



# Pupil premium strategy statement

## 2024-2025

### And review of 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2024/2025 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	Intack Primary School
Number of pupils in school (October Census)	398
Proportion (%) of pupil premium eligible pupils	(24-25) 40.95%
	(23-24) 34%
	(22-23) 45%
<b>October Census 2024</b>	
<b>Eligible for FSM</b>	<b>Yes</b>
Education, Health and Care Plan	20.00%
No recorded SEN	35.49%
SEN Support	71.88%
<b>Grand Total</b>	<b>40.95%</b>
<b>Eligible for FSM</b>	<b>Yes</b>
English	71.26%
Other	17.41%
<b>Grand Total</b>	<b>40.95%</b>
<b>Eligible for FSM</b>	<b>Yes</b>
NC Year N2	15.38%
NC Year R	29.27%
NC Year 1	36.73%
NC Year 2	49.06%
NC Year 3	43.64%
NC Year 4	45.61%
NC Year 5	50.85%
NC Year 6	39.66%
<b>Grand Total</b>	<b>40.95%</b>

Academic year/years that our current pupil premium strategy plan covers 22-25	2022/2023 2023/2024 2024/2025
Date this statement was published	Dec 2024
Date on which it will be reviewed	Dec 2025
Statement authorised by	TBC to be reviewed at Governors meeting
Pupil premium lead	A Ashworth Taylor (Acting HT)
Governor / Trustee lead	TBC to be reviewed at Governors meeting

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£239,370</b> (-£26,895 on 23-24)
Recovery premium funding allocation this academic year	<b>£5836</b>
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	<b>£245,206</b> (-16,489 on 22-23) (-33,384 on 23-24)

# Part A: Pupil premium strategy plan

## Statement of intent

At Intack Primary School, we allocate our Pupil Premium funding to ensure the academic gap is narrowed for the most disadvantaged learners. Whenever we make decisions about the use of our Pupil Premium funding, we consider the current context of the school and the challenges we have faced over the academic year and those we anticipate in the future. We have an excellent understanding of what works best for our learners and view the use of the funding as an opportunity to support all our learners across school with an emphasis on the most disadvantaged. We also look at the latest research to ensure the impact we achieve is the greatest we can, accomplishing the best outcomes, academically, socially and emotionally, for our children.

We use research such as that produced by the EEF on pupil premium allocation and have used a number of their conclusions to best support decisions around the usefulness of different strategies balanced against their value for money. These conclusions assist us in shaping our strategic thinking.

Although the pandemic is now historic and was a very unsettled period, for many reasons, for many of our learners, their families and for education we are still seeing the impact. Times of challenge are often a catalyst for change so we try to see the challenges as positive, reflect on what worked historically, during the pandemic and what our learners need moving forward year on year. It is evident that the impact on our learners as a result of the pandemic is more long term than anybody first thought. Our learners are still overcoming barriers (as described below) with the addition of the social, emotional and educational after effects of the pandemic, effects that take time to reverse.

Our learners face many barriers to their learning and the most common are; less support at home, low aspirations, weak language and communication skills, a lack of confidence and self-esteem, behaviour difficulties, passiveness and attendance and punctuality issues. There may also be complex family situations or vulnerability that prevent our children from being ready to learn and make the progress they should. The challenges our school and our learners face are many and varied. In recognising these challenges we are not disrespecting or belittling our families but acknowledging the barriers that so many of our families and children voice.

We strive to promote a sense of belonging, 'Proud to belong' is our motto and through achieving this all our learners, treated as individuals and with respect, will have the springboard to feel safe, valued and ultimately achieve. We want our disadvantaged learners to be prepared for the next stage in their education journey, but also to enter the

wider world equipped with basic life skills and cultural capital to ensure they are able to be a part of that wider world, successfully.

Ultimately our objectives are:

- To continue to narrow the attainment gap, between disadvantaged and non-disadvantaged learners.
- For all learners including disadvantaged learners to make at least nationally expected rates of progress.
- To support our children's health and well-being, enabling them to access learning at an appropriate level.

We aim to achieve this through:

- Ensuring that teaching and learning opportunities are ambitious and meet the needs of all the pupils including all those with SEND.
- Ensuring that teaching is at least good, adaptive and develops a mastery approach.
- Encouraging and supporting high quality training for our staff.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are assessed and addressed.
- Recognising that not all learners receiving FSM will be socially disadvantaged and some learners that are, may not claim. We therefore will make decisions on the allocation of pupil premium funding to support any learners that we identify as being socially disadvantaged. September 24 the Deprivation Indicator detailed: 98% of our learners fall in the bottom 50% and 51% in the bottom 5%.
- Allocating pupil premium use following analysis of needs for learners within classes, groups or as individuals, appropriate targeted support.
- Ensuring that EYFS and KS1 class sizes do not exceed the prescribed number and KS2 class sizes are always reviewed when allocating additional places.
- Supporting mental health and well-being programmes such as Forest school.
- Providing breakfast for all our learners.
- Employing a full time Attendance and family manager.
- Providing additional support through our full time Nurture TA.
- Additional learning support by TA's and SSA's.
- Appropriate resourcing across school to aid progress.
- Access to all extended provision through the use of subsidies for visitors in school, visits and residential.

## Challenges

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

Challenge number	Detail of challenge
1	Many of our learners require ongoing mental health and well-being support. Many of our learners and families have support and involvement from outside agencies and CSC. The pandemic added another layer of uncertainty to manage and stress upon families. The ability to cope has had long term impact upon mental health. The current challenges around the cost of living are now adding to families' uncertainty and need for support.
2	Attendance and particularly persistent absence are a focus for the school. Many of our learners have complex family needs that hinder daily attendance. We make every effort to improve our record in this area and have been recognised for these but despite this effort absence still remains a concern.
3.	Many of our learners enter school with poor language acquisition, our baseline data continues to support this statement. Assessments, observations and discussion with learners indicate under developed oral language skills and vocabulary gaps. These are evident from Nursery to KS2 and therefore this is a challenge. This has been compounded by early childhood experience and limited interaction as a result of the pandemic and lost learning. This, again, is a legacy gap faced by many.
4	Motivation of learners. Tailoring our curriculum to meet our learners' needs and ensuring quality first teaching. Our disadvantaged learners often have life experience and basic skills gaps. We ensure through our curriculum that academic and life skills are taught.
5	Aspiration of learners. Low aspiration is common due to lack of meaningful experiences, lack of encouragement socially, emotionally and academically. High deprivation impacts upon outcomes and aspiration for the future.
6	Access to all wider opportunities for all our learners. Opportunities for life experience and cultural capital limits personal development.
7.	Lack of support from care givers to reinforce and support learning. Parents with difficulties in English and maths. This then impacts upon learning from home when required, homework and phonics and reading progress and attainment.

## Intended outcomes

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

Intended outcome	Success criteria
Development and support of mental health and well-being.	<p>Student voice is positive.</p> <p>Student and parent surveys are positive.</p> <p>Teacher observations and feedback on mental health and well-being is positive for all learners.</p> <p>Disadvantaged and non-disadvantaged access opportunities for extended provision and enrichment.</p> <p>Provision impact shows positive impact upon disadvantaged learners.</p>
<p>Absence rate improves.</p> <p>Persistent absence improves.</p> <p>Punctuality improves</p>	<p>Overall rate of 94%. ( In line with current national)</p> <p>Reduction in persistent absence rate and disadvantaged learners no higher than non-disadvantaged. Parents value education.</p> <p>Equal to LA and national stats.</p>
Improved oral language skills and vocabulary.	<p>Inclusion in and impact from the WellComm initiative.</p> <p>Inclusion in and impact from Voice 21.</p> <p>Development of Oracy across school.</p> <p>Assessments and observations indicate improvements in oral language use.</p> <p>Engagement and use of language within conversation and lessons.</p> <p>Subject and topic language use.</p> <p>Book scrutiny evidence and ongoing formative assessment.</p>
Improved Phonic attainment amongst disadvantaged learners.	Overall level with LA and or National.
Improved reading attainment at the end of KS1 and KS2.	KS1 and KS2 reading outcomes show at least expected progress and disadvantaged learners' equal non-disadvantaged learners in meeting the expected standard.
Progress in reading, writing and maths combined.	Achieve national average progress scores in R,W,M at KS1 and KS2.
Disadvantaged learners are prepared for the next stage in their learning journey. They are developing confidence to enable them to become active members of society.	Curriculum fosters and encourages broad and extended learning. Life skills acquired. Cultural capital developed. Values and aspirations can be voiced.

## Intended activity in this academic year 24-25

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: £6,278

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Voice 21/Oracy development</p> <p>Project leads to access training and then roll out across the staff. Learners to benefit from upskilled staff, resulting in high quality talk for learning.</p> <p>WellComm enhanced the above 23-24.</p>	<p>EEF +6 additional months' progress.</p> <p>The training ensures our Voice 21 action plan supports the use of vocab and spoken language activities that are matched to learners' current stage of development. Training supports adults to ensure they model and develop pupils' oral language skills and vocab development. High quality talk for learning is supported. Promotes inclusivity.</p>	3,4
<p>Accelerated Reader training to upskill staff to ensure quality provision of AR across KS2 and drive-up reading ability.</p>	<p>EEF +6 additional months' progress.</p> <p>Providing ongoing training for staff will allow learners access and use of the AR scheme. It will provide access to appropriate texts to practice skill, engage with text and challenge reading comprehension.</p>	3,4
<p>Further Phonics training to ensure all staff are trained in the teaching of the phonics scheme and have maximum impact on learning.</p>	<p>EEF +5 additional months' progress.</p> <p>Supporting the development of early reading skills for disadvantaged learners. Embedding the phonics scheme and developmental training of staff show better outcomes for learners.</p>	3,4
<p>Review of quality first teaching (internal and via collaborative learning across our SIG), adaptive teaching and learning, use of '5 a day' and mastery approaches.</p>	<p>EEF +5 additional months' progress.</p> <p>Training to review our approach to teaching and learning, how adaptive teaching will be carried out across school to benefit all learners and how this dovetails with mastery approaches, in particular to maths.</p>	3,4,5
<p>Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as National Professional Qualifications (NPQs)</p>	<p>EEF guide to use of the PP.</p> <p>DfE- Using PP: Guidance for school leaders March 2023</p> <p>NPQ's being completed by 4 across, SLT and middle leadership, including academic years 2022-23, 2023-24 and 2024-25.</p>	1,2,3,4,5.

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

Budgeted cost **£102,708**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Academic mentor appointed in year 2 (2021-22).Not within 22-23 calculation.</p> <p><b>24-25</b></p> <p><b>Additional staffing within school redirected to impact upon learning gains, supporting intervention delivery,</b></p> <p><b>PP group in current</b></p> <p><b>Years 2/3 3 reading and writing</b></p> <p><b>Rec/Y1/Y2 phonics</b></p> <p><b>Use of Bell Foundation resources to support EAL (PP) learners</b></p>	<p>EEF +4 additional months' progress.</p> <p>Teaching is focused and intensive tuition can be given to individuals and small groups. Disadvantaged learners, lower attaining learners are supported to make intensive progress with phonics.</p>	<p>3,4</p>
<p>Beacon literacy, consultant to work with staff to develop reading practice. (2021-22).Not within 22-23 calculation.</p> <p>Additional staffing within school redirected to impact upon learning gains, supporting LW reading sessions delivery, 23-24.</p> <p><b>Not within 24-25 calculation</b></p>	<p>EEF +5 additional month's progress.</p> <p>Staff are supported in their skill development. Staff are able to use these tuned skills to roll out the reading programme and support learners to ensure disadvantaged learners make improved levels of progress.</p>	<p>3,4</p>
<p>Speech and Language HLTA to deliver external and internal programmes.</p>	<p>EEF +5 additional months' progress.</p> <p>1:1 tuition by this member of staff helps support pupil outcomes with speech and language development and supports the learner's ability to access learning.</p>	<p>3,4</p>
<p>SEND support teacher to work with learners and support SENCO in ensuring provision for disadvantaged SEND learners.</p> <p><b>Not within 24-25 calculation</b></p>	<p>EEF +4 additional months' progress.</p> <p>Teaching is focused and intensive tuition can be given to individuals and small groups.</p>	<p>1,3,4,6</p>

NELI programme to promote language acquisition and application. (2021-22). Not within 22-23 calculation. <b>WellComm replaced the above 23-24.</b>	EEF +4 additional months' progress. Teaching is focused and intensive tuition can be given to individuals within a small group. Disadvantaged learners, lower attaining learners are supported to make intensive progress, acquiring and applying vocab and language patterns.	3,4
MyOn and KS1 virtual libraries access and use. <b>Not within 24-25 calculation.</b>	Virtual libraries continue to give disadvantaged learners access to an online resource to develop reading skills and reading for pleasure. Development in reading ability impacts upon learners' access to the wider curriculum.	3,4,7

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

Budgeted cost: **£136,220**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and family manager in post. Works with IO, agencies and families.	We have seen an impact upon unauthorised attendance and this role is vital in ensuring learners absence is tracked and links to other outside agency involvement. Vital in our efforts to reduce persistent absence. Work recognised through LA review and Ofsted Inspection. <b>23/24 PP 152 pupils – attendance was 92.10%</b> <b>Whereas Non PP 324 - 92.46%</b> <b>Punctuality PP at 1.23% compared to non PP at 0.79%</b>	1,2,4
Place 2 Be service. 3 days onsite. Until end of Jan 24. <b>Not within 24-25 calculation.</b>	Place2Be feedback reports. Engagement of Parents within the process. Positive relationships. Feedback from learners and families. Links and communication with external agencies.	1,4,5
Forest school lead and support to oversee provision for Forest school, promoting structured forest school curriculum.	EEF +4 additional months' progress. Forest school provision promotes the positive school ethos, well-being of learners, improves behaviour and supports SMSC and CC. It gives a non-academic opportunity to disadvantaged learners to succeed. Extra sessions are provided as therapy for those requiring additional nurture. School grounds are developed.	1,3,4,6
Nurture HLTA and 2 x Behaviour TA to provide structured and responsive well-being and mental health support for learners. <b>24-25 calculation</b> <b>Nurture HLTA and 0.5 TA</b>	EEF +4 additional months' progress. Nurture support given to learners supports the positive school ethos, well-being and improves behaviour.	1,3,4,5

Breakfast provision in all classrooms. <b>£2000</b>	Learners are more likely to be ready to learn if not hungry. Concentration levels increase, focus on tasks and also aids calm behaviour.	1,4
Outdoor elements activity day, summer term, year 6. <b>Not within 24-25 calculation</b>	Collaborative learning experience. Learners can experience outdoor adventure whilst developing social skills, problem solving and resilience. Development of social skills to aid transition to next stage of learning. Also promotes physical activity and gives experience that disadvantaged learners may not otherwise have the opportunity to experience.	1,4,5,6
Residential subsidy to ensure all learners have the opportunity to attend. <b>£2000</b>	As above. Many of our children would struggle to access trips, visits and after school provision due to financial restrictions. We will endeavour to ensure this is not a barrier to our children's experience whilst at Intack through a heavily subsidised residential experience.	1,4,5,6

Life Bus visits school. Week of class provision. <b>Not within 24-25 calculation.</b>	Feedback from learners and staff. Feedback and scrutiny from Science lead. Ofsted Inspection, report relating to positive impact of provision.	1,3,4,6
Swimming, SEND group attend weekly sessions. <b>Not within 24-25 calculation. Developed through Sports Premium</b>	Physical activity for disadvantaged SEND learners. Important benefits for health and well-being and physical development. Observation and feedback from our learners show they benefit through growing self-esteem, development of a life skill and supports individual learning plans.	1,4,6
Music tuition for year 4 and individuals in years 5 and 6 to develop skill with their chosen instrument. <b>Year 4 only within 24-25 calculation. £3000</b>	EEF +3 months' attainment. Giving our learners the opportunity to access weekly sessions and carry-on access in small groups has a positive impact upon academic outcomes.	1,4,5,6
Homework packs provided to ensure learners have basic resources to enable the completion of homework. <b>Not within 24-25 calculation.</b>	EEF. +5 months' additional progress. Learners are supported to complete homework through provision of basic recording tools, many do not have these at home. In addition to these Virtual school offers digital support through the website. Digital technology use to complete homework also has +6 impact. Supports closing the gap.	1,3,7

**Total budgeted cost 24-25 : £245,206**

# Part B:

## Review of outcomes in the previous academic year 23-24

### Pupil premium strategy outcomes

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

- Our strategy for this period continued to focus upon high quality teaching, continuing the review and development of reading, recovery of lost learning, supporting well-being and improving attendance.
- Our internal tracking and internal and external assessments during 2023-24 suggest an improving picture of the progress and attainment made by all learners including disadvantaged learners.
- 2024 saw substantial increases in attainment outcomes at Key Stage One and Key Stage Two, together with a smaller increase in Yr. 1 Phonics. Conversely the proportion of Reception pupils achieving a Good Level of Development (GLD) and the average score for Yr. 4 pupils in the Multiplication Tables Check (MTC) both dipped slightly.

#### In EYFS:

- The proportion achieving a GLD dipped marginally from 56% to 54% and this remained below the emerging national average of 68%.
  - Within this, Literacy has been consistently the lower attaining area of learning and the proportion achieving Expected Standard in Literacy tends to drive the overall GLD proportion. For example, in 2024 53.5% achieved Expected in Literacy compared to 67.4% in mathematics (and other areas of learning in the range 60-74%)
  - In 2024 the proportion achieving Expected dipped in Communication and Language (68 to 61%) and in Personal, Social and Emotional (from 81% to 74%), which may have relevance for readiness for the KS1 curriculum, together with small dip in Literacy and a more substantial fall in Art and Design
  - The Pupil Premium (PP) group was relatively small at 10 pupils, eight of whom (80%) achieved a GLD compared to 55% for the LA.
- The non-PP group had relatively low attainment at 45%.

#### Phonics:

- The proportion achieving the standard rose again from 71% to 75%, sustaining and building on the strong gain from 50% in 2022. This brings attainment closer to the emerging national average of 80%.
- The PP group had a relatively small attainment gap in Phonics at 71% WA compared to 77% for other pupils for Intack. Similarly the LA figures were 72% and 81%. There were 17 pupils in the PP group.

#### Key Stage One

- Attainment at KS1 rose substantially in 2024 from:
- 33% EXS+ to 63% in Reading
- 16% to 57% in Writing
- 37% to 77% in Maths

This brings KS1 attainment much closer to the emerging national average (for the expected standard) of 72% in reading and 63% in writing, and to slightly above the 72% national average in maths. Few pupils achieved Greater Depth, however (2% in writing and 0% in reading and maths).

In 2022 49% of pupils achieved a Good Level of Development, which suggests very high progress in Key Stage One for this cohort.

For Pupil Premium:

- At KS1 the attainment gap for the PP group was relatively wide with 52% (of 27 pupils) EXS+ in reading compared to 75% of other pupils (a gap of 23pp). This compares to 62% and 71% for the LA, respectively (a gap of 19pp).
- In writing the PP group had slightly higher attainment than PP pupils in the LA as a whole at 48% compared to 45%, with a similar (slightly wider than for the LA) attainment gap of 19pp compared to 17pp for the LA.
- In maths the PP group had 70% EXS+, slightly above the 65% LA average for PP pupils. The attainment gap was narrower at 13pp compared to 17pp for the LA.

## **MTC**

- The average score dipped slightly from 15.3 in 2023 to 14.9, whilst the national average rose from 20.2 to 20.6.
- The attainment gap for the PP group in the MTC was narrow at 0.2 points, compared to 2.2 for the LA, but with lower attainment for both groups than the LA average at 14.8 and 15.0 respectively for Intack compared to 19.4 and 21.6 for the LA.

## **Key Stage Two**

KS2 saw a clear increase in attainment including:

- The combined reading, writing and maths (RWM) rose from 32% to 45% EXS+. (61% nationally)
- Reading rose from 47% to 62% EXS+ (74% nationally)
- Writing rose from 47% to 55% (72% nationally)
- Maths rose from 47% to 67% (73% nationally)
- With a small increase in GPS from 53% to 55% (72% nationally)

Whilst the proportion achieving the Higher Standard also rose in reading and maths it dipped to 0% in writing (and therefore also on the RWM combined).

Attainment therefore moved closer to the emerging national averages but remained below average on each measure, although maths was relatively stronger, whilst the gap was wider in writing and GPS.

- The PP group had higher attainment than other pupils at 48% EXS+ on the RWM combined measure compared to 43% for other pupils. This is the opposite of the typical pattern as seen in the overall LA figures of 48% and 67% respectively. At 23 pupils the PP group size was reasonably large.
- The PP group had relatively stronger attainment in reading, writing and science than in GPS and maths, but the attainment gaps were relatively small even in GPS and maths.

In the planning of our final stage of this three year strategy we evaluated past success and where impact needs to be greater. We have used many sources of evidence to help support our review and planning such as tracking and data, scrutiny, conversations with learners, staff and parents and we will continue to reflect and embed more effective practice around feedback, using the EEF evidence to support our decision making and direction.

We took part in a Pupil premium review in 2022 to ensure external perspective and challenge, to move our provision and funding use forward. Our Ofsted Inspection of June 2022 reinforced the approaches we were taking to ensure all learners were able to access learning and we were providing to enable disadvantaged learners to bridge gaps. We have moved forward into the last phase of this strategy, with that impact of review and validation and updated insight into need and changing outcomes to instruct our direction for 2024-25.

Our allocation and use of Pupil premium is vital to our learners' progress and attainment out- comes. Our aim over the 3 year cycle remains, we aim to continue to narrow the gaps that are still present to some extent in some year groups as a result of Covid and social deprivation.

The following breakdown is a list of the areas (together with those stated above) that we feel we can say had impact upon our pupil premium children's outcomes during the 2023-24 academic year.

Desired outcome	Chosen action/approach	Actual impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach) 2024-2025
High quality talk for learning is supported. Promotes inclusivity.	Voice 21 Project leads to access training and then roll out across the staff.	Language exchange involves the use of vocab and spoken language activities that are matched to learners' current stage of development. Adults ensure they model and develop pupils' oral language skills and vocab development.	Whole school approach and culture is required.  Yes. Next phase of roll out and embedding routines and practices is required. Continuing.
Learners are able to access reading books and associated tasks at their level, accessed in an engaging way.	Accelerated Reader training and implementation	It will provide access to appropriate texts to practice skill, engage with text and challenge reading comprehension.	Training for staff allowed learners to access and use the AR scheme. It has provided access to appropriate texts to practice skill, engage with text and challenge reading comprehension. Learners have embraced the approach which has added to their reading for pleasure.  Continuing

<p>Phonics scheme implemented to increase phonics screen results to keep up not catch up.</p> <p>Implementation of Reading framework.</p>	<p>Phonics training</p>	<p>Training supported the development of early reading skills for disadvantaged learners. The scheme was adopted and the training required was rolled out. Monitoring is tight. A year's cycle not completed therefore full impact not realised.</p> <p>Approaches praised by Ofsted 22. Large improvement in 2023 Phonics screening score to 71%.</p> <p>2024 Phonics screening score to 75% 2024 Gap between PP and all ot (has reduced to -6.6% (LA -10.6%)</p>	<p>Need for close monitoring of lesson delivery to ensure consistency in approach of the scheme delivery across school.</p> <p>Continuing</p>
<p>Teaching is focused and intensive tuition can be given to individuals and small groups.</p>	<p>Academic mentor appointed in year 2 (2021-22).</p>	<p>Disadvantaged learners, lower attaining learners are supported to make intensive progress with phonics.</p> <p>Significant increase in those attaining phonics screening threshold. Increase from 30% to 80%.</p>	<p>Adoption of SPP has resulted in no, will not continue as 21-22 in 22-23.</p> <p>Has evolved via SPP programme delivery and need for fidelity.</p> <p>School staff now delivering, 23-25</p>
<p>Staff are supported in their skill development.</p>	<p>Beacon literacy, consultant to work with staff to develop reading practice. (2021-22).</p>	<p>Staff are able to use these tuned skills to roll out the reading programme and support learners.</p>	<p>To see max impact the children need to be reading at home. This needs to be improved. No 22-23.</p> <p>23-25 skill development continues via English Hub</p>

Promotion of language acquisition and application at EYFS.	NELI programme	Teaching is focused and intensive tuition can be given to individuals within a small group.  WellComm data analysis number of children achieving green age-appropriate language levels)  <ul style="list-style-type: none"> <li>June 2023 43%</li> <li>June 2024 Increased to 53%</li> </ul>	Very staff heavy. Unable to facilitate with other programmes, such as WellComm. No 22-23. Continues via WellComm 23-25
Access to an online resource to develop reading skills and reading for pleasure.	MyOn at KS2 and Collins e-library at KS1.	Virtual library gives disadvantaged learners access to an online resource to develop reading skills and reading for pleasure.	Continuing promotion.  Yes will continue.
		Development in reading ability impacts upon learners' access to the wider curriculum. Positive impact on attitudes and reading engagement within school.	
Reduce unauthorised and persistent absence.	Attendance and family manager in post.	Rate for attendance in line with national. Internal tracking and Case study evidence. 23/24 PP 152 pupils - 92.10% Non PP 324 - 92.46% Punctuality 1.23% compared to non PP at 0.79%	Work still needs to take place in all areas.  Yes continue sharp focus in School Improvement Plan 2024-2025
Speech and development supported.	Speech and Language TA	Speech and language development needs identified and support of learner's external programmes and ability to access learning.	Yes continue.
Teacher to work with learners and support SENCO	SEND support teacher	Teaching is focused and intensive tuition can be given to individuals and small groups.	24-25 Do not continue support staff to deliver supported by SENCO

Learners ready to learn and supported by family	Place 2 Be service.	Support for vulnerable learners, mental health and well-being. Engagement of Parents within the process. Positive relationships developed.	Yes continue until service change by P2B in Jan 2024. Review March 24 not continued delivered by Nurture based school staff 24-25
Promotion of the positive school ethos, well-being of learners, improvements in behaviour and support of SMSC and CC.	Forest school team and provision	Positivity, well-being and additional nurture given. It has given a non-academic opportunity to disadvantaged learners to succeed. School grounds are developed.	Yes continue
Structured and responsive well-being and mental health support for learners.	Nurture HLTA and Behaviour TA	Additional support for most vulnerable. Low rate of exclusion when compared to level of concern around behaviour and well-being.	2024-2025 expand nurture support team and integrate behaviour support in school team 24-25
Learners ready to learn.	Breakfast provision in all classrooms.	Learners ready to learn. Concentration levels increased, focus on tasks. Calm behaviour.	Yes continue breakfast provision.
Collaborative learning experience. Learners experience outdoor adventure whilst	Outdoor elements activity day and Residential.	Readiness for next stage of learning and physical activity opportunity.	Yes continue
developing social skills, problem solving and resilience. Development of social skills			
Learners gain wider experience and understanding of self.	Life bus visit to school.	Awareness of self-developed.	Not continued 24-25 incorporated within nurture school based provision and forest school
Physical activity for disadvantaged SEND learners. Important benefits for health and well-being and physical development	SEND group attend weekly swimming sessions.	Life skills developed. Own EHCP targets supported.	Yes, continue but through sports premium
Learn instrument and positive impact upon academic outcomes.	Music tuition for year 4 cohort and years 5 and 6 individuals.	Individuals to develop music and cross curricular skill with their chosen instrument.	Yes, continue 24-25 only in Year 4
Use to complete remote and homework.	Homework packs	Learners have basic resources to enable the completion of homework.	Yes, continue 23-24

We hope you have found this report informative in detailing our approach to the use of Pupil premium. If you would like any further detail or clarification please do not hesitate to contact the school.