

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Biscovey Nursery and Infants Academy
Number of pupils in school	105 (R-Y2)
Proportion (%) of pupil premium eligible pupils	28% 24.7% (FSM 29 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025/2025-2026/2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Katie Bullock
Pupil premium lead	Chanel Sanders
Governor / Trustee lead	Penny Shilston (Trustee - Chair of Trust Board)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,520
Recovery premium funding allocation this academic year	£0
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	£46,520

Part A: Pupil premium strategy plan

Statement of intent

At Biscovey Nursery and Infants Academy every child has the best start through the delivery of an ambitious curriculum. Our aim is for all pupils to have equal opportunities to succeed, regardless of their socio-economic background. Our curriculum offer is specifically designed and enriched with cultural capital to meet the interests of our pupils' background and experience, reflecting the local context and raising aspirations for all.

Our pupil premium strategy plan outlines how we aim to support all children to become competent readers as well as developing children's communication and language skills. All lessons are language rich, to develop children's vocabulary. Furthermore, our strategy highlights how we plan for children to meet age related expectations across reading, writing and maths through a tiered approach. We focus on teaching, targeted academic support and wider strategies with an aim to support our children and the community. As a school we strive for all children to have enriched learning opportunities across a broad and balanced curriculum, exploring learning through key questions. Lessons are sequenced to enable all pupils to know more and remember more. We know that consistently great teaching is paramount in supporting children, particularly disadvantaged to succeed.

The key principles of our plan are that:

- children are supported in their early reading development, delivering and monitoring the teaching of phonics, through the use of the systematic phonics program, Read Write Inc.*
- We foster a love of reading and support children to develop reading fluency and comprehension.*
- children are given rich opportunities to develop early language and communication skills through high-quality teaching and targeted interventions, where appropriate*
- children experience carefully sequenced, high-quality teaching across the curriculum,*
- metacognition and self-regulation strategies are embedded to enable children to become well-rounded and reflective learners*
- relationships between home and school are strong and families feel supported.*

Challenges

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

Challenge number	Detail of challenge
1	Communication and Language Development Based on data children enter the setting working below age related expectations. Ensuring children are targeted through high-quality wave one teaching and targeted interventions. Furthermore, it is paramount that we ensure the early identification of communication and interaction needs, so that children receive the support that they need from external agencies.
2	Reading development Across the school, early reading outcomes have improved significantly. Over the last two years disadvantaged pupils have achieved broadly in line with their peers. We continue to recognise the importance of the systematic teaching of phonics. In recent years we have increased the % of children meeting EXS+ for reading at the end of Key Stage One. We aim to continually deliver high-quality teaching of phonics teaching to ensure we continue to be in line or better than national averages for the year one PSC. There will

	be a focus on reading fluency, supporting children to become fluent readers once they have developed secure phonological awareness.
3	<p>Mathematical development</p> <p>Our data shows, at the end of KS1 that the percentage of disadvantaged pupils achieving EXS has improved to be better than national average. Moving into this academic year our aim is to further close the gap between disadvantaged pupils and their non-disadvantaged peers. Our maths provision will be developed to ensure that teaching of mixed-age classes is effective, whilst further embedding assessment strategies to underpin targeted teaching.</p>
4	<p>Social and Emotional Well-being of pupils and families</p> <p>The school location deprivation indicator was in quintile 4 (more deprived) of all schools. With this in mind, we are aware of the need in our area and of the support that our children and families need with their social and emotional well-being. Promoting effective relationships between home and school will be a priority to provide families with support.</p>
5	<p>Attendance</p> <p>Attendance and persistent absence has improved in recent years, through successful implementation of rigorous systems. However, we recognise that we will need to continue to address attendance concerns. Good attendance supports good outcomes for pupils.</p>

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
<ul style="list-style-type: none"> ➤ Children will develop rich language and communication skills to facilitate learning across the curriculum. ➤ Improved outcomes in writing for children, because of high-quality teaching. ➤ Strategies based on a Talk for Writing approach will support the teaching of an ambitious, broad and balanced curriculum, that meets the need of all pupils, including disadvantaged and SEND to make strong progress from starting points. 	<p>Children leaving EYFS will meet ARE for Communication and Language.</p> <p>Outcomes for children across all of the curriculum will reflect high quality wave one teaching that enables pupils to develop valuable language and communication skills, incorporating the metacognition and self-regulation approach.</p> <p>A high-quality, talk for writing approach will be embedded, teaching will be delivered through Storytelling. This allows pupils to learn and internalise language through the act of storytelling. We aim for this strategy to support children to develop a love of reading and to achieve in line with national averages for writing. Grammarsaurus will be successfully taught through the first term, to improve children's knowledge of grammar, spelling and punctuation. As a result, children's writing outcomes will further improve.</p>

<ul style="list-style-type: none"> ➤ Pupils will be developing emotionally to become confident self - assured learners. ➤ Pupils will be confident and able to self - regulate their behaviour, this will enable them to be equipped with the emotional tools to access wave one teaching. ➤ Pupils will have access to emotionally available adults to support their well-being. 	<p>At the end of Reception the percentage of children at the expected level for Personal, Social and Emotional Development will be in line with the national average.</p> <p>Pupils will be supported across the school using a whole school Trauma Informed (TIS) Approach (Whole school staff training, including individual practitioners). Targeted children will be supported to meet their emotional needs. Whole school systems and policies will be embedded to support excellent behaviour for learning.</p> <p>Children in need of additional TIS support will be identified early and a comprehensive assessment will be completed to inform delivery of bespoke TIS sessions. Relationships between pupils and adults will be strong.</p>
<ul style="list-style-type: none"> ➤ Children will be competent learners and will be supported to improve their outcomes through effective feedback. 	<p>Teaching strategies will support pupils to be broadly in line with or exceed national averages for Reading, Writing, Maths.</p> <p>Children will develop independence and be able to talk confidently about their learning and use self-assessment to evaluate how well they have understood a task.</p>
<ul style="list-style-type: none"> ➤ To continue to prioritise the teaching of phonics to enable a high % of children to pass the phonics screening check at the end of year one. This will be at least in line with national average. ➤ To improve reading outcomes at the end of KS1, ensuring that pupils read with fluency and understanding. ➤ To develop a love of reading and improve academic outcomes in phonics and reading as a result. 	<p>The percentage of children passing the phonics screening test will be at least in line with national average.</p> <p>RWI data will show that children are meeting their target group at the expected time to ensure that they are keeping up with the phonics program. Outcomes at the end of KS1 for reading will be at least in line with national averages.</p> <p>Percentage of pupils working at age related expectations will be in line with or exceed national averages for reading.</p>

<ul style="list-style-type: none"> ➤ To raise attainment of all pupils, including disadvantaged and SEND, achieving at least in line or exceed national averages in Maths at EXS+ ➤ To increase % of children meeting GDS, including disadvantaged children through a mastery approach to the teaching of maths. ➤ The Number Sense program to teach number facts from Reception to year 2 will be embedded. ➤ Number Sense intervention will support pupils working below age related expectations. 	<p>The percentage of disadvantaged pupils at expected and greater depth will be in line with national averages.</p> <p>The percentage of disadvantaged pupils achieving GDS in maths will be at least in line with national averages.</p> <p>Pupils will be able to rapidly recall number facts, building strong foundations for mathematics-evident in pupil outcomes.</p> <p>Pupils will be able to confidently subitise and develop number fact skills through intervention.</p>
<ul style="list-style-type: none"> ➤ Home/ school relations will be strong and this will positively impact on outcomes for pupils. ➤ Parents will feel supported by the school. ➤ Those families in need will be supported and receive support from external agencies. ➤ To maintain high levels of attendance and continue to reduce levels of persistent absence. 	<p>The school ethos will foster strong relationships between home and school.</p> <p>Workshops will enable parents to be able to effectively support their children at home.</p> <p>Responses from parents in parent surveys will be positive. Parents will approach school with concerns openly.</p> <p>Early help intervention will support families in need.</p> <p>Attendance and persistent absence will continue to improve. Attendance for disadvantaged pupils will be in line with their non-disadvantaged peers.</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: £23,429.76

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching of phonics through a systematic phonics program: Read Write Inc.</p> <p><i>Desired Outcome:</i></p> <ul style="list-style-type: none"> ➤ To maintain high outcomes in phonics, improving the phonic skills of all pupils to help them access all areas of the curriculum. ➤ For % of children to pass the phonics screening check at the end of year one to be above national average. <p>High-quality delivery of RWI sessions will support pupils reading allowing for all pupils, including disadvantaged to read frequently.</p> <p>Pupil assessment will take place half-termly and at the point of pupil need. In addition, regular staff observations and training will occur to provide targeted support .</p> <p>Pupils falling below the expected level for their age will be targeted through 1:1 daily phonics tutoring intervention.</p> <p>The program is overseen by an ambitious leader who continuously supports staff to deliver high-quality phonics teaching. Regular phonic assessment enables targeted support for pupils.</p> <p>Regular CPD is delivered with updates to the teaching and delivery of the program. Read Write Inc online resources are used for additional CPD.</p> <p>Staff (including new staff) will receive full Read Write Inc training to be able to teach effectively.</p> <p>The teaching and learning in Read Write Inc will continue to be monitored rigorously</p>	<p><i>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</i></p> <p><i>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. (EEF: 2021)</i></p> <p>RWI is a proven approach and in school evidence of the program has identified that the program is highly effective, any extra intervention needed is a continuation of the RWI program. In addition, continual monitoring also enables pupils to be identified immediately, RWI teachers can ask for an assessment to be conducted at any point if they feel a child has progressed or dipped. Furthermore, RWI trained class TAs' can deliver quick snapshot intervention in class as necessary.</p> <p>The Rose Review (2006) states teaching synthetic systematic phonics is the most effective method to teach children to read.</p>	<p>1 and 2</p>
<p>Teaching of reading, developing children's reading fluency.</p> <p><i>Desired Outcome:</i></p> <ul style="list-style-type: none"> ➤ To improve outcomes for reading, increasing the percentage of pupils meeting age related expectations at the end of KS1. 	<p><i>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early</i></p>	

<p>➤ To improve children's reading fluency and comprehension, following on from good outcomes in the phonics screen check.</p> <p>Implementation of Read Write Inc comprehension teaching will be accessible for children that have completed the Read Write Inc phonics program.</p> <p>Grammarsaurus comprehension activities will support the development of fluency for pupils.</p> <p>1:1 targeted support will be in place to support pupils to develop fluency and to help them to progress through the Read, Write, Inc program.</p> <p>RWI development support will focus on developing reading fluency.</p>	<p>reading instruction. (EEF: 2021)</p> <p><i>Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches. (EEF: 2021)</i></p>	
<p>High-quality mathematics learning <i>Desired Outcome:</i></p> <ul style="list-style-type: none"> ➤ To raise attainment of all pupils, including disadvantaged and SEND, closing the gap between these groups and their non-disadvantaged peers. ➤ To increase % of children meeting GDS, including disadvantaged children. <p>The teaching of maths will continue to be a focus this academic year. Support will be in place to develop mathematics teaching throughout the school, with a focus on mixed age teaching.</p> <p>Delivery of maths CPD, whole school CPD will be led by maths lead to ensure consistency in maths lesson structure.</p> <p>Number Sense training will be promoted to support to support high-quality delivery of fluency and fact teaching.</p> <p>Maths will be monitored through lesson visits, book looks and pupil conferencing. Staff will receive feedback to ensure that the teaching of mathematics continually improves, lessons are consistent.</p> <p>Outcomes for maths will be monitored and targeted support will be put into place therefore increasing % of disadvantaged children reaching EXS+.</p> <p>Teaching will enable all learners to make progress within lessons, focussing on planning small steps of progression. Within lessons, children will be active participants, using whiteboards and practical maths resources. Consequently, misconceptions will be identified and cleared through adapting teaching 'in the moment'.</p> <p>Keep up sessions will support pupils to be ready to move on the next steps in learning. Children working below EXS will be targeted through precision teaching.</p> <p>Metacognition strategies and an "I do, we do, you do" approach will allow all pupils to practice and apply appropriate strategies and skills to problem solve.</p> <p>Pre-block and end of block assessment will ensure that teaching meets the needs of all pupils, providing tailored resources for children working below EXS whilst providing additional challenge for pupils working at GDS.</p> <p>Parent meetings to be held to support the teaching of maths beyond the classroom. Additionally, Numbots will be actively promoted to increase engagement in maths learning at home.</p>	<p><i>Metacognition and mastery have been shown to have the greatest impact on outcomes for disadvantaged pupils and are low cost.(EEF 2019)</i></p> <p><i>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</i></p> <p><i>In order for mastery approaches to be effective for pupils with gaps in understanding, it is crucial that additional support is provided. Approaches that simply build upon foundational knowledge without targeting support for pupils that fall behind are unlikely to narrow disadvantage gaps. (EEF 2021)</i></p> <p><i>These case studies show that when primary schools and early years setting have a whole approach to maths, children's outcomes are better and in many cases above expectation. The gap in maths performance at age 11 between children from economically disadvantaged families and their more advantaged peers needs to close in all schools in all areas across England. A strong whole approach to maths in the early years and primary school can change a child's life trajectory. (Fair Education Alliance:2017)</i></p>	<p>3</p>

<p>Progress of maths will be tracked for all disadvantaged pupils by PP lead and discussed at pupil progress meetings.</p> <p>Number Sense will be taught systematically to ensure that the teaching of number facts and fluency in mathematics is a priority.</p> <p>Ongoing support will be provided by the maths lead to ensure successful implementation of mixed age planning and to ensure continued development.</p> <p>Teaching will promote metacognition skills and maths mastery to ensure high-quality wave one teaching.</p>		
<p>High-quality teaching of writing</p> <p>Desired Outcome:</p> <ul style="list-style-type: none"> ➤ Effective teaching of writing will improve outcomes for children, closing the gap between disadvantaged and non-disadvantaged pupils. ➤ A Talk for Writing approach will support the teaching of an ambitious, broad and balanced curriculum, that meets the need of all pupils, including disadvantaged and SEND to make strong progress from starting points. <p>High expectations for learners will result in good outcomes for children- a higher % of children meet GDS for writing.</p> <p>Ongoing support and support for new staff will foster effective delivery of a Talk for Writing approach. Regular learning walks and professional dialogue will support staff in embedding the approach within their classrooms. Outcomes for children will continually improve.</p> <p>Cold tasks and end of unit outcomes will show progression in writing from starting points. Consistency will be evident throughout the school and progression will be clear.</p> <p>Talk for writing approaches will be adopted across the curriculum to allow for teaching across the wider curriculum to be taught in small, manageable step allowing for pupils to know more and remember more.</p> <p>There will be an emphasis in lessons on explicitly teaching vocabulary throughout the curriculum.</p> <p>During the Autumn term Grammarsaurus writing lessons will be implemented. The lessons will focus on grammar. This will support pupils to develop an understanding of how their writing should be structured.</p> <p>The Grammarsaurus lead will monitor the effectiveness and the delivery of Grammarsaurus.</p> <p>Metacognition and feedback strategies will be used throughout the curriculum to enable pupils to improve their outcomes, acting on effective feedback.</p>	<p><i>The talk for writing approach naturally fosters a strong element of metacognition which the EEF has found supports pupils in making an average of 7 months progress.</i></p> <p><i>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.(EEF: 2021)</i></p> <p><i>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. (EEF 2021)</i></p> <p><i>A child's writing and their language development mutually benefit when they are invited to craft writing amongst their teacher and peers every single day. Indeed, engaging in daily and meaningful talk and writing is one of the best ways to develop children's language (Mercer et al. 1999; Rojas-Drummond et al. 2008; Green et al. 2008; Parr et al. 2009; Fisher et al. 2010; Dix 2016; Reedy & Bearne 2021).</i></p>	<p>1</p>

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

Budgeted cost: £19,927.88

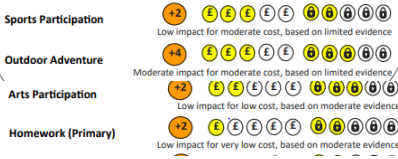
Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Frequent Reading for disadvantaged children and those working below ARE</p> <p>Desired Outcome:</p> <ul style="list-style-type: none"> ➤ To ensure that pupils read with fluency and understanding which results in attainment being at least in line or exceed national averages in reading. ➤ To develop a love of reading and improve academic outcomes in phonics and reading as a result. <p>Through reading in school pupils experience a variety of strategies, for example, inferring meaning from context; summarise or identifying key points, develop questioning strategies.</p> <p>Class teachers to identify pupils who need quick 1:1 catch up through pupil progress meetings and ensure a robust plan is in place to support these pupils.</p> <p>Those children working below ARE and disadvantaged children will be targeted to make progress through frequent reading and targeted reading support.</p> <p>Clear pupil lists will state / highlight the number of times a pupil needs to be heard read. Clear recording of pupil reading outcomes / points for development.</p> <p>RWI provides daily opportunities to focus on phonological development and the development of reading fluency. Children are assessed and taught in groups that target their next steps.</p> <p>Children to be immersed in reading through the talk for writing 'reading as a reader' focus. Sharing class approaches to reading a text.</p> <p>The school book spine will immerse children in a variety of literature, relevant to learning- with new books being purchased to support successful implementation.</p> <p>Dedicated reading time in class ensures pupils are heard to read and supports developing skills in fluency and comprehension. Monitoring to take place each half term so that the correct pupils are supported with reading.</p> <p>The importance for reading at home will be communicated with parents to support children's progress.</p> <p>W</p>	<p><i>The DFE (2010) advocates intensive support for reading, suggesting it is highly beneficial to disadvantaged pupils and the EEF (2018) claims it can have an additional six month's progress.</i></p> <p><i>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. (EEF:2021)</i></p>	<p>1,2</p>
<p>Communication and Language Development</p> <p>Desired Outcome:</p> <ul style="list-style-type: none"> ➤ Identified children will develop rich language and communication skills to facilitate learning across the curriculum. ➤ A vocabulary rich environment will enable pupils to develop their communication and interaction skills to become competent communicators. <p>Quality wave one teaching will enable pupils to develop valuable language and communication skills, incorporating the metacognition and self-regulation approach.</p>	<p><i>"Communication and language approaches typically have a very high impact and increase young children's learning by seven months. (EEF:2023)</i></p> <p><i>'Evidence shows that children from disadvantaged</i></p>	<p>1</p>

<p>All lessons will focus on the teaching of key vocabulary to support children's language development.</p> <p>A talk for writing approach will teach stories delivered through Storytelling. Allowing pupils to learn and internalise language through the act of storytelling.</p> <p>Children in Nursery and Reception will be supported through WellComm. Staff will be fully trained in the delivery of WellComm and assessments will outline where pupils need to be supported.</p> <p>For those pupils identified as working significantly below the expected level for communication and language, 1:1 WellComm will be delivered through continuous provision.</p> <p>Progress will be measured through assessment in order to measure impact.</p> <p>In Nursery Talk Boost will support pupils language development. <i>Talk boost is a programme to support children who are working slightly below the expected level for their age. This will target a small group of children to close the gap between them and their peers.</i></p>	<p>backgrounds who achieve highly at the end of primary school are twice as likely to have been read to at home in their early years, compared to their peers.'</p> <p>(Book Trust: Family Survey Briefing: Reading in the Early Years).</p> <p>'Why early reading is key to addressing educational disadvantage' Rowena Lucas – Ramsbury English Hub, Timi Alabi – Education Consultant and Marc Rowland – Unity Research School: Rowena Lucas – Ramsbury English Hub, Timi Alabi – Education Consultant and Marc Rowland – Unity Research School)</p>	
<p>Number sense intervention</p> <ul style="list-style-type: none"> ➤ Number Sense intervention will support pupils working below age related expectations. <p>Pupils working below age related expectations will receive a bespoke number sense intervention to enable them to become confident in subitising and solving number facts.</p> <p>Those identified through assessments will have targeted bespoke support to enable them to make progress.</p> <p>Where appropriate, a trained member of support staff will deliver the intervention to pupils not able to access number sense within the class.</p>	<p>Evidence indicates that children living in poverty benefit from the approach of promoting fluency. However, studies do not explore whether they benefit more, less, or the same as their more affluent peers. (EEF: 2023)</p> <p>Systematic teaching of derived fact strategies works. Children taught using this approach outperform children in control groups in terms of the number of items correctly answered and using more efficient strategies for answering questions. (Thornton 1978, Askew, Bibby and Brown, 2001. Steiner, 1985) Targeted teaching of strategies is effective, including for children identified as 'low attainers' (Ellemor, Collins and Wright 2009)</p>	3

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

Budgeted cost: £4,085.64

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Social and Emotional Support.</p> <p>Desired Outcome:</p> <ul style="list-style-type: none"> ➤ Children will be able to regulate behaviours and this will support children's outcomes. <p>Pupils will be supported across the school using a whole school Trauma Informed (TIS) Approach (Whole school staff training, including individual practitioners).</p> <p>TIS lead will provide staff with strategies and CPD on how to support pupils with previous trauma and with specific adverse childhood experiences.</p> <p>Whole school behaviour management CPD will be delivered to enable consistency in approaches to managing behaviours.</p> <p>Pupils will have individual plans in place to support their learning. Motional screening will be used to highlight children's barriers and to carefully plan interventions to target their needs.</p> <p>Whole school provision map will be in place to outline support for all children's social and emotional development.</p> <p>Designated trained TIS practitioners will help support pupils and staff individually, as required, to enable individual pupil's need to be met.</p> <p>Pupils will have opportunities to engage in social and emotional activities which allow for problem solving, team-working, decision making and personal development.</p>	<p><i>Evidence from the EEF's Teaching and Learning Toolkit suggests that the average impact of successful SEL interventions is an additional four months' progress over the course of a year.. (EEF 2021)</i></p> <p><i>Behaviour management evidence research suggests that both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. (EEF:2021)</i></p>	<p>2,3, 4, 5</p>
<p>Parental Engagement</p> <p>Desired Outcome:</p> <ul style="list-style-type: none"> ➤ Home/ school relations will be strong. ➤ Parents will feel supported by the school. ➤ Those families in need will be supported and receive support from external agencies. <p>Strong relationships between home and school will be established. All staff will work with parents to establish strong relationships. Pastoral lead will support parents throughout the school as part of parent support and to seek help and advice from external agencies, where appropriate.</p> <p>Numbots will be used to support children to develop their maths fluency at home.</p> <p>Parent workshops will be used to support parents with learning beyond school, particularly with reading and developing engagement in reading at home.</p> <p>Workshops will support parents to have a shared understanding of the need for continued support at home with reading, maths and home learning.</p>	<p><i>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment... Effects are substantially higher in early years settings (+5 months) and primary schools (+4 months)</i></p> <p>(EEF 2021)</p>	<p>1,2,3,4,5</p>

<p>Videos for phonics will be sent home to parents to support them with reading and phonics learning at home.</p> <p>Homework will be carefully planned to suit the needs of the children and to link to learning in class.</p> <p>Numbots will be promoted to increase engagement in maths at home.</p>		
<p>Improving Attendance</p> <p>Desired Outcome:</p> <ul style="list-style-type: none"> ➤ To maintain good levels of attendance and continue to reduce levels of persistent absence ➤ Attendance will be good amongst all pupils including disadvantaged. <p>Through monitoring of attendance and development of home/ school relations we aim to improve attendance of disadvantaged and non-disadvantaged pupils.</p> <p>Attendance booklets to be given to all parents at the beginning of the year and attendance will be a key part of attendance meetings.</p> <p>With the support of the Attendance Officer and the Trust EWO:</p> <p>Good attendance will continue to be promoted through positive recognition and absence reduced, including persistent absence, this will be monitored by the PP lead/ attendance officer. Follow up meetings will be led by class teachers in the first instance, promoting attendance.</p> <p>Early patterns of absenteeism will be acted upon promptly with systems in place to highlight days missed in education.</p> <p>Effective morning procedures will ensure that pupils are punctual to their lessons and letters for persistent lateness will be introduced.</p> <p>Pupils' welfare will always be paramount and safeguarded.</p> <p>We will strive to have strong partnership with families and the wider community.</p> <p>PP lead will hold regular meetings alongside class teachers with parents for pupils with inconsistent attendance and persistent absence.</p> <p>Pupils will be accessing quality wave one teaching for their full-time entitlement. Thus, consistently ensuring that they can reach the best possible academic outcomes.</p>	<p><i>"For all age groups, well-designed school communications with parents can be effective for improving attainment and a range of other outcomes, such as attendance. Regular attendance is linked to improved academic attainment." (EEF:2018)</i></p>	<p>2,3,4,5</p>
<p>Provide enriching learning experiences for all, through the delivery of a broad and balanced curriculum.</p> <p>Desired outcome:</p> <ul style="list-style-type: none"> ➤ To teach an ambitious, broad and balanced curriculum, that meets the need of all pupils, including disadvantaged and SEND to make strong progress from starting points ➤ To provide an aspirational curriculum which goes beyond the national curriculum and ensures that all children know more and remember more. 	<p>The EEF evaluates the effectiveness of different</p>  <p>Sports Participation +2 (Low impact for moderate cost, based on limited evidence)</p> <p>Outdoor Adventure +4 (Moderate impact for moderate cost, based on limited evidence)</p> <p>Arts Participation +2 (Low impact for low cost, based on moderate evidence)</p> <p>Homework (Primary) +2 (Low impact for very low cost, based on moderate evidence)</p>	<p>1,2,3,4,5</p>

<p>➤ Disadvantaged children are supported to be able to attend paid for visits.</p> <p>All children will experience high-quality learning with the delivery of a broad and balanced curriculum.</p> <p>A broad and balanced curriculum has been planned and subject leaders will monitor the delivery of their subject in line with the monitoring timetable to ensure quality of teaching and coverage.</p> <p>All children will be provided with equal opportunities to engage in new experiences and enriching activities to support teaching. This will include visits, visiting experts and enhancements to teaching.</p> <p>CPD will be delivered to improve teaching and outcomes for children across the wider curriculum.</p> <p>Using a Talk for Writing approach skills are woven through cross curricular learning which results, where appropriate, in a high-quality written outcome.</p> <p>All planned experiences will be linked to and purposeful to learning.</p> <p>All children, including disadvantaged children, will be included in all learning experiences to ensure that they have equal opportunities.</p>		
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Total budgeted cost: £47,443.28

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Activity	Outcome
<p>Teaching of phonics through a systematic phonics program: Read Write Inc.</p> <p><i>Desired Outcome:</i></p> <ul style="list-style-type: none"> ➤ To continue to improve the phonic skills of all pupils to help them access all areas of the curriculum. ➤ For % of children to pass the phonics screening check at the end of year one to be at least in line with national average. 	<p>Systematic phonics teaching has been delivered through the Read Write Inc program. Ongoing support to staff in the delivery of the program including planning support, team teaching, monitoring, assessment and targeted support for vulnerable groups has been effective. In addition, RWI development days have been supportive in coaching and supporting consistency in the teaching of RWI.</p> <p>Last year, by the end of year 2 96% of all pupils passed the PSC.</p> <p>In the 2024 Phonics screening check, 94% of disadvantaged children passed compared to 68% nationally. This is above the percentage of non-disadvantaged pupils passing the check nationally (84%),</p>
<p>High-quality mathematics learning</p> <p><i>Desired Outcome:</i></p> <ul style="list-style-type: none"> ➤ To raise attainment of all pupils, including disadvantaged and SEND, to achieve at least in line or exceed national averages in Maths at EXS+ ➤ To increase % of children meeting GDS, including disadvantaged children. 	<p>Outcomes at the end of KS1 for mathematics are good.</p> <p>In 2023-2024 we dedicated time to CPD and benefited from support from the trust Maths lead. This supported improvements in outcomes with the school maths lead developing the teaching of maths throughout the school, acting upon advice.</p> <p>In 2024 at the end of KS1 64% of disadvantaged pupils achieved the expected standard in maths this is slightly above the national average for disadvantaged pupils where 56% gained EXS+ (2023). Additionally, 7% of disadvantaged pupils achieved greater depth which is in line with previous national averages (7.7% 2023)</p>
<p style="text-align: center;">Maths</p> <p>14 pupils · Average: EXS</p> <div style="display: flex; justify-content: space-between; width: 100%;"> 7% 29% 57% 7% </div>	
<p>Talk for Writing teaching</p> <p><i>Desired Outcome:</i></p> <ul style="list-style-type: none"> ➤ Improved outcomes in writing for children, because of the effective delivery of Talk for Writing. ➤ Strategies from Talk for Writing will support the teaching of an ambitious, broad and balanced curriculum, that meets the need of all pupils, including disadvantaged and SEND to make strong progress from starting points. 	<p>A talk for writing teaching style was embedded and consistency in the teaching of writing is evident. Progression can be seen throughout the school with the key principles and structure of talk for writing embedded.</p> <p>Similar approaches are continuing to be used across the curriculum, allowing for children to produce non-fiction writing linked to the wider curriculum. Furthermore, through this approach children are able to widen and develop vocabulary linked to learning.</p> <p>Writing outcomes in 2024 were broadly in line with national average for disadvantaged pupils with 78% of disadvantaged pupils reaching expected level compared to a disadvantaged national average of 44.4% (2023).</p>
<p style="text-align: center;">Writing</p> <p>14 pupils · Average: EXS</p> <div style="display: flex; justify-content: space-between; width: 100%;"> 7% 14% 71% 7% </div>	
<p>Metacognition and Feedback Strategies</p>	

<p>Desired Outcome:</p> <ul style="list-style-type: none"> ➤ Children will be competent learners and will supported to improve their outcomes through effective feedback. 	<p>The marking and feedback policies are well embedded and have been updated to further improve the quality of feedback. CPD has been given to staff to support them with implementing the strategy through in the moment'/ 'live marking'.</p> <p>This has enabled pupils to respond to next steps immediately facilitating progress.</p> <p>Metacognition strategies are used across the curriculum and enable pupils to be able to understand how they learn.</p>
<p>Frequent Reading for disadvantaged children and those working below ARE</p> <p>Desired Outcome:</p> <ul style="list-style-type: none"> ➤ To ensure that pupils read with fluency and understanding which results in attainment being at least in line or exceed national averages in reading. ➤ <i>To develop a love of reading and improve academic outcomes in phonics and reading as a result.</i> 	<p>Frequent reading has supported children to make progress in reading. A focus in reading will continue so that pupils working below Age Related Expectations (ARE) are targeted effectively, particularly through 1:1 phonics keep up interventions. Furthermore, children working at greater depth (GDS) will be challenged to apply their reading and comprehension skills. We recognise fluency as a barrier for some pupils and will prioritise this in our new strategy.</p> <p>Reading data shows that 71% of disadvantaged children achieved EXS (7%GDS) which above national average (54%- 2023). Last year we further closed the gap between disadvantaged and other pupils in reading.PO</p>
<p style="text-align: center;">Reading 14 pupils - Average: EXS</p> <p style="text-align: center;">7% 21% 64% 7%</p>	
<p>Communication and Language Development</p> <p>Desired Outcome:</p> <ul style="list-style-type: none"> ➤ Identified children will develop rich language and communication skills to facilitate learning across the curriculum. 	<p>WellComm has been used in the Nursery to support early communication and language development. CPD has been delivered to staff to ensure high-quality delivery.</p> <p>In Autumn 1 20% of PP children were on track based on their WellComm assessments. By the end of Summer 2 56% of PP children in their Nursery were on track.</p> <p>In Reception WellComm has been used with identified children to support language development. Based on WellComm assessments, In Autumn 1 25% of PP children were on track. In Summer 2 75% of PP children were on track.</p> <p>WellComm has been a successful strategy which has supported pupils to effectively develop their communication and language skills.</p>
<p>Social and Emotional Support.</p> <p>Desired Outcome:</p> <ul style="list-style-type: none"> ➤ Children will be able to regulate behaviours and this will support children's outcomes. 	<p>Children have been supported through strong relationships in class and excellent behaviour for learning has been evident in monitoring visits within the trust. Time has been dedicated to reviewing the behaviour policy and delivering CPD at a whole staff level. Children in need of additional TIS support have had comprehensive motional assessments to target the intervention.</p>
<p>Parental Engagement</p> <p>Desired Outcome:</p> <ul style="list-style-type: none"> ➤ Home/ school relations will be strong. ➤ Parents will feel supported by the school. ➤ Those families in need will be supported and receive support from external agencies. 	<p>Parent/ school relations are positive. A wide range of opportunities have supported us getting parents into school. For example; open afternoons and parent workshops.</p> <p>Parents in need of support have been supported by staff and where appropriate have had referrals to the Early Help Hub.</p> <p>We will continue to focus on links with parents fostering good outcomes for pupils.</p>

<p>Provide enriching learning experiences for all, through the delivery of a broad and balanced curriculum.</p> <p><i>Desired outcome:</i></p> <ul style="list-style-type: none"> ➤ To teach an ambitious, broad and balanced curriculum, that meets the need of all pupils, including disadvantaged and SEND to make strong progress from starting points ➤ To provide an aspirational curriculum which goes beyond the national curriculum and ensures that all children know more and remember more. ➤ Disadvantaged children are supported to be able to attend paid for visits. 	<p>Many visits and enrichments took place this year, broadening opportunities across the curriculum. All children were able to take part in booked experiences and visits regardless of background, this was supported by pupil premium funding. We have mapped out specific trips and visits linked to learning for 2024-2025 to ensure that visits remain purposeful and enhance learning.</p> <p>Furthermore, enrichment opportunities planned into the curriculum have supported children to gain a wide range of learning experiences.</p>																		
<p>Improving Attendance</p> <p><i>Desired Outcome:</i></p> <ul style="list-style-type: none"> ➤ To improve attendance and reduce levels of persistent absence ➤ Attendance will be good amongst all pupils including disadvantaged. 	<p>There have been significant improvements in attendance over the last two academic years. The percentage of persistent absence has also significantly reduced. Attendance for disadvantaged pupils is inline with all pupils. However, we recognise that attendance will still need to be a priority. We will focus on relationships with families to support good attendance.</p> <p>2022-2023 :</p> <table border="1" data-bbox="600 1014 1209 1115"> <thead> <tr> <th>Group</th> <th>Attendance</th> <th>Persistent absence</th> </tr> </thead> <tbody> <tr> <td>Whole School</td> <td>93.6%</td> <td>17%</td> </tr> <tr> <td>Disadvantaged</td> <td>92.1%</td> <td>24.1%</td> </tr> </tbody> </table> <p>2023-2024:</p> <table border="1" data-bbox="600 1227 1209 1328"> <thead> <tr> <th>Group</th> <th>Attendance</th> <th>Persistent absence</th> </tr> </thead> <tbody> <tr> <td>Whole School</td> <td>94.3%</td> <td>9%</td> </tr> <tr> <td>Disadvantaged</td> <td>94%</td> <td>9%</td> </tr> </tbody> </table>	Group	Attendance	Persistent absence	Whole School	93.6%	17%	Disadvantaged	92.1%	24.1%	Group	Attendance	Persistent absence	Whole School	94.3%	9%	Disadvantaged	94%	9%
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