

# Pupil premium strategy statement 2023- 2024

## Normanton All Saints CE (A) Infant School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy and how we intend to spend the funding in this academic year.

Pupil Premium is additional funding provided to the school based on the number of pupils who are currently receiving or have received Free School Meals (FSM) within the last six years, for Looked After Children and for children whose parents are in the armed forces. It is additional funding given to schools in order to address the inequalities between those children eligible for free school meals and their peers. It is our duty to use the Pupil Premium funding effectively in order to raise achievement and diminish the difference between these children and their peers both at a school and at a national level.

### School overview

Detail	Data
<b>Normanton All Saints CE (A) Infant School</b>	
Number of pupils in school	259 311 including nursery pupils
Proportion (%) of pupil premium eligible pupils	20% 51 pupils Pupil Premium 2 LAC pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021- 2024
Date this statement was published	1st September 2021 (Reviewed September 2022, September 2023)
Date on which it will be reviewed	1st September 2024
Statement authorised by	Headteacher Amy Stone
Pupil premium lead	Amy Stone and Elizabeth Cowling
Governor / Trustee lead	Leah Huddlestone

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,205- 2023 £76,735 (Including LAC/ post LAC)
Recovery premium funding allocation this academic year	£5220-2023
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£81,955- 2023

# Part A: Pupil premium strategy plan

## Statement of intent

At Normanton All Saints CE (A) Infant School our main priority is to make sure that all children have access to high-quality inclusive teaching, effective formative assessment and form strong relationships which promotes positive well-being. This matters for all children but this is particularly important for those who are disadvantaged and/ or who find learning difficult.

We are fully committed to ensure that every child leaves our school as a confident and fluent reader. We therefore value the importance of reading and language development for all pupils in order for them to be successful, access and achieve highly across the curriculum. The language and text rich curriculum has been built upon research so our children have the best pedagogical approaches based on cognitive load theory and gain good subject knowledge. We prioritise the professional development of all staff through well planned CPD and coaching to enable them to have the right skills, knowledge and expertise to continuously improve practice and consequently improve outcomes for all pupils including those disadvantaged. If and when any child experiences barriers to their learning, carefully well planned and effectively delivered intervention is swiftly implemented, which is carefully monitored by staff to ensure that every child keeps up and achieves. Our pupil premium strategy is driven by assessment of need of our pupils and we aim to intervene in the earliest of years to allow all pupils to thrive. Therefore, leaders are determined to ensure that every child attends school every day. Our aim is that all our children know and are happy, safe and healthy and have positive social and personal experiences. The implementation of this strategy is a collective whole school responsibility.

## Challenges

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

Challenge number	Detail of challenge
1 Communication & language	Lower communication and language development and limited vocabulary- Need to address pupils' language deficit through early intervention.
2 Basic skills	Baseline- A large proportion of disadvantaged pupils have lower starting points in areas such as PSED, C&L, literacy and mathematics.
3 Academic success	Disadvantaged pupils attaining lower compared to all other pupils in Year 1 phonics and at end of KS1 in reading, writing and maths. Phonics and reading remains a high priority across the school and pupils require additional catch up support in these areas.
4 Cultural capital	Limited opportunities to gain wider cultural capital and therefore the need for the school to further enhance the curriculum through educational visits and wider curriculum opportunities, which will also focus on increasing pupil vocabulary through wider experience.
5 Attendance	Notable link between low attendance and low attainment. Continued priority on improving attendance (including punctuality) and readiness to learn for disadvantaged pupils.

6 Basic skills- maths	Maths- Need for ensuring the fundamental basics are securely embedded in mathematics for pupils to know and remember more. Limited mathematical talk and need to increase pupil confidence in maths and overcome misconceptions, which has been identified as a result of the Covid-19 pandemic.
7 SEMH Self-regulation	Increase in pupil numbers with SEMH needs. Continued need for a whole school commitment to the Thrive project and use of trained Thrive practitioners to intervene early.
8 Reading and home involvement/ support	Reading and limited home support when listening to children read. Identified need to encourage reading for pleasure and widen the opportunities for pupils to have books to read and enjoy at home. Continued whole school focus on ensuring pupils are reading often, applying the decoding skills accurately and are fluent readers.

## 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																
To raise standards in phonics and reading for all pupils including those disadvantaged. Pupils who are at risk of reading failure are identified early and targeted and regular intervention is enabling pupils to keep up. Pupils leave the school reading fluently and confidently and have a love for reading.	<ul style="list-style-type: none"> <li>Continued improvement of the PSC results at the end of Year One. Remain above the national average for all pupils including those disadvantaged</li> </ul>																
	<p><b>Year 1 Phonics: (National average)</b></p> <table border="1"> <thead> <tr> <th></th> <th>2021– 2022</th> <th>2022-23</th> <th>2023-2024</th> </tr> </thead> <tbody> <tr> <td>% of all pupils meeting the standard</td> <td>90% (75%)</td> <td>93% (79%)</td> <td>92% (80%)</td> </tr> <tr> <td>Disadvantaged pupils</td> <td>89% (62%)</td> <td>90% (67%)</td> <td>83%</td> </tr> <tr> <td>All others</td> <td>91% (80%)</td> <td>94% (83%)</td> <td>94%</td> </tr> </tbody> </table>		2021– 2022	2022-23	2023-2024	% of all pupils meeting the standard	90% (75%)	93% (79%)	92% (80%)	Disadvantaged pupils	89% (62%)	90% (67%)	83%	All others	91% (80%)	94% (83%)	94%
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Phonics data has remained above the national for the last 3 years for all groups of pupils. The gap between disadvantaged pupils and all others is lower than the national gap. We will continue to be ambitious for all pupils to achieve the PSC.

- Disadvantaged pupils to achieve national average end of KS1 in reading. All disadvantaged pupils to have made rapid progress from their starting points.

KS1 All Pupils  (National average)	2021-2022		2022-23		2023-2024	
	EXP+	GD	EXP+	GD	EXP+	GD
Reading	83% (67%)	41% (18%)	75% (68%)	35% (19%)	83% (71%)	34% (19%)
Reading disadvantaged	93% (51%)	20% (8%)	72% (54%)	33% (9%)	75%	13%
Reading all others	80% (72%)	45% (21%)	76% (73%)	35% (22%)	86%	42%
Combined RWM	66% (53%)	17% (6%)	70% (56%)	5% (6%)	70% (59%)	12% (7%)
Combined RWM disadvantaged	73%	0%	67%	0%	58%	4%

The proportion of pupils, including the disadvantaged pupils, reaching age related expectations at the end of KS1 continues to be above the national. There remains a strong focus on the lowest 20% group of pupils..

Early Years Foundation Stage (National average)			
	2021-2022	2022-23	2023-2024
% of pupils meeting the standard in word reading	77% (75%)	87% (76%)	85% (76%)
Disadvantaged pupils	75% (59%)	73% (61%)	65%
All others	77% (79%)	89% (80%)	90%

Disadvantaged pupils have achieved above the national disadvantaged group and the gap between disadvantaged and all others was lower than the national gap in 2022 and 2023. The gap between disadvantaged pupils and non disadvantaged pupils has increased in 2024. The Year 1 disadvantaged group in September 2024 remains a high priority for the school and will be reflected in the

next PPG strategy. A number of pupils in this group has additional vulnerabilities including being persistently absent, SEND.

All pupils are reading often and widely across the curriculum and have access to high quality texts. Pupils are fluent readers at the end of KS1. Pupils in Year 2 are taught reading fluency as part of the curriculum offer. Texts are well matched to the reading age and stage. Further opportunities for across the curriculum reading to continue in line with the review of new topics within History.

- Swift and timely intervention is ensuring that pupils are able to read by applying their phonics effectively to decode words. 1:1 keep ups are well established. Further training of support staff and new ECTs for children who struggle the most in reading. Further support for SEND teaching assistants with regards to the SEND phonics programme.

As a result of a well planned and sequential curriculum, based around the development of early speaking, communication and language and vocabulary, pupils develop proficiency in their spoken language.

Consequently, pupils achieve highly and they know more and remember more across the curriculum.

Well planned, targeted and early support and intervention is given for identified pupils by well-trained and knowledgeable staff.

- Disadvantaged pupils are able to talk effectively about their learning and are able to access the curriculum because they have improved vocabulary development.

Vocabulary is taught explicitly as part of pre teach across all curriculum areas. Displays have been reviewed to build on taught vocabulary and build on prior learning to an end point. Further development now needed for SEND pupils (especially those non and pre-verbal or who have SCL delays) with regards to vocabulary development and oracy. This is reflected in the SDP 2024- 2025.

- Communication and language outcomes at the end of the EYFS have improved and are in line with national.

Early Years Foundation Stage (National average)			
	2021– 2022	2022-23	2023-2024
% of pupils meeting the standard in speaking	79% (83%)	89% (83%)	79% (82%)
Disadvantaged pupils	63% (73%)	87% (74%)	53%
All others	83% (85%)	89% (86%)	85%

Continued lower starting points for disadvantaged pupils in vocabulary and communication and language development. SALT has been provided to targeted pupils. Identified further need to provide more regular speech and language support by trained staff in school. Early communication and language development continues to be an identified area of need.

- Pupils' work indicates that disadvantaged pupils produce quality work across the curriculum.
- There are no barriers to disadvantaged pupils to access wider enrichment opportunities.

All pupils, including those identified as disadvantaged, achieve well in mathematics as a result of a well-planned, sequential and spiral curriculum, which is focused on pupils' securing a deeper understanding of the fundamental basics of maths alongside developing good mathematical talk.

- Disadvantaged pupils are able to use mathematics fluently and apply this across areas of maths.
- Disadvantaged pupils are able to talk effectively about maths which supports their problem solving and reasoning.
- Outcomes for all pupils but in particularly the disadvantaged pupils are in line with national at the end of the EYFS in mathematical development (all pupils (disadvantaged EYFS) and are above national at the end of KS1.

All Pupils KS1	2021-2022		2022-23		2023-2024	
	EXP+	GD	EXP+	GD	EXP+	GD
Mathematics	80% (68%)	30% (15%)	81% (70%)	22% (16%)	78% (72%)	28% (17%)
Mathematics-disadvantaged	80% (52%)	7% (7%)	83% (56%)	22% (8%)	63%	13%
Mathematics- all others	80% (73%)	35% (18%)	81% (75%)	22% (19%)	83%	33%

Disadvantaged pupils have achieved above the national group. In 2022 and 2023 the disadvantaged pupils achieved above the national all others.

To ensure the social and emotional development of disadvantaged pupils is effectively supported in order to remove and overcome barriers to learning.

- An increased number of pupils are able to self-regulate leading to them accessing and enjoying learning.

Early Years Foundation Stage (National average)			
	2021- 2022	2022-23	2023-2024
% of pupils meeting the standard in self-regulation	83% (85%)	91% (85%)	81% (85%)
Disadvantaged pupils	75% (77%)	87% (77%)	65%
All others	85% (87%)	92% (87%)	85%

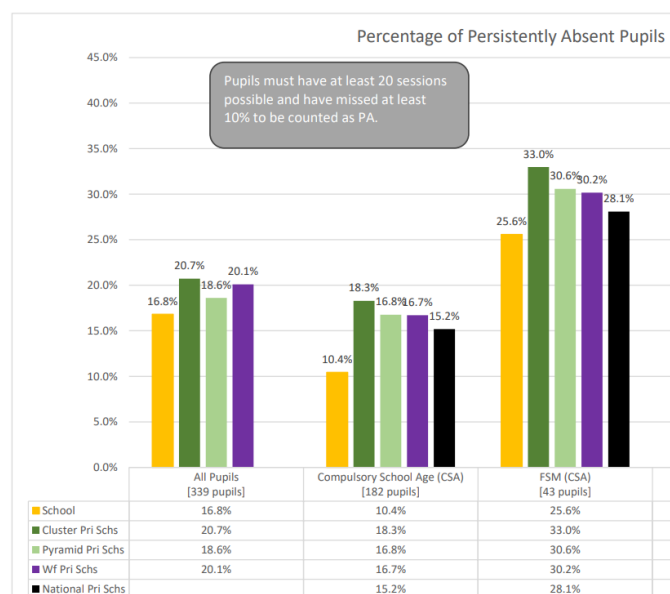
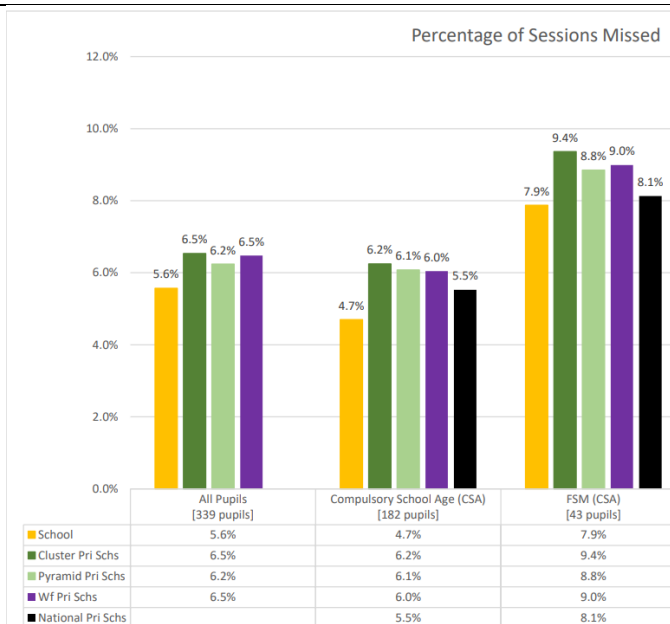
- Serious incidents and low- level incidents of behaviour are significantly reduced.

No suspensions / exclusions for the past 3 years. Thrive practitioners in place and are proactive in early identification. SEMH needs of pupils are rising and this needs to be reflected in the next plan.

As a result of highly effective pastoral support and strong school-

- Attendance of disadvantaged pupils is closer to the national average and there is an improving trend.
- The proportion of disadvantaged pupils who are persistently absent has reduced.

home relationships, disadvantaged pupils attend well. The persistent absence of disadvantaged pupils is reduced.



Overall attendance is above the national for all pupils and also PP pupils. Persistent absence is also below the national.

However, persistent absence continues to be a focused area for the school. Although the last 3 years PA has overall remained below the national, school PA did increase in 2024 compared to previous years. Although we have been proactive in our approaches to continue to improve school attendance and systems to are well embedded this continues to be an area of development.

To ensure that all staff are trained in research led practice that supports pupils to know more and remember

- Disadvantaged pupils access a well-planned curriculum which enables them to achieve agreed end outcomes in each subject.
- Disadvantaged pupils make gains in their learning as a result of highly effective teaching rooted in pedagogy based on cognitive load theory.

All staff are trained in Rosenshines and review, modelling, scaffolding are features of teaching across all subject areas. Further training for ECTs and new HLTAs is now required to ensure high standards are consistently in place.



more  
(Rosenshines)  
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their academic  
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## 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)

£25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD- Rosenshine principle training for teachers and teaching assistants</p> <p>Leaders to monitor the impact of the CPD on teaching and learning in particular elements such as fluid groupings, scaffolding, instructional teaching, questioning. External monitoring by SIA</p>	<p>Teaching Walkthrus- Instructional coaching linked to Tom Sherrington &amp; Oliver Caviglioli</p> <p>Rosenshine principle approach, Mary Myatt Tom Sherrington and Chris Quigley Research around cognitive load theory EEF: SEN in Mainstream schools. Key recommendation Ensuring all pupils have access to high quality teaching</p>	4
<p>Coaching and CPD by senior leaders &amp; external advisors focusing on teaching and learning</p> <p>At least 1 day external SIA each half term</p>	<p>Andy Buck- Basic Coaching EEF impact of CPD on teaching &amp; learning Teaching Walkthrus- Instructional coaching linked to Tom Sherrington &amp; Oliver Caviglioli Ofsted- Bold Beginnings.</p>	1, 2, 3, 6, 8
<p>Implementation of Little Wandle Phonics and Reading scheme including purchasing resources and staff CPD</p> <p>½ day release time for the reading lead/ team SLT weekly meetings to discuss phonics &amp; reading</p>	<p>DfE The Reading framework Improving Literacy in KS1: Key Recommendation 3: Effectively Implement a Systematic Phonic Programme including the use of phonics. Ofsted- Bold Beginnings. Key finding reading at the heart of the reception curriculum Alex Quigley- Closing the reading gap Christopher Such- The art and science of teaching primary reading</p>	2, 3, 8
<p>Training and coaching from reading leads for phonics and reading teaching across the school</p>	<p>DfE The reading framework EEF Guidance Document: Preparing for Literacy Key Recommendation 2: Develop children's early reading using a balanced approach Improving Literacy in KS1: Key Recommendation 3: Effectively Implement a</p>	2, 3, 8

<p>External training for reading and reading for pleasure</p> <p>Further HLTAs to be trained to increase their own CPD and to improve/ sustain high quality teaching and learning across the school</p>	<p>Systematic Phonic Programme including the use of phonics.</p> <p>Alex Quigley- Closing the reading gap Christopher Such- The art and science of teaching primary reading Andy Buck- Basic Coaching</p>	
<p>Curriculum lead for S&amp;L and release time to the review of the curriculum and training for staff including support staff</p> <p>CPD- External training and internal training</p>	<p>Alex Quigley- Closing the vocabulary gap Early Language Development: Needs, provision, and intervention for preschool children from socio-economically disadvantaged backgrounds EEF Preparing for literacy Ofsted Bold beginnings- Key finding. Leaders/ headteachers prioritised language and literacy</p>	1, 2, 3, 4
<p>Revised whole school timetable to include daily Magic of stories which is well planned, delivered and monitored by leaders. Focus on developing vocabulary through high quality stories- purchase of books, parental events.</p>	<p>Ofsted Bold beginnings- key finding need to prioritise well planned story time Alex Quigley- Closing the reading gap EEF Guidance Document: Preparing for Literacy DfE Reading framework</p>	1, 2, 3, 4, 8
<p>Reviewed and revised writing curriculum linked to promoting good talk &amp; communication- External SIA support</p> <p>Writing lead cover time to monitor and coach staff and work with external SIA</p>	<p>Ofsted Bold beginnings- Key finding. Leaders/ headteachers prioritised language and literacy</p> <p>EEF Guidance Document: Improving Literacy (teach pupils to use strategies for planning and monitoring writing &amp; promote fluent written transcription skills by explicitly teaching spelling &amp; encouraging purposeful practice)</p>	1, 2, 3, 6
<p>Maths Hub training for teaching staff- Release time for maths lead and teachers to complete training and implement in school</p>	<p>EEF- Improving maths in Early Years and KS1</p> <p>Bold beginnings- key finding. Leaders were much clearer about their expectations for children's literacy than for mathematics and need to focus on this.</p> <p>Mastery maths research</p>	3, 6

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

£15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>'Keep up' 1:1 phonics and reading intervention for identified pupils across the school of reading failure</i></p> <p><i>Additional adult support to deliver this and coaching by reading team</i></p>	<p>DfE Reading framework</p> <p>EEF teaching &amp; learning toolkits. One to one tuition and phonics and the positive gain in learning</p> <p>EEF Improving literacy. Recommendation 3: Effectively Implement a Systematic Phonic Programme including the use of phonics.</p> <p>EEF: SEN in Mainstream schools. Recommendation high quality teaching alongside small group and one to one interventions</p>	<p>2, 3</p>
<p><i>SDP focus on Early Communication and language- External advisor review</i></p> <p><i>Nursery teacher to lead on Early Years Champion Cracking Communication programme</i></p> <p><i>External SIA to lead CPD for staff regarding early communication &amp; S&amp;L</i></p>	<p>EEF Guidance Document: Preparing for Literacy Key Recommendation 1: Prioritise the development of communication and language</p> <p>EEF Teaching &amp; Learning Toolkit, Very high impact for oral language interventions</p> <p>Early Language Development: Needs, provision, and intervention for preschool children from socio-economically disadvantaged backgrounds</p> <p>EEF: Early Years Toolkit. High impact for low cost of communication and language approaches</p>	<p>1, 2</p>
<p><i>S&amp;L therapist (Leeds NHS) to be appointed in school every 2 weeks to focus on EYFS pupils &amp; provide support and guidance to staff and families</i></p>	<p>Preparing for literacy (improving communication, language and literacy in the early years) (Recommendation- Use high quality targeted support to help children)</p>	<p>1, 2, 4</p>
<p><i>Phonics breakfast clubs to target pupils to keep up. Cost of staff members to lead this and also planning time and coaching with reading lead</i></p>	<p>DfE Reading framework</p> <p>EEF teaching &amp; learning toolkits. One to one tuition and phonics and the positive gain in learning</p> <p>Recommendation 3: Effectively Implement a Systematic Phonic Programme including the use of phonics.</p>	<p>2, 3, 5</p>
<p><i>Half termly parent support groups and workshops led by EYFS teacher linked to reading, phonics, maths, physical development and PSED- release time and</i></p>	<p>Working with parents to support children's learning. (EEF Guidance Report)</p> <p>EEF: Self-regulation and metacognition. Recommendation 2-explicitly teaching and modelling skills</p>	<p>1, 2, 6, 7</p>

<p>resource cost for teacher and learning mentor to lead</p> <p>Mastering maths parent workshop (5 week course) run by maths lead/ EYFS team</p>	<p>EEF: Early Years Toolkit. Parental engagement moderate impact</p>	
<p>Pre-teach and same day intervention for maths across the school- release time for HLTAs and maths lead/ SLT to lead interventions</p> <p>Monitoring the impact of this by leaders</p>	<p>EEF Teaching &amp; Learning Toolkit- impact of 1:1 tuition and teaching assistant intervention/ small group tuition &amp; very high impact of feedback</p> <p>EEF: Making Best Use of Teaching Assistants (Previous school involvement in this project)</p> <p>EEF Early Years Toolkit- Early number approaches very high impact for low cost EYFS Framework- September 2021 and changes to mathematical development</p> <p>Mastery maths approach research</p> <p>EEF: SEN in Mainstream schools. Recommendation high quality teaching alongside small group and one to one interventions</p>	<p>2, 3, 6</p>
<p>Guided reading practice across UFS, Y1 and targeted Y2 pupils- Additional adults to support this including HLTAs and SLT</p> <p>Coaching and monitoring of this</p>	<p>DfE: The reading framework</p> <p>EEF: Teaching &amp; Learning Toolkit. Very high impact of reading comprehension strategies</p> <p>EEF: Improving literacy</p> <p>EEF: Making Best Use of Teaching Assistants (Previous school involvement in this project)</p>	<p>2, 3</p>
<p>SLT to lead targeted UFS and Year 1 phonics group daily and guided practice reading sessions who require keep up (lowest 20% group)</p>	<p>DfE: The reading framework</p> <p>EEF: Teaching &amp; Learning Toolkit. Very high impact of phonics intervention</p>	<p>2, 3</p>

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

£45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Thrive practitioner to deliver 3 days Thrive intervention for identified pupils 1:1 and small group</p> <p>Further Thrive practitioner (learning mentor) trained to deliver the approach and to work specifically with families. Parent</p>	<p>Evidence: Covid school support guide 2020 (EEF Guidance Report)</p> <p>Working with parents to support children's learning. (EEF Guidance Report)</p> <p>NSPCC 2020 Children's mental health post COVID-19</p>	<p>7</p>

courses/ workshops to take place	EEF Teaching and Learning Toolkit- The very high impact of metacognition and self-regulation EEF- Metacognition and self-regulated learning. Recommendation 1 & 2 teacher professional understanding and explicit teaching of skills	
<i>Phonics breakfast clubs to take place each morning for identified pupils at risk of reading failure and also poor attendance/ well-being concerns</i>	DfE Reading framework EEF teaching & learning toolkits. One to one tuition and phonics and the positive gain in learning Recommendation 3: Effectively Implement a Systematic Phonic Programme including the use of phonics.	3, 5
<i>Fully subsidised breakfast club places for identified pupils</i>	Working with parents to support children's learning. (EEF Guidance Report)	5, 7
<i>Fully subsidised milk for current FSM pupils</i>		
<i>One Life programme linked to MHWB Morning routine embedded across the school to include mindfulness &amp; journaling  External SIA training &amp; coaching</i>	Improving social and emotional learning EEF  EEF meta-cognition and self- regulation	5, 7
<i>Daily attendance calls and support for families delivered by the learning mentor. SLT &amp; Learning Mentor half termly attendance meetings. Work with EWO. Attendance initiatives and rewards.</i>	Working with parents to support children's learning. (EEF Guidance Report)	5, 7
<i>Educational visits and visitors to school- whole or part subsidy for pupils</i>	Rosenshine principles, Chris Quigley	1, 4

**Total budgeted cost: £85,000**

## Part B: Review of outcomes in previous

### academic year Pupil premium strategy outcomes This

details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Overall outcomes at the end of the EYFS remain above the national. EYFS data alongside pupil observations and interactions continues to indicate that the communication and language development of our youngest learners needs to remain as a high priority alongside areas such as writing. This is particularly the case for disadvantaged pupils. Staff CPD and early specialist support for pupils with delayed language has been provided through the external support the school receives and also expert staff within school. The nursery teacher, also SENDCO, is an early years' communication champion. Disadvantaged pupils at the end of 2024 have achieved lower than all others in the Good Level of Development and this group continues to be a priority as they move through to Key Stage One.

However, this gap between disadvantaged and all others does close as pupils move through the school. Our end of Key Stage One outcomes for all pupils, including disadvantaged pupils, in reading, writing and maths in 2024 continue to be above the national averages. Phonics outcomes, for all pupils including those disadvantaged, have also continued to remain above the national averages. The phonics scheme is taught with fidelity across the school and the reading lead continues to provide coaching and training for all staff. We have 3 teachers who are literacy specialists and the Headteacher is an auditor for the reading hub. Pupils identified at risk of falling behind are swiftly identified and daily keep up intervention takes place and is closely assessed.

The high priority the school has placed on phonics is shown in the progress pupils have made through the scheme. Phonics and reading continues to remain a high focus to maintain high expectations for all pupils. The implementation of the mastering number programme began in the Summer term 2022 and the impact of the programme has been evident across each year group. The use of NCETM has strengthened teachers subject knowledge.

The attendance of all our pupils but in particular for our disadvantaged pupils continues to be a priority for all staff including leaders and the pastoral team. A number of our disadvantaged pupils are also persistently absent from the school, which is impacting on attainment. Senior leaders and all staff continue to be committed to ensuring that every child attend school.

The school continues to place a high emphasis on the personal development and emotional well-being of the children and understand and value the importance of strong positive relationships. The embedding of the morning routine has positively impacted on the children and staff. Next year the school will be further enhancing its offer including the embedding of the 'One Life' RHE curriculum. There have been no suspensions over the last 3 years. The work of the Thrive practitioners has had a positive impact on behaviour, mental health and well-being. High quality first teaching is the focus of staff CPD. As from September 2024 the school has two Early Career Teachers and also a newly appointed SENDCO.

