

# Hurst Hill Primary School: 2024 – 2027


## Impact statement review for 2024 2025 - Three Year Pupil Premium Strategy

### Review: 2024-2025

This statement details our school's use of pupil premium (and recovery premium for the **2024 – 2025 academic year**) 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.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Outcomes in Reading:</b></p> <p>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.</p>
2	<p><b>Outcomes in Writing:</b></p> <p>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.</p>
3	<p><b>Outcomes in Maths:</b></p> <p>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</p>
	<p>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.</p>

4	<p><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.</p>
5	<p><b>Mental Health and Well-being:</b> 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> 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> 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	Impact July 2025																																							
<p>Attainment in Reading outcomes improved.</p>	<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). 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). 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>	<table border="1"> <thead> <tr> <th colspan="4" data-bbox="1384 357 2132 395">2024-2025</th> </tr> <tr> <th data-bbox="1384 395 1547 491">Year group</th> <th data-bbox="1547 395 1731 491">Number of PP pupils</th> <th data-bbox="1731 395 1951 491">% making expected progress in reading - pp</th> <th data-bbox="1951 395 2132 491">Non-PP</th> </tr> </thead> <tbody> <tr> <td data-bbox="1384 491 1547 544">EYFS (Rec) – Literacy</td> <td data-bbox="1547 491 1731 544">8</td> <td data-bbox="1731 491 1951 544">25%</td> <td data-bbox="1951 491 2132 544">68%</td> </tr> <tr> <td data-bbox="1384 544 1547 582">1</td> <td data-bbox="1547 544 1731 582">9</td> <td data-bbox="1731 544 1951 582">55%</td> <td data-bbox="1951 544 2132 582">80%</td> </tr> <tr> <td data-bbox="1384 582 1547 620">2</td> <td data-bbox="1547 582 1731 620">10</td> <td data-bbox="1731 582 1951 620">50%</td> <td data-bbox="1951 582 2132 620">76%</td> </tr> <tr> <td data-bbox="1384 620 1547 659">3</td> <td data-bbox="1547 620 1731 659">15</td> <td data-bbox="1731 620 1951 659">27%</td> <td data-bbox="1951 620 2132 659">81%</td> </tr> <tr> <td data-bbox="1384 659 1547 697">4</td> <td data-bbox="1547 659 1731 697">10</td> <td data-bbox="1731 659 1951 697">50%</td> <td data-bbox="1951 659 2132 697">82%</td> </tr> <tr> <td data-bbox="1384 697 1547 735">5</td> <td data-bbox="1547 697 1731 735">8</td> <td data-bbox="1731 697 1951 735">75%</td> <td data-bbox="1951 697 2132 735">68%</td> </tr> <tr> <td data-bbox="1384 735 1547 774">6</td> <td data-bbox="1547 735 1731 774">7</td> <td data-bbox="1731 735 1951 774">29%</td> <td data-bbox="1951 735 2132 774">83%</td> </tr> </tbody> </table>				2024-2025				Year group	Number of PP pupils	% making expected progress in reading - pp	Non-PP	EYFS (Rec) – Literacy	8	25%	68%	1	9	55%	80%	2	10	50%	76%	3	15	27%	81%	4	10	50%	82%	5	8	75%	68%	6	7	29%	83%
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		<p>focus on individual targets or feedback and next step linked to the piece of work completed). 37 PP pupils not at expected standard for Writing</p>																																				
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<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>EYFS staff have used WellComm data effectively to identify children's individual communication and language needs. Targets from the data are kept visible and regularly referred to in planning and daily activities, helping staff stay focused on specific learning areas. This ensures that support is well-targeted and consistent across the team. As a result, children are making clear progress towards their WellComm targets.</p> <p>11 pupils received targeted intervention through Soundswell speech therapist.</p> <p><b>Wellcomm data:</b>  3/8 pupils will not be secure  2/3 will be Amber  1/3 will be Red  5/8 will be secure - Green</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:  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><b>Reflexions:</b> 2/44 pupils have been supported through Friendship target groups, 6-week programme. All pupils have received 3 in class workshops covering...</p> <p><b>ELSA:</b> Has supported an additional 6/44 pupils from daily check-in's, to 1:1, small group intervention.</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><b>Attendance statistics taken from VYED:</b></p> <p><b>Academic Year: 2024-2025</b>  Overall whole school attendance – 93.8%  Pupil Premium attendance – 90.4%  Whole school persistent absence – 19.5%  34% of pupils who are persistently absent are Pupil Premium</p>

		<p><b>Academic Year: 2023-2024</b></p> <p>Overall whole school attendance – 95%</p> <p>Pupil Premium attendance – 92.2%</p> <p>Whole school persistent absence – 12.77%</p> <p>42% of pupils who are persistently absent are Pupil Premium</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>	<p>All pupil have access to trips and visits</p> <p>After school clubs available to all pupils:</p> <p>Choir 7/28 PP pupils attended</p> <p>Wellbeing, Forest School</p> <p>Phonics</p> <p>Number bonds</p> <p>Year 4 Times tables 6/14 PP pupils attended</p> <p>Sports Club</p> <p>Skills Builder challenge cup was attended by 1/6 PP pupils.</p> <p>School council</p> <p>Junior leadership team 3 PP pupils have roles</p> <p>Athletics club events 3/8 PP pupils attended</p> <p>Maths competition</p> <p>Music Festival 3/15 PP pupils attended</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.

**Budget Cost: £41,570.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact July 2025
<p>ELSA Trained Teaching Assistant to run focussed nurture intervention groups in KS1 and KS2.</p>	<p>EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health.  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3wider-strategies</a></p>	<p>5</p>	<p>AR has received training this academic year and is now a qualified ELSA (Emotional Literacy Support Assistant). ELSA support is provided to pupils as needed, with questionnaires completed both before and after the intervention to monitor progress. Parents are consulted prior to the commencement of any intervention. Each intervention is personalised to meet the individual needs of the pupil. The impact of AR's ELSA training is that pupils receive tailored emotional support that meets their specific needs. This helps improve their emotional wellbeing and confidence. Regular progress checks and parent involvement ensure the support is effective and builds a strong partnership between school and families. Overall, it contributes to a more supportive and understanding school environment.</p>

<p>Training staff in specific areas across school in nurture/well-being work (e.g. Bereavement, Trauma)</p>	<p>EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health.  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3wider-strategies</a></p>	<p>5</p>	<p>Staff training has been provided throughout this academic year. TF attended bereavement training with Dudley North Family Hub, enabling support for pupils across the school. BW and RW participated in training focused on supporting the development of emotional regulation. Additionally, staff received training on recognizing symptoms of anxiety and trauma-informed practice during an INSET day.  The training helps staff better understand and support pupils' emotional needs, such as grief, anxiety, and trauma. This creates a kinder, safer school where pupils feel cared for and can learn more effectively. It also means staff can spot problems early and work with families to provide the right help when it's needed.</p>
<p>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</p>	<p>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/educationevidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit</a> These interventions focus on pupils foundation knowledge in phonics and maths.</p>	<p>1-3</p>	<p><b>Little Wandle Keep Up and Catch Up</b> interventions have been delivered by LH to ensure targeted pupils receive the support they need, based on assessment analysis. These interventions focus on specific phonemes and graphemes. Additionally, RW and LA have supported smaller phonics groups, allowing for more targeted and effective learning. The groups are reviewed every six weeks, with adjustments made as needed to ensure pupils continue to receive the appropriate level of support.  For identified pupils, daily Phonics and guided reading sessions have allowed pupils to progress to Little Wandle Fluency (Year 3 and 4). Although the progress of pupils has</p>

		<p>been in line with expectations in most cases there are still 36 PP pupils not at expected standard in reading</p> <p><b>Year 1</b>  4/9 pupils passed their PSC in Year 1  5/9 pupils will require Phonics intervention next academic year (4/5 of these pupils are on the SEND register  1/4 pupils passed their PSC in Year 2</p> <p><b>Year 2</b>  3/4 pupils will require to continue their Phonics intervention next academic year. (3/4 of these pupils are on the SEND register).</p> <p><b>Number Sense - <i>Number sense is the ability to understand, interpret, and work confidently with numbers in everyday situations.</i></b>  JB has received Number Sense training and led staff meetings during the spring term. This has improved staff confidence and ability, resulting in increased fluency in daily lessons. Using a mastery approach, pupils do not move on until they have fully achieved the skill. Quality assurance through lesson observations, pupil and staff feedback, and assessment scores all show improvements. Continual repetition supports sustained progress.</p>
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<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 particularly beneficial for younger learners (4–7-year-olds) as they begin to read. <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/phonics">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/phonics</a></p> <p>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.</p> <p>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>1-4</p>	<p>Additional Little Wandle phonics resources, including extra fluency books, were provided to support the increased number of phonics groups. This ensured that all groups had the necessary materials for effective learning. The impact was improved access to targeted phonics support, enabling pupils to progress more confidently based on data-driven groupings.</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>Weekly quality assurance by senior leaders has ensured compliance with new initiatives, including Number Sense and the continued approach of the WALKThrus. Ongoing CPD and coaching have been provided for all staff, supporting continuous professional growth. Observations show that teaching and learning are consistently good, with pupils making more than expected progress from their starting points. The senior leadership team's focus on quality first teaching, regular monitoring, and targeted pupil progress meetings has led to improved teaching effectiveness and better outcomes for all pupils.</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.</p> <p>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>The coaching model, supported by IRIS and termly coaching sessions, has enabled staff to reflect deeply on their teaching practice and identify their own areas for improvement. Using the WalkThrus guides, teachers can pinpoint specific strategies to enhance their lessons. This ongoing reflective process is helping to improve teaching quality and maximise pupil progress across the school.</p>
<p>Resources to support effective teaching and learning: The Write Stuff subscription and resources e.g. books White Rose Maths resources and subscriptions 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 <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>	<p>1-4</p>	<p>The resources and subscriptions, such as The Write Stuff, White Rose Maths, and various assessment tools, have supported more consistent and effective teaching across the school. PR's training with Jane Considine will help to further implement the approach in EYFS. Staff use the resources confidently, leading to improved planning and delivery of lessons. This consistency contributes to better pupil engagement and progress in reading, writing, and maths.</p>
<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. <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/homework">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/homework</a></p> <p>Century nuggets are used to set targeted homework to pupils in KS2.</p>	<p>1-4</p>	<p>Century is used to provide personalised homework for pupils in Years 3 to 6, tailored to their individual learning needs. For Reception to Year 2, phonics homework is regularly sent out based on each pupil's phonics progress. This targeted approach helps reinforce learning at home and supports pupils' ongoing development.</p>

<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: <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/phonics">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/phonics</a> 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. <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/one-to-one-tuition</a> <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/small-group-tuition</a></p>	<p>1,2,4</p>	<p>The additional phonics sessions have played a vital role in supporting pupils who did not pass their Phonics Screening Check. Continued targeted intervention for Year 1 and Year 2 pupils has helped address gaps in their phonics knowledge, ensuring they receive the support needed to improve their reading skills moving forward.</p>
<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>	<p>3</p>	<p>CPD verbal feedback and the introduction of Number Sense have had a positive impact on attainment throughout this school year.</p> <p>Year 6 SATs data:  7 PP pupils in total  Reading: 43% at ARE  SPaG: 14% at ARE  Maths: 43% at ARE  Writing: 29% at ARE</p>

	<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: <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>		
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## 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. 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><b>Little Wandle Keep Up and Catch Up</b> interventions have been delivered by LH to ensure targeted pupils receive the support they need, based on assessment analysis. These interventions focus on specific phonemes and graphemes. Additionally, RW and LA have supported smaller phonics groups, allowing for more targeted and effective learning. The groups are reviewed every six weeks, with adjustments made as needed to ensure pupils continue to receive the appropriate level of support. For identified pupils, daily Phonics and guided reading sessions have allowed pupils to progress to Little Wandle Fluency (Year 3 and 4). Although the progress of pupils has been in line with expectations in most cases there</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/educationevidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</a></p>		<p>are still 36 PP pupils not at expected standard in reading</p> <p><b>Year 1</b> 4/9 pupils passed their PSC in Year 1 5/9 pupils will require Phonics intervention next academic year (4/5 of these pupils are on the SEND register) 1/4 pupils passed their PSC in Year 2</p> <p><b>Year 2</b> 3/4 pupils will require to continue their Phonics intervention next academic year. (3/4 of these pupils are on the SEND register).</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	<table border="1" data-bbox="1534 627 2134 1086"> <thead> <tr> <th colspan="4">2024-2025</th> </tr> <tr> <th>Year group</th> <th>Number of PP pupils</th> <th>% making expected progress in reading - pp</th> <th>Non-PP</th> </tr> </thead> <tbody> <tr> <td>EYFS (Rec) – Literacy</td> <td>8</td> <td>25%</td> <td>68%</td> </tr> <tr> <td>1</td> <td>9</td> <td>55%</td> <td>80%</td> </tr> <tr> <td>2</td> <td>10</td> <td>50%</td> <td>76%</td> </tr> <tr> <td>3</td> <td>15</td> <td>27%</td> <td>81%</td> </tr> <tr> <td>4</td> <td>10</td> <td>50%</td> <td>82%</td> </tr> <tr> <td>5</td> <td>8</td> <td>75%</td> <td>68%</td> </tr> <tr> <td>6</td> <td>7</td> <td>29%</td> <td>83%</td> </tr> </tbody> </table> <p>Teachers use Accelerated Reader to ensure books are pitched at the right level for each pupil by first identifying their reading ability through assessments - STAR Reading test, which provides a ZPD (Zone of Proximal Development) range. This range guides pupils in selecting books that are neither too easy nor too difficult, helping them to develop reading skills effectively. Once a pupil selects and reads a book within their ZPD, they</p>	2024-2025				Year group	Number of PP pupils	% making expected progress in reading - pp	Non-PP	EYFS (Rec) – Literacy	8	25%	68%	1	9	55%	80%	2	10	50%	76%	3	15	27%	81%	4	10	50%	82%	5	8	75%	68%	6	7	29%	83%
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			<p>complete an AR quiz to assess comprehension. Teachers review quiz results and reading data to determine whether the pupil is engaging with texts at the correct level. If a pupil consistently scores poorly or highly, the teacher may adjust the ZPD or recommend different titles, ensuring that the reading material continues to support their progress and challenge them appropriately.</p>
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<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="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>4</p>	<p>EYFS staff have used WellComm data effectively to identify children's individual communication and language needs. Targets from the data are kept visible and regularly referred to in planning and daily activities, helping staff stay focused on specific learning areas. This ensures that support is well-targeted and consistent across the team. As a result, children are making clear progress towards their WellComm targets.</p> <p>11 pupils received targeted intervention through Soundswell speech therapist.</p> <p>Wellcomm data:  3/8 pupils will not be secure  2/3 will be Amber  1/3 will be Red  5/8 will be secure - Green</p>
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<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 (educationendowmentfoundation.org.uk)</a></p>	<p>1-7</p>	<p>This academic year, 2024-2025, Year 6, pupils were taught in smaller maths and English groups to enable more focused, tailored instruction. Daily maths lessons were targeted to address gaps in foundational knowledge, ensuring that pupils build a secure understanding of key concepts. This approach allowed teachers to provide targeted support and responsive teaching, helping all learners make sustained progress in preparation for end-of-year assessments and beyond.</p>
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<p>Additional interventions across school – phonics 1:1 tuition, Century learning platform, Toe by Toe (reading), Power of 2 (maths).</p> <p>To provide targeted intervention. This will be overseen by the SENCo, ensuring children who require the support are identified and targeted fairly and transparently.</p> <p>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 (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 (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>	<p><b>Little Wandle Keep Up and Catch Up</b> interventions have been delivered by LH to ensure targeted pupils receive the support they need, based on assessment analysis. These interventions focus on specific phonemes and graphemes. Additionally, RW and LA have supported smaller phonics groups, allowing for more targeted and effective learning. The groups are reviewed every six weeks, with adjustments made as needed to ensure pupils continue to receive the appropriate level of support. For identified pupils, daily Phonics and guided reading sessions have allowed pupils to progress to Little Wandle Fluency (Year 3 and 4). Although the progress of pupils has been in line with expectations in most cases there are still 36 PP pupils not at expected standard in reading</p> <p><b>Year 1</b>  4/9 pupils passed their PSC in Year 1  5/9 pupils will require Phonics intervention next academic year (4/5 of these pupils are on the SEND register)  1/4 pupils passed their PSC in Year 2</p> <p><b>Year 2</b>  3/4 pupils will require to continue their Phonics intervention next academic year. (3/4 of these pupils are on the SEND register).</p>
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## 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. Implementation of new attendance policy which has an emphasis upon days and sessions absent rather than percentages. Attendance meetings will be held with a designated member of staff. 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</a> (<a href="https://www.educationendowmentfoundation.org.uk">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/3-Wider-strategies">3. Wider strategies   EEF</a> (<a href="https://www.educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p>	7	<p>Attendance lead let INSET based around the new attendance policy. Ensuring all staff were aware that attendance was everyone's responsibility. This included discussions about how we could catch pupils up on the work that they had missed out on during their absence. PR and JB have received training on how to hold an attendance meeting with parents. BW facilitates attendance meetings with parents, creating next steps and plans. Where required Early Help referrals have been made and additional support received with Social Worker for some pupils.</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>All pupil have access to trips and visits  After school clubs available to all pupils:  Choir 7/28 PP pupils attended  Wellbeing, Forest School  Phonics  Number bonds  Year 4 Times tables 6/14 PP pupils attended  Sports Club</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>Skills Builder challenge cup was attended by 1/6 PP pupils.  School council  Junior leadership team 3 PP pupils have roles  Athletics club events 3/8 PP pupils attended  Maths competition  Music Festival 3/15 PP pupils attended</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 RM Unify 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>Pupils have access to the following online platforms to continue their learning at home. These are often used to provide targeted homework for pupils.  Accelerated Reader  My On  TTRS  Century  RM Unify</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>	<p>Hardship funding is used to support some families when necessary. We have supported some pupils through funding trips/residentials.</p>
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**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.

Programme	Provider
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

## Part B: Review of 2025

Reception	GLD 2025	GLD PP 2025	National PP	GLD 2024	GLD PP 2024	National PP	GLD 2023	GLD PP 2023	National PP
	57	25	TBC	67	38	67	63	44	67

Year 1 % of pupil premium children working at expected in Phonics				
Phonics	Number of PP pupils	School PP at ARE in PSC	National PP Pass rate	National average
2023	12	25 (3)	67	79
2024	10	76	40	80
2025	9	33 (3)	TBC	TBC

Year 2 % of pupil premium children working at expected in Phonics				
Phonics	Number of PP pupils	School PP at ARE in PSC	National PP Pass rate	National average
2023	7	100	68	90
2024	14	94	-	89
2025	10	70 (7)	TBC	TBC

Year 1	Reading				Writing			Maths		
	Number PP	School PP	Non PP	Difference	School PP	Non PP	Difference	School PP	Non PP	Difference
Expected 2023	12	25	75	-50	25	75	-50	42	75	-33
Exceeding 2023	12	0	0	0	0	0	0	0	0	0
Expected 2024	10	50	74	-24	20	37	-17	30	74	-44
Exceeding 2024	10	0	0	0	0	0	0	0	5	-5
Expected 2025	9	55	80	-25	22	60	-38	33	70	-37
Exceeding 2025	9	0	0	0	0	0	0	0	0	0

Year 2		Reading			Writing			Maths		
	Number PP	School PP	Non PP	Difference	School PP	Non PP	Difference	School PP	Non PP	Difference
Expected 2023	7	86	71	+15	57	54	+3	86	83	+3
Exceeding 2023	7	0	3	-3	0	0	0	0	3	-3
Expected 2024	14	43	76	-33	21	59	-38	36	71	-35
Exceeding 2024	14	0	0	0	0	0	0	0	6	-6
Expected 2025	10	50	76	-26	60	92	-32	50	82	-32
Exceeding 2025	10	0	0	0	0	6	-6	0	0	0

Year 3		Reading			Writing			Maths		
	Number PP	School PP	Non PP	Difference	School PP	Non PP	Difference	School PP	Non PP	Difference
Expected 2023	5	40	86	-46	40	55	-15	60	59	+1
Exceeding 2023	5	3	13	-10	0	0	0	0	10	-10
Expected 2024	9	56	78	-22	67	74	-7	67	65	+2
Exceeding 2024	9	0	4	-4	0	4	-4	0	4	-4
Expected 2025	15	27	81	+54	27	69	-37	20	75	-55
Exceeding 2025	15	7	6	+1	0	0	0	0	6	-6

Year 4		Reading			Writing			Maths		
	Number PP	School PP	Non PP	Difference	School PP	Non PP	Difference	School PP	Non PP	Difference
Expected 2023	7	46	65	-19	15	53	-38	29	74	-45
Exceeding 2023	7	0	23	-23	0	7	-7	0	20	-20
Expected 2024	7	71	67	+4	29	52	-23	57	62	-5
Exceeding 2024	7	0	14	-14	0	0	0	14	29	-15
Expected 2025	10	50	82	-32	50	73	-23	60	73	-13
Exceeding 2025	10	10	32	-22	0	0	0	0	9	-9

Year 5		Reading			Writing			Maths		
	Number PP	School PP	Non PP	Difference	School PP	Non PP	Difference	School PP	Non PP	Difference
Expected 2023	13	46	65	-19	15	53	-38	38	65	-27
Exceeding 2023	13	8	6	+2	0	0	0	0	10	-10
Expected 2024	7	14	74	-60	0	65	-65	14	70	-66
Exceeding 2024	7	0	26	-26	0	13	-13	0	0	0
Expected 2025	8	75	68	+7	63	55	+8	63	64	-1
Exceeding 2025	8	25	41	-16	0	0	0	13	27	-14

Year 6		Reading			Writing			Maths		
	Number PP	School PP	Non PP	Difference	School PP	Non PP	Difference	School PP	Non PP	Difference
Expected 2023	13	46	65	-19	15	53	-38	38	65	27
Exceeding 2023	13	8	12	-4	0	0	0	0	0	0
Expected 2024	13	69	76	-7	46	65	-19	62	76	-14
Exceeding 2024	13	0	12	-12	0	0	0	0	18	-18
Expected 2025	7	29	83	-54	29	83	-54	29	87	-58
Exceeding 2025	7	0	30	-30	0	13	-13	0	13	-13