

Tealby Primary School 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

Aspire | Believe | Achieve

We want our pupils to move from us, confident, curious, articulate, creative, independent and well-prepared for their next stage. We want to produce collaborators, innovators, leaders and, more than anything else, young people who understand what it is to be human.

Detail	Data
School name	Tealby Primary School
Current Number of pupils in school	73
Proportion (%) of pupil premium eligible pupils 2024/25	18.9%
Proportion (%) of pupil premium eligible pupils 2023/24	17.8%
Proportion (%) of pupil premium eligible pupils 2022/23	17.7%
Proportion (%) of pupil premium eligible pupils 2021/22	15.3%
Proportion (%) of pupil premium eligible pupils 2020/21	12.1%
Proportion (%) of pupil premium eligible pupils 2019/20	5.3%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 2023/2024 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2024
Date it was Revised	November 2024
Statement authorised by	Zoe Humberstone HT
Pupil premium lead	Zoe Humberstone
Governor / Trustee lead	Elisabeth Tooby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£26,540
Pupil premium funding carried forward from previous years	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£26,540

Part A: Pupil premium strategy plan

Statement of intent

At Tealby, our approach to tackling disadvantage is underpinned by a whole school ethos of attainment for all, in line with our motto: Aspire, Believe, Achieve. We believe that all disadvantaged pupils are capable of overcoming their personal barriers to succeed and we place a strong emphasis on ensuring our disadvantaged pupils receive high quality teaching and increased opportunities for reinforcement of learning at home.

We recognise that there is a significant overlap between vulnerable groups in our school. A high proportion of our children who attract pupil premium funding also have SEND. We are committed to ensuring that there is a strong understanding of individual barriers to learning and how these present in school. Personalised Learning Plans and EHCPs are used to ensure barriers are overcome so that disadvantaged pupils can benefit from a wide range of enrichment activities, emotional well-being support and interventions that enable them to succeed in their learning across all subjects.

Through strong partnerships with parents and collaboration with a range of other agencies, the school offers a caring and supportive learning environment in which pupils make excellent progress. We place great importance on the partnership between school and home as we believe that it is vital to have an open, honest and mutually supportive relationship with parents and carers to achieve what is best for our pupils.

Our strategy, which links with our School Development Priorities and Equality Objectives, is underpinned by clear, responsive leadership and a commitment to all adults understanding their role in addressing disadvantage. Leaders regularly review the effectiveness of the strategy, relying on robust diagnostic assessment rather than assumptions to fully understand and plan for the impact of disadvantage, whilst remaining flexible in approach and responsive to changing needs.

Challenges

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

Challenge number	Detail of challenge
1	Oracy and language comprehension (including receptive)
2	Low levels of reading ability, comprehension, including early reading skill development

3	Self-regulation - including sensory and emotional regulation
4	Social communication and interaction difficulties which can result in fewer social opportunities outside of school.
5	Increased levels of anxiety, negative self-confidence and self-esteem, leading to poor attendance and school avoidance.
6	Additional SEND needs: Increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, attention difficulties, motor skills, social emotional and mental health.

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 vocabulary among disadvantaged pupils	Curriculum planning, lesson observations and book scrutiny demonstrate: - Engagement with high-quality texts - Effective use of retrieval and retention techniques by teachers - Pupil application of ambitious vocabulary - Improved reasoning in maths
Pupil attitudes to reading improve	- Qualitative data from pupil voice, pupil and parent surveys and teacher observations indicates improved attitudes to reading among disadvantaged pupils - Curriculum planning demonstrates use of high-quality texts and application of comprehension skills - Improved reading fluency and increased reading stamina amongst disadvantaged pupils - Monitoring by subject leaders continues to demonstrate fidelity to the school's phonics scheme
The social, emotional and mental health of all pupils is prioritised, particularly our disadvantaged pupils	Sustained high levels of pupil wellbeing demonstrated by: - Qualitative data from pupil voice, pupil and parent surveys and teacher observations - A reduction in requests for internal and external support for social, emotional and behaviour difficulties - The number of disadvantaged pupils participating in enrichment activities is at least in line with their non-disadvantaged peers - Increased attendance in school
Increased parental engagement in children's learning that leads to improved pupil outcomes.	Sustained positive parental engagement, demonstrated by: - Targeted disadvantaged pupils' parents attending events, including parents' evenings and workshops; with participation/engagement levels in line with non-disadvantaged peers - Records of disadvantaged pupils reading at home and engaging with homework is in line with their non-disadvantaged peers.

Through the effective use of intervention and quality first teaching, teachers address and narrow educational gaps where present	- End of KS1 and KS2 outcomes show that disadvantaged learners are making good progress and pupils without SEN are closing the attainment gap with National outcomes.
Disadvantaged pupils with SEN are supported effectively and barriers identified.	- Disadvantaged pupils with SEND make expected progress in reading, writing and maths in line with their identified baseline.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	- Attendance of disadvantaged pupils matches or exceeds national averages for their non-disadvantaged peers (96+%). - Decrease in persistent absence amongst disadvantaged pupils

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: £19,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>HLTA delivers ELSA interventions</i> <i>Speech and language therapist supports HLTA to plan and deliver speech interventions</i> <i>FRIENDS/Play Therapy</i>	EEF Social and Emotional Learning improves interaction with others and self-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress and attainment. EEF Oral Language Interventions Consistently show positive impact on learning. High quality small group interventions Specialist therapists will train up staff they work with in school, therefore upskilling them and increasing their knowledge. Specialists lead CPD sessions and clinics with individual pupils and staff. Proven interventions are used, with evidence supporting the development in social skills, speech and language, behaviour and mental health.	1, 2, 3, 4, 5, 6,
<i>Teaching Assistants to access high quality CPD provision – training and class cover costs.</i>	EEF-guidance-reports/teaching-assistants/TA Recommendations – Targeted Academic Support To provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback. Creative ways of ensuring teachers and TAs have time to meet include adjusting TAs' working hours (start early, finish early), using assembly time and having TAs join teachers for (part of) Planning, Preparation and Assessment (PPA) time. During lesson preparation time/TA Briefings ensure TAs have the essential 'need to knows': • Concepts, facts, information being taught • Skills to be learned, applied, practised or extended • Intended learning outcomes • Expected/required feedback. Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes. They should allow sufficient wait time, so pupils can respond to a question or attempt the stage of a task independently. TAs intervene appropriately when pupils demonstrate they are unable to proceed.	1, 2, 3, 4, 5, 6,
<i>Continue to develop high</i>	EEF teaching-learning greatteaching.toolkit - to develop high quality teaching and assessment which responds to the needs of pupils,	1, 2, 4, 5, 6,

<i>quality teaching</i>	particularly in supporting higher attaining children to make accelerated progress.	
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Targeted academic support (for example; one-to-one support structured interventions)

Budgeted cost: £ 3,540 (there are additional costings for this that are not covered by the Pupil Premium funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional TA hours to support pupils and provide high quality interventions to support SEND and higher attaining disadvantaged pupils through responsive teaching.</i>	EEF Teaching Assistants The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.	1,2,3,4,6,

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

Budgeted cost: £3,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding the principles of good practice set out in the DfE's Improving School Attendance advice	DfE Improving School Attendance The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence Data shows pupils with highest attendance make the most progress at Tealby, due to increased opportunities for overlearning and access to a personalised curriculum. A dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.	
Support parents in finding relevant support etc.	EEF Parental Engagement We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: - approaches and programmes which aim to develop parental skills such as literacy or IT skills; - general approaches which encourage parents to support their children with, for example, reading or homework;	4, 5, 6

	- the involvement of parents in their children's learning activities; - and more intensive programmes for families in crisis.	
Improve the quality of social and emotional (SEL) learning within the classroom through 1:1 support	EEF Social and Emotional Learning There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Analysis of our pupils' needs through Boxall profiles/Behaviour Ladders/Leuven Scales and Pastoral Records indicate that our disadvantaged pupils have greater social, emotional and behavioural difficulties.	1, 2, 3, 4, 5, 7
Actively encourage PP/SEND pupil involvement in enrichment clubs.	An extended offer beyond classroom learning, through school experiences, visits and enrichment clubs can increase arts participation, physical activity and cultural capital to improve pupil outcomes: EEF Extending school time EEF Arts participation EEF Physical activity Parental feedback suggests that supporting the cost of trips using the Pupil Premium Grant has been positively received. Our data shows that participating in wider school experiences allows disadvantaged pupils to gain the personal and social skills and confidence in themselves and what they can achieve.	4, 5

Total budgeted cost: £ 26,540

Services Pupil Premium Statement	
Our aim is to ensure that no children are disadvantaged at school in any way. Our focus with service children is to ensure no child is disadvantaged due to the service of their parent. We use our SPP to contribute towards the following: -Monitoring of service children's progress compared to the wider school population to ensure that they learn, develop and achieve their own expected level of progress. -Intervention strategies and support are put into place to support their learning -The provision of a trained Teaching assistant to provide pastoral support and guidance for families and individuals to build social skills, self-esteem and develop positive attitudes to learning thus raising academic attainment. - Extra-curricular activities and Residential activities to enable service children to take part in certain activities that may not have been available to them due to the absence of one of their key adults. This has included, going to the theatre and 'wild in the woods'. Forest school activities to provide a different experience: the children have really enjoyed being able to learn	

outdoors and this has provided great chances to develop children's self-esteem and confidence. It also provides an outlet to provide emotional support for children who need it.

As with everything we do at school the measures put into place do make a positive difference. They help to ensure that our service children become tolerant, caring and well-rounded individuals with the skills to enable them to learn, develop and progress.

We are participating in an innovative school improvement project to build on and strengthen the county's collective support of our children of Armed Forces Families (Service children). The Armed Forces Education Trust (<https://armedforceseducation.org/>) which is making this project possible meaning there is no requirement of costs for participating schools other than staff release time.

Staff will benefit from a raised awareness of the unique challenges and needs of military families (due to the cascading of evidence-based training) and strengthen the identities of this vulnerable group.

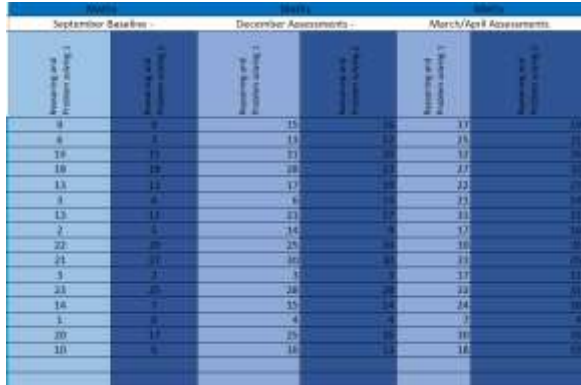
The additional events and extra-curricular activities have enabled children to feel special and that they are receiving things that other non-service children might take for granted. In many cases, children's personalities have blossomed, and they have been able to mingle and make friends with children that before, they may not have had the courage to do so.

Primarily the measures we have put in place help service children to access peers/adults that they feel they can approach and talk to that can reassure, help and if necessary provide advice. This enables them to achieve and progress without any disadvantage due to parental service.

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.

Intended outcome	Success criteria	Effectiveness of Targets																																																																																																																																			
To develop early language, strengthen phonic knowledge and early reading skills.	- Disadvantaged pupils achieving GLD is in line with national and local averages - Monitoring by subject lead demonstrates fidelity to the school’s phonics scheme. - KS1 phonics screening results for disadvantaged pupils are in line with or above local and national averages	• ELG was above the local average and national average for disadvantaged pupils. 2024 Tealby: 80% an increase of 7% from 2023 Lincolnshire: 67.7% ASSESSMENTS <table><thead><tr><th rowspan="2">Item</th><th colspan="2">Tealby School (2197)</th><th colspan="2">Local Authority - Lincolnshire</th></tr><tr><th>Value</th><th></th><th>Value</th><th>Gap</th></tr></thead><tbody><tr><td>Good Level of Development</td><td>80.0%</td><td> </td><td>67.7%</td><td>+12.3%</td></tr><tr><td>Average no. ELGs at expected</td><td>16.7</td><td> </td><td>14.2</td><td>+2.5</td></tr><tr><td>All Goals, Exp+</td><td>80.0%</td><td> </td><td>66.6%</td><td>+13.4%</td></tr><tr><td>Prime Goals, Exp+</td><td>100.0%</td><td> </td><td>75.6%</td><td>+24.4%</td></tr><tr><td>Com. & Lang. Goals, Exp+</td><td>100.0%</td><td> </td><td>80.7%</td><td>+19.3%</td></tr><tr><td>PSE Goals, Exp+</td><td>100.0%</td><td> </td><td>83.0%</td><td>+17.0%</td></tr><tr><td>Phys. Dev. Goals, Exp+</td><td>100.0%</td><td> </td><td>85.6%</td><td>+14.4%</td></tr><tr><td>Specific Goals, Exp+</td><td>80.0%</td><td> </td><td>88.1%</td><td>+11.9%</td></tr><tr><td>Literacy Goals, Exp+</td><td>90.0%</td><td> </td><td>70.4%</td><td>+19.6%</td></tr><tr><td>Maths Goals, Exp+</td><td>80.0%</td><td> </td><td>77.2%</td><td>+2.8%</td></tr><tr><td>Und. The World Goals, Exp+</td><td>100.0%</td><td> </td><td>81.0%</td><td>+19.0%</td></tr><tr><td>Exp. Arts & Des. Goals, Exp+</td><td>100.0%</td><td> </td><td>85.8%</td><td>+14.2%</td></tr></tbody></table> National Headlines: <table><thead><tr><th>Children with a good level of development</th><th>Children at expected level across all early learning goals</th><th>Average number of early learning goals at expected level</th></tr></thead><tbody><tr><td>67.7% Up from 61.2% in 2022/23 and 65.3% in 2021/22</td><td>66.2% Up from 65.6% in 2022/23 and 63.4% in 2021/22</td><td>14.1 Unchanged from 2022/23 and 2021/22</td></tr></tbody></table> • There is a clear programme in place to monitor and quality assure the teaching of phonics across the school. <table><thead><tr><th rowspan="2">Etab. No.</th><th rowspan="2">Etab. Name</th><th rowspan="2">Cohort</th><th rowspan="2">No Score</th><th colspan="6">Mark</th><th rowspan="2">APS</th></tr><tr><th>9-15</th><th>16-23</th><th>24-31</th><th>32-39</th><th>40-49</th></tr></thead><tbody><tr><td>4</td><td>Local Authority</td><td>2,018</td><td>4.8%</td><td>12.7%</td><td>5.7%</td><td>8.2%</td><td>34.4%</td><td>34.2%</td><td>30.6</td></tr><tr><td></td><td>FSM Eligible Disadvantaged</td><td>3,018</td><td>4.8%</td><td>12.7%</td><td>5.7%</td><td>8.2%</td><td>34.4%</td><td>34.2%</td><td>30.6</td></tr><tr><td>2197</td><td>Tealby School</td><td>5</td><td>0.0%</td><td>0.0%</td><td>0.0%</td><td>0.0%</td><td>66.7%</td><td>33.3%</td><td>36.3</td></tr><tr><td></td><td>FSM Eligible Disadvantaged</td><td>5</td><td>0.0%</td><td>0.0%</td><td>0.0%</td><td>0.0%</td><td>66.7%</td><td>33.3%</td><td>36.3</td></tr></tbody></table> Phonics results demonstrates that disadvantaged pupils are in line and above local and national averages. • All pupils eligible for PP in Year 1 passed the phonics screening this year. No PP pupils needed to retake the phonics screening in Y2.	Item	Tealby School (2197)		Local Authority - Lincolnshire		Value		Value	Gap	Good Level of Development	80.0%		67.7%	+12.3%	Average no. ELGs at expected	16.7		14.2	+2.5	All Goals, Exp+	80.0%		66.6%	+13.4%	Prime Goals, Exp+	100.0%		75.6%	+24.4%	Com. & Lang. Goals, Exp+	100.0%		80.7%	+19.3%	PSE Goals, Exp+	100.0%		83.0%	+17.0%	Phys. Dev. Goals, Exp+	100.0%		85.6%	+14.4%	Specific Goals, Exp+	80.0%		88.1%	+11.9%	Literacy Goals, Exp+	90.0%		70.4%	+19.6%	Maths Goals, Exp+	80.0%		77.2%	+2.8%	Und. The World Goals, Exp+	100.0%		81.0%	+19.0%	Exp. Arts & Des. Goals, Exp+	100.0%		85.8%	+14.2%	Children with a good level of development	Children at expected level across all early learning goals	Average number of early learning goals at expected level	67.7% Up from 61.2% in 2022/23 and 65.3% in 2021/22	66.2% Up from 65.6% in 2022/23 and 63.4% in 2021/22	14.1 Unchanged from 2022/23 and 2021/22	Etab. No.	Etab. Name	Cohort	No Score	Mark						APS	9-15	16-23	24-31	32-39	40-49	4	Local Authority	2,018	4.8%	12.7%	5.7%	8.2%	34.4%	34.2%	30.6		FSM Eligible Disadvantaged	3,018	4.8%	12.7%	5.7%	8.2%	34.4%	34.2%	30.6	2197	Tealby School	5	0.0%	0.0%	0.0%	0.0%	66.7%	33.3%	36.3		FSM Eligible Disadvantaged	5	0.0%	0.0%	0.0%	0.0%	66.7%	33.3%	36.3
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Improved vocabulary among disadvantaged pupils	Curriculum planning, lesson observations and book scrutiny demonstrate: - Engagement with high-quality texts - Effective use of retrieval and retention techniques by teachers	• High quality texts continue to be used effectively in all classrooms, evidenced by planning, observation and talking to pupils. • Retrieval practice is built in to the core subjects and the development of this has been developed in non-core subject areas. • The curriculum supports pupils with opportunities to ‘remember’ more through quizzing and lesson structures, this will continue to be strengthened over time. • - Core Tier 3 vocabulary continues to be built in to the curriculum																																																																																																																																			

	- Pupil application of ambitious vocabulary - Improved reasoning in maths	building upon prior learning to challenge our pupils. PP Pupils continue to speak with increasing confidence and are given opportunities to practice using vocabulary through the T4W process. As a result, children's internalisation of language structures comes through in their writing. • Leaders continue to monitor the progress of disadvantaged pupils in all year groups across the year. Pupils are ready to progress to the next year's learning evidenced by September 2024's Pupil baseline data for 2024/2025: - Y1 all pupils targeted to achieve EXS for R/W/M - Y2 two thirds targeted to achieve EXS in M/R, all pupils targeted to achieve EXS in W - Y3 all pupils targeted to achieve EXS M/R. - Y4 All targeted to achieve EXS in EXS in W. ½ targeted to achieve EXS in M/R. • Improved reasoning is reflected by internal data analysis. See example below: 
Pupil attitudes to reading improve	- Qualitative data from pupil voice, pupil and parent surveys and teacher observations indicates improved attitudes to reading among disadvantaged pupils - Curriculum planning demonstrates use of high-quality texts and application of comprehension skills - Improved reading fluency and increased reading stamina amongst disadvantaged pupils - Monitoring by subject leaders demonstrates fidelity to the school's phonics scheme	 • Monitoring reflects a continual improvement in pupil's attitudes to reading. This is particularly evident in Y1 – 4. • Improvement in Scores: Across the board, most students show an increase in scores and percentages from September to April. • Overall Progress: Strong upward trends in scores, percentages, and standard scores. • High Performers: By April, multiple disadvantaged pupils achieved percentages above 90% and SS above 110. Impact of Pupil Voice: -New books ordered for KS2 class library's -Reading boxes have been introduced at break-times. More children reading and sharing books with each other. Increased book talk and awareness of different authors etc. -New library design plan introduced: enchanted woodland – links to outdoor learning and wellbeing by creating a space children want to read in. - Plans in place to access the library from the playground to enable access at breaks. This will provide further opportunities to access books outside class library time.
The social, emotional and mental health of all pupils is prioritised, particularly our disadvantaged	Sustained high levels of pupil wellbeing demonstrated by: - Qualitative data from pupil voice, pupil and parent surveys and teacher observations - A reduction in requests for internal and external support	Pupils in Year R-6 are empowered to articulate their feelings/emotions and have a growing sense of understanding of what these emotions are. Evidenced by - Well-being champion meetings/actions and engagement with other pupils across the school. - All disadvantaged pupils took part in Ambassador elections and engaged with the democratic process. All Y6 pupils took part in the

pupils	for social, emotional and behaviour difficulties - The number of disadvantaged pupils participating in enrichment activities is at least in line with their non-disadvantaged peers	Head Pupil elections. Teaching and Non-teaching staff demonstrate a clear regard for pupil's emotional development and are able to utilise skills to support children through their training – this is evidenced through their interactions with pupils and reported pastoral accounts on CPOMS. - Majority of children eligible for PP have improved attendance, indicating their SEMH needs are being met. However, a small number of pupils and families still require support through Early Help and Healthy Minds. - Requests for internal support for social, emotional and behaviour difficulties decreased in the spring term of 2023, however due to a rise in external factors such as family breakdowns this increased again in September 2024. - In 2022/2023, 76% of pupils eligible for PP received targeted support to meet their SEMH needs. This increased to 84% in 2023/2024 due to new families joining the school. Feedback from pupils and Families is positive, with a number of pupils being confident enough to step back and take a break from these sessions for short periods. - PSHE lessons continue throughout the school. They are modified to meet any newly emerging needs that the pupils may have. - HAF is offered to all children eligible for PP. In 2022/2023 there was a 22% take up – barriers included unfamiliar settings/adults and additional support due to SEN. In 2023/2024 this increased to 41%. - All children eligible for PP were supported to attend residential trips this year. Many children are eligible for PP access breakfast, lunchtime and after school clubs. Those who do not, attend other enrichment activities for example, sport tournament events/music events. 92% of pupils eligible for PP have attend one or more of these regularly.																																																																
Increased parental engagement in children's learning that leads to improved pupil outcomes.	Sustained positive parental engagement, demonstrated by: - Percentage of disadvantaged pupils' parents attending events, including parents' evenings and workshops, is in line with non-disadvantaged peers - The percentage of disadvantaged pupils reading at home and engaging with homework is at least as high as their non-disadvantaged peers.	- All parents in EYFS/KS1 attended the phonics workshops. - All parents attended all parents' evenings. - 75% of families attended school events over the academic year. - Class teachers/Leaders continue to invite families in for tailored conversations – this has a positive impact although the time cost is high. - Pupils eligible for PP are continually supported to complete homework where necessary, this may be before or after school or during morning task.																																																																
Through the effective use of intervention and quality first teaching, teachers address and narrow educational gaps where present	- End of KS1 and KS2 outcomes show that disadvantaged learners are making good progress and closing the attainment gap with National outcomes.	Nearly all Pupils eligible for PP make at least good progress and data demonstrates that KS2 outcomes for pupils in M/R/W are closing the attainment gap compared with Local data outcomes. <table><tr><th></th><th colspan="3">RWIM*</th><th colspan="3">READING</th><th colspan="3">WRITING TA</th><th colspan="3">MATHS</th><th colspan="3">GPS</th></tr><tr><th>Cohort</th><th>>Exp</th><th>High SS</th><th>Avg</th><th><Exp</th><th>>Exp</th><th>High</th><th>>Exp</th><th>High</th><th>Avg</th><th><Exp</th><th>>Exp</th><th>High</th><th>Avg</th><th><Exp</th><th>>Exp</th></tr><tr><td>2,320</td><td>41.3%</td><td>2.4%</td><td>101.3</td><td>40.8%</td><td>58.4%</td><td>16.3%</td><td>56.1%</td><td>5.6%</td><td>100.7</td><td>43.5%</td><td>55.6%</td><td>10.7%</td><td>101.2</td><td>44.5%</td><td>54.7%</td></tr><tr><td>4</td><td>0.0%</td><td>0.0%</td><td>101.7</td><td>75.0%</td><td>25.0%</td><td>0.0%</td><td>50.0%</td><td>0.0%</td><td>101.0</td><td>75.0%</td><td>25.0%</td><td>0.0%</td><td>101.3</td><td>75.0%</td><td>25.0%</td></tr></table>		RWIM*			READING			WRITING TA			MATHS			GPS			Cohort	>Exp	High SS	Avg	<Exp	>Exp	High	>Exp	High	Avg	<Exp	>Exp	High	Avg	<Exp	>Exp	2,320	41.3%	2.4%	101.3	40.8%	58.4%	16.3%	56.1%	5.6%	100.7	43.5%	55.6%	10.7%	101.2	44.5%	54.7%	4	0.0%	0.0%	101.7	75.0%	25.0%	0.0%	50.0%	0.0%	101.0	75.0%	25.0%	0.0%	101.3	75.0%	25.0%
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Disadvantaged pupils with SEND are supported effectively and barriers identified.	- Disadvantaged pupils with SEND make expected progress in reading, writing and maths in line with their identified baseline.	* All pupils eligible for PP in KS2 were also pupils with SEND.																																																																

This is evidenced in progress data shared with GB.

The high majority of our pupils with SEN make good and better progress over time from their unique starting points. PLPs are detailed and informative supporting pupils to make good progress.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

FSM6	FSM6	13	School	94.9%	2024/2025 to date
			FFT National	92.5%	
			Difference	+2.3% *	
	Not FSM6	65	School	94.2%	
			FFT National	95.7%	
			Difference	-1.4% *	
FSM6			All		2023/2024
FSM6	12	School	87.3%		
		FFT National	91.8%		
		Difference	-4.5% *		
			All		
Not FSM6	53	School	92.0%		
		FFT National	95.2%		
		Difference	-3.2% *		
FSM6			All		2022/2023
FSM6	9	School	92.3%		
		FFT National	91.3%		
		Difference	+1.0% *		
			All		
Not FSM6	62	School	93.8%		
		FFT National	94.7%		
		Difference	-0.9%		

Further information

Additional activity

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

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

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of school's database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

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

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