



Pupil Premium Strategy Statement

Edith Cavell Primary School

Academic Year	2023-2024	Total PP budget	£101,850	Amount of PP received per child	£1,455
Total number of Pupils	275	Number of pupils eligible for PP	70	Review of PP strategy	July 2024

1. Strategy Statement

Edith Cavell Primary is determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focused support, curriculum enrichment, and pastoral care. We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. Indeed, it should be noted, that many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria. We are committed to ‘Closing the Gap’ between vulnerable pupils and their peers; the pupil premium funding forms a vital part of this process.

The Government allocates Pupil Premium, additional funding, to help schools close the attainment gap between pupils from low-income and other disadvantaged families, and their peers. If a pupil has been eligible for Free School Meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After), the school receives an amount per head within their budget. A provision is also made for pupils who have a parent in the armed services.

This funding helps remove barriers to learning so that all our pupils reach their full potential and enables them to fully engage in our curriculum and school life. The governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

Provision will be made through:

- Facilitating pupils’ access to education
- Facilitating pupils’ access to the curriculum
- Alternative support and intervention within the school

2. Current attainment

	KS2 – 2022 Pupils eligible for PP - 13	KS2 – 2023 Pupils eligible for PP - 8	KS2 – 2024 Pupils eligible for PP -11	KS2 – 2022 Pupils not eligible for PP - 27	KS2 – 2023 Pupils not eligible for PP – 29	KS2 – 2024 Pupils not eligible for PP – 28
	% achieved expected level or above					
Reading	38%	62.5% (5/8)	63% (7/11)	81%	75.9%	71%
Writing	31%	62.5% (5/8)	45% (5/11)	67%	65.5%	61%
Maths	46%	62.5%(5/8)	55% (6/11)	81%	79.3%	75%
GPAS	62%	75%(6/8)	63% (7/11)	81%	58.6%	78%
RWM combined	23%	37.5%	45%	63%	82.8%	61%

In 2023 – 2 children who are PP are also SEN – 1 with an EHCP

In 2023 – 2 children who are PP are also EAL – 1 arrived in the country this year

In 2024- 3 children who are PP are also SEN; 6 who are PP are also EAL.

	KS1 – 2022 Pupils eligible for PP - 9	KS1 – 2023 - Pupils eligible for PP -14	KS1- 2024- Pupils eligible for PP- 9	KS1 – 2022 - Pupils not eligible for PP - 15	KS1 – 2023 - Pupils not eligible for PP - 29	KS1- 2024- Pupils not eligible for PP- 32
	% achieved expected level or above					
Reading	44%	50%	44%	67%	69%	68%
Writing	33%	50%	56%	40%	69%	66%
Maths	44%	50%	56%	60%	79.3%	66%
RWM combined	33%	42.9%	44%	40%	62.1%	59%

In 2023 – 5 children who are PP are also SEN – 1 with EHCP

In 2024- 2 children who are PP are also SEN; 1 is EAL.

3. Barriers to Future Attainment (for pupils eligible to PP)

In school barriers

A	The gap between PP children and their peers within school and nationally
B	A higher percentage of pupils with EAL/SENd within this group than the non PP eligible

C	% of children who are PP eligible are working significantly lower in the areas of communication and language on entry than their peers, with low levels of vocabulary
D	Pupils and their families have a lack of aspirations for their futures reducing their motivation and commitment to learning
E	Pupils not being 'ready to learn' in class (pupils are not in a secure place mentally/emotionally) and demonstrate poor learning skills such as difficulties with organisation, commitment and resilience.
External barriers	
F	The home learning environment is not always conducive for effective learning for some pupil premium children and there are a lack of regular routines including home reading, homework, spellings and having correct equipment in school such as a PE kit.
G	Parental engagement with school and perceptions and importance of education leads to poor attendance of Pupil Premium eligible children
H	Lack of engagement from parents for home reading and home /school learning as well as parental ability to support learning at home and the need for parents to help children with their daily reading, phonics development, writing and number skills.
I	Low household income restricts the life experiences of children and the opportunity for the extra-curricular, cultural or out of school activities such as holidays, visits to local and national places of interest and so limits the opportunity to develop cultural capital. (Cultural capital is the essential knowledge and experiences that children need to prepare them for their future success)

4. Desired outcomes		
Desired Outcomes and how they will be measured		Success Criteria
A	Pupils receive the support within school to narrow the gap between PP and NPP nationally in all year groups.	<ul style="list-style-type: none"> • The gap between PP and NPP Nationally will narrow so that at least 65% of PP children are working at ARE by the end of the academic year 2024. • Termly assessment by SLT and Teachers via various assessment methods including formal and informal. • SLT and Teachers will have a greater awareness of the PP pupils in their class and hold more accountability for PP outcomes for themselves and as a year group. • PP pupils known to all staff within the year group and across the school. • PP pupils closely monitored for attainment/progress/attendance by class teachers/TA's and SLT. • Consistent implementation of excellent practice and high expectations across the school, with all teaching to be consistently good. • Highly effective teaching leading to good/outstanding progress of PP pupils. • Increased % of pupils working at or above age related expectations across the school in Reading, Writing and Maths.

		<ul style="list-style-type: none"> Increased parental engagement, through supporting parents to help their child with their home learning.
B	Pupils coming into school that are PP with weak language levels and restricted vocabulary have daily communication-rich opportunities	<ul style="list-style-type: none"> Identified EYFS and KS1 staff to complete word level language training to be disseminated down to other staff in the phase. Identified EYFS and KS1 staff to complete on-going training for oral language interventions. Pupils taught Sounds Write will gain clear pronunciation and word semantics when reading Pupils will engage in regular drama opportunities within English lessons, to gain more expressive writing skills All staff encouraged to speak using grammatically correct language and re-shape children's responses where necessary so that children's language skills will be increased.
C	All pupils are encouraged and those that want to take part will participate in school trips and other trips that extend their personal experience including after school clubs and other extra-curricular activities.	<ul style="list-style-type: none"> All pupils' who eligible for PP funding will access half price costs for any trips or visits. Some may access full costs of visits and trips. A greater number of Reception and KS1 parents will complete the forms necessary to enable PP funding. A greater number of PP pupils will have access to residential, school trips and after school clubs.
D	All pupils eligible for PP will receive support in reading at school and support with comprehension of texts. This support will develop a culture of reading for enjoyment.	<ul style="list-style-type: none"> Improvements in the provision of reading for PP pupils. Teacher and TA intervention for reading to be consistent across the whole school. Consistent implementation of excellent practice and high expectations across the school for reading. Increased % of PP pupils working at ARE or above across the school in reading.
E	Parents are able to support children with home learning, including Reading, Writing and Maths development and remain active partners in their children's learning.	<ul style="list-style-type: none"> On-going letters, handouts and emails for parents explain the curriculum and learning opportunities for their children. On-going letters, handouts and emails for parents on how they can help with their child's learning. Sharing of children's termly targets If PP children are SEN, Provision Maps will support parents on focused targets

		<ul style="list-style-type: none"> • Open day events and year group learning workshops. • Homework clubs for each phase for children to attend • Targeted parents invited to attend curriculum workshops
G	Attendance of PP children is in line with national averages.	<ul style="list-style-type: none"> • Attendance officer makes daily contact of PP child is not in school, or continually late leading to improved awareness of importance of good attendance by parents • Importance of good attendance repeatedly highlighted to whole school across the year • Individual attendance meetings with Head teacher if a PP child's attendance falls below 90% to enable HT to fully understand barriers to attendance and punctuality • PP children to be offered FOC places at Breakfast and after school clubs to motivate attendance and punctuality • Siblings of children invited to additional tutoring and boosting, attend Gems or breakfast club to ensure sibling can attend additional tutoring sessions. • Identified child(ren) plus parent supplied with bus pass to ensure financial difficulties is not preventing regular attendance at school

5. Planned Expenditure

The plan below demonstrates how we are using Pupil Premium to improve classroom pedagogy, provide targeted support and enrichment and experiences.

Quality teaching for all

Desired Outcome	Chosen Action/Approach	Cost	Success Criteria	Staff Lead	Review -
Disadvantaged pupils make progress from their starting points; those who have 'fallen behind' make	Continual raising of teachers' expectations of PP pupils and provision of challenge for these children in all lessons [focus of all lesson observations]	£48,000	Disadvantaged pupils are either; at least maintaining their previous year/KS1 position; making accelerated progress to at least return to this standard or making accelerated	LS	Reading (Years 1-6): PP chn: 64% made above expected progress. Average point score increase of +0.7pts.

<p>accelerated progress and 'catch-up' or exceed prior attainment standards.</p>	<p>Half termly book trawls by Phase lead and half termly assessment data analysis.</p> <p>Provision of teacher led [wherever possible] interventions and small group sessions to ensure disadvantaged pupils keep-up and catch-up. Half termly book trawls by Phase lead and half termly assessment data analysis.</p> <p>Maintain pupil to adult ratios to support PP children by deploying TAs to identified areas of need. Half termly review of deployment</p>		<p>progress to improve on the previous year/KS1 position if this was low.</p>	<p>Non-PP chn: 72% made above expected progress. Average point score increase of +0.7pts.</p> <p>This shows that the disadvantaged pupils were making accelerated progress from their starting points; the increase in attainment points was comparable to non-disadvantaged pupils for Reading.</p> <p>Writing: PP chn: 46% of chn made expected progress, with 51% of chn making above expected progress. Average point score increase of +0.5pts</p> <p>Non-PP chn: 30% of pupils made expected progress, with 60% of pupils making above expected progress. Average point score increase of +0.7 points.</p> <p>This data shows that 97% of disadvantaged pupils made expected, or above expected progress from their starting points in Writing. The average point score increase was slightly lower for disadvantaged pupils, showing that there is still work to be done in narrowing the attainment gap.</p> <p>Maths: PP chn: 29% of chn made expected progress, 71% of chn made above expected progress. Average point score increase of +0.8pts.</p>
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					<p>Non-PP chn: 20% of chn made expected progress, 70% of chn made above expected progress. The average point score increase was +0.9pts.</p> <p>This shows that all PP chn made expected, or above expected, progress in Maths during 2023-24. There was still an average point score gap of -0.1 points between disadvantaged and non-disadvantaged pupils, showing that this target is still ongoing despite positive improvements.</p>
Revisit Writing for a Purpose' training taking into account EFF, CLPE and Literacy Trust research and reports to support disadvantaged pupils to make accelerated progress within their writing and to support their engagement.	Review EFF Report into improving literacy in KS1 and Report into improving literacy in KS2, CLPE report 'Writing in Primary Schools – What we know works' to identify where recommendations are being applied to teaching, learning and progress within Edith Cavell Writing curriculum across the school to ensure those who are disadvantaged, are able to engage effectively within English lessons and their writing is purposeful and coherent.		Disadvantaged pupils will engage more within English writing lessons and will make accelerated progress.	HC	Following a review of the Writing curriculum at EC, pupil voice surveys highlight pupils' increased engagement in Writing and this has been shown through the data, where 51% of PP chn made above expected progress from their starting points.
Disadvantaged pupils who enter school at any stage with oracy issues and less well developed speech, knowledge & understanding of language make rapid progress to enable them to narrow the gap on achieving the expected standard in their year group	Trained school staff will deliver Talking Success, Lift off to Language, Talk for All, NELI and Five to Thrive to children with identified speech and language issues or identified as disadvantaged. Delivery could be whole class, small group or individuals.	£5,000	Disadvantaged pupils with identified speech and language issues make rapid progress and the gap in achievement is narrowed between identified disadvantaged pupils and their peers.	LS/HC	58% of SEND pupils have a highlighted SLCN. In Reading, 26% of PP chn with SEND made accelerated progress, and 74% of pupils made expected progress. An average point score of +0.3pts progress was made. In Writing, 74% of pupils with PP and a SLCN made expected progress from their starting points, and 21% made above expected progress. An average point score of +0.2 points was seen. This is reduced compared to other progress scores, so this is therefore an ongoing area of need to target for next year.

					In Maths, 79% of pupils with PP and an identified SLCN achieved expected progress in Maths, with 21% making above expected progress. An average point score increase of +0.3 points was seen, which was lower than those without SLCN. This target is therefore ongoing.
Disadvantaged pupils partake in Forest school programme that provides them with opportunities to experience the outdoors, problem solving and decision making activities	Each half term, groups of identified children access Forest school programme within the school grounds.	£1,000	Identified children learn new skills which they can apply in a range of different circumstances. Well-being and mental health of participants is improved	CP	Wellbeing surveys on Integris often show increased wellbeing for pupils in the term following the Forest School intervention.
Y6 children who are unable to swim 25 meters continue to access swimming lessons to develop swimming skills, stamina and stroke technique	Y6 children who are unable to swim 25 meters, continue to access weekly swimming lessons at Trinity Arts Centre. Swimming teachers work in small groups with identified children to develop their swimming abilities	£2,000	Increased number of Y6 children are able to swim 25 meters unaided using a recognised stroke	CP	Awaiting data.
	Total	£56,000			

Targeted Support

Desired Outcome	Chosen Action/Approach	Cost	Success Criteria	Staff Lead	Review -
Pupils with additional well-being and mental health needs are supported effectively.	Learning mentor will support individuals or groups to meet their emotional and well-being needs. Learning mentor develops relationship with parents of identified pupils to ensure that any home issues raised by pupils can be addressed and parental skills to support learning at home and engagement are increased. Targeted children to work with the NHS Mental Health Support Team Half termly review with Inclusion lead	£8,000	Pupils who experience a barrier to learning, a dip in well-being or mental health have the opportunity to explore their feelings and address the barriers to learning. This will lead to improved learning and attainment and a narrowing of the gap in achievement to their peers.	LS	Two LKS2 groups with between 5 and 6 pupils in each group took place in the MHST (Mental Health Support Team) intervention sessions. Sessions were held for an hour at a time. The sessions were not beneficial and ended up requiring on some occasions 3 staff for 5-6 pupils. There was not any obvious impact of the sessions. Learning mentor sessions are always received well by the children and allow them to

					space and time to talk about what is happening in and out of school. Pupils from across all KS are involved in mentoring sessions, and they come out for around 30 mins at a time.
Pupils who are new to English rapidly develop knowledge of, understanding of and use of English.	New to English learners receive weekly intervention to develop knowledge of English in everyday situations, grammar rules and standard English. Delivery could be small groups or individuals.	£8,000	New to English learners are able to express themselves in everyday situations coherently and develop a basic understanding of grammar and standard English.	LS	Learners new to English had the opportunity to work on their basic language skills and language acquisition. Sessions happened weekly and lasted between 30-60 minutes each session.
Concentration levels for disadvantaged pupils are boosted by rehydration and protein.	Children qualifying for pupil premium funding are provided with 189ml of milk (one third of a pint) each day.	£3,367	Pupils are fed and rehydrated so they are better able to concentrate for the second half of the morning.	HC	Achieved. Pupils were offered milk from the 'Cool Milk' programme each breaktime.
Vulnerable children have increased life chances by being offered opportunity to access individual instrument lessons	PP children in LKS2 offered the opportunity to undertake group violin lessons with peripatetic music teacher	£1000	PP have opportunity to develop wider skills and interests that may be unavailable to them outside school.	HC/JMo	A total of 7 PP children across KS2 were involved in violin lessons throughout the year. The pupils had 1 x hour lesson each week. They performed in a showcase during the Summer term.
Attendance levels of disadvantaged pupils is raised to enable consistent and full access to quality whole class teaching and where appropriate targeted small group and 1-1 support	New specific attendance officer role created to challenge non-attendance and punctuality. Use First Day Contact consistently and effectively to track the absence of vulnerable pupils and those identified as 'Persistent Absenteeism' Patterns of attendance, punctuality and unauthorised absence shared with parents at each parent consultation meeting. Scrutinise attendance data for those vulnerable groups where progress is identified as falling below what is expected and take steps to raise attendance levels. Purchase weekly/monthly bus passes for identified vulnerable children living out of walking distance from the school to encourage improved regular attendance at school.	£4,000	Attendance of vulnerable pupils is improved and so they are in class consistently to access high quality learning, teaching and tailored additional support leading to improved outcomes Attendance of children being supported with bus pass improves and improvements are sustained.	HC	Attendance officer role was created, and an appointment was made in order to fill this position. Various strategies have been put into place to support families with attendance. Coffee mornings have been held, an attendance '12 days of Christmas attendance' competition, letters home for pupils falling below expected attendance figures, notes in the newsletter, phone calls home, plus the continuation of attendance awards in whole-school assemblies and class attendance award each Monday. Families have continued to be supported with bus passes where needed.

					Attendance is now recorded on provision maps. Class teachers are given attendance record printouts to share at parent consultation meetings.
Attendance at school of vulnerable pupils does not fall into the persistent absenteeism category (PA)	Identified vulnerable children, who do not live within walking distance to school, and are at risk of becoming PA are provided with a weekly/monthly bus pass for parent and child(ren) to remove cost of travel as a barrier to attending school. Provision of bus passes to be reviewed each half term through discussion with parents and following review of attendance data Identified vulnerable children at risk of becoming PA, who live within walking distance, may be collected by staff members if need arises.	£1,000	Attendance of vulnerable pupils improves and as a result achievement of targeted child(ren) accelerates	HC	When persistent absenteeism is defined as missing 10% or more of school sessions, the following report can be made: From the year 2023 – 2024 Reception – x 6 pupils (67% PP) Y1 – x 6 pupils (67% PP) Y2 – x 5 pupils (80% PP) Y3 – x 5 pupils (60% PP) Y4 – x 5 pupils (40% PP) Y5 – x 5 pupils (40% PP)
All children will experience and be included to attend school residential trips with their peers, should they wish to. Other residential or trips made available in order to improve resilience and self-esteem along with team building and cooperation skills.	To continue to provide financial support for PP pupils to enable them to attend termly enrichment opportunities linked to the theme's 'bigger picture' and purpose for writing, school trips, residential and after school clubs. Residential and school trips ensure that we are developing the whole child and providing them with opportunities they may not have at home. Financial circumstances should not be a barrier to these experiences. The learning surrounding the school trips is valuable and is an important part of the curriculum.	£2,000	PP Pupils will access visits and residential that they would not otherwise experience. These visits build cultural capital and opportunities to access experiences outside those of family interest which will open experience and understanding of diverse future employment opportunities.	HC/Phase Leads	Pupils attended various trips and visits throughout the year, discounted at half price for PP. These included: KS1 Sir Teach-A-Lot visitor LKS2 Y3 adventure day Y4 camping Faith Tour Holdenby House (WWII experience day) UKS2 Space centre, Stevenage Y5 camping Y6 camping
Booster sessions for eligible and targeted Year 6 pupils to support, reinforce learning and develop assessment craft in preparation for Y6 SAT's.	Teacher led targeted group booster sessions focus on identified areas for development to ensure identified gaps in knowledge and understanding are addressed so that pupils may feel confident in their knowledge and skills when approaching Y6 SAT tests. Half termly reviews with phase lead.	£5,000	The gap between the attainment of PP and Non PP children is closed.	HC/LS/CP/CD HC	Whole Y6 data for SATS: Working below Working at Working beyond No data Reading: 28% 49% 21% 3% Maths: 28% 36% 33% 3%

PP Data for SATS

Reading: 36% 36% 27%

Maths: 45% 18% 36%

Non-PP Data for SATS

Reading: 25% 54% 18% 4%

Maths: 21% 43% 32% 4%

The percentage of pupils achieving G.D in reading was higher in PP children than non-PP children. This was also true of maths.

The percentage of pupils achieving EXS or higher in **reading** was 63% for PP compared to 72% of non-PP.

The percentage of pupils achieving EXS or higher in **maths** was 54% for PP compared to 75% of non-PP.

The gap of pupils in reading was narrower than in maths.

15 Y6 pupils in total accessed after-school booster sessions in preparation for SATS.

2/15 were PP. 11/39 Y6 pupils are PP.

Non-attendance of PP would have been for the following reasons:

- Not invited (already working at EXS or higher)
- Invited but did not attend
- Joined E.C too late to participate
- SEND – not suitable for joining a focused Y6-level work group.

All pupils attend during SATS week and can perform to their best ability.	Breakfast during SAT's week and to encourage attendance at booster sessions	£150	Pupils have a calm and measured start to the day that gives the best opportunity to approach SAT's papers.	HC/CP	Pupils attended the week and were calm and settled ready for the SATS.
The sensory needs of identified pupils are met to enable them to better concentrate in lessons.	Sensory circuit activities provided for identified disadvantaged pupils with sensory needs each morning Sensory tent sessions and activities provided at identified times and on a needs basis to disadvantaged pupils identified with sensory needs. Half termly reviews with Inclusion Lead	£2,000	Disadvantaged pupils with sensory needs have the opportunity to have their sensory needs met so that they can better access their learning, concentrate and achieve their potential through narrowing the gap in achievement between them and their peers.	LS	9 pupils were invited to sensory circuit throughout the year. Of the 9, 4 were PP (Isaac, Hashim, Freddie B, Ozzie.)
Reception and Year 1 pupils identified with poor language skills make rapid progress to enable them to narrow the gap on achieving the expected standard in their year group	Children assessed using NELI tool to determine eligibility for the programme. 20 week course involving 5 sessions per week, 3 in a group and 2 individual.	£1,500	Children completing 20-week programme have developed the language, oracy, phonological awareness and vocabulary skills to successfully support their long term progress in reading comprehension.	LS/PH	Achieved. Pupils completed the programme. Data is still being analysed as of Dec 2024.
Staff new to Nursery, EYFS , KS1 or LKS2 staff receive SoundsWrite training or refresher training to enable them to deliver effective phonic intervention to targeted disadvantaged pupils.	Targeted pupils receive regular high-quality early reading intervention as a result of staff training. Children who join the school, outside normal admission points, who are not meeting age related expectations, are new to English and phonics targeted to work through Sounds Write programme.	£2,000	Identified and targeted children can attend high-quality early reading interventions.	HC	All staff teaching Phonics and early- reading have received Sounds-Write training. Staff are confident to use diagnostic tools to accurately assess pupil starting points when new starters join the school, and pupils receive effective phonics intervention (as shown through the KS1 improvements in phonic data).
Siblings of children invited to additional tutoring and boosting, attend Gems or breakfast club to ensure sibling can attend additional tutoring sessions.	Siblings to Gems or breakfast club to allow for catch up tutoring for sibling – parents only need to pick up once	£1,000	Removing barriers to children attending catch up tutoring Identified and targeted children can attend arranged tutoring and booster groups.	CD	Provided where needed. This was applicable only to after-school club for the Year 2023 – 2024 as we did not have any before-school boosters taking place.
Pupil premium children have access to additional booster publications that support their learning towards success in KS2 SAT's	Provide CGP booster books for Pupil Premium children in Year 6	£200	Pupil Premium eligible children's use of targeted CGP study materials supports their learning and confidence as approaching Y6 SAT's	CP	Achieved. CGP revision packs/books were provided to the 11 Y6 PP children.

Identified pupils with behavioural or emotional needs to access 'School Dog Programme' to help them identify strategies to support/improve their wellbeing or behaviour.	Targeted pupils attend a weekly small group wellbeing intervention from the 'School Dog Programme'.	£1,800	Targeted disadvantaged pupils are better able to moderate their behaviour and have improved wellbeing.	HC	<p>Autumn Term LKS2 pupils were the focus in this term. 3 out of the 6 pupils chosen were PP (Joe, Kian, Macey.) A fourth is classified as vulnerable (Chester) but does not meet the criteria for PP. An increase in confidence was observed in some of these pupils, but improvements in behaviour and focus were not observed.</p> <p>Spring Term Chosen pupils identified were chosen to support their understanding of turn-taking, waiting, patience, resilience, emotional literacy skills, a sense of jeopardy and not always winning. None of the pupils chosen in KS1 were PP.</p>
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	Total	£41,017			
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Other Approaches

Desired Outcome	Chosen Action/Approach	Cost	Success Criteria	Staff Lead	Review -
Increased/improved parental engagement in supporting homework, home learning and readiness for school	Parents encouraged through parent evenings, email communication and home school agreement of need to continue to support children with homework. Text messages home. Parent guides to supporting Phonics and reading to be filmed and shared on website for parents to access for guidance on supporting home learning.	£100	Parents become more skilled, more willing to support homework, home learning and support the recovery of missed learning	JM	Parents were invited to 'Supporting your Child with Reading' workshops, an EYFS Phonics workshop and a Phonics showcase across the year. The PPT and resources from the 'Supporting your Child with Reading' workshop was placed on the school website for those unable to attend, or for those who wanted a refresher. All staff shared End of Year Expectations during Parent Consultations and discussions

					<p>took place regarding pupils who regularly did not complete their homework. Phase Leaders were made responsible for managing and overseeing this.</p> <p>Parents will continue to be further encouraged to engage with supporting homework and readiness for learning through the new Family Support Worker role.</p>
<p>All pupils, especially those who are disadvantaged, know how to stay safe online. Staff have access to the latest guidance and regular training.</p>	<p>School will subscribe to the National Online Safety service to ensure that the school meets, and exceeds, the statutory safeguarding requirements to keep pupils safe online.</p>	£1900	<p>All pupils, especially those who are disadvantaged, know how to stay safe online. Staff have access to the latest guidance and regular training.</p>	HC	<p>All staff are members of the National College and completed regular safeguarding training across the year to ensure their awareness was kept up-to-date. Pupils received half-termly E-Safety lessons through Project Evolve, which involved pre-lesson assessments from which lesson plans were generated as a result of targeted pupils' responses. This ensured that all pupils, especially those who are disadvantaged, received tailored advice and support on how to stay safe online.</p>
<p>Well-being of vulnerable and non-vulnerable pupils is monitored and tracked to enable support to be targeted and swiftly available.</p>	<p>Purchase subscription to GL PASS assessment to enable identification of fragile learners. Using assessment tool discover hidden barriers to learning, better understand a child's emotional literacy and work to develop and improve it. Assess a range of the children's social and emotional skills.</p>	£2,000	<p>Through termly assessment of Pupil Attitudes to Self and School (PASS), deepen understanding of vulnerable and non-vulnerable pupils barriers to school enabling targeted tailored support to be put in place</p>	HC	<p>PASS assessment was looked into, however CD and JM will continue to investigate alternative wellbeing assessments as part of their PP deep dive with SIA in 2024-25. CD and JM to visit Livingstone Primary to discuss effective tracking of the wellbeing of PP pupils.</p>
<p>Pupil Premium Champion closely monitors the progress both academically and socially of children qualifying for Pupil Premium Grant funding</p>	<p>Short term TLR awarded to member of SLT for monitoring, supporting and challenging achievement of pupils who qualify for Pupil Premium Grant</p>	£2,833	<p>Achievement of children eligible for Pupil Premium Grant is equivalent to that of other children, from their respective starting points</p>	JM	<p>Analysis of PP data indicates that disadvantaged pupils were making accelerated progress from their starting points in Reading, and their progress was comparable to that of non-disadvantaged pupils. The percentage of pupils achieving G.D in Reading in the Y6 SATs</p>

				<p>was higher in PP children than non-PP children. This was also true of maths.</p> <p>All PP children made expected, or above expected, progress in Maths during 2023-24. There was still an average point score gap of -0.1 points between disadvantaged and non-disadvantaged pupils, showing that this target is still ongoing despite positive improvements.</p> <p>The KS2 combined score improved greatly in 2024 for PP pupils, showing improvements in overall PP attainment, however the gap between PP and Non-PP pupils still remained significant.</p> <p>The PP Leads (CD and JM) will therefore continue to closely track and monitor the progress of pupils both academically and socially to ensure that the gap between PP and Non-PP attainment narrows.</p>
	Total	£4,833		
				Total Budget Cost £101,850