



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

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

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the low numbers of pupils who qualify for funding. Using the EEF research documents we have noted that some of the barriers to learning for our disadvantaged pupils are language and communication; pastoral support and wellbeing; lack of confidence; limited life experiences.

Through our termly pupil progress meetings , all staff are regularly involved in the analysis of data and identification of pupils so that they are fully aware of strengths and weaknesses across school and the needs of the children.

School overview

Detail	Data
Name of school	Bretherton Endowed CE Primary School
Number of pupils in school:	107
Proportion (%) of pupil premium eligible pupils	7 pupils – 6.6%
Academic year/years that our current pupil premium strategy plan covers	2023-2025

Academic year that this plan covers 2024 2025 Possible intentions for 2022 – 2024	
Date this statement was published	December 2024
Date on which it will be reviewed	August 2025
Statement authorised by	A Moxham
Pupil premium lead	J Clarke
Governor / Trustee lead	Emma Spencer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year PPG 7 x 1480	£10360 (7 PPG Sept 2024) –
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 10360
Free school meal eligibility continues to increase 23.8% of pupils are eligible for free school meals, up from 22.5% in 2022. This represents over 2 million pupils.	Our PPG 6.6%

Part A: Pupil premium strategy plan

Statement of intent

Walking in the footsteps of Jesus with our Christian family, we learn, grow, achieve and flourish together in God's love.

Our pupil premium strategy seeks to put this at the heart of our offer to pupils and their families.

Pupils at Bretherton come from a variety of economic backgrounds although we are listed as an area of low deprivation. For all our pupils (including disadvantaged) we aim to enhance language skills, address social and emotional concerns within our wellbeing and pastoral offer. We look to improve reading and comprehension skills with the knowledge that early reading is the gateway to academic progress and that success in reading supports success in other aspects of the curriculum.

We expect all pupils (including disadvantaged) to engage in all aspects of school life and to have a wealth of opportunities and enrichment. We promote equality of opportunity.

It may be that some pupils who are eligible for pupil premium are also supported for their special educational needs. Children who meet both of these criteria are supported to ensure that their barriers to learning minimised and their achievement gap reduced. For other children they may be academically successful we will look to all aspects of their lives to ensure they are flourishing.

Our previous plans allocated support in three key ways. The first was to provide educational support, which were either planned for individual children or whole cohorts for the benefit of all children. The second is a suite of financial support for parents to support them in providing key resources or opportunities for their child. The third is to offer opportunities for pupils eligible for PPG and those most vulnerable outside of PPG eligibility.

Our strategy is strengthened with the Head teacher being the overall PPG lead with our Deputy Head Teacher taking the day to day ownership of this strategy and ensuring that the strategy is presented and planned in both the curriculum and standards and finance Governor committee meetings. This year, our pupil premium governor has been separated from our Special Educational Needs and Disability governor as this offered a greater wealth of education and business experience to the discussions. We are also in a position to be able to offer a pastoral TA 3 afternoons a week who is highly skilled in supporting a variety of needs and operating a provision map to ensure every child identified makes progress.

The key principles of our strategy plan is:

- We ensure that teaching and learning opportunities is a high standard and meets the needs of all our pupils*

- *We recognise that not all children who may be socially and economically disadvantaged are eligible for Free School Meals and recognise these children need to be included within the group and will allocate funding to support such children.*
- *All disadvantaged children have an equality of opportunities to achieve and grow*
- *All disadvantaged pupils access the same high expectations and opportunities and aspirations as non PPG pupils.*
- *That at the heart of our school community are our pupils and their families and it is important for everyone to flourish*
- *Reading, developing early reading and a love of reading is firm foundations for success in school.*
- *A personalised approach that can also cast a wider net to support children whose families may just miss out is sought.*

Ultimate Objectives

- To narrow the attainment gap between disadvantaged and non disadvantaged pupils nationally and using internal data
- For all disadvantaged pupils to meet or exceed nationally expected progress to reach age related expectations at the end of year 6

The Governors at Bretherton Endowed may consider any of the following provision when making decisions for this group in order to achieve our objectives:

- 1 to 1 support
- Catch up tutoring in small groups with experienced TA or teacher focussed on overcoming gaps in learning
- Additional staff to reduce class sizes adult: child ratio
- Additional teaching and learning opportunities through external resources
- Additional support for transition internally and to high school. Transition into EYFS also.
- Plan a suite of payments for key expenses such as uniform, residential trips, trips, visitors, books, experiences, clubs,
- To support the funding of specialist software or learning software to enhance the curriculum
- Quality and high aspirational curriculum resources.
- Additional SEND professional support if appropriate including screening and assessment for benchmarking
- To extend PE provision through being active
- Wellbeing support woven within our curriculum and interventions as an extra entitlement where required

- Resources to support concrete learning
- Behaviour and nurture support available during class time and lunchtimes
- Additional/ enrichment opportunities to enliven life experiences

This is not an exhausted list and may change according to the needs of the individuals and school priorities for disadvantaged children.

This document has been produced with consideration to [file:///C:/Users/alison/Downloads/Pupil Premium Guidance iPDF%20\(1\).pdf](file:///C:/Users/alison/Downloads/Pupil%20Premium%20Guidance%20iPDF%20(1).pdf)

Challenges

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

Challenge number	Detail of challenge
1	Wellbeing reflects that pupils need to further develop resilience and confidence when challenged in their learning.
2	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the current financial hardship with some limited life experiences and opportunities to join in with enrichment activities
3	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	Internal and external assessments indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Internal and external assessments indicate that maths attainment among disadvantaged pupils is slightly below that of non disadvantaged pupils.
5	To maximise outcomes for children throughout school irrespective of Government criteria for disadvantage.

6	Our attendance data over the last 3 years has improved for PPG vs non PPG and there is currently only 0.3% difference between the two groups. However, children who are SEND and PPG have lower attendance than PPG alone and this group will need to be supported and monitored to ensure that they are in school.
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria	
A higher proportion of disadvantaged pupils are working at age related expectations in Writing.	<p>A higher proportion of disadvantaged pupils are working at age related expectations in Writing.</p> <p>Each cohort of disadvantaged pupils make at least expected progress (5.0), taking into SEND progress</p> <p>100% disadvantaged pupils make good progress</p>	
A higher proportion of disadvantaged pupils are working at age related expectations in Maths.	<p>A higher proportion of disadvantaged pupils are working at age related expectations in Maths.</p> <p>Each cohort of disadvantaged pupils make at least expected progress, taking into SEND progress</p> <p>100% disadvantaged pupils make good progress</p>	
Disadvantaged pupils have improved resilience and confidence when challenged in their learning.	Evidenced in Well-being radars	

	<p>Pupil Voice/Pupil Book Study (PP focused) evidences increased confidence and resilience</p> <p>Learning walks evidence PP learners tackle tasks and have the skills and knowledge to do so</p> <p>Improved outcomes</p> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils</p> <p>Dedicated ELSA trained member of staff to support and enhanced pastoral support through peer massage and Confident Me.</p>	
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 demonstrated by:</p> <p>the overall unauthorised absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers gap being reduced so PPG and non PPG are closer.</p> <ul style="list-style-type: none"> the percentage of all pupils who are persistently absent ie below 90% to reduce and the figure among disadvantaged pupils being the same to reduce the gap with their non PPG peers. Attendance of PPG pupils monitored and any issues addressed timely. Disadvantaged pupils attendance is in line with non ppg. Persistent absence is reported for PPG pupils to governors and addressed. No 	

	significant data to show PPG more than non PPG	
To give pupils access a wide range of enrichment experiences in school and out of school	<p>Pupil questionnaires reflect enjoyment in school and positive attitudes to learning enhanced through enrichment activities</p> <p>Children who are vulnerable but not PPG also have their provision enhanced as a result of the planned opportunities</p> <p>Social skills , independence, perseverance, resilience and team work are developed</p> <p>Offer high quality music sessions in order to expose children to cultural history.</p> <p>Funding for all trip experiences and uniform support.</p> <p>Improved vocabulary seen in books</p> <p>Improved confidence seen in Well-being radars</p>	
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>External CPD</p> <p>Whole School Action plan on vocabulary use within foundation subjects</p> <p>Links to Oracy- Voice 21 with staff meetings and resources</p>	
Support for parents to support behaviour, learning and wellbeing based on current needs	Families feel like they are thriving	

	Families are able to access support in school through internal support or external agencies	
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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)

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist TA – ELSA support renewed annually	Wellbeing agenda Social and emotional aspects of learning Dedicated person to build relationship with children and families. Training for class TA's on pastoral and academic interventions to benefit PPG and all pupils	1,2
To continue to embed metacognition strategies across the school.	<u>Metacognition and Self-regulation:</u> - EEF evidences that this approach has an average impact of 7 months additional progress over a year The average cost is low	1,
Whole school vocabulary CPD 1 to 1 small group maths intervention and TA support in classes to support those with gaps in learning WELLCOM training for staff for pupils on entering school.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF (Drama workshops £1000) https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language?utm_source=/early-years/evidence-	3,4

	store/communication-and-language&utm_medium=search&utm_campaign=site_searchh&search_term https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/ Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: (£550 annually and additional costs for training) Phonics Toolkit Strand Education Endowment Foundation EEF	
TA allocated 2 sessions to offer academic and pastoral support	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&utm_medium=search&utm_campaign=site_search&search_term=social%20and%20emotional	1,2
Impact Statement:		

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

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA for structured interventions for targeted writing, phonics and spelling interventions.</p> <p>Maths interventions.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3?utm_source=/education-evidence/guidance-reports/maths-ks-2-3&utm_medium=search&utm_campaign=site_search&search_term=improving%20maths</p>	<p>4,5</p>
<p>Use of Wellcom by reception staff to enhance speech and language support.</p> <p>Specialist Speech and Language support to support staff in school to assesses and ascertain pupils needs</p> <p>Staff CPD on vocabulary and oracy. Coaching for all staff and subject leaders.</p>	<p>Use of EEF diagnostic assessment to support individual PPG pupils and acknowledgement and plan for needs to be met and any gaps to be reduced or eradicated. Eg Staff CPD on quiz, assessments such as YARK.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	<p>3</p>
<p>Member of staff for maths intervention in Class 2 to support gaps in learning.</p> <p>Resources purchased for KS2 to support all pupils including disadvantaged.</p> <p>Class 4 teacher to received maths mastery CPD to</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3?utm_source=/education-evidence/guidance-reports/maths-ks-2-3&utm_medium=search&utm_campaign=site_search&search_term=improving%20maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>4,5</p>

develop stretch and maths language	Teaching Assistant Interventions: EEF evidences that this approach has an average impact of 4 months additional progress over a year dependent on how they are deployed. Teaching assistant interventions	
Purchase of additional online resources e.g. Reading Eggs to target gaps in learning and consolidation and practise for those who require it including disadvantaged.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	3
Involvement of emotional and wellbeing support specialist to support provision mapping and target setting for identified children including disadvantaged.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk) Social and Emotional learning	1,2
Impact statement:		

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

Budgeted cost: £1860

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra WLSP opportunities through activities such as Bikeability, sporting events	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&utm_medium=search&utm_campaign=site_search&search_term=enrichment Bikeability Year 5; scootsafe class 2 and balance bikes year R	2

<p>To support pupils and disadvantaged pupils in having access to wider opportunities in school such as the arts inc music.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>https://www.gov.uk/government/publications/pupil-premium/pupil-premium</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Additional funding for ppg for music and after school clubs inc Spanish, dance, initiate theatre</p>	
<p>To support families in receipt of PPG with practical and real monetary assistance for books, uniform, trips, clubs and other essential needs</p>	<p>To provide real time financial support for uniform and other household essentials. Access to donations and charities also</p>	
<p>To promote home school communications and support through provision of financial support for a suite of costs such as :</p> <p>Uniform</p> <p>Trips for enrichment no charge for pp children</p> <p>After school clubs</p> <p>Residential reduction in costs of the trip for pp children</p> <p>Books for home reading</p>	<p>EEF toolkit parental engagement</p> <p>Building relationships between home and school to promote additional help and support</p> <p>Facilitate good attendance</p> <p>Offer enrichment to include cultural capital and life's essential experiences</p> <p>Subsidised minibus transport for out of school local area enrichment where all pupils can benefit</p> <p>Outdoor learning opportunities available in school to all pupils as outdoor opportunities can support behaviour for learning positive attitudes.</p>	

Sports events promoted and TARDIS Cluster opportunities for PP and vulnerable pupils		
'Confident Me' programme for identified pupils.	The EEF recognises SEL, Well-being and Mental Health as essential in supporting effective learning which are linked to a positive outcome later in life. Social and Emotional learning	1,2
Supporting vulnerable families with community support with provision of food vouchers and assistance with bills.	Building relationships between home and school to promote additional help and support https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Supported through Charity Leyfield Trust also	1,2,5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Attendance support provided by school office and HT in role of SENDCo and DHT in role of PPG champion. Time allocated	6
Impact update:		

In reality, Bretherton Endowed spends in excess of the PPG funding to support families in the areas above – mostly topped up by donations and charity support and the unofficial school fund where needed.
Total budgeted cost: £ 10360 Total anticipated spend £15600

Additional costs likely to be included from in school tutoring. Pupils being assessed this term to support planning.

Update:

Using the Gov document 'Using Pupil Premium guidance for school leaders' March 2022, the following will be actioned.

- The guidance will be used to create the next 12 month plan and integrate it within the 3 year plan
- This document will be assessed and added to the school website by Dec 2024 with evaluative statement and data.
- Review the 'menu' of approaches to ensure maximising all opportunities.
- New PPG statement will be written Sept 2024 for all current PPG and new school development plan priorities.

Covid recovery funding

Like the pupil premium, schools can:

- spend the recovery premium on a wider cohort of pupils than those who are eligible for the funding
- direct recovery premium spending where they think the need is greatest

Based on information from the DFE recovery funding: <https://www.gov.uk/government/publications/recovery-premium-funding/recovery-premium-funding>

can be spent:

- for the benefit of pupils registered at the school that receives it
- for the benefit of pupils registered at other maintained schools or academies
- on community services whose provision furthers the benefit of pupils at the school.

Schools must use RPG funding for the purpose of supporting pupils' educational recovery.

Although the grant is determined by the number of Pupil Premium children on roll, the money can be spent wider than this on education or services that are supporting the recovery catch up of pupils.

Bretherton Endowed receives £1360 in order to achieve this recovery.

Using the pupil premium strategy above, our recovery premium funding has been directed to the following and using the above research led evidence in 23/24. There is NO COVID recovery funding expected in 24 25 so not been allocated in this strategy document

Intended outcome	Success criteria	Impact updates
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>External CPD</p> <p>Whole School Action plan on vocabulary use within foundation subjects</p> <p>Links to Oracy- Voice 21 with staff meetings and resources</p>	<p>Staff CPD is on-going throughout the year with an increase in dialogic teaching: Teachers use talk to create an interactive learning environment.</p> <p>Structured questioning: Teachers use questions to help students understand key concepts and check their progress.</p> <p>Group work: Students work together in pairs, trios, or larger groups to share ideas and participate in discussions.</p> <p>Oracy is a focus in the English action plan and whole school 3 year development plan.</p>
Improved writing attainment among disadvantaged pupils.	<p>KS2 writing outcomes in 2022/23 show that more than 80% of disadvantaged pupils met the expected standard.</p> <p>Whole school phonics intervention and training.</p> <p>Reading scheme updated in line with phonics including interventions through school.</p>	<p>57% in writing met the expected standard at end of summer 2024 with 85% making expected progress in writing.</p> <p>Additional resources purchased to support intervention.</p> <p>Reading scheme is in line with phonics scheme and all pupils throughout school accessing intervention if needed.</p>

Improved maths attainment among disadvantaged pupils	Internal and external assessments show maths calculation, confidence and reasoning is lower in PPG pupils than their peers. Many aspects are linked to vocabulary and confidence and this will be addressed through quality first teaching.	71% met the expected standard with 85% making the expected progress. Maths mastery is a focus in all classes.	
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils and those suffering financial hardship.	<p>Sustained high levels of wellbeing by demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • Dedicated ELSA trained member of staff to support and enhanced pastoral support through peer massage and Confident Me. • Parents feel supported 	<p>Anecdotal evidence from ELSA trained staff interventions , parents feedback and low numbers of support and incidents</p> <p>Activities for whole school take up is low but children are targeted for clubs with no fee or subsidies who will benefit of who are identified as in need.</p>	
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> • the overall unauthorised absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers gap being 	<p>Attendance of PPG pupils monitored and any issues addressed timely. Disadvantaged pupils attendance is in line with non ppg</p> <p>Persistent absence is reported for PPG pupils to governors and addressed. No significant data to show PPG more than non PPG. Some individuals are less than 90% but</p>	

	<p>reduced so PPG and non PPG are closer.</p> <ul style="list-style-type: none"> the percentage of all pupils who are persistently absent ie below 90% to reduce and the figure among disadvantaged pupils being the same to reduce the gap with their non PPG peers. 	<p>numbers low and individual situations are being addressed.</p>	
<p>To give pupils access a wide range of enrichment experiences in school and out of school</p>	<p>Pupil questionnaires reflect enjoyment in school and positive attitudes to learning enhanced through enrichment activities</p> <p>Children who are vulnerable but not PPG also have their provision enhanced as a result of the planned opportunities</p> <p>Funding for all trip experiences and uniform support.</p>	<p>Pupils supported with PPG and Leyfield Trust to provide school trips, opportunities to participate in school clubs for one term, support with uniform costs and school residential.</p>	
<p>Bretherton Endowed's commitment to recovery exceeds the funding available. As the needs are identified, quality first teaching will ensure positive impact on progress and the above will continue to fulfil the Government's expectation of education recovery.</p>			

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 2023 2024 academic year.

Some of the highlights are:

Offering a broad and balanced curriculum with enrichment opportunities throughout to enhance children's experiences.

Children to be actively encouraged and invited to undertake extracurricular activities out of school hours. Any clubs that occur over the year to monitor attendance and proportion of PP children attending. Monitored involvement of PP children in school roles and responsibilities. Support of children with mental health and learning needs children will be able to build their self-esteem and worth. Representing Bretherton Endowed in sporting events is included with this although this has become a growing concern and will be target for future.

Use of Staff Development to review and monitor progress of targeted support. SENCo / PP Lead to have oversight of assessment for all intervention groups and use to inform future intervention and pupil one page profiles where appropriate. Streamline of SEND documentation for staff

Close tracking and monitoring, pupil progress meetings and identifying ways of targeting children

Improving attendance and readiness to learn for the most disadvantaged pupils. Monitor pupil's daily attendance and follow up quickly on absence - first day response call for PP children.

Financial restrictions due to family circumstances provide a barrier to children accessing enrichment opportunities, these are provided by the school.

Mental Health First Aider to provide pupils with additional support to promote curriculum access and help pupils to engage with their learning.

PP pupils to have targeted sessions to ensure behaviour and emotional support is in place to support their individual needs to improve readiness for learning. Starting to work with charities such as Compass Bloom to meet those extra needs

Use of Jigsaw PSHE Programme and the use of emotion indicators by children where needed to encourage positive talk about feelings is positive

Targeting the needs of specific families, providing additional social and emotional support in addition to the universal pastoral support offered in school.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has not significantly changed and due to low numbers each PPG child is discussed at pupil progress meetings .

Impact statements

Evidence of use of key vocabulary in all subjects and used by children.

Drama sessions and PHSE sessions planned where children can use vocabulary associated with feelings and emotions

External CPD and subsequent internal CPD planned looking at tier 2 and 3 vocabulary and utilising reading for pleasure with high quality texts to expose and discuss vocabulary in all classes

Foundation subjects have vocabulary mapped and are taught explicitly and subject leaders are monitoring this through pupil discussions

All staff completed phonics training and all staff delivering lessons or interventions observed and demonstrated fidelity to the scheme.

Reading scheme updated – new books purchased for class 2 and additional non fiction books for both school and home reading.

In relation to maths : Vocabulary been a huge focus through White rose maths and ready to progress documents.. Monitoring shows that teaching in maths is good or better. Work scrutiny and conversations highlight increased confidence and fluency shift focus has already started to see improvements

Wellbeing: Provision map of ELSA trained staff – work planned and delivered available on website and the participation of disadvantaged pupils tracked for sporting events in and out of school and clubs to show all participate voluntarily or are chosen to participate so no barriers to engagement.

Attendance of PPG pupils is monitored and any issues addressed timely. On Average disadvantaged pupils attendance is in line with non ppg and over last 12 months overall . Send and PPG continues to be higher but due to low numbers , individual families are being supported and closely monitored. Persistent absence is reported for PPG pupils to governors and addressed.

Pupil engagement in experiences is high and all pupils tracked for opportunities for in and after school clubs.

All pupils able to perform leadership roles in school and PPG pupils are supported in developing skills through programmes such as peer mediators, school council, ethos etc. This includes PPG.

PPg funding for musical tuition and specialist sports lessons privately if chosen by child/ parent and this was arranged for 2 children. Tracked spending for ppg family for uniform and trips to ensure supporting families where needed and all families accessing.

Data is not included in this document due to low numbers and ease of identifying individual children or families but data is tracked within school for pupils in receipt of PPG. CPOMS and behaviour along with attendance is tracked and shared with Governors in the curriculum and standards committee .

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Drama	Initiate Drama group
Dance	Louise Ross
Personalised learning	Learn by Questions, Reading Eggs
Curriculum	Kapow Music; History Association; DATA; Purple Mash computing; Monster Phonics
Spellings	Spelling shed; spelling frame class 4
Maths	Times table rock stars; white rose apps, maths shed

Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.*
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.*
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.*

Staff and pupils and families feed into our pupil progress strategy through parental and pupil questionnaires and pupil progress meetings

We have no service PPG

Post adopted pupils have internal PEP discussions with parents regularly to ensure they feed into additional support and enrichment

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.