



Pupil Premium Strategy Statement – Avonwood Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2025 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	EYFS: 60 (4) Year 1: 60 (3) Year 2: 60 (7) Year 3: 60(7) Year 4: 61 (7) Year 5: 64(9) Year 6: 91(19) Total: 456 (56)
Proportion (%) of pupil premium eligible pupils	12.28% (56 out 456)
Date this statement was published	January 2026
Date on which it will be reviewed	January 2027
Statement authorised by	Chris Jackson
Pupil premium lead	Chris Jackson

Governor / Trustee lead	Lucie Barton-Ridges
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£73,360
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£73,360

Part A: Pupil premium strategy plan

Statement of intent

At Avonwood Primary School we firmly believe that it is our responsibility to find 'the best in everyone'. We understand that some of our pupils face additional challenges and we look to use the Pupil Premium Funding to remove the barriers that stand in their way to ensure there is equity in what all of our pupils can and do achieve.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

Overall we:

- Adopt a whole school approach, where staff/pupils' relationships are at the core of what we do.
- We act early to address pupils educational and social disadvantage at the earliest opportunity.
- We use research and rigorous diagnostic assessment, not assumptions, to identify our pupils' challenges and carefully select a narrow range of activities to address these.

Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments on arrival at Avonwood indicate a high level of speech and language deficiency (25-26 EYFS cohort 5 below age expectations and 10 significantly below age expectations, 8 children 1-6 currently being seen by specialists, more children waiting) this must be addressed to help PP children sustain progress with their peers. Informal assessments & observations indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggests some of our disadvantaged pupils need support with writing. This was notable in Year 4 (31% gap, 3 children) and Year 5 (40% gap, 7 children).
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils is a factor being our attendance gap – 97.7% (non PP) vs 95.7% (PP).
4	Latest school data indicates that SEMH is now the largest area of SEND need in the school 65% (56/86), impacting some of our Pupil Premium children (18/57 32%). These challenges particularly affect disadvantaged pupils, including their attendance, engagement and motivation.
5	Our attendance data over the last 2 years indicates that the attendance gap between disadvantaged pupils and non-disadvantaged pupils remains 1.8% difference 24-24. In the 2024-25 academic year, 15 children were deemed to be PA, of which 4 were PP (27%).
6	Our end of KS2 data indicates a gap in five year groups for combined RWM: EYFS (49%, 2 children), Year 2 (11%, 1 child), Year 4 (31%, 3 children), Year 5 (40%, 7 children) & outgoing Year 6 (29%, 4 children).

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
Improved oral and language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including oral language assessments, engagement in lessons, book scrutiny and ongoing formative assessment.
Improved writing attainment for disadvantaged pupils at the end of KS2.	KS2 writing outcomes in 2025/26 show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged	Sustained high attendance from 2025/26 demonstrated by: <ul style="list-style-type: none"> - The overall absence rate for all pupils being no more than 3% and there will be a 2.5% difference between disadvantaged and non-disadvantaged (as opposed to 3.2% this year) - The percentage of all pupils who are persistently absent being below 4% and the figure among disadvantaged pupils being no lower than their peers.
Build cultural capital by ensuring all pupils are engaged in their learning and a variety of extra-curricular opportunities, leading to improved school attendance.	Sustained high levels of positive learning behaviours, wellbeing and cultural capital. Demonstrated by: <ul style="list-style-type: none"> - Qualitative data from student voice, student and parent surveys and teacher observations – 100% engagement in learning and no lessons disrupted by low-level behaviour. - A significant increase in participation in enrichment activities, particularly among disadvantaged pupils – 100% of disadvantaged pupils attend an extra-curricular activity, school trip and sporting event in the academic year

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £47,464

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>We will partially fund a S&L Specialist role with a focus on Communication & Language, working alongside staff to develop their interactions with pupils.</p> <p>Or S&L therapist will provide whole school CPD training to help upskill staff in this area.</p> <p>Share best practice from other settings through United Learning network, United Learning EYFS lead visits and local BPS network (funded by schools) and leads training/visit.</p> <p>Continue to partially fund EYFS leader's non-contact time so they can provide modelling/</p>	<p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial.</p> <p>EEF blog: The ShREC approach – 4 evidence-informed strategies... EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Communication and Language (educationendowmentfoundation.org.uk)</p> <p>Communication and language approaches typically have a very high impact and increase young children's learning by seven months.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>Internal data shows a clear link between low C&L/Literacy outcomes in EYFS and low Reading data in KS1 and KS2</p>	<p>1</p>

<p>coaching/collaborative planning with teachers</p> <p>We will subscribe to the Voice 21 framework, upskilling staff and developing our whole school S&L curriculum.</p>		
<p>Ensure we recruit and retain the best teachers to teach our pupils. More pay, more time, more support (United Learning).</p> <p>Training on adapted teaching, part of our T&L handbook and building on our United Learning curriculum, will meet pupils' needs and interests and further engage them in their learning.</p> <p>Ring fenced CPD and leadership time will be given to instructional coaching and line manager meetings to aid teacher development.</p> <p>Whole school approach and staff CPD on Conscious Discipline will support staff developing positive relationships with pupils.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>More pay, more time and more support for teachers to increase retention and recruitment. United Learning</p> <p>High-quality CPD for teachers has a significant effect on pupils' learning outcomes. Increasing the availability of high-quality CPD has also been shown to improve retention problems, particularly for early-career teachers. Education Policy Institute https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p> <p>https://www.walkthrus.co.uk</p> <p>DfE figures suggest that FSM children are more likely to be excluded due to persistent disruption. Self-regulation and Social and Emotional Learning improve pupils' decision-making skills, interaction with others and their self-management of emotions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	<p>1, 2 & 6</p>

	<p>Total spend:</p> <ul style="list-style-type: none"> - Where we have deliberately recruited experienced and highly skilled teachers, 80% of teaching staff at Avonwood are on the UPS pay scale. This means the average Avonwood teacher cost is £8,400 more than national benchmarks. With 15 full time teachers required, alongside 4 members of SLT, the PP proportionate cost of this uplift is £32,160. 	
<p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	6
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL (stormbreak) approaches will be embedded into routine educational practices and supported by professional development and staff training.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</p>	4
<p>Quality first teaching is always at the forefront of our approach to supporting all our children and particularly those who are disadvantaged.</p>	<p>Recruitment of high-quality teaching staff enables us to develop the highest quality of teaching. By using the technique of coaching in a targeted and collaborative way will build sustainability.</p> <p>Cost included in the recruit and retention line above.</p>	1, 2, 3, 4, 5, 6

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

Budgeted cost: £17,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fully engage with P80+ Disadvantaged project and upcoming actions, re-resources and CPD</p> <p>Explore the introduction of Voice 21 Targeted academic support for pupils with below age related S&L</p> <p>Explore how this can be assessed and tracked</p> <p>Continue speech and language assistant support of pupils and staff.</p> <p>Ensure every child has a public speaking opportunity at some point in the school year.</p>	<p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>The Oracy Skills Framework provides a useful tool for schools wishing to review and develop their approach to oracy. The associated Oracy Assessment Toolkit provides teachers with a tool that can be used diagnostically and to track students' progress in developing oracy skills.</p> <p>Voice 21: Oracy Curriculum, Culture and Assessment Toolkit EEF (educationendowmentfoundation.org.uk)</p>	1
<p>Additional phonics sessions targeted at educationally disadvantaged pupils who require further phonics support (1:1 and group sessions), delivered by Deputy Headteacher</p> <p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>One to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p>	2

<p>Regular Phonics Training led by experienced ULS Lead</p> <p>Every year group to have a ULS trained Phonic Expert TA – EYFS to Year 6</p> <p>Every PP child to have the opportunity to read to an adult in school 1:1 at least once per week in addition to daily reading lessons.</p> <p>Speech and Language Therapist employed to deliver early intervention to children in need. Speech and Language TA employed to support key children on a daily basis.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<p>Every PP child at Avonwood to be given the opportunity to attend at least one extra curricular club or learn a musical instrument.</p> <p>Every PP child to be exposed to a wider variety of carefully sequenced opportunities including trips and visits.</p> <p>Enhanced curriculum, included funded termly forest school, will provide pupils with exposure to new skills and experiences.</p>	<p>Some pupils will have a very limited background knowledge on the topic, making learning considerably more difficult. A consequence of this is that those better informed pupils will dominate the discourse in the lesson.</p> <p>https://researchschool.org.uk/unity/news/levelling-the-playing-field</p> <p>Pre-teaching can boost confidence and minimise experiences of failure in lessons. Secure success, Motivated Teaching, Peps Mccrea</p> <p>Secure success Give pupils a high success rate to look back on; frame what success means and help them attribute it accurately; pre-empt failure</p>	4

<p>To improve the engagement of reluctant writers via 1:1 and small group teaching from a specialist qualified teacher.</p> <p>Lunchtime mentor group launched for peer to peer coaching with writing.</p> <p>Support at after school wrap around care club for reluctant / low writers.</p>	<p>Tuition targeted at specific needs and knowledge gaps in literacy can be an effective method to support low attaining pupils or those falling behind, in small groups</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>2 & 6</p>
<p>To raise attendance and well-being by offering parents enhanced training on anxiety and mental health via external Early Help groups and our Pastoral Support Team.</p> <p>To offer bespoke 1:1 support to targeted families via our Pastoral Lead</p>	<p>Find some EEF evidence around parenting courses and enhanced wellbeing support.</p> <p>Gvmt attendance guidance</p>	<p>5</p>
<p>Additional staffing to ensure high levels of targeted support and high quality interventions from teaching assistants</p>	<p>Additional staffing enables us to develop the highest quality of interventions and support in a targeted way.</p>	<p>1, 2, 3, 4, 5, 6</p>

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

Budgeted cost: £11,000 (other associated costs covered in normal school budgets)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance officer (Deputy Head) provides daily, weekly and monthly attendance reports on pupil and pupil premium attendance</p> <p>Participation in United Learning's Attendance project – action: involve teachers in contract meetings</p> <p>Attendance officer to track and analyse pupil premium attendance (including daily tracking with HT) to identify patterns and barriers in attendance</p> <p>Attendance officer to run contract meetings with parents of pupils who are persistently late or absent</p>	<p>Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>Persistent lateness adds up to a large amount of missed learning. 5 minutes a day for 190 days is almost 16 hours in missed schooling.</p> <p>Attendance Admin Officer Support: £1,000 (PP Proportion)</p>	5
<p>Embed routines into the school day, with timetabled CPD and practise, so staff and pupil have shared high expectations</p>	<p>Running routines allows disadvantaged or vulnerable pupils feel safe, trust their environment and focus on what they are doing not how they are doing it. Peps Mccrea, Motivated Teaching</p> <p>Run routines Make the <i>process</i> of learning easy, whilst keeping the <i>content</i> of learning challenging; script chains and cues; stick with it</p> <p>Conscious Discipline: MAPs</p>	4

	https://consciousdiscipline.com/scaffolding-in-parenting-teaching-your-children-how-to-follow-your-directions-with-success/	
<p>Ensure equity in disadvantaged pupils' access to the school's wide extra-curricular provision via Associate AH role and Admin support</p> <p>School Waffle Waffle breakfast club provided for key children. Supporting children emotionally with a quiet place to go, reflect and feel supported.</p> <p>Safeguarding and Pastoral Lead role</p>	<p>Extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities.</p> <p>https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf</p> <p>There is a substantial body of research evidence to suggest that young people's social emotional and mental health (SEMH) needs have a significant impact on all aspects of their life including their learning and progress through the curriculum, behaviour in school and attendance, further training and employment and general life chances.</p> <p>Maslow's Hierarchy of Needs acknowledges that people need their basic needs met before they are able to thrive. Parents are signposted and supported with accessing foodbanks, food vouchers and other basic needs.</p>	4 & 5
<p>Whole staff training on trauma informed practice, behaviour management and restorative practise approaches with the aim of developing our school ethos and improving support for behavioural needs across the school. Attending the UL Conscious Discipline training and informing staff through CPD.</p>	<p>Both targeted interventions and universal approaches can have a positive overall effect:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	4
<p>Family Liaison, Behaviour and Attendance Lead appointed to work with targeted vulnerable families.</p>	<p>Safeguarding and welfare co-ordinator role Maslow's Hierarchy of Needs acknowledges that people need their basic needs met before they are able to thrive. Parents are signposted and supported with accessing foodbanks, food vouchers and other basic needs.</p>	

Total budgeted cost: £51,000

Part B: Review of the previous academic year (2024/25)

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

PP data analysis July 2025:

Year	No. PP	Cohort	Cohort %	% per pupil	Reading		Writing		Maths		RWM	
					% gap	Pupil gap	% gap	Pupil gap	% gap	Pupil gap	% gap	Pupil gap
R	3	60	5%	33%	55%	2	49%	2	56%	2	-49%	2
1	7	60	12%	14%	+9%	n/a	+23%	n/a	+15%	n/a	+25%	n/a
2	5	60	8%	20%	+9%	n/a	-16%	1	-13%	1	-11%	1
3	6	61	10%	17%	-1%	n/a	5%	n/a	-8%	1	+2%	n/a
4	9	64	14%	11%	-17%	2	-31%	3	-7%	1	-31%	3
5	18	91	20%	6%	-11%	2	-40%	7	-17%	3	-40%	7
6	14	90	16%	7%	-27%	4	-10%	1	-20%	3	-29%	4
Whole	59	426	14%	2%								

The data demonstrates that Pupils are performing above RWM combined national averages (in comparison with United Learning data) in Years 1, 2, 3, 4 and 5. The outcomes are marginally below in Years 6 (equivalent to one child) and a larger gap exists in EYFS due to the small PP contingent in that cohort (again equivalent to one child). In 202/26 this will be tracked closely to establish if the gap is closing or closed.

Reading: All year groups have maintained or made progress as pupil premium readers. The only exception being Year 4 who now have a reading gap of 2 children, due to having new SEND children added to the Pupil Premium register.

Writing: All year groups have maintained or made progress as pupil premium writers. The only exceptions being Year 4 who now have a gap of 3 children instead of last year's Year 2 children; again this is due to having a new SEND (EHCP) child added to the Pupil Premium register. Also, Year 5 who now have a gap of 7 children rather than 4 children.

Maths: All year groups have maintained or made progress as pupil premium mathematicians.

Comparative table PP vs non-PP children from Summer 24 to Summer 25:

Year group	PP gap in 2023-24 (previous cohort)			PP gap in 2024-25		
	R	W	M	R	W	M
Year 1	n/a	n/a	n/a	+9%	+23%	+15%
Year 2	+4%	+9%	-36% 2 chn	+9%	-16% 1 chd	-13% 1 chd
Year 3	+11%	-43% 1chn	-55% 1 chn	-3%	+5%	-8% 1 chd
Year 4	-1%	-20% 2 chn	-8% 1 chn	-17% 2 chn	-31% 3 chn	-7% 1 chd
Year 5	-12% 2 chn	-32% 5 chn	-7% 1 chn	-11% 2 chn	-40% 7 chn	-17% 3 chn
Year 6	17% 4 chn	-30% 4 chn	-28% 4 chn	-27% 4 chn	-10% 1 chd	-20% 3 chn

3 highlights:

- When talking about differences, it is very small numbers of children to target
- Year 6 writing and maths:
 - Writing – have moved 3 PP children to EXS+
 - Maths have moved 1 PP child to EXS+
- KS1 success:

- Year 1 improvements made in all three subjects for PP and these children non outperforming non-PP in Year 1 across the board
- Year 2 PP children are outperforming non-PP in reading and maths and only one child different in writing.
-

3 improvements:

- 2025-2026 Year 6 writers – a difference of 7 PP children vs non PP children
- 2025-2026 Year 6 mathematicians – a difference of 3 PP vs non-PP children
- 2025-2026 Year 5 writers – a difference of 3 PP children vs non-PP children

As a result of this focus we seek an uplift in RWM combined outcomes across Upper KS2.

PP RWM combined performance: Upper KS2 priority

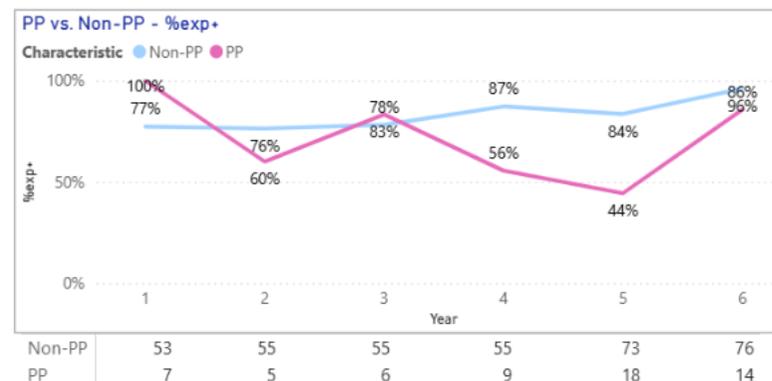
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
3 children	7 children	5 children	6 children	9 children	*18 children	14 children
1 child = 33%	1 child =20%	1 child =33%	1 child =13%	1 child = 6%	1 child = 8%	1 child = 7%
RWM all: 80%	RWM all: 78%	RWM all: 70%	RWM all: 66%	RWM all: 83%	RWM all: 71%	RWM all: 83%
RWM PP: 33%	RWM PP: 100%	RWM PP: 60%	RWM PP: 67%	RWM PP: 56%	RWM PP: 39%	RWM PP: 57%
PP % gap: -49%	PP % gap: +25%	PP % gap: -11%	PP % gap: +2%	PP % gap: -31%	PP % gap: -40%	PP % gap: -29%
PP Pupil gap: 2	PP Pupil gap: -	PP Pupil gap: 1	PP Pupil gap: -	PP Pupil gap: 3	PP Pupil gap: 7	PP Pupil gap: 4

Disadvantaged children at Avonwood perform well compared to their peers nationally and even outperform their non-disadvantaged peers in some areas. Where there are gaps, this often equates to one or two children across the cohort. Note: due to relatively small numbers of Pupil Premium eligible children at Avonwood, each child is heavily weighted in attainment data which should be considered when analysing the attainment gap.

With a relatively small cohort of 14 out of 91 pupils in Year 6, each Pupil Premium child was weighted at 7%. Pupil Premium children performed strongly Reading, Writing and GPS but Maths, and consequently RWM combined, was down when looking at year-on-year comparisons between successive cohorts. However, compared to both local and national peers, our Avonwood children leave school with significantly stronger attainment in Writing and in Maths and this is reflected in RWM combined.

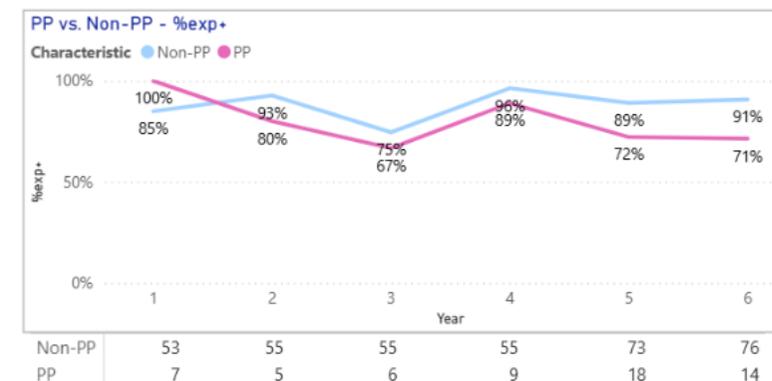
PP Writing: Priority for Upper KS2

Year	EYFS	Y1	Y2	Y3	Y4	*Y5	Y6
No. PP	3 chn	7 chn	5 chn	6 chn	9 chn	18 chn	14 chn
Attain.	33%	100%	60%	83%	56%	44%	86%
% Gap	-49%	+23%	-16%	+5%	-31%	-40%	-10%
Pupil gap	2	-	1	-	3	7	4



PP Maths: Priority for Year 6

Year	EYFS	Y1	Y2	Y3	Y4	*Y5	Y6
No. PP	3 chn	7 chn	5 chn	6 chn	9 chn	18 chn	14 chn
Attain.	33%	100%	80%	75%	89%	72%	71%
% Gap	-49%	+15%	-13%	-8%	-7%	-17%	-20%
Pupil gap	2	-	1	1	1	3	3



We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that PP attendance is below that of non-PP but is above the national average for all pupils. Behaviour data, internal and external, shows that there is a marginal gap between PP and non-PP. The number of PP pupils under CP/CinN/TAF is significantly higher than the number of non-PP.

Our evaluation of the approaches delivered last academic year is here:

Using previous challenges:

Challenge 1 – To reduce gap of 44% between pp and non-pp for reading in year 2

Gap reduced to 32%

Year 2 teacher (along with others from the school) took part in UKLA teacher judge panel to help promote love of reading and develop teacher knowledge. Small group reading interventions took place. PP children targeted for school led tutoring. Phonics taught rigorously and groupings informed by assessment. Phonics interventions took place daily. School took part in United Learning reading project. Reading leader led CPD for all staff to develop skills for teaching fluency and explicit teacher modelling for comprehending texts.

Challenge 2 – Reduce the gap between PP and non-PP for writing in years 5 and 6

Year 5 28% gap, Year 6 43% gap

Gaps were not reduced but accelerated progress for both groups in year 6.

Children were targeted for school led tutoring. 15 hours per child that was working at below ARE. UL English advisor supported teaching and learning. All teachers took part in termly UL writing moderation meetings.

Challenge 3 – Reduce the gap between PP and non PP for maths in years 5 and 6

Year 5 23% gap Year 6 35% gap

Gap in year 5 sig reduced from 62%. Targeted groups for arithmetic in years 5 and 6. Planning and teaching support given from the maths lead.

Challenge 4 – Reduce the attendance gap - PP- 95.1% PA- 9.5% / Non PP- 96.6% PA- 7.7%

PP- 90.8%/Non pp 93%

Covid continued to have a negative impact on attendance.

Challenge 5 - Lack of parental engagement and support particularly during lockdown/home learning

Parents engaged in online information evenings for phonics. Homework and home reading has been closely monitored and most have completed. Parental engagement and attitude towards school is generally positive.

Challenge 6 - Emotional well-being has been impacted due to Covid 19

Nurture TA employed and Councillor employed. These have supported Emotional wellbeing and supported children to remain in classes and return to classes successfully.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
<ol style="list-style-type: none">1. Times Table Rock Stars2. Wellcomm3. SATs Companion4. Edukey5. CPOMs6. PiXL7. Class Dojo8. Tapestry	<ol style="list-style-type: none">1. Maths Circle Ltd2. GL Assessment3. SATs Companion4. TES5. Raptor Technologies6. PiXL7. Y Combinator8. Tapestry

Further information (optional)

Additional activity

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

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

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

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

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

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