. We cannot quantify easily the amount this costs but we feel that this makes a huge difference to our school community and ensures we do not further disadvantage the disadvantaged therefore giving them life chances at every opportunity

### Areas of development

We will continue to work to achieve proportional representation and accessibility for disadvantaged youngsters in all aspects of school life so that our disadvantaged youngsters are challenged in lessons and engaged in wider experiences outside of the classroom that will develop their skills to be successful in life. This will be considered when selecting children for questioning, cultural opportunities, whole class school responsibilities, sports teams, speaking parts and will be embedded throughout the school ensuring disadvantaged as a focus continues to be at the forefront of our planning.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

## Externally provided programmes – Not applicable

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

Programme	Provider
Not applicable	

## Service pupil premium funding (optional) – not applicable

*For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year*

Not applicable – no service pupils on-roll.

**The impact of that spending on service pupil premium eligible pupils**

Not applicable – no service pupils on-roll.



### Further information (optional)

#### **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. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a [DfE grant to train 2 x senior mental health leads](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

#### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

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.



### 2023/24 Pupil Premium Grant Funding Statement

<b>Pupil Premium Grant (PPG)</b>	<b>2023/24</b>
<b>Pupil Premium Spend</b>	<b>£95,779.17</b>
<b>Recovery Premium Spend</b>	<b>£6,077.50</b>
<b>Total Pupil Premium Grant Spend</b>	<b>£101,856.67</b>
	<b>Spend 23/24</b>
<b>1. High Quality Teaching</b>	<b>Academic Year</b>
A. Standardised diagnostic assessment	£3,150.00
B. Training for staff to ensure assessments are interpreted and administered correctly	£450.00
C. Embedding dialogic activities across the school curriculum.	£2,269.40
D. Purchase of DfE validated systematic synthetic Phonics programme	£1,750.00
E. Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.	£362.18
F. Improve the quality of social and emotional (SEL) learning.	£4,114.73
G. Quality First Teaching and interventions delivered in class by Class Teachers and Teaching Support Team.	£68,572.95
<b>High Quality Teaching 23/24 Summary spend</b>	<b>£80,669.26</b>
<b>% of PPG spent on High Quality Teaching</b>	<b>79.2%</b>
	<b>Spend 23/24</b>
<b>2. Targeted Support</b>	<b>Academic Year</b>
H. One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons	£0.00
I. Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	£6,195.41
J. Delivery of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills or assessed speech, communication and language developmental delays.	£7,858.14
<b>Targeted Support 23/24 Summary spend</b>	<b>£14,053.55</b>
<b>% of PPG spent on Targeted Support</b>	<b>13.8%</b>
	<b>Spend 23/24</b>
<b>3. Wider Support Strategies</b>	<b>Academic Year</b>
K. Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school	£4,804.60
L. Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.	£1,597.84
M. Cultural capital building	£731.42
N. Contingency	£0.00
<b>Wider Support Strategies 23/24 Summary spend</b>	<b>£7,133.86</b>
<b>% of PPG spent on Targeted Support</b>	<b>7.0%</b>
<b>Pupil Premium Grant 23/24 Spend</b>	<b>£101,856.67</b>