

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2026 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

Summary information					
School	Panshanger Primary School (540)		Academic year that our current pupil premium strategy plan covers		2024-2027
Date this statement was published	01.12.2024	Date for next internal review of this strategy	March 2025	Date of most recent PP Review	Autumn 2024
Total number of pupils (including Nursery)	235	Proportion (%) of pupil premium eligible pupils – Nov 2023			10 % (24 children)

Statement authorised by	Ben Longland - Head Teacher
Pupil premium lead	Amanda Reed – Deputy Head Teacher/ SENDCo/ DSL
Governor / Trustee lead	Ann Leverton - Governor

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year including EYPP	£30,600
Recovery premium funding allocation this academic year	N/A
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£217
Total budget for this academic year	£30,817

Part A: Pupil premium strategy plan - Statement of intent

In line with our school vision, our intention is to ensure that all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subjects. The aim of our Pupil Premium strategy plan is to support disadvantaged children to achieve that goal, including those who are already high attainers.

To this end our Pupil Premium Strategy Plan aims to address the main barriers these children face. We want all our children from a disadvantaged background to access the same sporting and cultural opportunities as their peers, and to enjoy academic success.

We also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The actions outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality first wave teaching is at the heart of our approach, with a focus on identified areas where disadvantaged pupils require support.

This is proven to have the greatest impact on closing the disadvantaged attainment gap. All of our staff have a responsibility for disadvantaged pupils, their outcomes and will ensure that these children are challenged in the work they're set by raising expectations of what they can achieve.

We have two ultimate objectives for our disadvantaged pupils:

- To close the gap between them and other children in terms of their progress and attainment, particularly in Reading, Writing and Maths.
- For children and their families to be committed to and involved in school life in terms of good attendance, engagement with home learning and participation in life enhancing experiences.

We will achieve these aims through: whole class teaching, focused group interventions and a commitment to exciting extra-curricular activities.

Our key principles are based on a range of strategies:

- All teachers to regularly monitor the progress of children in this group, teachers to identify the barriers to learning and to put strategies in place to overcome these barriers.
- SMT to monitor the progress of disadvantaged children.
- Making links with our School Improvement Plan to ensure that the school priorities fit with those necessary to improve attainment and progress of our disadvantaged children, for example, the increased focus on the visual environment to enhance learning in maths, implementation of new phonics scheme.

Challenges

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

Challenge number	Detail of challenge
1	Attendance has been low for some children in this group
2	High level of SEND in this group (21 out of 27 children) - Multiple barriers to learning: some disadvantaged children also have additional needs (SEND/CIN/CP)
3	Low expectations and engagement of families e.g. lack of parental engagement with home learning
4	Low levels of speaking and listening skills within this group
5	Lower levels of attainment and progress in RWM when compared to children not in this group
6	Limited access to the wider curriculum - enrichment opportunities such as music, sport, school trips

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	Summer 2024 Autumn 2024
Disadvantaged pupils to close the gap with Age Related Expectations in Reading, Writing and Maths	<ul style="list-style-type: none"> The attainment gap between disadvantaged pupils with multiple barriers to learning and their non-disadvantaged peers is reduced in reading, writing and maths. 100% disadvantaged pupils without a cognitive SEND need to reach at least ARE by making at least expected progress Children who are not on track to reach ARE making more than expected progress. Teachers and teaching assistants receive high quality CPD to deliver targeted interventions alongside quality first teaching. 	<ul style="list-style-type: none"> Overall attainment for this group has improved on last year 100% without cognitive SEND are at least ARE All children made at least good progress Planning and teaching have been monitored to show at least good levels of teaching, differentiated and levels of support are excellent. Targets identified and monitored for all children on SEND register or monitoring register. Overall attainment for this group continues to improved 100% without cognitive SEND continue to be at least ARE Planning and teaching has been monitored to show at least good levels of teaching, differentiated and levels of support are excellent. Targets identified and monitored for all children on SEND register or monitoring register.
Children in our PP group to make good or better progress in Phonics	<ul style="list-style-type: none"> Disadvantaged pupils in Year R to Year 3 to make accelerated progress in phonics. 	<ul style="list-style-type: none"> All PPG children in year 1 or 2 passed phonics screening check Target Met and continue to monitor. Strategies used and implemented will be continued this academic year.

<p>Disadvantaged pupils are more emotionally secure resulting in greater focus on learning and therefore improved attainment.</p>	<ul style="list-style-type: none"> • Rapid identification of need and support swiftly implemented. • Qualitative data from pupil voice, pupil and parent surveys show good levels of wellbeing. 	<ul style="list-style-type: none"> • Pupil progress meetings have allowed early identification of children with specific or global needs. • Pupil voice, parent meetings and data have displayed good progress in emotional identification and needs. • Use of pastoral support has allowed 1:1 and small group interventions • Whole school use of Zones of Regulation and PSHE curriculum has had a very positive impact. • Pupil progress meetings have continued to support and identify specific needs and assessments. • Information shared with parents at parent consultations. • Continued support for children through individual Pastoral Support • Whole school Zones of Regulation and classroom areas developed and consolidated. • Overall good progress made by all children.
<p>Parents of PPG group attend parent consultations, access information sessions for parents and engage with other services offered by school.</p>	<p>Parents of PPG children understand the impact their own engagement has on their children's progress. This is evidenced by an increase in parent attendance at school events.</p>	<ul style="list-style-type: none"> • All parents have attended parent consultations and specific meetings to address the needs – E.G. Learning Plans, EHCP reviews, additional meeting and referral to outside agencies. • Links with Family support workers are strong and uptake on sessions and courses have had very positive feedback • See above • Continue to monitor and support • Referrals made as needed to additional support • Links with children services as needed and supported
<p>All PPG children participate in extra-curricular opportunities.</p>	<p>Club attendance registers and monitoring of extra-curricular activities show PPG children have been offered opportunities to attend activities</p>	<ul style="list-style-type: none"> • All children have been offered afterschool club opportunities. • PPG children have been offered free access to these – good uptake. • See above • Continue to offer

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

i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation? REVIEW update – July 2024 Autumn 2024
Pupils make good or better progress in English with a particular focus on writing	Targeted support in English lessons PPG pupils will have access to further resources. Pupils to be given more focused intervention program bespoke to their needs where appropriate	Quality first teaching and bespoke tuition and smaller group learning with an experienced member of staff accelerates progress and has positive impact on outcomes. EEF toolkit Closing the Gaps Project review	Monitoring of teaching & learning by SLT Teachers to have time to share and ac on reflections Staff meetings to monitor the impact on learning and set next steps and targets Teacher assessments & pupil progress meetings SLT meeting notes	SLT/ English lead/ SENDCo	<ul style="list-style-type: none"> Resources have been available and planning and teaching has been differentiated where needed. Observations have been at least good across all age groups. PPG children have all made good progress – children without cognitive SEND small steps of progress 60% of PPG children from Reception to year 6 achieved at least Age Related Expectations in Writing. This was an increase from the previous year. The children that did not reach Age Related Expectations had an identified SEND need. 82% of PPG children from Reception to year 6 made at least good progress in writing. All of the children that did not make expected progress had an identified SEND need and made small steps of good progress. See above Pupil Progress meetings have been taken and discussed next steps and targets as needed. Pupil progress meetings and discussions identify barriers to learning and added to started as needed.
KS1 pupils make good or better	Implementation and continue of new phonics scheme and	Development of children’s early reading and	Monitor phonics sessions & progress of pupils. Highlight those pupils at risk	SLT/ English Lead/ SENDCo	<ul style="list-style-type: none"> All PPG children passed phonics screening Observations of teaching have been at least good

<p>progress in phonics</p>	<p>updated resources including matched reading books for use in Foundation and Key Stage One Identify pupils requiring additional support for phonics & provide 1:1/ small group support. Identify additional resource requirements. Ensure reading material is relevant to phonic phase. Ensure all staff have received training and are able to deliver scheme effectively.</p>	<p>writing skills has a big impact on their learning as they develop through life EEF Toolkit – Phonics - +5 months impact Challenge number(s) addressed ,4,5,6</p>	<p>of not achieving age expectations & support in discussion with teacher, parent & SENDCo. Teacher assessments & pupil progress meetings Class action plans SLT meeting notes</p>		<ul style="list-style-type: none"> • Monitoring of planning has shown good differentiations and variety of resources/ teaching strategies good. • Additional 1:1 reading and SEND support – learning plans and interventions have had a positive impact on children’s outcomes • Updated and improved resources as needed • Staff training has been implemented as needed. • See above • To be monitored and over the year through pupil progress and assessments. • Linked to Pupil progress meetings • Learning plans have been developed to identified children’s needs and shared with parents. Interventions have started.
<p>Pupils make good or better progress in maths</p>	<p>Targeted support in English lessons PPG pupils will have access to further resources. Pupils to be given more focused intervention program bespoke to their needs</p>	<p>Quality first teaching and bespoke tuition and smaller group learning with an experienced member of staff accelerates progress and has positive impact on outcomes.</p>	<p>Monitoring of teaching & learning by SLT Teachers to have time to share and ac on reflections Staff meetings to monitor the impact on learning and set next steps and targets Teacher assessments &</p>	<p>SLT/ English lead/ SENDCo</p>	<ul style="list-style-type: none"> • Children have received targeted interventions as needed and monitored to identify impact and next steps. • Early maths training is still available to staff and used where needed. • Planning has shown use of training and impact. • Maths Subject Leader has monitored planning and assessments to identify areas of need. • PPG children have made good progress and those without identified cognitive need are at least ARE. • 74% of PPG children met at least the Age-Related Expectations – improvement from last year. The children that did not reach Age Related Expectations were identified as needing SEND support.

	<p>where appropriate</p> <p>Updated and continued Early Years Maths training for Foundation and Key Stage One teachers and teaching assistants</p> <p>Updated and continued Maths training for staff in KS1 and KS2 classes</p>	<p>EEF Toolkit – Teaching assistant interventions +4 months impact Challenge number(s) addressed 2,4,5,6</p> <p>EEF Toolkit – staff CPD - + 6 months impact 2,4,5,6</p>	<p>pupil progress meetings</p> <p>SLT meeting notes</p>		<ul style="list-style-type: none"> • 86% of the PPG children made at least good progress (improvement in previous year). Children who did not make expected progress were identified as needing SEND support and made please small steps of progress in all areas. • As above • Continue to monitor for current academic year through pupil progress and assessments.
<p>Misconceptions to be addressed in the same day which includes overlearning & pre-teaching to reinforce the learning</p>	<p>Opportunities within classes to ensure pupils have opportunity to reflect on learning straight away. TAs used to support misconceptions and address these immediately Misconceptions addressed the same day through TA 1:1 or group support</p>	<p>Personalised learning through a small group or 1:1 has shown to have impact on the learning of PPG pupils</p>	<p>Intervention program/ Learning Plans for PPG pupils developed within classes TA support and skill set reviewed regularly Marking policy reviewed</p>	<p>SLT/ SENDCo/ CT</p>	<ul style="list-style-type: none"> • Planning and teaching observations have shown clear differentiation and targets where needed • Support staff are pre teaching where needed • Small group interventions and small group work within the class. • No ceilings placed of learning • As above – well developed and embedded. • Links with Subject leaders and SENDCo for support as needed. • Discussions with children have identified times of reflection in all areas of the curriculum – PSHE, English, marking own work, marking • Teaching and planning has been developed in reflection to teaching and learning.

<p>Support and develop children's early speech and language skills.</p>	<p>WellComm assessment and interventions to be used within the foundation stage Where appropriate staff to be trained on the delivery of WellComm Visual timetables for all pupils with individual visuals where necessary.</p>	<p>Development of children's early speech and language needs has a big impact on their learning as they develop through the school</p>	<p>Staff to use the WellComm assessment to identify early needs Action plans/ Learning Plans to be developed for these children (1:1, groups or class sessions) Parents worked with to support their needs – including providing resources. Teacher assessments & pupil progress meetings</p>	<p>Foundation Stage staff</p>	<ul style="list-style-type: none"> • Training has been implemented and targets identified. Good progress made by all PP children. • Identify training needs for new staff in Foundation Stage. • Support sought and plans developed from Speech and Language Therapy Team were required • WellComm assessments implemented to identify needs • Additional training needs will be discussed with foundation stage lead as required. • Visual time tables are in all classrooms and individual where needed – supported by TA's. • See above. • Speech and language training has been shared with staff and TA's • Learning Plans have been developed with specific targets as required. • Referrals to Speech and Language as required • Links and discussions with parents have shared concerns and next steps.
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<p>Develop PPG pupil's ability to self-regulate and be ready to learn</p>	<p>Whole school mental health approach to the 5 ways of wellbeing/ Staff training Parental engagement workshops Develop wide range of resources to support whole school approach Individual bespoke sessions for PPG pupils who are unable to self-regulate to ensure ready to learn (including protective behaviours) TA training on supporting pupils Counselling sessions provided by SENDCo/ Pastoral Support if required</p>	<p>If children are able to self-regulate their emotions, this supports them be more ready to learn throughout the school day thus ensuring more rapid progress</p>	<p>Regular meetings with mental health lead Pastoral Support impact reports (CPOMs) Zones of Regulation Monitoring of pupils requiring protective behaviours Parents contacted regarding support needs Records & notes from sessions Pupil progress meetings</p>	<p>Wellbeing Lead/ SLT/ SENDCo</p>	<ul style="list-style-type: none"> • Zones of Regulation • Pastoral support plans in place where needed. Updates put into CPOMs and regular meeting with parents to update. • Clear differentiation, variety of teaching strategies and resources are used in all classrooms. • Referrals to outside agencies where needed and developed strategies. • Support from SENDCo as needed for all staff • Included in Pupil Progress meetings and reviews. • Learning plans developed and reviewed at least termly • Targets included in ECHP reviews • See above • Whole school and continues to be developed • Referrals to outside agencies as needed. • Wellbeing Lear attended updates and training. • Identified children to have 1:1 support with Pastoral Support worker
Total budgeted cost					£10,000

Targeted academic support

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation? Summer 2024 Autumn 2024
For PPG pupils to attend school regularly to ensure attendance rates are in line with other pupils	Engage with parents who have concerns with attendance. Develop strategies to support the family Work alongside attendance team Pastoral Support worker	Attendance is important to ensure good attendance helps to improve attainment	Monitor attendance of PPG pupils. Identify families who need support with attendance Staff support on working to engage parents Pupil profile notes where necessary	Head Teacher DHT SLT	<ul style="list-style-type: none"> Overall attendance is good. 2 children are being supported for poor attendance – Family support workers, STEP2, Children Services are involved to support families where needed. Specialist TA/Pastoral Support has been used to support transitions into school in the mornings for identified children - identified specific needs/ worries and developed strategies. The impact has been increased attendance for some children. Support from attendance officer has been sought as needed Meeting with parents/ carers with SENDCo/ DSL/ Head teacher/ Pastoral support and TA has developed better engagement As above – continued and impact has been very positive in all areas. Continued to have good outcomes
For children with speech and language difficulties to be supported to communicate more effectively.	Needs identified on learning plans. Referral to SALT if necessary & recommendations included. School Eklan & S/L specialists/ TA to work 1:1 or in small groups. Time given to release staff to undertake sessions with pupils	Development of children’s early speech and language needs has a big impact on their learning and self-esteem as they develop through the school. EEF Toolkit – Oral language interventions -	Identification by class teacher in discussion with SEMCO/ SEN TA Teacher assessments & pupil progress meetings Class action plans	SENDCo CT/ TA’s	<ul style="list-style-type: none"> Rerefers made to SALT and targets implemented including program of study run by TA’s – 1:1 and small group 1:1 and small group interventions have had a positive impact in children confidence and outcomes Meetings with parents supported in the home – very good impacts reported from parents. Planning and teaching have included targets and interventions where needed Identified training needs e.g., additional staff to be trained in NELI and Eklan Discussions/ pupil voice has identified increased confidence in children receiving support. As above

	NELI speech and language training and implementation	+6 months impact			<ul style="list-style-type: none"> • Additional training across school for TA's and Teachers. • Links with Speech and Language Service to identify areas – January 2025
For PPG children to be engaged in their learning and emotionally settled	<p>Protective behaviours training</p> <p>Develop attitudes to learning</p> <p>Identify key barriers to learning</p> <p>Pupil individual plans developed to monitor children throughout each key stage</p> <p>Identified pupils to specified support</p> <p>Time given to release staff to undertake sessions with pupils</p> <p>Zones of Regulation across the school</p> <p>Pastoral Support Worker</p>	<p>It is important for PPG pupils to be emotionally settled to access learning</p> <p>EEF Teaching and Learning Toolkit</p> <p>Small group tuition has an average impact of four months additional progress over the course of a year.</p>	<p>Individual plans to monitor and identify individual needs</p> <p>Pupil progress meetings to discuss impact of interventions e.g., Protective behaviours/ Lego therapy / counselling work carried out & pupils monitored</p> <p>Discussion with parents</p> <p>Records & notes from sessions</p>	<p>DHT</p> <p>SLT</p> <p>Wellbeing lead</p> <p>SENDCo</p> <p>Pastoral Support lead</p>	<ul style="list-style-type: none"> • Implemented and consolidates Zones of Regulations. • Pastoral support has had a huge impact on resilience for identified children – 1:1 support and specific targets identified e.g., Zones of Regulation, Emotional Literacy • Pastoral support worker supported TA's and class teachers to implement strategies in whole class • Referrals made for specific children where needed. • Discussions with parents and cares has been very positive. • See above – all appropriate for Autumn Term • Observations continue to show good involvement • Pastoral Support feedback from Parents and children has been very good – continue to implement and report. • Monitoring shows good identification and strategies implemented and reviewed. • Referrals have been timely and relevant to needs of children.
Use of experienced teacher to support the teaching & learning of PPG	<p>Teacher/ SENDCo to support on a small group session/ Split class session for PPG pupils</p> <p>Subscriptions to various activities and website support</p>	<p>Personalised learning through a small group or 1:1 has shown to have impact on the learning of PPG pupils</p> <p>EEF Using Digital Technology to Improve Learning</p>	<p>PPG pupils identified for support across each phase</p> <p>Area of need addressed and planned for</p> <p>Teacher session planned into weekly timetable</p> <p>Teacher assessments & pupil progress meetings</p> <p>Class action plans</p>	<p>SLT</p> <p>SENDCo</p>	<ul style="list-style-type: none"> • AR has supported the development of strategies and interventions where needed for class teachers and TA's • Pupil Progress meetings has identified individuals and SENDCo/ DSL has supported strategies and purchase of resources as needed • Split classes were used for half a term – year 6 children • Links to websites and subscriptions taken up • New computer equipment

		Using technology in a variety of subjects can increase retention of key ideas and knowledge. EEF Toolkit – Reading comprehension - +6 months impact EEF Toolkit – Mentoring - +2 months impact			<ul style="list-style-type: none"> • Planning showed differentiation and variety of skills/resources included • SENDCo has monitored planning and assessments • Pupil Progress meetings has identified and monitored children progress including development of strategies and next steps • Split classes have continued in Autumn term • Use of equipment and purchase of new equipment/websites. • Continued good planning and differentiation by all staff has impacted identified children. • SMART targets identified and included where needed.
Adult support within the classroom through the use of split lessons / booster sessions / TA support	Chn in this group at risk of not making the above progress to be monitored closely. Staff meeting time Strategies put in place and support by TAs. Liaise with class teacher, SENDCO and Dep head. One-to one support for children in this group.	EEF Toolkit – Reading comprehension - +6 months impact EEF Toolkit – Oral language interventions - +6 months impact EEF toolkit - Oral feedback. +7 months impact EEF Toolkit – Small group tuition – +4 months impact EEF Toolkit – Small group tuition – +4 months impact EEF toolkit - Oral feedback. +7 months impact	PPG pupils identified for support across each phase Area of need addressed and planned for Teacher session planned into weekly timetable Teacher assessments & pupil progress meetings Class action plans	SLT SENDCo	<ul style="list-style-type: none"> • Split session used in classes for 1:1 small group interventions and support. • Staff meeting have allowed shared best practices and support from subject leaders. • TA meeting have shared information and develop strategies etc. • AR/BL meetings with Class teachers (covered by TA's) has identified areas of weakness and support needed • Booster sessions were not used this year. • TA training sessions • Pupil progress meetings • Learning plans developed and targeted interventions developed. • Regular meetings with parents • Year 6 SATs results very good – see below. • All of the above has allowed good progress to be made by all PPG children and will be continued this year. • This will be monitored through – Pupil Progress meetings, Assessments, pupil voice and parent meetings.
Total budgeted cost					£17,000

Wider strategies

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation? REVIEW update – July 2024 Autumn 2024
To improve parents understanding of how their increased commitment to supporting their children's education can have an impact on their progress	Meeting time given to discuss with parents their child's needs and how they can support them Parent workshops at key transition times (Starting school & moving to Y7) Phase specific information available at parent consultations/ on website/ when appropriate Parent survey carried out to ascertain additional support where necessary. Funding to access the School Family Worker and the courses they provide	Working alongside parents and engaging them in their child's learning ensures a consistent approach to enable pupils to make better progress. Children who regularly complete home learning have better school outcomes EEF – Parental Engagement - +4 months impact	Leaders given time to meet with parents to discuss their child's progress and barriers to learning Parents to be supported in how they can support their child at home. Parent comments in reports Pupil progress meetings SLT meetings to discuss patterns/families	Head Teacher SLT	<ul style="list-style-type: none"> Regular meetings with parents to discuss and identify support needs/ next steps. – Parent consultations, open door policy, meetings with SENDCo, meeting at least termly to review Learning Plans/ One Page Profiles Development of Learning Plans and strategies Referrals to outside agencies have included parents Clear transition information with secondary school including individual meetings for children with specific needs. Support from Family Support Worker as continued and feedback is very positive. Hand over sessions between teachers/SENDCO Website has been developed and updated regularly – links to outside agencies etc. available on website All of the above will continue as has allowed clear monitoring and development of individualized programs and support. Impact has been very positive for PPG children and whole school Bought into Schools Partnership again this year.

<p>Enhance access to clubs, sporting event and music tuition</p>	<p>Develop opportunity for participation in outside clubs such as music, sports or the arts.</p>	<p>Disadvantaged pupils will be able to participate in a broader more enriched curriculum. This will enhance life skills & experiences. EEF Toolkit – Arts participation + 3 months</p>	<p>Monitoring of clubs attended to ensure meeting pupils’ needs PPG pupils who do not participate in clubs to be identified Clubs offered to family Resources purchased for pupils</p>	<p>SENDCo Head Teacher</p>	<ul style="list-style-type: none"> • A range of after school clubs has been available and PPG children access for free • Financial support for school Journey – PPG children • Attendance is just below the expected for Hertfordshire (90%) – 89.4% where some children have specific medical needs that impact attendance. • Uptake good and will be continued • Parents / Carers of PP children are actively targeted for engagement e.g. parents phoned to offer clubs
<p>All PPG to attend class day trips linked to curriculum and enrichment experiences</p>	<p>Funding given to support the attendance of PPG pupils on class trips where appropriate Funding for children in this group to participate in extra-curricular activities, early morning club, trips and residential visits</p>	<p>Learning outside of the classroom develops children’s independence, resilience and a variety of life skills. They also provide opportunities to participate in activities these pupils wouldn’t normally be able to access. EEF Toolkit – Arts participation + 3 months EEF – Parental Engagement - +4 months impact</p>	<p>Meeting with parents of PPG pupils to discuss % of money to provide to support the child’s attendance on trip – if necessary Pupil voice</p>	<p>Head Teacher</p>	<ul style="list-style-type: none"> • Financial support offered and taken up by PPG children where required – Back this up with evidence? All children? What percentage of PP families have been supported in this way? • Uptake good and will be continued

PPG pupils to attend workshops to support/ extend their understanding in maths and English	Pupils to be selected and invited to workshops to either support or to extend their understanding. Provision will be made to transport pupils to venue.	Disadvantaged pupils will be able to access the curriculum and develop positive self-esteem.	Monitoring of PPG pupils selected for extra-curricular workshops and activities. Pupil voice Feedback forms	Head Teacher	<ul style="list-style-type: none"> • Secondary school workshops are offered to children – attendance was very good • Sporting events attended for these children • Financial support to visit off site has been offered • Uptake good and will continue.
All Year 6 pupils will be emotionally, physically and mentally ready to undertake KS2 SATs during the testing week.	All pupils will be offered breakfast during the KS2 SATs week to ensure they have been fed and have arrived in good time. They will take part in mindfulness and calming activities to reduce anxiety.	Reducing anxiety will support the pupils to ensure they are able to perform to the best of their abilities.	Discussions with the school kitchen to ensure food is available. Letters to parents informing them of the arrangements. Discussions with pupils to ensure we are meeting their emotional needs. Practicing of mindful techniques throughout the year to ensure pupils are familiar with them.	Head Teacher UKS2 lead	<ul style="list-style-type: none"> • Pastoral support worker • Breakfast offered during SATs week – all children attended • TA support for individual children • Referrals made to School Nurse, CAMHS and STEP 2 • Lots of additional work in class – mindfulness etc. • Support and tips for parents offered • Due to the positive 2023/2024 strategies will be included 2024/2025. • Monitoring will take place for specific needs of the children throughout the year.
Increased parental engagement through regular contact.		EEF – Parental Engagement - +4 months impact			<ul style="list-style-type: none"> • Updates to websites • Emails • 1:1 calls and meetings • Learning Plans • Parent consultations • To be continued.
Total budgeted cost					£10,000

Total budgeted cost: £37,000

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 to 2024 academic year.

All attainment and progress data is based on external tests (SATs) and school based teacher assessment (N-27)

Improved attainment and progress in Maths for Pupil Premium pupils in KS1 and KS2

Attainment in Maths:

- 74.0% achieving EXS/GDS - **14% improvement** from last year
- 86.0% achieved at least expected progress **-8%** from last year

Improved attainment and progress in Reading for Pupil Premium pupils Attainment in Reading:

- 63.0%% achieving EXS /GDS – **7% improvement** from last year
- 86.0% achieved at least expected progress **-8%** from last year

Improved attainment and progress in Writing for Pupil Premium pupils

Attainment in Writing:

- 60% achieving EXS /GDS – **4% improvement** from last year
- 86% achieved at least expected progress – **6% improvement** from last year

This table shows the percentage of Year 6 pupils achieving the expected standard in 2024, compared to the national figure for end of Key Stage 2 Test Results.

The number of children in the cohort = 30

	Pupils who met the expected standard		Children achieving high level of attainment (GDS)
	School	National	
Reading	80%	73%	37%
Writing *	87%	71%	7%
Maths	83%	73%	20%
GPS	83%	72%	30%
R/W/M	73%	-	13%

Continued to develop the ability to take greater responsibility for their learning and provision of opportunities and experiences for pupils to widen their horizons and impact positively on their life experiences.