Pupil Premium Strategy Statement

Edith Cavell Primary School

Academic Year	2024-2025	Total PP budget	£106, 883	Amount of PP received per child	£1,480
Total number of Pupils	275	Number of pupils eligible for PP	70	Review of PP strategy	July 2025

1. Strategy Statement

Edith Cavell Primary is determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focused support, curriculum enrichment, and pastoral care. We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. Indeed, it should be noted, that many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria. We are committed to 'Closing the Gap' between vulnerable pupils and their peers; the pupil premium funding forms a vital part of this process.

The Government allocates Pupil Premium, additional funding, to help schools close the attainment gap between pupils from low-income and other disadvantaged families, and their peers. If a pupil has been eligible for Free School Meals (FSM) at any point over the past 6 years or has been looked after for one day or more (Child Looked After), the school receives an amount per head within their budget. A provision is also made for pupils who have a parent in the armed services.

This funding helps remove barriers to learning so that all our pupils reach their full potential and enables them to fully engage in our curriculum and school life. The governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

Provision will be made through:

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Alternative support and intervention within the school

2. Current attainment

	KS2 – 2022 Pupils eligible for PP - 13	KS2 – 2023 Pupils eligible for PP - 8	KS2 – 2024 Pupils eligible for PP -11	KS2- 2025 Pupils eligible for PP- 15	KS2 – 2022 Pupils not eligible for PP - 27	KS2 – 2023 Pupils not eligible for PP – 29	KS2 – 2024 Pupils not eligible for PP – 28	KS2- 2025 Pupils not eligible for PP- 19
	% achieved expected level or above							
Reading	38%	62.5% (5/8)	63% (7/11)	47%	81%	75.9%	71%	84%
Writing	31%	62.5% (5/8)	45% (5/11)	47%	67%	65.5%	61%	74%
Maths	46%	62.5%(5/8)	55% (6/11)	53% (8/15)	81%	79.3%	75%	89% (17/19)
GPAS	62%	75%(6/8)	63% (7/11)	47% (7/15)	81%	58.6%	78%	74% (14/19)
RWM combined	23%	37.5%	45%	40%	63%	82.8%	61%	68%

In 2023 – 2 children who are PP are also SEN – 1 with an EHCP

In 2023 – 2 children who are PP are also EAL – 1 arrived in the country this year

In 2024- 3 children who are PP are also SEN; 6 who are PP are also EAL.

In 2025 - 50% of PP children achieving below expected in GPaS have EAL. 100% of PP children achieving below expected in GPaS have SEND.
57% of PP children achieving below expected in maths are EAL. 100% of PP children achieving below expected in maths have SEND.
50% of PP children achieving below expected in reading are EAL. 100% of PP children achieving below expected in reading have SEND.
50% of PP children achieving below expected in writing are EAL. 100% of PP children achieving below expected in writing have SEND.
4/15 PP children in Y6 have both EAL and SEND.

	KS1 – 2022 **Pupils eligible for PP - 9**	**KS1 – 2023 - Pupils eligible for PP -14**	**KS1- 2024- Pupils eligible for PP- 9**	**KS1 – 2022 - Pupils not eligible for PP - 15**	**KS1 – 2023 - Pupils not eligible for PP - 29**	**KS1- 2024- Pupils not eligible for PP- 32**
		% achieved expected level or above				
Reading	44%	50%	44%	67%	69%	68%
Writing	33%	50%	56%	40%	69%	66%
Maths	44%	50%	56%	60%	79.3%	66%
RWM combined	33%	42.9%	44%	40%	62.1%	59%

In 2023 – 5 children who are PP are also SEN – 1 with EHCP

In 2024- 2 children who are PP are also SEN; 1 is EAL.

3. Barriers to Future Attainment (for pupils eligible to PP)	
In school barriers	
A	The gap between PP children and their peers within school and nationally
B	A higher percentage of pupils with EAL/SENd within this group than the non PP eligible
C	% of children who are PP eligible are working significantly lower in the areas of communication and language on entry than their peers, with low levels of vocabulary
D	Pupils and their families have a lack of aspirations for their futures reducing their motivation and commitment to learning
E	Pupils not being 'ready to learn' in class (pupils are not in a secure place mentally/emotionally) and demonstrate poor learning skills such as difficulties with organisation, commitment and resilience.
External barriers	
F	The home learning environment is not always conducive for effective learning for some pupil premium children and there are a lack of regular routines including home reading, homework, spellings and having correct equipment in school such as a PE kit.
G	Parental engagement with school and perceptions and importance of education leads to poor attendance of Pupil Premium eligible children
H	Lack of engagement from parents for home reading and home /school learning as well as parental ability to support learning at home and the need for parents to help children with their daily reading, phonics development, writing and number skills.
I	Low household income restricts the life experiences of children and the opportunity for the extra-curricular, cultural or out of school activities such as holidays, visits to local and national places of interest and so limits the opportunity to develop cultural capital. (Cultural capital is the essential knowledge and experiences that children need to prepare them for their future success)

4. Desired outcomes		
Desired Outcomes and how they will be measured		**Success Criteria**
A	Pupils receive the support within school to narrow the gap between PP and NPP nationally in all year groups.	● The gap between PP and NPP Nationally will narrow so that at least 65% of PP children are working at ARE by the end of the academic year 2024. ● Termly assessment by SLT and Teachers via various assessment methods including formal and informal. ● SLT and Teachers will have a greater awareness of the PP pupils in their class and hold more accountability for PP outcomes for themselves and as a year group. ● PP pupils known to all staff within the year group and across the school. ● PP pupils closely monitored for attainment/progress/attendance by class teachers/TA's and SLT.

		• Consistent implementation of excellent practice and high expectations across the school, with all teaching to be consistently good. • Highly effective teaching leading to good/outstanding progress of PP pupils. • Increased % of pupils working at or above age related expectations across the school in Reading, Writing and Maths. • Increased parental engagement, through supporting parents to help their child with their home learning.
B	Pupils coming into school that are PP with weak language levels and restricted vocabulary have daily communication-rich opportunities	• Identified EYFS and KS1 staff to complete word level language training to be disseminated down to other staff in the phase. • Identified EYFS and KS1 staff to complete on-going training for oral language interventions. • Pupils taught Sounds Write will gain clear pronunciation and word semantics when reading • Pupils will engage in regular drama opportunities within English lessons, to gain more expressive writing skills • All staff encouraged to speak using grammatically correct language and re-shape children's responses where necessary so that children's language skills will be increased.
C	All pupils are encouraged and those that want to take part will participate in school trips and other trips that extend their personal experience including after school clubs and other extra-curricular activities.	• All pupils' who eligible for PP funding will access half price costs for any trips or visits. Some may access full costs of visits and trips. • A greater number of Reception and KS1 parents will complete the forms necessary to enable PP funding. • A greater number of PP pupils will have access to residential, school trips and after school clubs.
D	All pupils eligible for PP will receive support in reading at school and support with comprehension of texts. This support will develop a culture of reading for enjoyment.	• Improvements in the provision of reading for PP pupils. • Teacher and TA intervention for reading to be consistent across the whole school. • Consistent implementation of excellent practice and high expectations across the school for reading. • Increased % of PP pupils working at ARE or above across the school in reading.
E	Parents are able to support children with home learning, including Reading, Writing and Maths	• On-going letters, handouts and emails for parents explain the curriculum and learning opportunities for their children.

	development and remain active partners in their children's learning.	• On-going letters, handouts and emails for parents on how they can help with their child's learning. • Sharing of children's termly targets • If PP children are SEN, Provision Maps will support parents on focused targets • Open day events and year group learning workshops. • Homework clubs for each phase for children to attend • Targeted parents invited to attend curriculum workshops
G	Attendance of PP children is in line with national averages.	• Attendance officer makes daily contact of PP child is not in school, or continually late leading to improved awareness of importance of good attendance by parents • Importance of good attendance repeatedly highlighted to whole school across the year • Individual attendance meetings with Head teacher if a PP child's attendance falls below 90% to enable HT to fully understand barriers to attendance and punctuality • PP children to be offered FOC places at Breakfast and after school clubs to motivate attendance and punctuality • Siblings of children invited to additional tutoring and boosting, attend Gems or breakfast club to ensure sibling can attend additional tutoring sessions. • Identified child(ren) plus parent supplied with bus pass to ensure financial difficulties is not preventing regular attendance at school

5. Planned Expenditure

The plan below demonstrates how we are using Pupil Premium to improve classroom pedagogy, provide targeted support and enrichment and experiences.

Quality teaching for all

Desired Outcome	Chosen Action/Approach	Cost	Success Criteria	Staff Lead	Review -
Disadvantaged pupils make progress from their starting points; those who have 'fallen behind' make	Continual raising of teachers' expectations of PP pupils and provision of challenge for these children in all lessons [focus of all lesson observations]	£48,000	Disadvantaged pupils are either; at least maintaining their previous year/KS1 position; making accelerated progress to at least return to this standard or making accelerated	LS	**Reading (Years 1-6, based on 94 children enrolled in Summer 2. 10 pupils' data was**

accelerated progress and 'catch-up' or exceed prior attainment standards.	Half termly book trawls by Phase lead and half termly assessment data analysis. Provision of teacher led [wherever possible] interventions and small group sessions to ensure disadvantaged pupils keep-up and catch-up. Half termly book trawls by Phase lead and half termly assessment data analysis. Maintain pupil to adult ratios to support PP children by deploying TAs to identified areas of need. Half termly review of deployment		progress to improve on the previous year/KS1 position if this was low.		**not available so this data is subject to change.)** PP: Average point score increase of +0.61. 58% of pupils made expected or better progress. Non-PP: Average point score increase of +0.94. 82% of pupils made expected or better progress. 38% of PP pupils were also SEND and 33% were also EAL. 14% of pupils were both EAL and SEND. PP pupils with no identified SEND needs made an average point score increase of +0.80 and 76% of these pupils made expected progress or better in Reading, which is comparable to non-disadvantaged pupils for Reading. 80% of PP pupils who had no identified SEND or EAL needs made expected or better progress in Reading from their starting points. The cohorts and individual needs of the PP pupils must therefore be taken into consideration when reviewing this data, as many fit into numerous vulnerable groups. **Writing (Years 1-6):** PP: Average point score increase of +0.43. 44% of pupils made expected or better progress. Non-PP: Average point score increase of +0.7. 66% of pupils made expected or better progress.

					PP pupils with no identified SEND needs made an average point score increase of +0.59 and 76% of these pupils made expected progress (or better) in Writing. This exceeds the percentage of non-disadvantaged pupils making expected or better progress in Writing. 60% of PP pupils who had no identified SEND or EAL needs made expected (or better) progress in Writing from their starting points, which was comparable to non-disadvantaged pupils. The cohorts and individual needs of the PP pupils must therefore be taken into consideration when reviewing this data, as many fit into numerous vulnerable groups. **<u>Maths (Years 1-6):</u>** <u>PP:</u> Average point score increase of +0.56. 52% of pupils made expected or better progress. <u>Non-PP:</u> Average point score increase of +0.88. 82% of pupils made expected or better progress. PP pupils with no identified SEND needs made an average point score increase of +0.69 and 69% of these pupils made expected progress (or better) in Maths. 71% of PP pupils who had no identified SEND or EAL needs made expected (or better) progress in Maths from their starting points. The cohorts and individual needs of the PP pupils must therefore be

					taken into consideration when reviewing this data, as many fit into numerous vulnerable groups.
Revisit Writing for a Purpose' training, taking into account EEF, CLPE and Literacy Trust research and reports to support disadvantaged pupils to make accelerated progress within their writing and to support their engagement.	Review EEF Report into improving literacy in KS1 and Report into improving literacy in KS2, CLPE report 'Writing in Primary Schools – What we know works' to identify where recommendations are being applied to teaching, learning and progress within Edith Cavell Writing curriculum across the school to ensure those who are disadvantaged, are able to engage effectively within English lessons and their writing is purposeful and coherent.		Disadvantaged pupils will engage more within English writing lessons and will make accelerated progress.	HC	Disadvantaged pupils in KS1 were exposed to writing strategies aimed at reducing cognitive load (namely 'Colourful Semantics and basic sentence building strategies) and this training was disseminated throughout the school. Oracy was prioritised throughout the school and the ability to compose sentences orally was focused on in EYFS and KS1. Teacher voice suggests that pupils are engaging more within writing lessons and are gaining greater confidence in composing sentences. Schoolwide trips (e.g. BookTastic trips attended by Years 1-4) provided pupils with a purpose for Writing. It is hoped that continued progress will follow.
Disadvantaged pupils who enter school at any stage with oracy issues and less well developed speech, knowledge & understanding of language make rapid progress. This enables them to narrow the gap on achieving the expected standard in their year group	Trained school staff will deliver Talking Success, Lift off to Language, Talk for All, NELI and Five to Thrive to children with identified speech and language issues, or to those identified as disadvantaged. Delivery could be whole class, small group or individuals.	£5,000	Disadvantaged pupils with identified speech and language issues make rapid progress and the gap in achievement is narrowed between identified disadvantaged pupils and their peers.	LS/HC	Each of these interventions have been carried out across the school.
Disadvantaged pupils identified as needing support with reading comprehension and fluency in Years 2,3 and 4 receive reading intervention as part	Trained teachers will deliver the HfL Reading Fluency Project to a small group of identified pupils in Years 2, 3 and 4 with weaknesses in reading comprehension and fluency each week (three-times weekly for a duration of 8 weeks). The training will be rolled out to the whole school if deemed impactful when reviewing the YARCs.	£2000	Disadvantaged pupils with identified comprehension and reading fluency needs make rapid progress in Reading, and the gap in achievement is narrowed between the identified disadvantaged pupils and their peers.	JM/GoD /RT	Results from the Reading Fluency Project were varied and showed an average of 8 months progress in disadvantaged pupils' Reading Rate and 3.5 months progress for pupils' Reading Comprehension. English Lead

of the HfL Reading Fluency Project.	The English Lead will share effective reading rehearsal techniques in a Spring staff meeting.				disseminated effective fluency and comprehension strategies to all staff to continue this progress for all pupils.
Disadvantaged pupils identified as needing support with oracy are supported and challenged via various strategies from the Voice 21 oracy project.	Staff across all KS implement strategies and ideas from relevant Voice 21 training into their lessons. Intervention groups support specific pupils identified as having poor oracy skills. Voice 21 school lead/oracy champions support staff members with appropriate training, access to CPD modules/webinars and examples of suitable classroom practice.	£1000	Disadvantaged pupils with identified oracy issues make rapid progress in speaking and listening. The impact on their writing will be greater fluidity/coherence, increased range of vocabulary, and a greater ability to talk about their writing with peers and adults.	C.D/J.Mo	Voice 21 training is still in progress. We are now signed up to the Voice 21 exchange and CD/JMo disseminated learning to staff in a recent staff meeting.
Disadvantaged pupils partake in the Forest school programme that provides them with opportunities to experience the outdoors, problem solving and decision making activities	Each half term, groups of identified children access the Forest school programme within the school grounds.	£1,000	Identified children learn new skills which they can apply in a range of different circumstances. Well-being and mental health of participants is improved	CP	Teacher Voice has indicated improved wellbeing, confidence and mental health of the 13 pupils who partook in Forest School interventions this year.
Y6 children who are unable to swim 25 meters continue to access swimming lessons to develop swimming skills, stamina and stroke technique	Y6 children who are unable to swim 25 meters, continue to access weekly swimming lessons at Trinity Arts Centre. Swimming teachers work in small groups with identified children to develop their swimming abilities	£2,000	Increased number of Y6 children are able to swim 25 meters unaided using a recognised stroke	CP	50% of the PP children in Y6 are now able to swim 25m unaided using a recognisable stroke after an additional term's swimming intervention.
	Total	£59,000			
Targeted Support					
Desired Outcome	**Chosen Action/Approach**	**Cost**	**Success Criteria**	**Staff Lead**	**Review -**
Pupils with additional well-being and mental health needs are supported effectively.	Learning mentor will support individuals or groups to meet their emotional and well-being needs. Learning mentor develops relationship with parents of identified pupils to ensure that any home issues raised by pupils can be addressed and parental skills to support learning at home and engagement are increased. Targeted children to work with the NHS Mental Health Support Team Half termly review with Inclusion lead	£8,000	Pupils who experience a barrier to learning, a dip in well-being or mental health have the opportunity to explore their feelings and address the barriers to learning. This will lead to improved learning and attainment and a narrowing of the gap in achievement to their peers.	LS	Sessions with the learning mentor have continued to be well-received by the children. These sessions allow children the space and time to talk about what is happening in and out of school. Pupils from across all KS are involved in mentoring sessions, and they come out of lessons for around 30 mins at a time. Information is fed back to the class teacher through the use of

					CPOMS. Some pupils have also been able to receive support from a member of staff in the family support worker role.
Pupils who are new to English rapidly develop knowledge of, understanding of and use of English.	New to English learners receive weekly intervention to develop knowledge of English in everyday situations, grammar rules and standard English. Delivery could be small groups or individuals.	£8,000	New to English learners are able to express themselves in everyday situations coherently and develop a basic understanding of grammar and standard English.	LS	Pupils across all key stages took part in a series of lessons (once to twice a week) which supported their acquisition of basic language and then simple sentence structure. Pupils worked in a small group of around 3 - 4 children.
Concentration levels for disadvantaged pupils are boosted by rehydration and protein.	Children qualifying for pupil premium funding are provided with 189ml of milk (one third of a pint) each day.	£3,367	Pupils are fed and rehydrated so they are better able to concentrate for the second half of the morning.	HC	Achieved. Teacher voice reported that pupils' concentration levels increased for the second half of the morning after receiving their daily milk. Pupils were offered milk from the 'Cool Milk' programme each breaktime.
Vulnerable children have increased life chances by being offered opportunity to access individual instrument lessons	PP children in LKS2 offered the opportunity to undertake group violin lessons with peripatetic music teacher	£1000	PP have opportunity to develop wider skills and interests that may be unavailable to them outside school.	HC/JMo	A total of 10 children (including 7 PP children) across KS2 were involved in saxophone or piano lessons across the year. The pupils had a 20 minute lesson each week. Pupils were given the opportunity to showcase their talents in different concerts throughout the year.
Attendance levels of disadvantaged pupils is raised to enable consistent and full access to quality whole class teaching and where appropriate targeted small group and 1 -1 support	Attendance officer challenges non-attendance and punctuality. Use First Day Contact consistently and effectively to track the absence of vulnerable pupils and those identified as 'Persistent Absenteeism'. Patterns of attendance, punctuality and unauthorised absence shared with parents at each parent consultation meeting. Scrutinise attendance data for those vulnerable groups where progress is identified as falling below what is expected and take steps to raise attendance levels.	£4,000	Attendance of vulnerable pupils is improved and so they are in class consistently to access high quality learning, teaching and tailored additional support leading to improved outcomes Attendance of children being supported with bus pass improves and improvements are sustained.	HC	There has continued to be a member of staff monitoring attendance figures across the school. Various strategies have continued to be employed to support families with attendance. Parents are contacted with letters home for pupils falling below expected attendance figures, and then meetings held in school if there is no improvement. Parents are informed about attendance figures via information in the

	Purchase weekly/monthly bus passes for identified vulnerable children living out of walking distance from the school to encourage improved regular attendance at school.				newsletter, phone calls home, plus the continuation of attendance awards in whole-school assemblies and class attendance award each Monday. Families have continued to be supported with bus passes and support with taxi fare where needed. Class teachers are given attendance record printouts to share at parent consultation meetings. Attendance figures - whole school: **94.57%** Autumn term 2024 **95.04%** Spring term 2025 **95.22%** Summer term 2025

<table>
<tr>
<td>Attendance at school of vulnerable pupils does not fall into the persistent absenteeism category (PA)</td>
<td>Identified vulnerable children, who do not live within walking distance to school, and are at risk of becoming PA are provided with a weekly/monthly bus pass for parent and child(ren) to remove cost of travel as a barrier to attending school.
Provision of bus passes to be reviewed each half term through discussion with parents and following review of attendance data.
Identified vulnerable children at risk of becoming PA, who live within walking distance, may be collected by staff members if need arises.</td>
<td>£1,000</td>
<td>Attendance of vulnerable pupils improves and, as a result, achievement of targeted child(ren) accelerates.</td>
<td>HC</td>
<td>Attendance figures - whole school:

Autumn term 2025: 93.82% (PP) vs 95.01% (Non-PP)

Spring term 2025: 93.57% (PP) vs 95.87% (Non-PP)

Summer term 2025: 95.09% (PP) vs 95.29% (Non-PP)

There is a small difference between the attendance of PP children compared to non-PP children, but the gap does close in the Summer term, which is consistent with the data figures for the whole school.

<table>
<tr><th></th><th>No. of children with 10% or higher absences (PP)</th><th>No. of children with 10% or higher absences (Non-PP)</th></tr>
<tr><td>Reception</td><td>1</td><td>7</td></tr>
<tr><td>Year 1</td><td>2</td><td>2</td></tr>
<tr><td>Year 2</td><td>3</td><td>0</td></tr>
<tr><td>Year 3</td><td>1</td><td>2</td></tr>
<tr><td>Year 4</td><td>3</td><td>1</td></tr>
<tr><td>Year 5</td><td>0</td><td>0</td></tr>
<tr><td>Year 6</td><td>Data not available</td><td>Data not available</td></tr>
</table>
</td>
</tr>
</table>

All children will experience and be included to attend school residential trips with their peers. Other residential or trips made available in order to improve resilience and self-esteem along with team building and cooperation skills.	To continue to provide financial support for PP pupils to enable them to attend termly enrichment opportunities linked to the theme's 'bigger picture' and purpose for writing, school trips, residential and after school clubs. Residential and school trips ensure that we are developing the whole child and providing them with opportunities they may not have at home. Financial circumstances should not be a barrier to these experiences. The learning surrounding the school trips is valuable and is an important part of the curriculum.	£2,000	PP Pupils will access visits and residential that they would not otherwise experience. These visits build cultural capital and opportunities to access experiences outside those of family interest which will open experience and understanding of diverse future employment opportunities.	HC/Phase Leads	Pupils attended various trips and visits throughout the year, discounted at half price for PP. These included: **KS1** Zoo in Bedfordshire (Woburn) Y2 Enrichment Trip (x 2) to Pilgrim Pre-Prep School Booktastic event at U.O.B **LKS2** Y3 adventure day Y4 camping Elstow Abbey John Bunyan day St Albans Verulamium Booktastic event at U.O.B **UKS2** Y6 camping
Booster sessions for eligible and targeted UKS2 pupils to support, reinforce learning and develop assessment craft in preparation for Y6 SAT's.	Teacher- led targeted group booster sessions focus on identified areas for development to ensure identified gaps in knowledge and understanding are addressed, so that pupils may feel confident in their knowledge and skills when approaching Y6 SAT tests. Half termly reviews with phase lead.	£5,000	The gap between the attainment of PP and Non PP children is closed.	HC/LS/CP/CD HC	A total of 14 pupils were involved in SATS boosters after school. Some pupils participated in both maths **and** English groups. 4 pupils in the group were PP.
Before-school booster sessions for targeted disadvantaged pupils in KS2. Aim is to close the gaps of specific areas of learning.	Teacher- led targeted group booster sessions before school focus on identified areas for development in maths for KS2 pupils. Half termly reviews with phase lead.	£1000	The gap between the attainment of PP and Non PP children is closed. Pupils show greater resilience in maths lessons and are more able to cope with new lesson content.	J.Ch	The focus for booster sessions was for those held after school. Due to time constraints and staffing availability it was not possible to hold these sessions. This could be a focus for the new academic year.
All pupils attend during SATS week and can perform to their best ability.	Breakfast during SATs week and refreshments during weekly boosters to encourage attendance at booster sessions.	£150	Pupils have a calm and measured start to the day that gives the best opportunity to approach SAT's papers.	HC/CP	Pupils attended the week and were calm and settled ready for the SATS.
The sensory needs of identified pupils are met to enable them to better concentrate in lessons.	Sensory circuit activities provided for identified disadvantaged pupils with sensory needs each morning Sensory tent sessions and activities provided at identified times and on a needs basis to	£2,000	Disadvantaged pupils with sensory needs have the opportunity to have their sensory needs met so that they can better access their learning, concentrate and achieve their potential through narrowing the gap in achievement between them and their peers.	LS	14 pupils were invited to attend sensory circuit throughout the year. Of the 14, 6 were PP. Teacher voice indicated that pupils were more focused and

	disadvantaged pupils identified with sensory needs. Half termly reviews with Inclusion Lead				settled each morning after attending Sensory Circuits.
Reception and Year 1 pupils identified with poor language skills make rapid progress to enable them to narrow the gap on achieving the expected standard in their year group	Children assessed using NELI tool to determine eligibility for the programme. 20 week course involving 5 sessions per week, 3 in a group and 2 individual sessions.	£1,500	Children completing the 20-week programme have developed the language, oracy, phonological awareness and vocabulary skills to successfully support their long term progress in reading comprehension.	LS/PH	Targeted children received the support identified using the programme.
Siblings of children invited to additional tutoring and boosting, attend Gems or breakfast club to ensure sibling can attend additional tutoring sessions.	Siblings to Gems club to allow for additional UKS2 after-school tutoring for sibling – parents only need to pick up once.	£1,000	Removing barriers to children attending UKS2 additional tutoring. Identified and targeted children can attend arranged tutoring and booster groups.	CD	Provided where needed. This was applicable only to after-school club for the Year 2024 – 2025 as we did not have any before-school boosters taking place.
Pupil premium children have access to additional booster publications that support their learning towards success in KS2 SAT's	Provide CGP booster books for Pupil Premium children in Year 6.	£200	Pupil Premium eligible children's use of targeted CGP study materials supports their learning and confidence as approaching Y6 SAT's	CP	Achieved. CGP revision packs/books were provided to the 15 Y6 PP children.
	Total	£38,217			

Other Approaches

Desired Outcome	Chosen Action/Approach	Cost	Success Criteria	Staff Lead	Review -
Increased/improved parental engagement in supporting homework, home learning and readiness for school	Parents are encouraged through parent evenings, email communication and home school agreement of the need to continue to support children with homework. Text messages and letters sent home. Parent guides to supporting Phonics and reading to be filmed and shared on website for parents to access for guidance on supporting home learning.	£100	Parents become more skilled, more willing to support homework, home learning and support the recovery of missed learning.	JM	All phase leads worked hard to monitor parental engagement, and provided support and strategies to class teachers where needed. Parental engagement in terms of attendance at parent consultations was tracked and shared on INSET days. The whole-school figure for parent consultation attendance was 88% (following Autumn '24 meetings). We will aim to raise this to above 90% for the following academic year.

					Phonics Workshops were also led by the English and EYFS Leads, in addition to SATs workshops (led by the Y6 team).
All pupils, especially those who are disadvantaged, know how to stay safe online. Staff have access to the latest guidance and regular training.	School will subscribe to the National Online Safety service to ensure that the school meets, and exceeds, the statutory safeguarding requirements to keep pupils safe online.	£1900	All pupils, especially those who are disadvantaged, know how to stay safe online. Staff have access to the latest guidance and regular training.	HC	Helpful staff training in terms of lesson planning and delivery was disseminated across the year by the computing lead. All class teachers deliver E-Safety lessons half-termly - focused around the needs of the class at each point in time. Updates via the school newsletter are given about recent and relevant developments regarding social media/Internet use and trends/concerns to be aware of.
Well-being of vulnerable and non-vulnerable pupils is monitored and tracked to enable support to be targeted and swiftly available.	Purchase subscription to GL PASS assessment to enable identification of fragile learners. Using assessment tool discover hidden barriers to learning, better understand a child's emotional literacy and work to develop and improve it. Assess a range of the children's social and emotional skills.	£2,000	Through termly assessment of Pupil Attitudes to Self and School (PASS), deepen understanding of vulnerable and non-vulnerable pupils barriers to school enabling targeted tailored support to be put in place	HC	PP leads have investigated various ways to track the wellbeing across the school - researching various initiatives. A decision was made not to purchase the GL PASS, as other, more cost-effective methods of tracking wellbeing are available. PP leads have visited the PP lead at Livingstone Primary who has informed of a method called a 'barrier plan', where individual, focused conversations are held with PP children, focusing on barriers to achievements/hopes for the future. Another meeting was held with the PP lead at Broadmead Lower School who shared a survey which is used to track wellbeing (linked toJIGSAW PSHE scheme.) Several times throughout the year, PP leads met with the SIP Sharon Waterman and discussed the strategies above.

Pupil Premium Champion closely monitors the progress both academically and socially of children qualifying for Pupil Premium Grant funding	Short term TLR awarded to 2 x members of SLT for monitoring, supporting and challenging achievement of pupils who qualify for Pupil Premium Grant	£2,833 £,2833	Achievement of children eligible for Pupil Premium Grant is equivalent to that of other children, from their respective starting points	JM & CD	Achieved.
	Total	£9,666			
					Total Budget Cost £106,883