



Peasedown St John
Primary School

Pupil Premium Strategy Statement

for

Peasedown St John Primary School

2024-2025

This statement details our school's use of Pupil Premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview:

Detail	Data
School name	Peasedown St John Primary School
Number of pupils in school	367
Proportion (%) of pupil premium eligible pupils	25% (93 pupils)
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	September/October 2024
Statement authorised by	Ruth Noall Headteacher
Pupil Premium lead	Emma Dando
Pupil Premium Champion	Emma Dando
Governor / Trustee lead	Tash Dixon

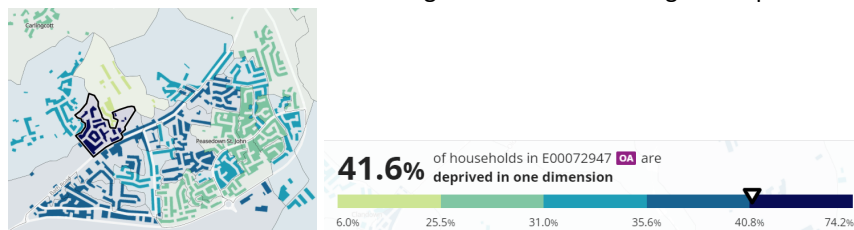
Funding overview:

Detail	Amount
Pupil premium funding allocation this academic year	£136,160
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£136,160

Part A: Pupil Premium Strategy Plan

Statement of intent:

The school serves the village of Peasedown St John on the outskirts of Bath. The village has areas of significant deprivation alongside areas of relative affluence. Children at the school reflect this wide ranging socio-economic group with 24% of the pupils at the school being in receipt of the Pupil Premium grant. This is in line with the national average but above average compared to other schools in BANES.



The school acknowledges the research that shows that our Pupil Premium pupils are at risk of not achieving as well as their peers, in addition to being at greater risk of exclusion or having poor attendance. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our Pupil Premium strategy is to support our Pupil Premium pupils to achieve that goal, including progress for those who are already high attainers. The grant will be used to support that academic progress whilst also supporting those pupils with wider challenges such as poor attendance or behaviour, which can impact on progress and outcomes.

High-quality teaching is at the heart of our approach, with a focus on areas in which Pupil Premium pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all vulnerable pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-Pupil Premium pupils' attainment will be sustained and improved alongside progress for their Pupil Premium peers. Our focus is on supporting learning and attainment for each individual pupil through quality teaching and high expectations for all. Occasionally pupils require additional interventions or provision to help them keep up or catch up with learning. These are planned based on the individual child's need and are reviewed throughout the year by the class teacher in conjunction with the SENCO and school leaders. Provision is informed by pupil tracking data on attainment, attendance, behaviour, advice from outside agencies and other professionals, where appropriate, together with the views of the child's parents/carers. Pupils are not singled out, highlighted or treated differently as a result of their eligibility for Pupil Premium funding.

The school recognises that many children at the school are from low-income families who do not meet the benefits threshold for the Pupil Premium grant but face similar disadvantages and vulnerabilities and will therefore also benefit from the strategies outlined in this plan. The activity we have outlined in this statement is intended to support the needs of all our vulnerable pupils, regardless of whether they are in receipt of the PP grant or not. We consider 'vulnerable pupils' can include those who have a social worker, are young carers or receive support from our Education Welfare Officer.

Overall aims of our Pupil Premium Strategy are:

- To reduce the attainment gap between the school's Pupil Premium pupils and others nationally.
- To accelerate progress and therefore raise attainment of both Pupil Premium pupils and their peers, specifically in reading, writing and maths.
- To provide Pupil Premium children with a rich, varied curriculum with planned opportunities to develop SMSC
- To ensure Pupil Premium pupils are supported to take advantage of the school's full and varied extracurricular and Personal Development programme
- To provide nurture and other SEMH support to those pupils eligible for Pupil Premium and their families
- To provide support for children and their families with attendance and punctuality

Challenges/Barriers:

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

Challenge number	Detail of challenge																												
1	Attendance lags behind ‘all’ pupils’ attendance: Whole School Attendance: <table><tr><th></th><th>Whole school</th><th>PP</th><th>SEN</th></tr><tr><td>2022-23</td><td>94.7%</td><td>91.9%</td><td>92.7%</td></tr><tr><td>2023-24</td><td>94.8%</td><td>92.2%</td><td>93.2%</td></tr></table> Persistence absence: In 2023-24 there were 21 pupil premium children deemed as persistent absentees. This is 51% of all persistent absentees.		Whole school	PP	SEN	2022-23	94.7%	91.9%	92.7%	2023-24	94.8%	92.2%	93.2%																
	Whole school	PP	SEN																										
2022-23	94.7%	91.9%	92.7%																										
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2	36% of the PP pupils also have Special Educational Needs or Disabilities (Nov 24). An increase of 5% from previous year. <table><tr><th></th><th>Whole school</th><th>PP</th><th>SEN</th><th>PP + SEN</th></tr><tr><td>2024-25</td><td>367</td><td>93</td><td>102</td><td>33</td></tr><tr><td></td><td>100%</td><td>25%</td><td>28%</td><td>9%</td></tr></table>		Whole school	PP	SEN	PP + SEN	2024-25	367	93	102	33		100%	25%	28%	9%													
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3	PP children often have lower starting points and this gap is not yet closed when they leave EYFS. Gaps are seen across all EYFS areas of learning. End of year GLD outcomes 2022-23 EYFS: <table><tr><th></th><th>Year group</th><th>Cohort size</th><th>ALL % GLD</th><th>Number of PP</th><th>PP % GLD</th></tr><tr><td>2022-23</td><td>Rec</td><td>49</td><td>78%</td><td>12</td><td>67%</td></tr><tr><td>2023-24</td><td>Rec</td><td>45</td><td>88.9%</td><td>10</td><td>76.9%</td></tr></table>		Year group	Cohort size	ALL % GLD	Number of PP	PP % GLD	2022-23	Rec	49	78%	12	67%	2023-24	Rec	45	88.9%	10	76.9%										
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4	Writing attainment among PP pupils is below that of non-PP pupils and these pupils are making inconsistent and slower than expected progress in some year groups. End of year outcomes 2023-24 in WRITING: <table><tr><th>Year group</th><th>Cohort size</th><th>ALL % ARE</th><th>ALL progress</th><th>Number of PP</th><th>PP % ARE</th><th>PP progress</th></tr><tr><td>6</td><td>60</td><td>75%</td><td>3</td><td>19</td><td>52.6%</td><td>2.9</td></tr><tr><td>5</td><td>65</td><td>72.3%</td><td>3.1</td><td>15</td><td>66.7%</td><td>3.3</td></tr><tr><td>4</td><td>61</td><td>70.5%</td><td>2.9</td><td>16</td><td>35.5%</td><td>2.9</td></tr></table>	Year group	Cohort size	ALL % ARE	ALL progress	Number of PP	PP % ARE	PP progress	6	60	75%	3	19	52.6%	2.9	5	65	72.3%	3.1	15	66.7%	3.3	4	61	70.5%	2.9	16	35.5%	2.9
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5	Disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers from Reception through to Year 6. Reading attainment among PP pupils is below that of non-PP pupils in all year groups. These pupils are making expected progress in most year groups however, they need to make accelerated progress to close the gaps with their peers- particularly in UKS2. 2023-24 Phonics outcomes: <table><tr><th>Year group</th><th>Cohort size</th><th>ALL % pass PSC</th><th>Number of PP</th><th>PP % pass PSC</th></tr><tr><td>1</td><td>45</td><td>91%</td><td>11</td><td>81.8%</td></tr><tr><td rowspan="2">2</td><td>46</td><td>97.83%</td><td>14</td><td>93.3%</td></tr><tr><td>14 (retakes)</td><td>92.9%</td><td>8</td><td>87.5%</td></tr></table> End of year outcomes 2023-24 in READING: <table><tr><th>Year group</th><th>Cohort size</th><th>ALL % ARE</th><th>ALL progress</th><th>Number of PP</th><th>PP % ARE</th><th>PP progress</th></tr><tr><td>6</td><td>60</td><td>65%</td><td>2.9</td><td>19</td><td>42%</td><td>2.8</td></tr><tr><td>5</td><td>65</td><td>87.7%</td><td>3.0</td><td>15</td><td>93%</td><td>3.0</td></tr><tr><td>4</td><td>61</td><td>82%</td><td>3.1</td><td>16</td><td>75%</td><td>3.1</td></tr><tr><td>3</td><td>60</td><td>83.3%</td><td>3.1</td><td>15</td><td>73%</td><td>3.0</td></tr><tr><td>2</td><td>46</td><td>82.6%</td><td>3.0</td><td>14</td><td>60%</td><td>3.2</td></tr><tr><td>1</td><td>45</td><td>75.6%</td><td>2.0</td><td>11</td><td>73%</td><td>2.0</td></tr></table>	Year group	Cohort size	ALL % pass PSC	Number of PP	PP % pass PSC	1	45	91%	11	81.8%	2	46	97.83%	14	93.3%	14 (retakes)	92.9%	8	87.5%	Year group	Cohort size	ALL % ARE	ALL progress	Number of PP	PP % ARE	PP progress	6	60	65%	2.9	19	42%	2.8	5	65	87.7%	3.0	15	93%	3.0	4	61	82%	3.1	16	75%	3.1	3	60	83.3%	3.1	15	73%	3.0	2	46	82.6%	3.0	14	60%	3.2	1	45	75.6%	2.0	11	73%	2.0
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	3	60	95%	3.1	15	93%	3.3
	2	46	85%	3.1	14	73%	3.2
	1	45	89%	2.0	11	82%	1.9
7	Limited vocabulary and poor ability to articulate learning orally limits outcomes across the curriculum for many PP pupils.						
8	PP pupils frequently show less resilience as learners, especially when in test situations or under pressure. Challenges faced by many pupils are an inability to reflect or respond to feedback, lack of motivation, inability to break down and understand targets and lack of aspiration and stamina to improve.						
9	PP children are over-represented among those with additional behaviour plans: 75% of our pupils with behaviour plans are PP (3/4 pupils- Nov 24) PP children are over-represented among those who are excluded: 80% of all exclusions in 2023-24 were PP pupils.						
10	Family tension, breakdown or local conflicts with other families feature significantly in the lives of a number of our vulnerable children.						
11	A large proportion of our vulnerable pupils have limited cultural capital. Challenges faced by many of our pupils are lack of access to high-quality reading books, lack of access to funds for trips, lack of access to IT beyond the classroom, limited access to wider cultural experiences and opportunities outside school.						

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.

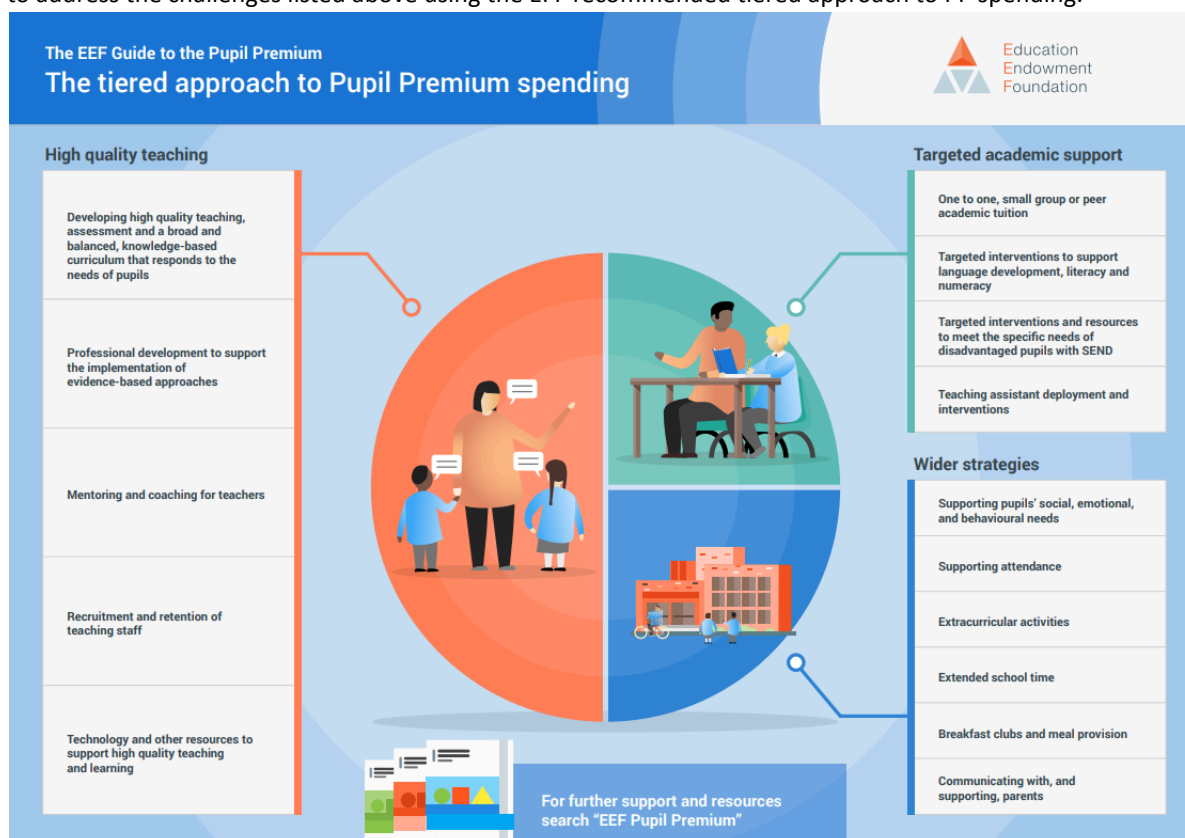
Intended outcome	Success criteria
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Improved oral language skills and increased vocabulary among PP pupils.	Assessments and observations indicate significantly improved oral language and range of vocabulary. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. PP pupils in the Early Years reach a Good Level of Development in Communication and Language and WellComm assessments show good progress.
Improved phonics attainment among PP pupils.	90% or more of Y1 non-SEND PP pupils meet the Phonics Screening Check threshold.
Improved reading progress and attainment among PP pupils.	PP children make accelerated progress in reading in all year-groups relative to their peers, closing the attainment gap to within 10 percentage points in <u>every year-group</u>. Regular accelerated Reading assessments show children are making accelerated progress as measured by reading age.
Improved writing progress and attainment among PP pupils.	PP children make accelerated progress in writing in all year-groups relative to their peers, closing the attainment gap to within 10 percentage points in <u>every year-group</u> .
Improved maths attainment for PP pupils at the end of KS2.	PP children make accelerated progress in mathematics in all year-groups relative to their peers, closing the attainment gap to within 10 percentage points in <u>every year-group</u> .
Improved retention, recall and response to learning for all pupils, especially those who are PP, closes knowledge gaps.	Assessments and observations indicate significantly improved retention, recall and response to learning in wider curriculum areas among PP pupils. Teachers have a better awareness of recall used to reactivate prior knowledge. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil conferencing and ongoing formative assessment. When talking about their learning pupils are using and applying a wide range of vocabulary.
To achieve and sustain improved social and emotional wellbeing for all pupils in our school, particularly our PP pupils.	Sustained high levels of wellbeing demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in behaviour incidents • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
PP children with identified SEN needs receive appropriate support and assessments.	Accurate referrals and targeted interventions/signposting to other services is achieved. These pupils make good progress in all aspects of school, especially linked to SEND plans and targets.
To achieve and sustain improved behaviour and attendance for all pupils, particularly our PP pupils	Attendance for PP pupils is at least in line with school average. Exclusions reduce for all pupils. Behaviour incidents for PP pupils reduce and proportionately PP pupils will not be more likely to be involved in behaviour incidents than their non-PP peers.

PP children are able to access the full range of inspirational clubs and trips on offer to them	Children have participated in, and can talk enthusiastically about, their extra curricular clubs and academic trips.

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 using the EFF recommended tiered approach to PP spending.



High Quality Teaching

Budgeted cost: £64,493.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching strategies to include: - PSJ Teaching Toolkit - 3As (Anticipate, adapt, assess) - carefully chosen seating - targeted questioning - priority marking - homework support - 1:1 feedback and conferencing	Great Teaching Toolkit (Evidence Based Education), Rosenshines's Principles of Instruction and Alex Quigley's 3As underpin much of the PSJ Teaching Toolkit. The QFT strategies that we emphasis for PP support are based on evidence found in the EEF Teaching and Learning Toolkit: Feedback offers very high impact for very low cost (+4 months) Homework offers high impact for very low cost (+5 months) Attainment grouping offers moderate impact for low cost (+2) Mastery Learning as an approach to teaching can offer high impact for low cost (+5 months)	All

Pupil Premium Overview 	The Pp overview allows teachers, SLT and PP leader to better understand the needs of each pupil and how these needs can best be met. The EEF Guide to the Pupil Premium makes it clear that understanding your children is the first step to a successful strategy.	All
Assessment Tracking and Pupil Progress Meetings	<i>'Gaining a thorough knowledge of your disadvantaged pupils' levels of attainment is the first step to develop an effective Pupil Premium strategy. Once you've assessed the performance of your disadvantaged pupils against national benchmarks, you should examine what could be hindering the attainment of those pupils who are below age-related expectations or are eligible higher attainers who are underachieving. This will involve diagnosis of academic challenges, for example to identify which pupils require additional support to develop literacy skills and in which specific areas.'</i> EEF Guide to the Pupil Premium	3, 4, 5, 6
LSA support in each class every morning and every year group in afternoon for mop-up	When deployed effectively, Teaching Assistants can support an additional 4 months additional progress over the course of the year. Teaching- Assistant Interventions	3, 4, 5, 6, 8
PP Leader part of SLT	In order to ensure our strategy is based on school-based evidence and has time to be driven, we will dedicate regular time specifically for the PP Leader to work on PP initiatives. PP will also form part of all SLT meetings	All
CPD for all teachers and support staff to develop high quality teaching and learning, including EYFS CPD on Language for life strategies	<i>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</i> Effective Professional Development EEF Specifically for the EYFS CPD, 'staff are very likely to benefit from training or professional development to use programmes and approaches successfully'; 'Communication and language approaches typically have a very high impact and increase young children's learning by seven months.' Communication and language approaches in EYFS	3, 7
Enrollment in language for life programme	The long-term ambition of the LFL programme is to upskill whole staff teams and embed the approach into everyday practice across EYFS settings in B&NES. <i>An independent evaluation of the programme's first two years by ImpactEd Evaluation found a dramatic reduction in the number of children who were significantly behind in their speech and language skills. The evaluation suggests children with English</i>	

	<i>as an additional language or those eligible for Early Years Pupil Premium funding made particularly good progress.</i>	
PDMs given to staff to complete research and tasks that support quality teaching and learning	Effective professional development includes time for teachers to implement changes. EEF Effective Professional Development summary Understanding Adaptive Teaching v11	All
Technology and resources to support high quality teaching and learning	Improved technology for the teacher and pupils will support better quality teaching and learning, provide online opportunities for pupils and support good parental engagement.	11

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

Budgeted cost:£53,573.80

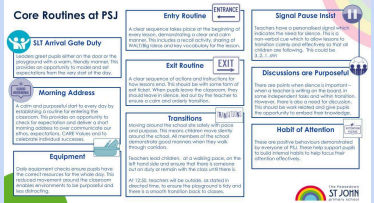
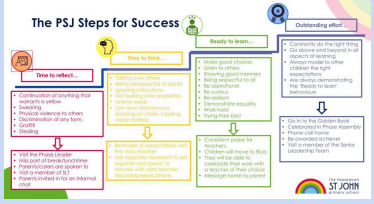
Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy Interventions - RWI Catch-Up - Fresh Start - 1:1 Reading - Reading fluency	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. In line with the recommendations of EEF research, we use highly structured interventions, choose children based on accurate assessments and invest heavily in CPD and coaching to ensure there is consistency in our approach to delivering these interventions. This is across KS1 and KS2. Improving Literacy in KS1 Summary of Recommendations Improving Literacy in KS2 Summary of Recommendations	2, 3, 5, 7, 8
Mathematics Interventions - Numicon - Number Sense - Daily maths mop-up sessions	In line with the recommendations of EEF research, we have trained practitioners in early years and KS1 mathematics interventions, dedicate daily time to offering these to whole classes and to targeted groups, use manipulatives to support better understanding and ensure that teaching builds on previously secured knowledge. Where children are identified as requiring additional support this is using Number Sense or Numicon which have both been evaluated as effective programmes to promote quick catch up. Improving Mathematics in EYs and KS2 Summary of Recommendations In addition we provide daily maths "mop-up" sessions for pupils following the taught maths lessons. These are aimed at ensuring	2, 3, 6, 7

	misconceptions are picked up and addressed ideally on the same day.	
Motor Skills and Handwriting Interventions - Dough/pen Disco - Funky fingers - Write from the Start - Handwriting without Tears - Speed Up - strategies suggested by OT	Support in the early years with physical development supports children's fine and gross motor skills and their health and wellbeing outcomes. 'On average, children who take part in physical development interventions make around five additional months progress in cognitive outcomes.' Physical development approaches EEF As children progress through the school, fluent handwriting supports improved writing outcomes. Improving Literacy in KS1 Summary of Recommendations Improving Literacy in KS2 Summary of Recommendations	2, 3, 4
Speech and Language Interventions -Language for life programme/Welcomm - Language for Thinking - Talking Partners - Lego Therapy - Strategies suggested by SALT - SALT therapist	Overall, studies of oral language interventions consistently show a positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.	2, 3, 5, 7
Nurture and Mental Health Interventions - Thrive - Sunshine Circles - Socially Speaking - Drawing and Talking Therapy - MHST sessions - Play Therapist - Art Therapist - Mentoring Plus	The average impact of successful SEL interventions is an additional four months' progress over the course of a year Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. The average impact of behaviour interventions is four additional months' progress over the course of a year.	1, 2, 3, 8, 9, 10
Memory Interventions - Mastering Memory	Small group interventions to improve working memory can have a positive impact on overall academic progress of up to 3 months.	3, 4, 5, 6, 7, 8
EAL Interventions - Racing to English	It is essential that we support children newly arrived to the country or those for whom English is an Additional Language as '<i>there is considerable research evidence from England showing that a student's fluency in English is a key predictor of their achievement in national tests at age 11 (e.g. Strand & Demie, 2005) and in public examinations at age 16 (e.g. Demie & Strand, 2006)</i>' EAL and Educational Achievement in England Our intervention will support children to improve their proficiency in English and therefore will	3, 4, 5, 6, 7

	support their overall academic achievements.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £18,052.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for Attendance, Behaviour and Attitudes towards Learning - Breakfast Club places - Rainbow Room - EWO - PFSA (18 hours a week) - Assertive Mentoring - free jumper when starting school for first time - 5 items annually of second hand uniform - PSJ Steps to Success - PSJ Core Routines - Parental Engagement in EYFS (pop-up and play) - PINS project  	Assertive Mentoring combines improving a pupil's self-regulation with parental feedback and engagement. Helping children to improve their metacognition and self-regulation is seen to have a high impact for very low cost (+7 months). Assertive Mentoring is designed to help children to reflect on how they learn, how they behave and how motivated they are. The average impact of the Parental engagement approaches is about an additional four months' progress over a year. There are also higher impacts for pupils with low prior attainment. DFE Working Together to Improve School Attendance	All but especially 1, 8, 9 & 10
Support to access Extra-Curricular opportunities - priority in school clubs - priority for sporting events outside of school - subsidised music lessons - Bursary scheme for pupils showing musical aptitude	Successful schools use a wider range of strategies, including school trips. The research found that high-performing schools, both inside and outside of London, used a broader range of strategies to support disadvantaged pupils than lower-performing schools.	All but especially 10 & 11
Financial support to access cultural capital opportunities	Successful strategies for supporting children from poorer backgrounds included subsidising trips and extracurricular activities, and directing resources towards the early years and foundation stage.	

- free Y6 SATs study book - 25% subsidy for school trips - 25% subsidy for Y4 camp - 25% subsidy for Y6 camp - 25% subsidy for chargeable activities - Book in a box scheme - Banes Affordable schools programme	Book Boxes go above and beyond to encourage reading for pleasure. Children receive 6 books a year, parental engagement is also built into this. Affordable schools allows schools to reflect on the costed items through a year to ensure that all activities and resources are accessible to all	
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TOTAL BUDGETED COST: £136,160

Part B: Review of outcomes (2023-2024)

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	2023-24 Outcomes	Review
Improved oral language skills and increased vocabulary among PP pupils.	Assessments and observations indicate significantly improved oral language and range of vocabulary. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. PP pupils in the Early Years reach a Good Level of Development in Communication and Language and WellComm assessments show good progress.	93% of Rec pupils achieved ARE in Listening, Attention and Understanding and 93% achieved ARE in Speaking. All children on the waiting list for SALT assessments during 2023-24 have now been assessed and targets set where appropriate. Staff CPD- high focus on language development and vocabulary. PP/ Curriculum book scrutiny and lesson observations.	Continue to ensure that children with SALT needs are identified early.⁴ Take part in Language for Life programme to support early identification and intervention for SALT needs in EYFS. Continued emphasis on high quality vocabulary in lessons and high expectations in their use of it. Continued staff training and CPD including Welcomm for all EYFS staff. QLA on NFER tests to look at vocabulary, SPAG etc.
Improved phonics attainment among PP pupils.	85% or more of Y1 non-SEND PP pupils meet the Phonics Screening Check threshold.	Overall, 91% of children passed the Y1 phonics check.	Y2 catch up 1:1 tutoring intervention for children who didn't pass.

		81.8% of PP children passed.	Revise phonics groups to ensure consistency
Improved reading progress and attainment among PP pupils.	PP children make accelerated progress in reading in all year-groups relative to their peers, closing the attainment gap to within 10 percentage points in every year-group. Accelerated Reading assessments show children are making accelerated progress as measured by reading age.	In Year 3 and Year 4, the gap between PP and non-pp has continued to close. In Year 5 PP pupils outperformed non-PP pupils for the first time with 93% of PP pupils at ARE in Nfer tests. In Reception, the difference between PP and non PP in relation to GLD, was 12%.	Focus on Y3, Y5, Y6 and Y1 PP in reading interventions. Continue to focus on PP with bottom 20% readers. Introduce Book in a box scheme for Year 3 Use of Fresh Start materials for KS2. Use AR more consistently in class to track progress. CPD for staff on using AR
Improved writing progress and attainment among PP pupils.	PP children make accelerated progress in writing in all year-groups relative to their peers, closing the attainment gap to within 10 percentage points in every year-group.	In year 5 the gap has closed to 5% and in Year 1 the gap has closed to 3%. In other years The gap between PP and non-pp children in writing remains although most pp children have made progress in-line with their peers. PP children will need to make accelerated progress to close the gap. In Reception, the difference between PP and non PP in relation to GLD, was 12%.	High priority for staff CPD, assessment tasks, use of Write Stuff, interventions, moderation, lesson observations and book scrutiny. Consider other writing intervention programmes for Year 4 and 5
Improved maths attainment for PP pupils at the end of KS2.	PP children make accelerated progress in mathematics in all year-groups relative to their peers, closing the attainment gap to within 10 percentage points in every year-group.	In most year groups, PP pupils have made accelerated progress in maths and are now working at similar levels to their peers with the percentage difference being below 10% in Years 1,2,3,5. This is not the case in Years 4 and 6 In Reception, the difference between PP	High priority for staff CPD front loaded at beginning of year looking at resources and lesson structure. Introduction of tutoring programme in y6. Further development of number sense programme across Years R-4.

		and non PP in relation to GLD, was 12%.	
Improved retention, recall and response to learning for all pupils, especially those who are PP, closes knowledge gaps.	Assessments and observations indicate significantly improved retention, recall and response to learning in wider curriculum areas among PP pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil conferencing and ongoing formative assessment. When talking about their learning pupils are using and applying a wide range of vocabulary.	Structure of all curriculum lessons includes opportunities for retention, recall and response to learning. Evidenced through lesson observations, drop ins, book scrutiny, planning scrutiny, pupil conferencing and ongoing formative assessment.	High quality CPD to ensure that there is appropriate adaptation and scaffolding in place, to ensure that PP pupils can access the opportunities for retention, recall and response to learning in class.
To achieve and sustain improved social and emotional wellbeing for all pupils in our school, particularly our PP pupils.	Sustained high levels of wellbeing demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in behaviour incidents • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils	School has a full time pastoral support mentor, to ensure that all children can access support as needed. Reduction in number of behaviour incidents and fixed term exclusions. All PP children prioritised for nurture/ Thrive sessions. All PP children prioritised for school clubs and sporting events. Introduction of lunchtime clubs to support pupil engagement. Priority given to PP for MHST referrals.	Continue to fund a full time pastoral support mentor in school. Employ Parent support advisor to support families and parents Continue to ensure that opportunities are given to PP pupils, to support their social and emotional wellbeing including music tuition bursary scheme. Priority to PP for Mentoring Plus in Y5/6.
PP children with identified SEN needs receive appropriate	Accurate referrals and targeted interventions/signposting	High number of referrals made to outside	Continue to ensure early identification of needs

support and assessments.	g to other services is achieved. These pupils make good progress in all aspects of school, especially linked to SEND plans and targets.	agencies for pupils with PP and SEND. PP and SEND remain high priority for all interventions. Number of PP with identified SEND has increased during the year from 31%-35%.	to ensure that referrals and targeted interventions/signposting to other services is achieved. Continue to use checklists and internal referral forms.
To achieve and sustain improved behaviour and attendance for all pupils, particularly our PP pupils	Attendance for PP pupils is at least in line with school average. Exclusions reduce for all pupils. Behaviour incidents for PP pupils reduce and proportionately PP pupils will not be more likely to be involved in behaviour incidents than their non-PP peers.	While attendance for PP pupils is slightly lower than the school averages, it does not fall below 90% in any year group.	Develop parental engagement opportunities in EYFS Appoint PFSA with attendance experience to support families Continue to monitor and support our PP pupils to attend school regularly. Maintain good links with attendance officers in the MAT and LA.
PP children are able to access the full range of inspirational clubs and trips on offer to them	Children have participated in, and can talk enthusiastically about, their extra curricular clubs and academic trips.	All PP children prioritised for school clubs and sporting events. Subsidies given for all trips and visits for PP pupils.	25% subsidy for all trips and visits from September. 25% subsidy for music lessons for all PP pupils and bursary scheme available for PP pupils displaying musical aptitude. Monitor provision and range of clubs offered to ensure interest by PP pupils.

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

Programme	Provider
Write Stuff	Jane Considine
Wellcomm	GL Education
RWI	Ruth Miskin

Oxford Owl Spellings	Oxford University press
Accelerated Reader	Renaissance Learning
Nessy	Nessy Learning
Jigsaw (PSHE)	Jigsaw PSHE Ltd