

# Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. This is the second year of a three-year strategy focussing on identified areas of need for 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   | Pear Tree Community Junior School |
| Number of pupils in school  | 357                               |
| Proportion (%) of pupil premium eligible pupils                         | 74% (265)                         |
| Academic year/years that our current pupil premium strategy plan covers | Year 2 of a three-year strategy   |
| Date this statement was published                                       | December 2024                     |
| Date on which it will be reviewed                                       | July 2025                         |
| Statement authorised by   | Governors                         |
| Pupil premium lead  | Arvinder Badwal                   |
| Governor / Trustee lead   | Howard Hanley                     |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £385,910 |
| Recovery premium funding allocation this academic year  | £0       |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £385,910 |

# Part A: Pupil premium strategy plan

## Statement of intent

Pear Tree Community Junior School's ultimate objectives are in line with the whole school development plan and can be summarised into the following:

- To improve outcomes in Reading, Writing and Maths through our universal offer of quality first teaching and targeted academic support.
- To develop strong use of vocabulary within all area of spoken and written work by teaching evidence-based Oracy strategies and to ensure these skills are transferred to written work to improve outcomes.
- To provide high quality targeted support and interventions, ensuring children are taught the right concepts at the right time to make accelerated progress.
- To continue to adopt a range of wider strategies based on evidence, to improve attendance, behaviour and ensuring pupils' personal development.

Our strategy is aligned to our vision, values and ethos, which are built on 'Trust, Care and Grow'. Disadvantaged pupils are entitled to and taught a rich curriculum, which is relevant to modern Britain, meets their needs and allows children to invest in their education. The most vulnerable pupils have access to quality first teaching every day, timely interventions, which are closely evaluated for their impact and delivered effectively. Our Inclusion and Care Team ensure that every child's needs are met, working closely with targeted pupils and their families. The community is supported to raise aspirations for all pupils through a range of engagement strategies.

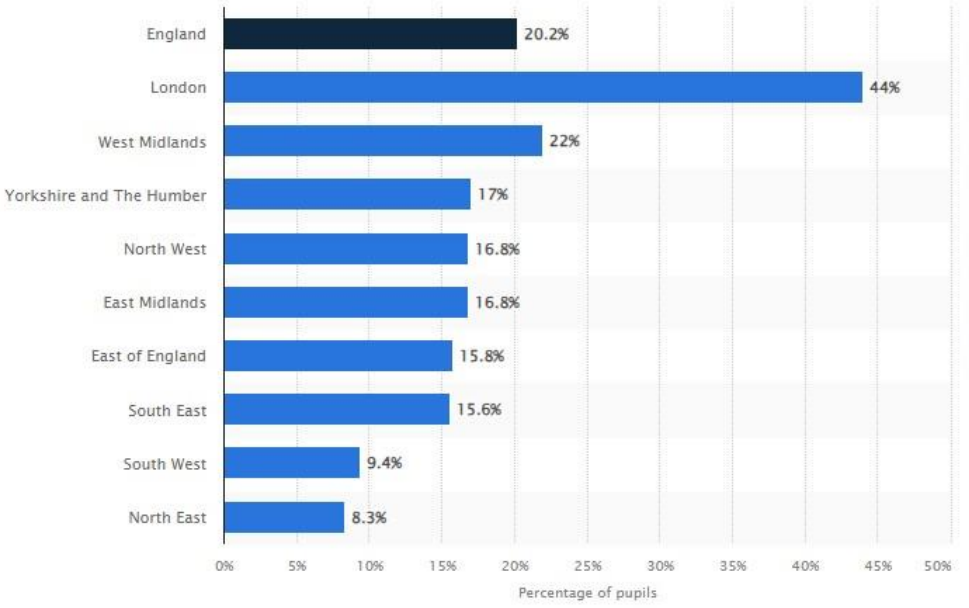
Our school's strategy is rooted in an inclusive approach, where every child is cared for and given the support to grow and flourish. We have high expectations of all pupils and support them to make accelerated progress from their starting points.

The strategy is based on a tiered approach, making sure that the challenges disadvantaged pupils face are addressed and overcome. We have a whole school approach with staff having a strong understanding of the challenges that disadvantaged pupils face. A key principle underpinning the strategy is for our staff to have a strong insight into the issues around disadvantaged pupils and having ambition for all.

## Challenges

Our Pupil Premium students are not a homogeneous group. The causes and consequences of their disadvantage are varied and wide-reaching. Furthermore, alongside disadvantage, other powerful factors may contribute to their risk of underachievement. For example, SEND students and boys underperform relative to their peers. When these factors overlap with being disadvantaged, the risk of underachievement is amplified. This is something to which we are alert and which we factor into our Pupil Premium strategy.

Whilst the causes of disadvantage are varied and wide-reaching, the same is also true of its consequences. The consequences of disadvantage take many forms and present themselves as a diverse range of barriers to learning. This requires the school to adopt a multi-faceted approach to its Pupil Premium strategy, that extends beyond academic intervention and incorporates broader forms of pastoral guidance and support services. Some key challenges specific to our disadvantaged children and families include:

| Challenge number         | Detail of challenge  |        |                      |         |       |        |     |               |     |                          |     |            |       |               |       |                 |       |            |       |            |      |            |      |
|--------------------------|--|--------|----------------------|---------|-------|--------|-----|---------------|-----|--------------------------|-----|------------|-------|---------------|-------|-----------------|-------|------------|-------|------------|------|------------|------|
| 1                        | <p>Many of our children live in houses where they are not surrounded by books, reading or immersed in the English language. 80% of our pupils are identified as speaking English as an additional Language. Below is a graph showing the percentage of pupils whose first language is known or believed to be other than English in England in 2022/23, by region (<a href="http://www.statista.com">www.statista.com</a>)</p>  <table border="1" data-bbox="327 660 1300 1265"> <caption>Percentage of pupils whose first language is known or believed to be other than English in England in 2022/23, by region</caption> <thead> <tr> <th>Region</th> <th>Percentage of pupils</th> </tr> </thead> <tbody> <tr> <td>England</td> <td>20.2%</td> </tr> <tr> <td>London</td> <td>44%</td> </tr> <tr> <td>West Midlands</td> <td>22%</td> </tr> <tr> <td>Yorkshire and The Humber</td> <td>17%</td> </tr> <tr> <td>North West</td> <td>16.8%</td> </tr> <tr> <td>East Midlands</td> <td>16.8%</td> </tr> <tr> <td>East of England</td> <td>15.8%</td> </tr> <tr> <td>South East</td> <td>15.6%</td> </tr> <tr> <td>South West</td> <td>9.4%</td> </tr> <tr> <td>North East</td> <td>8.3%</td> </tr> </tbody> </table> <p>On review of national figures produced in 2023, a significantly higher percentage of children at our school - when compared to other schools in the East Midlands area - face the barrier of English being an additional language.</p> <p>Our children arrive with oracy skills that are below expected standards, with little or limited language skills and this makes accessing the curriculum difficult for them. In addition, this means that children at Pear Tree Community Junior school have a lower-than-average range of vocabulary on entry which is an identified barrier to learning.</p> | Region | Percentage of pupils | England | 20.2% | London | 44% | West Midlands | 22% | Yorkshire and The Humber | 17% | North West | 16.8% | East Midlands | 16.8% | East of England | 15.8% | South East | 15.6% | South West | 9.4% | North East | 8.3% |
| Region                   | Percentage of pupils   |        |                      |         |       |        |     |               |     |                          |     |            |       |               |       |                 |       |            |       |            |      |            |      |
| England                  | 20.2%  |        |                      |         |       |        |     |               |     |                          |     |            |       |               |       |                 |       |            |       |            |      |            |      |
| London                   | 44%  |        |                      |         |       |        |     |               |     |                          |     |            |       |               |       |                 |       |            |       |            |      |            |      |
| West Midlands            | 22%  |        |                      |         |       |        |     |               |     |                          |     |            |       |               |       |                 |       |            |       |            |      |            |      |
| Yorkshire and The Humber | 17%  |        |                      |         |       |        |     |               |     |                          |     |            |       |               |       |                 |       |            |       |            |      |            |      |
| North West               | 16.8%  |        |                      |         |       |        |     |               |     |                          |     |            |       |               |       |                 |       |            |       |            |      |            |      |
| East Midlands            | 16.8%  |        |                      |         |       |        |     |               |     |                          |     |            |       |               |       |                 |       |            |       |            |      |            |      |
| East of England          | 15.8%  |        |                      |         |       |        |     |               |     |                          |     |            |       |               |       |                 |       |            |       |            |      |            |      |
| South East               | 15.6%  |        |                      |         |       |        |     |               |     |                          |     |            |       |               |       |                 |       |            |       |            |      |            |      |
| South West               | 9.4%   |        |                      |         |       |        |     |               |     |                          |     |            |       |               |       |                 |       |            |       |            |      |            |      |
| North East               | 8.3%   |        |                      |         |       |        |     |               |     |                          |     |            |       |               |       |                 |       |            |       |            |      |            |      |
| 2                        | <p>There has historically been a high level of mobility within the school.</p> <p>Mobility by the end of KS2 shows a number of pupils who joined after Y3 admission. In the current Y6. 24 pupils (27%) joined after Y3.</p>   |        |                      |         |       |        |     |               |     |                          |     |            |       |               |       |                 |       |            |       |            |      |            |      |

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| 3 | <p>Attendance rates of many pupils is below expectations, current rates of persistent absence = 21.3%, this is a result of numerous factors including a lack of awareness concerning the impact of missing education, health factors and family circumstances. This situation is currently being compounded by overwhelmed local housing issues.</p> <p>Whole school attendance year-to-date (10/12/24) = 94.0% with 21.3% (76) of pupils persistently absent (PA) children (attendance below 90%). Attendance for children eligible for pupil premium for this period is 93.1%. 70/76 of those persistently absent are eligible for pupil premium.</p> <p>Supporting evidence from ‘Persistent Absence for Unauthorised Other Reasons: who is at risk? (<a href="https://publishing.service.gov.uk">Persistent absence for unauthorised other reasons: who is at risk? (publishing.service.gov.uk)</a>) Suggests that children who fall into a number of identified categories are more at risk of becoming persistently absent, these risk categories include the following:</p> <ul style="list-style-type: none"> <li>• Being eligible for free school meals in the previous year</li> <li>• Being a child in need or on a child protection plan in the previous year</li> <li>• Being of Gypsy/Roma or Irish traveller ethnicity</li> <li>• Girls</li> </ul> <p>School demographic – Roma = 31.3% WOTH = 11.1% Pakistani = 19.7%</p> <p>The current demographic of disadvantaged children fall into multiple risk factors identified above.</p> |
| 4 | <p>The social and emotional development of some of our disadvantaged pupils is below expectations as indicated by school assessment data (Leuven Scales). Levels of wellbeing and involvement are inconsistent. When considering their needs reference should be made to Maslow’s Hierarchy of needs, whereby children who have a positive self-image with regard to their own self-esteem will be more successful academically if their social and emotional needs are met.</p>   |



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| 5 | <p>The knowledge of the wider world is limited in many of our disadvantaged pupils. This is not offset by the advantages of having lived in another country before moving to England (as is true for many of our disadvantaged children). They have limited enrichment opportunities outside of school.</p> <p>Many of our parents face a language barrier, have a negative view of education and are not fully engaged in their child's learning or the life of the school. This is evident from the relatively low recorded parental engagement figures. It is still true that this situation may be exacerbated as a result of some of our parents having had little or no educational experience themselves.</p> |
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## 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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| At least good progress in Reading, Writing and Maths | <p>All teaching will be graded as at least effective.<br/>At least 40% of teaching will be graded as highly effective.</p> <p>All teaching will be effective in the delivery of evidence-based teaching strategies.</p> <p>All children who are new to English will make accelerated progress in the language proficiency scales.</p> <p>All interventions including school-led tutoring demonstrate pupils make at least good progress in Reading, Writing and Maths skills.</p> |

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|   | Sounds Write assessment data indicates accelerated progress in the acquisition of phonics and reading fluency.  |
| Increased % of pupils attaining ARE in Reading. | <p>Pupil outcomes will be tracked effectively across all year groups to ensure that reading results reach at least 65% by the end of key stage two.</p> <p>The number of disadvantaged pupils who achieve ARE will increase with a narrowed gap in performance between this group and non-pupil premium children.</p> |
| Increased % of pupils attaining ARE in Writing. | <p>Pupil outcomes will be tracked effectively across all year groups to ensure that writing results reach at least 65% by the end of key stage two.</p> <p>The number of disadvantaged pupils who achieve ARE will increase with a narrowed gap in performance between this group and non-pupil premium children.</p> |
| Increased % of pupils attaining ARE in Maths.   | <p>Pupil outcomes will be tracked effectively across all year groups to ensure that maths results reach at least 65% by the end of key stage two.</p> <p>The number of disadvantaged pupils who achieve ARE will increase with a narrowed gap in performance between this group and non-pupil premium children.</p>   |

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| <p>Attendance for Disadvantaged pupils to be at or above 95%</p>   | <p>Attendance data reviewed daily to offer support to the most vulnerable.</p> <p>Attendance data reviewed weekly with interventions for targeted families.</p> <p>Class competitions renewed half-termly with incentives implemented every week.</p> <p>Governor attendance reviews completed with key actions and progress.</p> <p>Attendance casework completed on a weekly basis to monitor and provide bespoke intervention for disadvantaged pupils.</p> <p>Representation of disadvantaged pupils as attendance ambassadors.</p> <p>Representation of school at all external events by disadvantaged pupils.</p> <p>Attendance at school events, both academic and non-academic will be at least 80%.</p> |
| <p>Reduce number of incidents of inappropriate behaviour of Disadvantaged Children to ensure learning time is maximised. Reduction in fixed term exclusions.</p> | <p>Reduction in the number of recorded behaviour incidents.</p> <p>No permanent exclusions.</p> <p>Suspensions will be reduced in number due to a culture having been created within school where appropriate and timely support is delivered.</p>   |
| <p>Provide equal entitlement for all children to access a broad and balanced curriculum</p>  | <p>Opportunities for all disadvantaged to access enrichment activities.</p> <p>Curriculum is not narrowed for any pupil and access to a full school curriculum is guaranteed.</p> <p>Pupil Development opportunities are accessed by the most vulnerable pupils.</p> <p>Identification of individual need and provision of resources and materials to enable disadvantaged pupils to fully access the curriculum.</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: £135,000

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Embed QFT by providing CPD in Reading, Writing and Maths.</p> <p>Professional development time for all staff and bespoke CPD package to School Improvement Priorities</p> | <p>The following evidence underpins our activity:</p> <p>NFER Research: Leaders of more successful schools emphasise the importance of 'quality teaching first'. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research, which has found that good teachers are especially important for pupils from disadvantaged backgrounds. <b>For poor pupils the difference between a good teacher and a bad teacher is a whole year's learning.</b></p> <p>'Successful schools adopt a whole school approach to their use of the pupil premium that delivers on the full potential of every pupil..' (Supporting the attainment of disadvantaged pupils – DfE)</p> | <p>1,2</p>                    |

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|  | <p>EEF's Guidance - Improving Literacy in KS2. Key considerations from the reports included:</p> <ul style="list-style-type: none"> <li>• language acquisition must be a high priority in schools, with explicit strategies for extending vocabulary as well as a language rich environment;</li> <li>• Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication.</li> <li>• Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.</li> </ul> <p>EEF's Guidance - Improving Mathematics in KS2/3. Key considerations from the reports included:</p> <ul style="list-style-type: none"> <li>• Use assessment to build upon pupils' existing knowledge and understanding.</li> <li>• Manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) can help pupils engage with mathematical ideas.</li> <li>• Teach strategies for solving problems.</li> <li>• Enable e pupils to develop a rich network of mathematical knowledge. • Develop pupils' independence and motivation.</li> <li>• Use tasks and resources to challenge and support pupils' mathematics.</li> </ul> <p>The CPD offer at Pear Tree Community Junior School includes the provision of additional professional development time for all teachers and Tas. This time is provided once a fortnight.</p> |  |
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| <p>Embed the 'Sounds Write' Programme to Ensure it is improving reading and phonics .</p>  | <p>'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.'</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</a></p> <p>'There is every reason to think that those who complete the 'SoundsWrite' training, and subsequently put it into practice, will be in a strong position effectively to deliver teaching that will achieve the outcomes of the DfE core criteria.'</p> <p>(Report by DfE on Sounds-Write )</p>   | <p>1,2</p>  |
| <p>Monitor and ensure that pupils are empowered to use their voice and improve Oracy skills through effective speaking and listening skills.</p> | <p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills – hence the need for developing oracy. Studies show that effective delivery of Oracy sessions has a high impact.</p> <ol style="list-style-type: none"> <li>1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</li> <li>2. The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</li> </ol> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> | <p>1,2</p>  |
| <p>Increase Leadership capacity to strengthen QFT by target setting and effective pupil progress meetings.</p>                                   | <p>NFER Research shows: Senior leaders in more successful schools ensure that staff are willing to do whatever it takes to help each pupil to succeed. They hold every staff member accountable for pupils' progress. They train staff to provide high quality feedback to pupils and adopt the same approach themselves when providing feedback to staff. Having members of SLT leading the development of our Pupil Premium provision will mean that it is high profile across the school</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/aschools-guide-to-implementation/EEF-ImplementationRecommendations-Poster.pdf">https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/aschools-guide-to-implementation/EEF-ImplementationRecommendations-Poster.pdf</a></p>  | <p>1,2</p>  |
| <p>Embed the role of T&amp;L Lead to deliver Instructional coaching</p>  | <p>Use evidence informed teaching strategies based on a range of studies looking at improving the quality of teaching in key areas such as:</p> <ul style="list-style-type: none"> <li>• Behaviour and Relationships</li> <li>• Explaining and modelling</li> <li>• Questioning and Feedback</li> <li>• Practice and Retrieval – Building secure long-term memory and fluency.</li> </ul>   | <p>1, 2</p> |

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

Budgeted cost: £91, 000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <i>Implement a system of targeted interventions</i>                                 | EEF Toolkit: Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.   | 1, 2,                         |
| <i>Interventions (Led by TA and additional teachers)</i>                            | <p>TA's will be deployed by class teachers to deliver 'pre-teach' sessions as well as 'pick up' any misconceptions from lessons following assessment and feedback. The evidence below highlights the impact Tas can have when deployed effectively.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</a></p>  | 1,2                           |
| Deploy additional Teaching and Support Staff resources to target academic progress. | <p>Additional teaching capacity supports meeting the needs of our most vulnerable learners.</p> <p><a href="https://www.gov.uk/guidance/supporting-pupils-wellbeing">https://www.gov.uk/guidance/supporting-pupils-wellbeing</a></p>  | 4                             |
| <i>Implement a programme of tutoring supported by learn by Questions</i>            | <p>By using Pupil Premium funding to subsidise a program of School Led Tutoring we ensure targeted pupils access and benefit from additional 1:1 or small group tutoring sessions. Data analysis based on KS 1 and EYFS milestones are used to create individual flightpaths for pupils which are then used to target support where it is most needed.</p> <p>EEF – <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition</a></p> | 1,2                           |

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

Budgeted cost: £163,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p><i>Attendance – daily monitoring including home visits and incentives.</i></p> | <p><a href="https://www.gov.uk/government/publications/absence-andattainment-at-key-stages-2-and-4-2013-to-2014">https://www.gov.uk/government/publications/absence-andattainment-at-key-stages-2-and-4-2013-to-2014</a></p> <p>Higher overall absence leads to lower attainment at KS2 and KS4</p> <p>There's a clear link between poor attendance and lower academic achievement. Pupils with persistent absence are less likely to stay in education.</p> <p>NFER research shows: more successful schools set up rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school</p> <p><a href="http://www.gov.uk">Working together to improve school attendance – GOV.UK (www.gov.uk)</a></p> <p>Systems and processes developed and maintained within school are aligned with the above guidance document (as of Sept. 2022). Daily home visits and monitoring of attendance is designed to create a more open and articulate channel of communication with families.</p> <p>Funding is utilised to support attendance incentives. The effectiveness of these incentives is regularly monitored, and reasonable adjustments are made.</p> | <p>3</p>                      |

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| <p><i>Attendance – Weekly / Half termly monitoring providing support and advice to persistent absentees</i></p>                    | <p>The document outlines the benefit of regular monitoring, reinforcing expectations and putting whole school strategies in place to improve attendance.</p> <p><a href="https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p> <p><a href="https://www.gov.uk/government/publications/working-together-to-improve-school-attendance">Working together to improve school attendance – GOV.UK (www.gov.uk)</a></p> <p>The above document clearly outlines the expectations of all stakeholders with respect of attendance. Making clear the importance of regular analysis and action planning to reduce the instances of persistent absenteeism.</p> | <p>3</p>    |
| <p><i>Leadership and monitoring Behaviour Policy and Curriculum</i></p>  | <p>NFER Research shows: Pupils have to be in school and able to pay attention before they can access learning. More successful schools make sure they have really effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. They also have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/behaviour-interventions</a></p>  | <p>3, 4</p> |
| <p><i>Implementation of RULER curriculum to support Social and emotional development</i></p> <p><i>MarvellousMe Curriculum</i></p> | <p>Bespoke PSHE curriculum based on our school context is key in addressing the specific issues based on our cohort.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>  | <p>4, 5</p> |
| <p><i>Individual Support and counselling</i></p>   | <p>Place2Be counselling services brought in utilising Pupil Premium funding.</p> <p>Leuven Scales are utilised to identify most vulnerable pupils. The CARE Team and mentors provide support for children with multiple needs including disadvantaged pupils with SEND.</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-and-selfregulation">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-and-selfregulation</a></p>   | <p>4</p>    |
| <p><i>Community Communication through regular newsletters,</i></p>   | <p>EEF: Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with</p>  | <p>3,4</p>  |

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| <p><i>parents workshops, meetings and working with the New Communities team.</i></p> | <p>children’s academic outcomes. Schools can support parents to engage with their children’s learning in a wide range of ways, for example, by:</p> <ul style="list-style-type: none"> <li>• providing regular feedback on children’s progress,</li> <li>• offering advice on improving the home learning environment</li> </ul> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/supportingparents/EEF_Parental_Engagement_Guidance_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/supportingparents/EEF_Parental_Engagement_Guidance_Report.pdf</a></p> <p><a href="http://www.gov.uk">Working together to improve school attendance – GOV.UK (www.gov.uk)</a></p> <p>In line with the above attendance guidance, we strive to create a support network whereby confidence in working with the school increases and families are offered appropriate and accessible workshops and sessions designed to raise the profile and importance of children attending school regularly.</p> |            |
| <p><i>Breakfast Club</i></p>   | <p>Department for Education Research Report <a href="#">Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation Research Report March 2017</a></p> <p>6.1 Hunger and eating habits All the case study school interviewees reported that breakfast clubs were having a real impact on reducing the numbers of children being hungry in the morning. They all believed many of their pupils would not be eating breakfast if the breakfast club was not available. Nearly all of the pupils interviewed said that eating breakfast in school stopped them feeling hungry in class.</p>   | <p>3,4</p> |
| <p><i>Targeted Enrichment Activities</i></p> <p><i>Trips/Residential</i></p>         | <p>Subsidise trips and residential visit for all children. Disadvantaged children to have equal access to after school clubs and other curriculum enrichment</p> <p>Since 2009, Paul Hamlyn Foundation’s Learning Away initiative has sought to define and evidence the impact of high-quality residential learning and to encourage schools across the UK to commit to providing these experiences for all students.</p> <p>In June 2015, York Consulting published its final independent evaluation of Learning Away residentials, identifying their impacts as well as what it is about the overnight stay that can bring about such positive powerful outcomes for young people long after their return to school.</p> <p><a href="#">Learning Away full report</a></p>   | <p>5</p>   |

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|  | <p>In addition to supporting the subsidising of school trips.</p> <p>Throughout the school year, funding is utilised to reduce barriers to attending school through the purchase of necessary school uniform and resources required to support disadvantaged pupils in attending school.</p> |  |
|--|--|--|

## Total budgeted cost: £389,000 (costs rounded up)

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 over the period 2023-24 as an analysis of the impact of the first year of our current strategy:

| Intended outcome  | Impact  |
|---|---|
| <p>At least good progress in Reading, Writing and Maths</p> | <p>All teaching was graded as at least effective and the amount of highly effective teaching increased to 30%. This was quality assured by the Trust and peer review.</p> <p>All teaching was delivered through evidence-based teaching strategies. CPD was effective in improving teaching confidence and quality.</p> <p>Pupil progress meetings were used to highlight successes and pupils who required targeted support to ensure they made at least good progress. School internal data indicates:</p> <p>Reading</p> <p>Y3 – 90% of pupils made at least good progress.<br/> Y4 – 75% of pupils made at least good progress.<br/> Y5 – 82% of pupils made at least good progress<br/> Y6 – 87% of pupils made at least good progress</p> <p>Maths</p> <p>Y3 – 75% of pupils made at least good progress.<br/> Y4 – *60% of pupils made at least good progress.<br/> Y5 – 70% of pupils made at least good progress<br/> Y6 – 94% of pupils made at least good progress</p> <p>*These figures were lower than expected and has led to a change in the way Maths is delivered in Y4. Early indications have demonstrated a clear</p> |

|  |  |
|--|--|
|  | <p>impact with over 90% of pupils making accelerated progress in the Autumn Term.</p> <p>Children who are NTE were assessed using the Bell Foundation and demonstrated at least good progress in the language proficiency scales.</p> <p>Detailed records were kept on the impact of school-led tutoring on individual pupils. Records indicated at least good progress from baseline to exit data for the vast majority of pupils.</p> <p>80% of pupils who attended school led tutoring groups were eligible for PP funding. Many of those pupils accessed more than one tutoring programme. This was a very successful intervention and will be prioritised by the school despite the removal of recovery premium.</p> <p>Sounds Write assessment data is routinely monitored to ensure accelerated progress in the acquisition of phonics and reading fluency. Where slow progress is identified further intervention is put in place.</p> |
|--|--|

| <p>Increased % of pupils attaining ARE in Reading.</p> | <p>Although outcomes were than lower than 65% and a gap between pupils eligible for PP funding and their peers, gains were made in the number of pupils achieving ARE.</p> <p>Pupil outcomes will be tracked effectively across all year groups to ensure that reading results reach at least 65% by the end of key stage two. The table below indicates the percentage gains in achieving age related expectations by year group.</p> <table border="1" data-bbox="831 1435 1509 1648"> <thead> <tr> <th>Year Group</th> <th>% Gains</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>19%</td> </tr> <tr> <td>4</td> <td>11%</td> </tr> <tr> <td>5</td> <td>11%</td> </tr> <tr> <td>6</td> <td>14%</td> </tr> </tbody> </table> <p>The number of disadvantaged pupils who achieve ARE will increase with a narrowed gap in performance between this group and non-pupil premium children.</p> | Year Group | % Gains | 3 | 19% | 4 | 11% | 5 | 11% | 6 | 14% |
|--|---|------------|---------|---|-----|---|-----|---|-----|---|-----|
| Year Group   | % Gains   |            |         |   |     |   |     |   |     |   |     |
| 3  | 19%   |            |         |   |     |   |     |   |     |   |     |
| 4  | 11%   |            |         |   |     |   |     |   |     |   |     |
| 5  | 11%   |            |         |   |     |   |     |   |     |   |     |
| 6  | 14%   |            |         |   |     |   |     |   |     |   |     |

| <p>Increased % of pupils attaining ARE in Writing.</p> | <p>Although outcomes were than lower than 65% and a gap between pupils eligible for PP funding and their peers, gains were made in the number of pupils achieving ARE.</p> <p>Pupil outcomes will be tracked effectively across all year groups to ensure that writing results reach at least 65% by the end of key stage two.</p> <table border="1" data-bbox="831 456 1508 672"> <thead> <tr> <th>Year Group</th> <th>% Gains</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>0</td> </tr> <tr> <td>4</td> <td>4%</td> </tr> <tr> <td>5</td> <td>2%</td> </tr> <tr> <td>6</td> <td>12%</td> </tr> </tbody> </table> <p>Writing will be a focus for CPD.</p> <p>The number of disadvantaged pupils who achieve ARE will increase with a narrowed gap in performance between this group and non-pupil premium children.</p> | Year Group | % Gains | 3 | 0   | 4 | 4% | 5 | 2%  | 6 | 12% |
|--|---|------------|---------|---|-----|---|----|---|-----|---|-----|
| Year Group   | % Gains   |            |         |   |     |   |    |   |     |   |     |
| 3  | 0   |            |         |   |     |   |    |   |     |   |     |
| 4  | 4%  |            |         |   |     |   |    |   |     |   |     |
| 5  | 2%  |            |         |   |     |   |    |   |     |   |     |
| 6  | 12%   |            |         |   |     |   |    |   |     |   |     |
| <p>Increased % of pupils attaining ARE in Maths.</p>   | <p>Although outcomes were than lower than 65% and a gap between pupils eligible for PP funding and their peers, gains were made in the number of pupils achieving ARE.</p> <p>Pupil outcomes will be tracked effectively across all year groups to ensure that maths results reach at least 65% by the end of key stage two.</p> <table border="1" data-bbox="831 1312 1508 1527"> <thead> <tr> <th>Year Group</th> <th>% Gains</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>21%</td> </tr> <tr> <td>4</td> <td>4%</td> </tr> <tr> <td>5</td> <td>10%</td> </tr> <tr> <td>6</td> <td>26%</td> </tr> </tbody> </table> <p>The number of disadvantaged pupils who achieve ARE will increase with a narrowed gap in performance between this group and non-pupil premium children.</p>                                      | Year Group | % Gains | 3 | 21% | 4 | 4% | 5 | 10% | 6 | 26% |
| Year Group   | % Gains   |            |         |   |     |   |    |   |     |   |     |
| 3  | 21%   |            |         |   |     |   |    |   |     |   |     |
| 4  | 4%  |            |         |   |     |   |    |   |     |   |     |
| 5  | 10%   |            |         |   |     |   |    |   |     |   |     |
| 6  | 26%   |            |         |   |     |   |    |   |     |   |     |

Attendance for Disadvantaged pupils to be at or above 95%

- Whole-school data trends show an improving trend in attendance figures over the period of the strategy.
- Whole school attendance this year to date is 93.5% (as of 19/12/24)
- Current percentage attendance for children eligible for pp funding = 92.6%. An increase of 2% from this time last year.
- Current percentage attendance for non-pp children = 96.6%
- Attendance strategies are a long-term priority and we are now seeing the impact of these on all children. Latest figures show improvements for all groups and ensuring of the attendance gap.

| Year    | Whole school | PA figure |
|---------|--------------|-----------|
| 2023-24 | 90.4%        | 40.8%     |
| 2024-25 | 92.1%        | 33%       |

Attendance data was reviewed daily to offer support to the most vulnerable.

Class competitions were renewed half-termly with incentives implemented every week.

Governor attendance reviews were completed with key actions and progress.

Attendance casework completed on a weekly basis to monitor and provide bespoke intervention for disadvantaged pupils.

Representation of disadvantaged pupils as attendance ambassadors.

Representation of school at all external events by disadvantaged pupils.

Attendance at school events, both academic and non-academic increased across the academic year. The school hold detailed registers.

| <p>Reduce number of incidents of inappropriate behaviour of Disadvantaged Children to ensure learning time is maximised. Reduction in fixed term exclusions.</p> | <p>Behaviour data was routinely monitored and demonstrated a reduction in the number of recorded behaviour incidents.</p> <p>There were no permanent exclusions.</p> <p>Suspensions have reduced in number due to a culture having been created within school where appropriate and timely support is delivered.</p> <table border="1" data-bbox="826 504 1497 1048"> <thead> <tr> <th>Year</th> <th>frequency</th> <th>No. of pupils</th> <th>PP</th> <th>Non-pp</th> <th>% pp</th> </tr> </thead> <tbody> <tr> <td>2021-22</td> <td>18</td> <td>11</td> <td>9</td> <td>2</td> <td>81%</td> </tr> <tr> <td>2022-23</td> <td>8</td> <td>5</td> <td>2</td> <td>3</td> <td>40%</td> </tr> <tr> <td>2023-24</td> <td>5</td> <td>4</td> <td>4</td> <td>0</td> <td>100%</td> </tr> <tr> <td>2024-25</td> <td>2</td> <td>2</td> <td>2</td> <td>0</td> <td>100%</td> </tr> </tbody> </table> | Year          | frequency | No. of pupils | PP   | Non-pp | % pp | 2021-22 | 18 | 11 | 9 | 2 | 81% | 2022-23 | 8 | 5 | 2 | 3 | 40% | 2023-24 | 5 | 4 | 4 | 0 | 100% | 2024-25 | 2 | 2 | 2 | 0 | 100% |
|--|---|---------------|-----------|---------------|------|--------|------|---------|----|----|---|---|-----|---------|---|---|---|---|-----|---------|---|---|---|---|------|---------|---|---|---|---|------|
| Year   | frequency   | No. of pupils | PP        | Non-pp        | % pp |        |      |         |    |    |   |   |     |         |   |   |   |   |     |         |   |   |   |   |      |         |   |   |   |   |      |
| 2021-22  | 18  | 11            | 9         | 2             | 81%  |        |      |         |    |    |   |   |     |         |   |   |   |   |     |         |   |   |   |   |      |         |   |   |   |   |      |
| 2022-23  | 8   | 5             | 2         | 3             | 40%  |        |      |         |    |    |   |   |     |         |   |   |   |   |     |         |   |   |   |   |      |         |   |   |   |   |      |
| 2023-24  | 5   | 4             | 4         | 0             | 100% |        |      |         |    |    |   |   |     |         |   |   |   |   |     |         |   |   |   |   |      |         |   |   |   |   |      |
| 2024-25  | 2   | 2             | 2         | 0             | 100% |        |      |         |    |    |   |   |     |         |   |   |   |   |     |         |   |   |   |   |      |         |   |   |   |   |      |
| <p>Provide equal entitlement for all children to access a broad and balanced curriculum</p>  | <p>Opportunities for all disadvantaged to access enrichment activities.</p> <p>Curriculum is not narrowed for any pupil and access to a full school curriculum is guaranteed.</p> <p>Pupil Development opportunities are accessed by the most vulnerable pupils.</p> <p>Identification of individual need and provision of resources and materials to enable disadvantaged pupils to fully access the curriculum.</p>   |               |           |               |      |        |      |         |    |    |   |   |     |         |   |   |   |   |     |         |   |   |   |   |      |         |   |   |   |   |      |

### 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                   |
|-----------------------------------|----------------------------|
| Place 2 Be – Counselling services | Place 2 Be                 |
| Canoville Mentoring Programme     | Brighter Futures           |
| Mentoring Support                 | Elite Football Development |
| New Communities                   | Local Authority            |

## Service pupil premium funding (optional)

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

| Measure  | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year?    | N/A     |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A     |