

# Pupil premium strategy statement – Hurst Hill Primary School

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

All schools that receive pupil premium (and recovery 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.

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	216
Proportion (%) of pupil premium eligible pupils	25% (55)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024 – 2027
Date this statement was published	September 2024
Date on which it will be reviewed	March 2025
Statement authorised by	Claire Johnson 
Pupil premium lead	Becki Weaver
Governor / Trustee lead	HVT Head of inclusion – Emma Tolley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year Post-LAC Pupil Premium Allocation	£81,400 £2,570
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£83,970

# Part A: Pupil premium strategy plan

## Statement of intent

Pupil Premium grant is provided by the Government and is designed to allow schools to help disadvantaged pupils by improving their progress and the results they achieve.

When making decisions about using Pupil Premium funding it is important to consider the context of our school and the subsequent challenges faced by individual schools and families as well as cohort trends. Research conducted by the EEF (Education Endowment Foundation) is used to underpin our pedagogy, which enables us to refine our approaches used in school to ensure that these are unequivocally purposeful, effective and focussed on the main thing, improving teaching and learning.

Common barriers to learning for disadvantaged children can include:

- Less support at home
- Weak language and communication skills
- Lack of confidence
- More frequent behaviour difficulties
- Attendance and punctuality issues
- There may also be complex family situations that prevent children from flourishing

The challenges for our disadvantaged pupils are varied and therefore we cannot apply a 'one size fits all' approach. At Hurst Hill, we ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

It is our clear intention to break down some of these barriers to ensure that our disadvantaged pupils meet age-related expectations, have access to all opportunities and are well supported with their health and wellbeing, which provides them with strong foundations that make a successful future.

The Government has said that it is up to school leaders to decide how to spend pupil premium funding. This is because school leaders are best placed to assess their pupils' needs and use funding to improve attainment. This strategy is broken down into three aspects because evidence suggests that pupil premium spending is most effective when schools use a tiered approach, at Hurst Hill we aim to address these priorities through the three-tiered approach as recommended by the EEF: **Quality First Teaching, targeting academic support for identified pupils and Wider Approaches.**

### 1. Quality First Teaching:

To continually reflect to seek improvement in the quality of teaching and learning, where all pupils make good or better progress. Through collective and personalised CPD, coaching, monitoring activities and feedback, teachers will enhance their pedagogy and develop strategies meeting the needs of all learners and will therefore address ongoing barriers to learning.

### 2. Targeted academic support for identifies pupils:

This will support children to make accelerated progress in areas that they find challenging. Through careful diagnostic assessment of children's areas of strength and development, we provide provision for targeted academic support in small groups and on a one-to-one basis.

### 3. Wider Approaches:

This will include an individualised approach for a child and family and provide access to enrichment activities and help with the cost of educational visits, music lessons and provision for before and after school childcare.

#### Hurst Hill Objectives:

Hurst Hill strives to facilitate engaging, challenging, creative and fun learning; we aim to broaden children's real-life experiences; to improve their confidence, vocabulary, resilience and sense of personal achievement. Staff aim to develop the wellbeing and maximise progress for every child, providing them with the foundations for successful attainment and smooth transition into secondary schools. Consequently, opening career pathways for disadvantaged pupils to follow and achieve their dreams, and be the best possible version of themselves.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Outcomes in Reading:</b> There is a significant attainment gap in reading across school for disadvantaged children reaching age-related expectations at the end of the year, lower than their non-disadvantaged peers. 50% of Pupil Premium Children are not at ARE in Reading. Our key areas of priority are application of phonic knowledge and fluency to ensure a good understanding of the text to answer questions effectively.
2	<b>Outcomes in Writing:</b> There is a decline in writing attainment across school for disadvantaged children reaching age-related expectations at the end of the year, lower than their non-disadvantaged peers. There was an increase in attainment in 2023/2024 as new systems and procedures are embedded. 63% of Pupil Premium Children are not at ARE in Writing. Our key areas of priority are spelling, application of punctuation to independent writing and handwriting.
3	<b>Outcomes in Maths:</b> There is a decline in maths attainment across school for disadvantaged children reaching age-related expectations at the end of the year, lower than their non-disadvantaged peers. 55% of Pupil Premium Children are not at
	ARE in Reading. Our key areas of priority are pupils learning and knowing their number bonds to support mental calculations and fluency of times tables.
4	<b>Speech and Language:</b> Pupils enter school with poor language/phonic skills and some children have limited vocabulary. Reception baselines have shown a continued decline in communication and language skills. Some pupils who qualify for Pupil Premium funding have specific SEND needs and an increasing number of children need Speech and Language intervention.

5	<p><b>Mental Health and Well-being:</b></p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for certain pupils. These challenges particularly affect our disadvantaged pupils, impacting on their attainment. Low self-esteem, emotional intelligence and resilience and ACES (Adverse Childhood Experiences) are some of the specific challenges amongst pupil premium. We currently have an increase in pupils who are receiving support from Reflexions and our in school ELSA.</p>
6	<p><b>Attendance:</b></p> <p>Our attendance data for 2023-2024 indicates attendance for our disadvantaged pupils was 94.49% compared to non-disadvantaged which was 95.53%. Our assessments and observations indicate absenteeism is negatively impacting certain disadvantaged pupils' progress.</p>
7	<p><b>Enrichment Opportunities:</b></p> <p>Some disadvantaged pupils do not have access to funds to access wider enrichment opportunities such as attending trips, providing breakfast and school uniform.</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
Attainment in Reading outcomes improved.	<p>Achieve at least 2 points progress per term in KS2 reading. Internal data will show that disadvantaged pupils make at least expected progress in reading (making 6 points progress across the year from their starting points).</p> <p>Accelerated progress ensures improved outcomes in reading across the school and at the end of Key Stage 2 (making more than 6 points progress across the year from their starting points).</p> <p>All disadvantaged pupils, who do not have special educational needs, will make good progress in reading from starting points against EYFS baseline to enable them to pass the phonics screening check. Pupils with additional educational needs, will make good progress in line with their APDR targets.</p>
Attainment in Writing outcomes improved.	<p>Achieve at least 2 points progress per term in KS2 writing. Internal data will show that disadvantaged pupils make at least expected progress in reading (making 6 points progress across the year from their starting points).</p> <p>Accelerated progress ensures improved outcomes in writing across the school and at the end of Key Stage 2 (making more than 6 points progress across the year from their starting points). All disadvantaged pupils, who do not have special educational needs, will make good progress in writing from starting points against EYFS baseline. Pupils with additional educational needs, will make good progress in line with their APDR targets.</p>
Attainment in Maths outcomes improved.	<p>Achieve at least 2 points progress per term in KS2 maths. Internal data will show that disadvantaged pupils make at least expected progress in reading (making 6 points progress across the year from their starting points).</p> <p>Accelerated progress, for pupils currently below age related expectations, ensures improved outcomes in maths across the school and at the end of Key Stage 2 (making more than 6 points progress across the year from their starting points).</p> <p>All disadvantaged pupils, who do not have special educational needs, will make good progress in maths from starting points against EYFS baseline. Pupils with additional educational needs, will make good progress in line with their APDR targets.</p> <p>Pupils will display more confidence during statutory testing and reasoning.</p>

<p>Improved Speech and Language skills</p>	<p>Assessments and observations will indicate significantly improved speech and language among disadvantaged pupils. This will be evident when triangulated with other sources of evidence including oral language assessments (such as WellComm, Soundswell assessments), engagement in lessons, outcomes from Speech interventions, book scrutiny and ongoing formative assessments.</p> <p>At the start of the academic year, 50% of Pupil Premium pupils were baselined as red on WellComm, although these pupils also have additional SEND needs, this should be reduced to 10%</p> <p>Training of staff will be evident in the implementation of effective speech and language interventions and quality assured by external Talking Time practitioners.</p> <p>There will be an improvement in knowledge of pupils' vocabulary, this will be evident in speaking and listening, reading and writing attainment.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>High levels of wellbeing demonstrated by:</p> <p>Qualitative data from student voice, student and parent surveys and teacher observations</p> <p>An increase in participation in enrichment activities, particularly amongst disadvantaged pupils</p> <p>An increase in engagement from pupils during Reflexion workshops</p>
<p>Achieve and sustain improved attendance amongst disadvantaged pupils.</p>	<p>There gap between disadvantaged and non-disadvantaged pupils will be narrowed.</p> <p>Attendance of identified pupils will be above 96%</p>
<p>Wider enrichment opportunities provided for disadvantaged pupils.</p>	<p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> <p>Access to and enjoyment of clubs reflected in pupil voice outcomes.</p> <p>Evidence of musical, art and sporting opportunities. Financial support provided for school trips and residential visits.</p> <p>Children will be able to relate to real life contexts. They will have a greater understanding of the wider curriculum and will be able to refer to such experiences through oracy and in their writing.</p>

## 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)

£41,570.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA Trained Teaching Assistant to run focussed nurture intervention groups in KS1 and KS2.	EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health. <a href="https://educationendowmentfoundation.org.uk/s-upport-for-schools/school-planning-support/3wider-strategies">https://educationendowmentfoundation.org.uk/s-upport-for-schools/school-planning-support/3wider-strategies</a>	5
Training staff in specific areas across school in nurture/well-being work (e.g. Bereavement, Trauma)	EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health. <a href="https://educationendowmentfoundation.org.uk/s-upport-for-schools/school-planning-support/3wider-strategies">https://educationendowmentfoundation.org.uk/s-upport-for-schools/school-planning-support/3wider-strategies</a>	5
Hurst Hill staff to deliver small group tuition/interventions: Little Wandle catch up and keep up phonics. in Reception and KS1 Little Wandle Fluency in KS2 Number Sense in KS2	The EEF toolkit suggests that small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a> These interventions focus on pupils foundation knowledge in phonics and maths.	1-3

<p>Purchase of further resources to support the effective delivery and implementation of Little Wandle and Little Wandle Fluency.</p>	<p>Based on our Early Reading audit in the Summer Term 2024, which was conducted by the English Hub and senior leaders, it was identified that we need to purchase additional Fluency books for KS2 reading practice sessions. Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is</p>	<p>1-4</p>
	<p>particularly beneficial for younger learners (4-7-year-olds) as they begin to read.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/phonics">https://educationendowmentfoundation.org.uk/ education-evidence/teaching-learningtoolkit/phonics</a>  Teaching Assistants are trained in 'keep-up' and 'catch-up'. 6 weekly assessments to be utilised to track and identify foundational knowledge deficits in pupils' phonic knowledge. Interventions will deliberately target these areas to accelerate progress.  Phonics lead will audit the quality of teaching, the impact on progress and provide Little Wandle coaching based on the findings and update SLT weekly as per the LW monitoring cycle.</p>	
<p>All senior leaders in school maintain a focus upon improving quality first teaching through a range of leadership activities: Monitoring and evaluating  Leading CPD  Conducting Pupil Progress Meetings</p>	<p>Capacity to Lead - Leadership is defined as the "capacity to lead." Individuals with the capacity to lead generally have four key attributes: the skill to work and influence others; an awareness of the nature of conflict; an ability to implement the flow, adoption, and wise use of knowledge; and the ability to conceive and create innovative plans. (The research report, <i>Freedom to Lead: a study of outstanding primary school leadership in England</i>, Research Report: July 2024 – Peter Matthews, Simon Rea, Robert Hill &amp; Qing Gu) <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/363794/RR374A_-_Outstanding_primaries_final_report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/363794/RR374A -  _Outstanding primaries final report.pdf</a></p>	<p>1-7</p>
<p>Coaching model implemented across school to improve teaching and maximise progress.</p>	<p>Instructional coaching and deliberate practice have an impact on teaching technique and practice. Goleman's research on leadership styles highlights the positive effective of a coaching approach in comparison to other leadership approaches.  Focus WalkThrus are identified, and staff meetings are used to ensure staff have a clear understanding of how to apply these successfully within lessons.</p>	<p>1-4</p>

<p>Resources to support effective teaching and learning:</p> <p>The Write Stuff subscription and resources e.g. books</p> <p>White Rose Maths resources and subscriptions</p> <p>Assessment Materials (Standardised assessment in reading, SPaG, maths.co.uk, Accelerated Reader)</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses/foundation knowledge gaps of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>Standardised tests – Assessing and Monitoring Pupil Progress – Education Endowment Foundation - EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-toassess-better">https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-toassess-better</a></p>	1-4
<p>Specific personalised and targeted homework for targeted pupils who are not working at age related expectations.</p>	<p>The KS2 lead will monitor and evaluate the effectiveness of the personalised homework for targeted KS2 children every month and will update SLT on findings. The KS2 lead will feedback to class teachers and set targets for these pupils with identified actions. EEF finds that set twice a week homework has a positive impact on average 3+ months as long as it is purposeful.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/homework</a></p> <p>Century nuggets are used to set targeted homework to pupils in KS2.</p>	1-4
<p>Additional phonic sessions targeted at disadvantaged pupils who require further phonics support (1:1 and group sessions)</p>	<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="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/phonics</a></p> <p>individualised instruction can lead to +4 months progress as a supplement to class teaching. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both 1:1 and in small groups.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/one-to-one-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/small-group-tuition</a></p>	1,2,4
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>The DfE Ready to Progress document is used by staff in school to identify foundational knowledge that needs to be taught to targeted pupils. This document identifies the most important conceptual knowledge and understanding that pupils need as they progress from year 1 to year 6. Number Sense will be implemented as a scheme to enhance the understanding and background knowledge of times tables in order for pupils to apply their knowledge.</p>	3

	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre of Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://assets.publishing.service.gov.uk/media/6140b7008fa8f503ba3dc8d1/Maths_guidance_KS_1_and_2.pdf">https://assets.publishing.service.gov.uk/media/6140b7008fa8f503ba3dc8d1/Maths_guidance_KS_1_and_2.pdf</a></p>	
--	--	--

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

Budgeted cost £24,900.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonic interventions for lowest 20% across the whole school targeted at disadvantaged pupils who require further phonics support (1:1 and group sessions) using Little Wandle Keep-up and Catch-up programme.</p>	<p>The phonics lead and deputy head teacher will monitor the outcomes of the 6 weekly assessments and measure the accelerated progress of the lowest 20% across school. Outcomes will inform staff CPD and foundational knowledge targets for individual pupils. Progress towards these specific targets will also be analysed during the three weekly pupil progress meetings. Sequential monitoring will focus on the deliberate teaching of these specific phonemes and graphemes to maximise progress.</p> <p>Combined phonics quality assurance will be reviewed every three weeks during SLT meetings.</p> <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="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> individualised instruction can lead to +4 months progress as a supplement to class teaching.</p>	<p>1,2,4</p>

	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both 1:1 and in small groups.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	
<p>Accelerated Reader – Star Reader diagnostic/quizzing to accelerate progress alongside the reading cycle strategies – targeted for comprehension in KS2 (<i>for pupils who have passed their PSC</i>).</p>	<p>The reading lead will monitor the outcomes of the half-termly assessments, sharing targets for individual pupils based on the outcomes of these assessments. The reading lead will inform class teachers and SLT and targets will be monitored within the reading monitoring cycle.</p> <p>The teaching cycle of reading will focus on comprehension and fluency of whole texts with metacognitive strategies for reading and comprehension.</p> <p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. <a href="#">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	2
<p>Language interventions for children with Nursery and Reception based on WellComm. Encouraging children to read aloud and discuss books, modelling of inference through structured questioning. Speech and Language interventions for pupils across Early Years, Key Stage 1 and 2 - group or paired work.</p>	<p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.</p> <p>Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p> <p>Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs.</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	4

<p>Smaller maths groups in Year 6. Daily maths teaching targeted to foundation knowledge gaps.</p>	<p>Reducing class size has a small positive impacts of +2 month, on average. The majority of studies examine reductions of 10 pupils. Small reductions in class size (for example, from 30 to 25 pupils) are unlikely to be cost-effective relative to other strategies.</p> <p>There is some evidence for additional benefits of smaller class sizes with younger children, so smaller class sizes may be a more effective approach during the early stages of primary school.</p> <p>Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption. <a href="https://www.educationendowmentfoundation.org.uk/Reducing-class-size-EEF">Reducing class size   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1-7</p>
<p>Additional interventions across school – phonics 1:1 tuition, Century learning platform, Toe by Toe (reading), Power of 2 (maths). To provide targeted intervention. This will be overseen by the SENCo, ensuring children who require the support are identified and targeted fairly and transparently. Teaching Assistants will be skilled in particular areas to maximise the impact of their skill set to ensure that there is consistency of approach and that intervention is high quality. Focus interventions will be Toe by Toe, Power of 2.</p>	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas (Education Endowment Foundation, 2021).</p> <p>Tuition is more likely to make an impact if it additional to and explicitly linked with normal lessons (Education Endowment Foundation, 2021).</p> <p>EEF research suggest that smaller class sized have a small positive impact on pupil progress (+2 months), when teachers can have higher quality interactions with pupils and give more specific feedback to move learning forward.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Reducing-class-size-EEF">Reducing class size   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The EEF toolkit suggests that targeted interventions matched to specific needs or behaviour issues can be effective, especially for older pupils.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Making-Best-Use-of-Teaching-Assistants-EEF">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Research on Teaching Assistants delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.</p>	<p>1-4</p>

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

Budgeted cost: £ 17, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance monitoring via attendance lead and the implementation of attendance success meetings and plans.</p> <p>Implementation of new attendance policy which has an emphasis upon days and sessions absent rather than percentages.</p> <p>Attendance meetings will be held with a designated member of staff.</p> <p>Referral to Early Help may be made in order to offer further support.</p>	<p>Research shows that in general the higher the percentage of sessions missed across the key stage, the lower the likely level of attainment at the end of key stage 2.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/supporting-attendance">Supporting attendance   EEF (educationendowmentfoundation.org.uk)</a></p> <p>EEF guidance about Wider strategies focusing on: S&amp;L, well-being and mental health</p> <p><a href="https://www.educationendowmentfoundation.org.uk/wider-strategies">3. Wider strategies   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>7</p>

<p>The continued development of pupil roles within school to include junior leadership team, school and trust council.</p>	<p>The evidence of outstanding leadership points strongly to the commitment of outstanding primary headteachers and governors not simply to distribute leadership but to develop it at all levels among adults and children in the school (Freedom to lead: a study of outstanding primary school leadership in England. Research Report: July 2024 – Peter Matthews, Simon Rea, Robert Hill &amp; Qing Gu) <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/363794/RR374A_-_Outstanding_primaries_final_report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/363794/RR374A - Outstanding primaries final report.pdf</a></p>	<p>9</p>
<p>Further enrichment of the curriculum through the provision of out-of-school hours learning opportunities in sports and arts areas.</p>	<p>Pupil voice indicates that pupils desire to engage in a wider range of clubs provided by the school. Extra-curricular clubs had a range of positive impacts upon pupils including their academic performance, personal development and reduce risky behaviours. After school clubs are important for mental health and wellbeing as well as enriching the curriculum. EEF evidence suggests that it can impact positively in maths and English by increasing pupil attainment by +1 months.</p>	<p>9</p>
<p>Computer access in school and at home</p>	<p>Century Tech is used to provide personalised homework and individualised instruction when children use it in school. TTRS - <i>Times Table Rock Stars</i> supports children to learn times tables. Accelerated Reader supports children and teachers by tracking how successful they are on quizzes and identifies next steps for the children to work on with the pupil. All pupils have access to RMUnify platform and Google Classroom. While EEF has not reviewed the impact of online platforms, the companies have claimed that they have a positive impact on pupil attainment and confidence. Children will be able to access homework.</p>	<p>1-3</p>
<p>Support for Pupil Premium families to attend termly trips/residentials. One trip funded by school per Pupil Premium child.</p>	<p>Matt Bromley (2018) highlights that we should ensure disadvantaged pupils have equal access to a knowledge-rich diet and provide cultural experiences in addition to, not in place of, the school curriculum. This might involve spending Pupil Premium money on museum and gallery visits, or on mentors who talk with pupils about what's happening in the world.</p>	<p>7</p>

**Total budgeted cost: £ 83,970**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

### 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.*

<b>Programme</b>	<b>Provider</b>
Little Wandle	Little Wandle Synthetic Phonics
Literacy Shed	EdShed
WellComm	GGL Assessment
Accelerated Reader	Renaissance Learning
My On	Renaissance Learning
The Write Stuff	Jane Considine
White Rose Maths	White Rose
TTRS – Times Table Rock Stars	Maths Circle Ltd
Maths.co.uk	Maths.co.uk
Century Online Learning	Century Tech
Mark	Rising Stars

## Service pupil premium funding (optional)

*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***

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

## 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 or recovery premium funding.*