

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Nansledan
Number of pupils in school	350
Proportion (%) of pupil premium eligible pupils	89 - 24% (of which 6% service) 19% disadvantaged 1 pupil CIC
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	Started - 2022-2023 <b>2024-2025 - current</b>
Date this statement was published	December 2023
Date on which it will be reviewed	Sept 2024
Statement authorised by	Vicky French Head of School
Pupil premium lead	Amy Gibson Pupil Premium Lead
Governor / Trustee lead	Aspire Trust Board

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,560
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£102,560</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Skol Nansledan we understand that today's learner will be tomorrow's leaders. Our aims are to give all children the knowledge, skills and understanding to achieve their full potential academically, socially and emotionally through high-quality teaching and learning.

We support and challenge every learner to reach their full potential; we are committed to providing relevant and ambitious experiences delivered in an unreserved spirit of adventure, where curiosity and experiential learning is celebrated. We nurture children's self-esteem, to promote independence in a caring and secure environment, where every child matters.

The intention of our strategy is to invest in the strategies that remove the barriers to educational achievement so 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, including our service premium pupils, to achieve that goal. This would include progress for those who are already high attainers, ensuring that pupils are challenged in all areas of their learning.

We know the significant positive impact of quality first teaching and put this at the heart of the school's strategy with a focus on areas in which disadvantaged pupils require the most support. To support this we are committed to ensuring high quality continuous personal and professional development for all our staff. We organise teaching and learning at Nansledan in order to meet the needs of all children in the best way.

Our approach involves a mixture of strategies that intend to raise the quality of teaching for all, provide targeted support for individuals through specific interventions and wider strategies. We aim to give our children cultural capital on which to build, so every child, regardless of race, gender, socio-economic background or ability, partakes in experiences which will enable them to take a lead role in society in later life.

We want our children to develop a love of learning and to narrow the attainment gap between disadvantaged children and non-disadvantaged children. When making decisions about using Pupil Premium funding it is important to consider the context of the school and the consequent challenges faced. Using knowledge of the school, its context and situation, along with research conducted by the EEF, has enabled this strategy to be developed. In addition to the actions planned, we will remain proactive to supporting needs as they arise.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate that there are underdeveloped oral language skills and vocabulary gaps which are more prevalent among our disadvantaged pupils than their peers.
2	Our assessments and observations indicate that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations of attainment, especially in reading, writing and maths.
3	Our observations, assessments and discussions with pupils and parents indicate that the effect of the pandemic has exacerbated social and emotional issues for many of our pupils, notably pupils who have suffered a lack of enrichment opportunities, neglect, abuse, parental mental health issues, anxiety or bereavement during the pandemic. This is also observed in classroom behaviour for learning with children either being passive or dysregulated. These challenges particularly affect disadvantaged pupils, including their attainment.
4	Attendance levels of those pupils in receipt of pupil premium are lower than national averages in the school which will impact on slower rates of progress and lower overall attainment.
5	The percentage of pupils with identified SEN continues to rise year on year. 32% of our disadvantaged pupils are on the record of need. 38% of our EHCP pupils are disadvantaged.

## 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
Improved oral language skills and	Children will make rapid progress in phonics lessons evidenced by regular assessment.

<p>vocabulary among disadvantaged pupils to ensure this group's skills are in line with all others.</p>	<p>Phonics keep up for pupils falling behind using Little Wandle 1:1/ small group keep up sessions across KS1 and the catch up little Wandle program in KS2 ensure pupils are supported accelerated progress is ensured.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p> <p>Monitoring and learning walks demonstrate access to high quality vocabulary input and oracy development in lessons.</p> <p>The school's engagement with the NELI programme is established across EYFS with identified impact illustrating progress.</p> <p>Impact of the above strategies is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>By the end of KS2, to increase the % of disadvantaged pupils achieving the expected standards in reading, writing, maths and SPAG, reducing the attainment gap between non-disadvantaged peers in line with national figures.</p>	<p>Gaps in children's knowledge and understanding within the sequential curriculum will be rapidly identified and addressed.</p> <p>High quality teaching provision will be in all classrooms for all children. A comprehensive approach to continual professional and personal development will be in place to ensure quality first teaching is consistently developed and enhanced.</p> <p>Pupils eligible for Pupil Premium make more progress than 'other' pupils in order to narrow the attainment gap by the end of KS2.</p> <p>The progress of disadvantaged pupils is in line with national expectations in all subjects by the end of KS2 in 2025/6.</p> <p>Measured termly by teacher assessments, PRR, low stake quizzes, summative assessments and successful moderation practices established across the Trust.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our</p>	<p>The school's implementation of our personal development curriculum ensures that pupils' mental health and wellbeing is forensic in meeting the needs of disadvantaged pupils.</p> <p>Disadvantaged pupil's needs are met and supported through challenging periods of their lives.</p>

disadvantaged pupils.	<p>Sustained higher levels of emotional well-being, mental health and resilience impact demonstrated by qualitative data from pupil/parent survey and teacher observations using 'emotional'.</p> <p>Measured termly using qualitative data from student voice, student and parent surveys and teacher observations.</p>
Attendance and punctuality improves overtime for identified families of disadvantaged children.	<p>A comprehensive and progressive approach to supporting attendance (including celebrating strong attendance) will be in place.</p> <p>There will be no differential between the attendance of the groups in receipt of pupil premium and those not in receipt (or the gap will have diminished significantly).</p> <p>Attendance/safeguarding Lead is accountable for improved attendance, and this is a standing item in all SLT meetings to ensure that attendance for all children is in line with National figures.</p>
Improved attainment in core subjects for those disadvantaged children with identified special educational needs.	<p>Children undergoing phonics intervention will demonstrate increased accuracy in using grapheme/phoneme correspondence, developing reading fluency so they can read with comprehension.</p> <p>Targeted intervention for writing across the school will demonstrate children's fluency in writing through the development of handwriting with have an impact on outcomes.</p> <p>The use of whole class interventions such as Number Sense will develop number fluency in rapid recall of number facts for all pupils including SEND.</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)

Budgeted cost: £ 34,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching of phonics through a systematic phonics program: Desired Outcome:</p> <ul style="list-style-type: none"> <li>➤ To continue to improve the phonic skills of all pupils to help them access all areas of the curriculum.</li> <li>➤ For the % of children to pass the phonics screening check at the end of year one to be at least in line with national average.</li> </ul> <p>Pupil assessment will take place half termly and at the point of pupil need. In addition, regular staff observations and training will occur to provide targeted support. The program is overseen by a program manager who supports staff regularly in the delivery as necessary. Regular phonic assessment enables pupils / staff are supported as required. In addition, regular CPD is delivered with updates to the teaching and delivery of the program.</p> <p>Staff (including new staff) will receive training to phonics teaching effectively. The teaching and learning of phonics will continue to be monitored rigorously and additional intervention will be used in class to support progress for identified children.</p>	<p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF: 2021)</p>	<p>1, 2 and 5</p>
<p>Children will be supported to develop high-quality early language and communication through interventions, including fully trained staff delivering the NELI program. These interventions will be measured through the use of linked assessments in order to measure impact.</p>	<p>In research studies; children who received the NELI programme made the equivalent of three additional months' progress in language skills, on average, compared to children who did not receive NELI. This result has a very high security rating. (EEF 2020)</p>	<p>1 and 2</p>
<p>Talk for Writing teaching</p>	<p>The talk for writing approach naturally fosters a strong element of metacognition which the EEF has found</p>	<p>1, 2 and 5</p>

<p>High expectations for learners result in good outcomes for children.</p> <p>Ongoing support and support for new staff will foster effective delivery of Talk for Writing. Regular learning walks and professional dialogue will support staff in embedding the approach within their classrooms.</p> <p>Outcomes for children will improve. Cold tasks and end of unit outcomes will show progression in writing from starting points. Consistency will be evident throughout the school and progression will be clear.</p> <p>Talk for writing approaches will be adopted across the curriculum to allow for teaching across the wider curriculum to be taught in small, manageable step allowing for pupils to know more and remember more.</p>	<p>supports pupils in making an average of 7 months progress.</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>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/ Maths Specialist training).</p>	<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="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</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>	2 and 5
<p>Reading Awards scheme will continue, to recognise children's effort with reading. Reading ambassadors will promote the love of reading across the school.</p>	<p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006). Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</p>	1 and 2



<p>Staff training in the effective deployment of teaching assistants.</p>	<p>Evidence shows that effective deployment and training of Teaching Assistants can have a positive impact on learning. The EFF Guidance Report 'Making the Best Use of Teaching Assistants' provides seven evidenced based recommendations for the effective deployment and preparation of TAs so they can have maximum impact on pupil outcomes.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	<p>1,2,3 and 5</p>
<p>Provide coaching time with curriculum leads/SENCO (inc using video/teams) to improve teacher practices, ensuring quality time is provided for reflection.</p>	<p>'Developing great teaching' (Cordingley et al 2015) identifies emergent findings from an umbrella review of evidence that shows:  Extended programmes of CPD, approximately 2 terms or longer, with iterative follow ups following the initial input create a 'rhythm' of activities that are most likely to have the greatest input for ongoing teacher development.</p>	<p>2, 4 and 5</p>
<p>Metacognition and Feedback Strategies will be used to support high-quality Wave One Teaching. Lesson observations and monitoring will focus on quality wave one teaching which enables pupils to develop valuable language and communication skills, incorporating metacognition and self-regulation approaches, supporting children to understand how they learn and to be able to overcome challenges.</p>	<p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.(EEF: 2021) There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. (EEF 2021)</p>	<p>1, 2 and 5</p>
<p>Ongoing TIS training for all staff to continue to embed a whole school trauma informed approach into routine educational practices and supported by professional development and training for staff.</p>	<p>Children need to be emotionally secure in order to access learning. This is supported by EEF +4.  'On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment'</p>	<p>3 and 4</p>
<p>Subsidised residentials and significant trips.</p>	<p>These wider curriculum experiences form a key part in our curriculum that seeks to broaden children's cultural capital. By providing financial support to all disadvantaged families</p>	<p>1,2, 3 and 4</p>

Provide further opportunities for pupils to access to wide and rich curriculum experiences in teaching through visits/visitors and other enrichment opportunities.	we ensure that all pupils have the opportunity to attend residential and educational visits.	
Support teaching staff to undertake NPQs in line with their interests / developmental needs.	Worth and van Den Brande (2019) findings (amongst others) indicate that where teachers are meaningfully involved in creating their own bespoke programmes, the most effective professional development opportunities are created.	1, 2
TA support for the classroom in the afternoons across the school identified on need	Provide TA support during the afternoon across the school to support the structures and systems that we believe are essential to quality teaching and carry out the selected interventions for core subject areas. Well trained adults to deliver targeted support and interventions in reading fluency, vocab recall and number recall has demonstrated it has a positive impact on reading speed and developing long term memory of wider curriculum facts and vocabulary.	1, 2, 3 and 5

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children will be supported to develop high-quality early	Research carried out by Ofsted and EEF highlights the vocabulary gap between disadvantaged children and others as being a significant factor in driving the	1, 2, 5

<p>language and communication through interventions through the NELI program. This will be delivered by fully trained staff.</p>	<p>attainment gap in core subjects. This aims to develop the speaking skills and associated vocabulary for all children. .  <a href="https://www.educationendowmentfoundation.org.uk/oral-language-interventions">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Phonics intervention targeted at disadvantaged pupils who require further phonics support.</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://www.educationendowmentfoundation.org.uk/phonics-toolkit-strand">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>          ‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.’ EEF (Evidence strength 5/5).</p>	<p>1, 2, 5</p>
<p>Pupils will have individual plans in place to support their learning. Motional screening will be used to highlight children’s barriers and to carefully plan interventions to target their needs using a trained TIS practitioner</p>	<p>Evidence from the EEF’s Teaching and Learning Toolkit suggests that the average impact of successful SEL interventions is an additional four months’ progress over the course of a year.. (EEF 2021)          Behaviour management evidence research suggests that both targeted interventions and universal approaches have positive overall effects (+ 4 months).          Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. (EEF:2021)</p>	<p>1, 2, 3, 4 and 5</p>

Targeted use of Teaching Assistants.	'Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact than deployment in everyday classroom environments.' EEF Teaching Assistant Interventions.	1, 2, 3, 5
Develop pre and post-teach interventions in mathematics using ready to Progress and Number sense materials to improve rapid recall facts and accelerate progress.	EEF research shows that developing a rich mathematical knowledge will increase attainment and deepen understanding in maths.  <a href="https://www.educationendowmentfoundation.org.uk">Improving Mathematics in the Early Years and Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a>	1 and 2

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

Budgeted cost: £ 20,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue as a school to use the TIS approach to meet the emotional needs of children. Support high levels of engagement with learning and positive outcomes. Provide tailored interventions to support emotional wellbeing and develop social and interaction skills.  Engage with local mental health professionals offering outreach support for pupils and training.	TISUK's training is highlighted in the DfE Advice to Schools: Mental Health and Behaviour in Schools DfE-00327-2018 as supporting and promoting positive mental health.	3
Enhance pupils' cultural capital by providing a breadth of experiences - ensure the curriculum is balanced and carefully sequenced which allows opportunities for cultural development.	The EEF notes a positive impact on wellbeing through outdoor and wider enrichment activities.	1, 2, 3, 4 and 5
Through monitoring of attendance and development of home/ school relations we aim to improve attendance of disadvantaged and non-disadvantaged pupils. Attendance booklets to be given to all parents at the beginning of the year.	'For all age groups, well-designed school communications with parents can be effective for	4

<p>With the support of the Attendance Officer and the Trust EWO.</p> <p>Good attendance will continue to be promoted through positive recognition and absence reduced, including persistent absence, this will be monitored by the PP lead/ attendance officer.</p> <p>Follow up meetings will be led by class teachers in the first instance, promoting attendance.</p> <p>Early patterns of absenteeism will be acted upon promptly with systems in place to highlight days missed in education.</p> <p>Effective morning procedures will ensure that pupils are punctual to their lessons and letters for persistent lateness will be introduced.</p> <p>Pupils' welfare will always be paramount and safeguarded.</p> <p>We will strive to have strong partnership with families and the wider community. Attendance officer will hold regular meetings alongside class teachers with parents for pupils with inconsistent attendance and persistent absence.</p> <p>Pupils will be accessing quality wave one teaching for their full-time entitlement. Thus, consistently ensuring that they can reach the best possible academic outcomes</p>	<p>improving attainment and a range of other outcomes, such as attendance. Regular attendance is linked to improved academic attainment.” (EEF:2018)</p>	
<p><b>Meet and Greet</b></p> <p>Emotionally available adults meet some children in the morning before school. In times of emotional need, these adults regulate the children before beginning academic learning.</p> <p>Senior leader meet and greet (HT and DHT) every morning and afternoon on the gate.</p>	<p>+2 EEF We have identified that Meet and Greet arrangements support attendance and arrival at school on time to begin the day happily.</p>	<p>4, 3</p>
<p>SCARF PSHE/character education linked to the development of the schools values and virtues</p>	<p>A research study by Sheffield Hallam University found that: ‘pupils’ scores in the emotional literacy measure were above expectations... Teachers were able to give a number of</p>	<p>1,2,3, 4 and 5</p>

	examples of how they felt emotional literacy has developed in their pupils, for example pupils dealing better with anger, stress and being more open to discussing issues affecting their lives.'	
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**Total budgeted cost: £ 73,470**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Review September 2023:

Our Pupil Premium Strategy is predominantly long-term objectives as we recognise changing outcomes for disadvantaged children takes year on year investment.

Intended outcomes	Impact	Lessons learned and next steps
Improved oral language skills and vocabulary among disadvantaged pupils to ensure this group's skills are in line with all others.	<p>40% of PP chn in EYFS achieved age related expectations listening attention and understanding compared to 84.9% Non-PP.                      60% of PP chn in EYFS achieved age related expectations speaking compared to 90.6% Non-PP.                      20% of PP chn in EYFS achieved age related expectations in word reading compared to 77.4% Non-PP.                      40% of PP chn in EYFS achieved age related expectations in comprehension compared to 83% Non-PP.</p> <p>83.3% of PP chn passed the phonics check at the end of year 1 compared to 86.7% of Non-PP.                      50% of disadvantaged pupils achieved the phonics check by the end of year 2 compared to 41.2% of Non-Disadvantaged.                      Cumulatively, by the end of Year 2, 70% Disadvantaged achieved the phonics check compared to 79.2% Non-Disadvantaged.</p> <p>New phonics scheme Little Wandle was introduced throughout EYFS and KS1 – this needs to be embedded to ensure the gap between PP and Non-PP is narrowed, with a particular focus in Year 1 and Reception.</p>	<p>New Early Reading Lead appointed- – this role will now be transferred.                      Handover of information from current reading lead to newly appointed lead during a short transition period.                      Implementation of Little Wandle throughout the school, ensuring new staff are familiar with the platform and training materials available to them.                      Daily keep up sessions to be continued to be delivered by Reception, Y1 and Y2 TAs.</p>

	<p>Learning walks and monitoring reviews demonstrated that the teaching of phonics was taught consistently throughout KS1. Year 1 pupils made excellent progress in phonics and achieved age related expectations above National. In EYFS, there were additional challenges, due to the nature of the cohort with significant additional needs, which impacted on the outcomes for this group of pupils.</p> <p>Pupils in Reception received daily NELI (DfE recommended early language development programme) interventions for targeted pupils. These pupils had access to frequent small group language support, this is particularly beneficial for children who experience delays due to environment and paucity of stimuli.</p> <p>All EYFS TAs were specifically trained in NELI intervention.</p> <p>Pupils identified in need of additional targeted support were referred to Speech &amp; Language.</p> <p>TAs across the school and provided 1:1 Speech and Language interventions for pupils identified as needing additional support.</p> <p>Speech and language referrals ongoing throughout time within school. Children use stem sentences in order to talk like a specialist e.g. "As a historian..."</p> <p>School communication approach. Use of widgets being embedded across the whole school, Reception to year 6.</p>	<p>Daily keep up sessions for KS2 to be continued to delivered by KS2 TAs.</p> <p>NELI to be reviewed and evaluated throughout EYFS.</p> <p>To develop an English team working with the established English Lead in order to incorporate oracy as part of the English offer.</p>
<p>By the end of KS2, to increase the % of disadvantaged pupils achieving the expected standards in reading, writing, maths and SPAG,</p>	<p>If a child is on the record of need, their IPM targets are SMART and are reviewed regularly, with parents, as part our provision.</p> <p>Interventions are put in to place to support this eg) phonics keep up/catch up .</p>	<p>Continuing to embed a new phonics scheme to continue to support teaching and learning across EYFS and KS1.</p>



reducing the attainment gap between non-disadvantaged peers in line with national figures.

Interventions also include pre-teaching and linked to forensically identified areas of need.

The Early Reading Lead has trained and upskilled all staff providing ongoing support and coaching throughout the year (this responsibility is transferring to a new leader).

Monitoring demonstrates consistent practice and pupils have made accelerated progress in KS1.

The English Lead has attended high quality CPD and embedded a progressive grammar approach to the teaching of writing. Writing reviews recognised developing consistency in approach and good progress in books towards increased outcomes. Further Grammarsaurus training in Autumn Term to embed further.

Monitoring has shown consistency in teaching between classes. Outcomes in maths at the end of KS1 in 2023 are in line with the National Average. The subject lead continues to work closely with the math hub and the Maths Trust Lead and has worked proactively to bring about improvement in the teaching of maths in school, embedding mastery further and refining our approach to the teaching of mathematics across the school. This has been recognised during monitoring visits and Ofsted. Year 1 and 3 continued to receive high quality CPD from the Maths Hub and disseminated good practice within their teams.

End of KS2 Data:  
Reading: EXP PP 67% compared to EXP PP comparator 59%  
Writing: EXP PP 77.8% compared to EXP PP comparator 50%  
Maths: EXP PP 44.4% compared to EXP PP comparator 68.2%  
ESPAG: EXP PP 44.4% compared to EXP PP comparator 40.9%

End of KS1 Data:  
Reading: EXP PP 57.1% compared to EXP PP comparator 68.2%

Handover for new Early Reading Lead and support from the English Hub. Ongoing support from Early Reading Lead throughout the year for all teachers.

Early identification of pupils requiring additional intervention in order to achieve age related expectations of attainment by the end Year 1, KS1 and KS2.

Further training for all staff on new approach to the teaching of writing.

English lead to introduce grammar meetings to support new progressive writing approach.

Maths lead to introduce Mastering Number to support the recall of number facts across KS1.  
CPD for all staff on meta-cognition to enhance wave 1 teaching.

	<p>Writing: EXP PP 35.7% compared to EXP PP comparator 61.4%</p> <p>Maths: EXP PP 72.7% compared to EXP PP comparator 13.6%</p> <ul style="list-style-type: none"> <li>• Year 1 Phonics screening: 84.6% PP passed</li> <li>• EYFS GLD: PP 41.7% compared to non PP 68.9%</li> </ul>	<p>Continued monitoring and guidance from SLT to ensure whole school expectations are raised, maintained and embedded.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Our assessments and observations indicate that pupil's wellbeing and mental health continues to be impacted due to a range of issues.</p> <p>There remained a high level of pupils that need pastoral support to support them through challenging periods of their life. There continued to be an increased number of pupils requiring immediate pastoral support throughout the year. A pastoral Lead was appointed, trained and timetabled to support children 1:1 or in a group. All children were assessed using 'Motional' and triaged to receive whole class, group or 1:1 support.</p> <p>On returning to school in September, TAs provided targeted relational interventions for those identified as in need of support.</p> <p>All staff received refresher TIS training from an experienced TIS practitioner to ensure that all pupils needs are being met and supported, providing a trauma sensitive school. TIS strategies continued to be implemented throughout the school in order to maximise safety cues.</p> <p>All children were greeted by their TA or class teacher on arrival to ensure that all pupils had their emotionally available adults to regulate them before starting learning.</p> <p>Calming activities and music for all pupils enabled pupils to quickly regulate and settle in the mornings.</p> <p>An increased number of educational visits, after school clubs and outdoors learning had an impact on pupil's health and mental wellbeing.</p>	<p>Teachers to continue to assess pupils using 'Motional.' Children triaged and timetabled in order that they receive whole school, group or 1:1 support for their wellbeing as required.</p> <p>Pastoral Lead to deliver 1:1 interventions to support children's wellbeing during the afternoons.</p> <p>Secure funding from National Highways to develop sensory spaces and outdoor learning areas.</p> <p>Pastoral Lead to deliver Wild Tribe interventions to support children.</p> <p>Wild Tribe CPD for all staff in order that all children have access to outdoor learning.</p>

		To introduce a school pet in order to support dysregulation amongst pupils specially on arrival at school.
Attendance and punctuality improves overtime for identified families of disadvantaged children.	<p>Individual cases discussed at welfare meetings.</p> <p>Half termly meetings with the EWO to create focus groups and support for parents.</p> <p>Teachers have regular meetings with parents whose children's attendance is below a certain percentage.</p> <p>Aspire Attendance policy implemented and followed. Attendance forensically analysed weekly, meetings arranged and letters sent.</p> <p>Worked closely with outside agencies to support vulnerable children getting to school.</p> <ul style="list-style-type: none"> <li>• At the end of 2023/2024: PP Attendance 93.5% compared to All Pupils Attendance 94.5% PP PA 19.1% compared to All Pupils PA 9.7%. PP SEN Attendance 90.2%, compared to All Pupils 94.5%.</li> </ul>	<p>Implement new Government attendance guidance.</p> <p>Continue to follow Aspire attendance policy working closely with EWO.</p>
Improved attainment in core subjects for those disadvantaged children with identified special educational needs.	<p>SENCO and class teachers provided individual support plans to target specific needs/ barriers to learning (emotional and academic).</p> <p>If a child is on the record of need, their IPM targets are SMART and are reviewed regularly, with parents, as part our provision.</p> <p>Interventions are put in to place to support this eg: Sensory circuits, touch typing, speech and language, Lego therapy, social skills intervention and TIS interventions.</p>	<p>Continue to ensure systems are embedded and understood by new staff joining the school.</p> <p>Subject leads to support new staff to provided provision for SEND in all subjects across the school.</p>

	<p>Pupils received phonics catch up intervention to support progress in reading.</p> <p>Pupils received number sense intervention to improve rapid recall of number facts and accelerate progress.</p> <p>Target pupils received daily/ weekly addition reading intervention.</p> <p>Staff CPD on visuals and scaffolding delivered to all staff. Monitoring from Subject Leaders, Strategic Partners during trust reviews and Ofsted recognised that scaffolding and provision is in place for all subjects across the curriculum and consequently, children are able to access the full curriculum offer.</p> <p>Staff CPD for all wider curriculum subjects to ensured that teachers have the skills, knowledge and understanding to teach an ambitious, broad and balanced curriculum, that meets the needs of ALL pupils. Strategies to support pupils with SEND is implemented within the classroom.</p> <p>Ofsted April 16<sup>th</sup> 2024  ‘The impact of the well-taught curriculum has been significant. Pupils’ recall in many areas is strong. This includes pupils with SEND. This is because staff make adaptations to help support their learning. Staff know pupils’ individual needs well. This includes those with special educational needs and/or disabilities (SEND).’</p>	<p>TA CPD to maximise the impact on children’s learning and outcomes.</p> <p>Ensure robust transition, handover and CPD in place for new SENDCO overseeing the role during maternity leave.</p>
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**Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Trauma Informed Schools	Trauma Informed Schools
Accelerated Reader	Renaissance
Little Wandle	Harper Collins
SCARF	Coram Life Education
NELI	The Nuffield Early Language Intervention
TT Rockstars/ Numbots	Maths Circle

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	As above, on a needs basis with a particular focus on support children who may feel anxious about a parent's deployment or tour.
What was the impact of that spending on service pupil premium eligible pupils?	Pupil's needs being met through additional SEMH support, enabling them to access the wider curriculum.