

Pupil premium strategy statement 2024 - 2027

This statement details our school's use of pupil premium (and recovery premium for the academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	St Matthew's Bloxam C of E Primary School
Number of pupils in school	197 (Reception to Year 6)
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 – 2025 2025 – 2026 2026 - 2027
Date this statement was published	October 2024 Reviewed October 25
Date on which it will be reviewed	October 2026
Statement authorised by	Anita Timson - Headteacher
Pupil premium lead	Helen Francis
Governor / Trustee lead	Verity Alabaster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,585.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£88,585.00

Part A: Pupil premium strategy plan

Statement of intent

At St. Matthew's Bloxam C of E Primary School, we are committed to promoting the progress and attainment of all children, to ensure every pupil achieves to their fullest potential allowing every child to let their light shine.

Demography and School Context

St Matthew's Bloxam C E Primary School is a local authority maintained primary school located in Rugby in Warwickshire. The school location deprivation indicator is below average of all schools. The school is one form entry and has a governor-run pre-school on site offering 24 places.

Principles and Aims of our Strategy Plan

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Intended outcomes

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For all disadvantaged pupils in school to exceed nationally expected progress rates in order to reach Age Related Expectation at the end of Year 6 and therefore achieve GCSE's in English and Maths.
- To widen life experiences to positively raise educational aspirations.

Support

- Additional teaching and learning opportunities provided through additionally funded and trained TAs.

- Quality first teaching.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Transition from primary to secondary and transition internally between years and into EYFS.
- Additional learning support and intervention support.
- Behaviour and nurture support.
- Personalised pastoral support for pupils, parents and carers to ensure any issues are addressed, sign post for further support and increase attendance at school and support our children's health and wellbeing to enable them to access learning.
- Wide range of enrichment experiences.

We will continue to ensure that St Matthew's Bloxam continues to be a safe, honest, inclusive, kind and respectful school as we learn together.

Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap across Reading, Writing, Maths and Science. Poor literacy levels restricting access to the curriculum
2	The attendance of our Pupil premium children as a group is lower than the whole school.
3	Narrow and limited life experiences and opportunities and poor parental engagement leading to low aspirations and expectations and limited resources at home.
4	Increased numbers of pupils with social, emotional and mental health difficulties.
5	Increased numbers of pupils with speech and language difficulties.
6	There is a considerable crossover of our Pupil Premium children who fall in to other vulnerable groups.

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
To raise the attainment (from their starting point) of pupils eligible for Pupil Premium through accelerated progress to close the gap in literacy (reading and writing) attainment.	• Strategies to help Pupil Premium children engagement and achievement in lessons reviewed regularly and staff reminded to maintain focus on Pupil Premium children. • Accelerated progress in reading and writing. Average point's progress is at least 2.5 points or more per child per term. • Gap is closed between Pupil Premium compared to all pupils in schools and nationally. • Range of interventions to support Pupil Premium children. • Use of CLPE and power of reading strategies. • Pupil Progress meetings will have a focus on Pupil Premium children. • Daily / regular targeted intervention sessions for individuals and small groups to effectively support pupil's achievement and accelerated progress. • Pupil's needs identified at early stages of development and able to access internal and external support.
To raise the attainment (from their starting point) of pupils eligible for Pupil Premium through accelerated progress to close the gap in maths attainment.	• Strategies to help Pupil Premium children engagement and achievement in lessons reviewed regularly and staff reminded to maintain focus on Pupil Premium children. • Accelerated progress in mathematics. Average point's progress is at least 2.5 points or more per child per term. • Gap is closed between Pupil Premium compared to all pupils in schools and nationally. • Range of interventions to support Pupil Premium children. • Use of Power Math's / White Rose strategies. • Pupil Progress meetings will have a focus on Pupil Premium children. Daily / regular targeted intervention sessions for individuals and small groups to effectively support pupil's achievement and accelerated progress. • Pupil's needs identified at early stages of development and able to access internal and external support.
Staff will deliver high quality first teaching and use a variety of strategies to	• High quality first teaching delivered, using a variety of strategies for engagement and involvement.

promote engagement and involvement of Pupil Premium children which will result in accelerated progress.	• Lessons will involve modelling and teaching of self-regulative strategies. • Pupil Premium children will be fully engaged in all parts of their lessons using their personalised strategies. • Pupil Progress meetings shows identified children are making accelerated progress to close the attainment gap.
To improve children's social, emotional well-being so children with SEMH needs supported and ready to learn.	• Children with SEMH needs are supported to ensure they are ready to learn. • Children with SEMH needs have access to nurturing activities. • Children with SEMH needs supported by Learning Support Mentor. • All staff will access SEMH training throughout the year. • Pupil Premium children will be fully engaged in lessons and use self-regulation strategies. • Use of zones of regulation • Support with emotional and personal issues which will help raise confidence and self-esteem. • Engagement through a creative and inspiring curriculum. • Early Help offered to support families.
To improve and ensure good attendance and punctuality percentages for targeted Pupil Premium children.	• Attendance tracked and monitored by Attendance lead and Learning Mentor. • Learning Mentor to support families to increase attendance and support outside issues that may be hindering attendance. • Reduce the % of persistence attendance and lateness for Pupil Premium children. • Target – 95%
To improve speech and language skills for all children throughout school, especially on entry in Early Years.	• On entry to Nursery / Reception children will be screened using the Wellcomm materials to assess their language skills. • Children will receive specific intervention to develop speech and language skills and access Speech and language services quickly. • Speech and language interventions delivered throughout school following SALT advice.
Raise educational aspirations of Pupil Premium children and increase vital experiences to enhance learning and ensure they have high expectations for themselves.	• Raise aspirations through education pathway visits – high schools, colleges, universities and visitors from a range of careers. • Pupil Premium children have access to uniform to promote a sense of well-being and belonging. • School trips funded and after school clubs funded. • Visitors in school to enrich experiences.

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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development and pupil progress meetings focused on internal data. When class teachers are aware of which Pupil Premium children did not make good progress and they can identify target children.	Developing high quality teaching, assessment and a broad and balanced curriculum that responds to the needs of the pupils. EEF- Individualised instruction. +4	1, 2, 3, 6
Continued professional development for teachers and Learning Support assistants to raise pupil outcomes: - Time to talk training - Speech and language training - Protective behaviour training - Specific subject leadership training - Zones of regulation training - Restorative Practice - SEND specific training	Professional development, mentoring and coaching. EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.	1, 2, 3, 4, 5, 6
Subsiding cost of Learning Mentor.	Nurture support for individual children across the school.	1, 2, 3, 4, 6
Dedicated Teaching Assistants (TAs)	TA's are trained to deliver high impact interventions to raise attainment and achievement to pupils with identified needs	1, 2, 3, 4, 5, 6

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

Budgeted cost: £48,585

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching - Whole school White Rose and Power Maths scheme for delivery of Maths - Maths and English are high priority on the school development plan and CPD plan. - CLPE and Literacy Shed scheme for delivery of English and dedicated reading comprehension sessions. - Live marking and feedback - Pupil Progress meetings track progress of Pupil Premium children and timely interventions are put into place. - Homework	Quality first teaching delivered across school EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. EEF - Feedback +6 EEF – Homework +5 EEF – Reading comprehension +6	1, 3, 4, 5, 6
Teaching assistants (TAs) deliver same day interventions and daily / weekly small group interventions to pupils identified.	Personalised learning ensures that children make accelerated or sustain good progress. EEF – Teaching Assistants interventions +4	1, 2, 3, 4, 5, 6
Wellcomm / Time to talk – specialist intervention	EYFS, KS1 and KS2 programme to develop speech and language. TAs have received specialist training.	5

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

Budgeted cost: £15,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion team to support the well-being of parents/carers and children. - Dedicated person in role, who builds a relationship where families trust them and listens to them leading to improved relationships with school and increased attendance. - Dedicated person who monitors attendance and offers support.	Inclusion team to provide support for individual children and families. Our Learning Mentor runs our Early Help support. EEF - Parental engagement +4	1, 2, 4, 6
Increased cultural, sporting and enrichment experiences promoted in the curriculum and through wider school experiences. - Learning is personalised and contextualised in concrete experiences and language rich environments. - Reduction in cost of trips and support for school uniforms. - Enrichment activities offer children a context for learning and a stimulus for learning.	To raise life experiences and aspirations through experiences and opportunities. EEF –aspiration interventions - awaiting evidence EEF – physical activity +1	1, 2, 3, 4, 6

Total budgeted cost: £88,585.00

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.

Pupil Premium Strategy Summary Statement. 2021 – 2024

At St. Matthew's Bloxam C.E. Primary School, we are committed to promoting the progress and attainment of all children, to ensure every pupil achieves to their fullest potential.

Intervention / Initiative	Success criteria	Evidence and impact to June 2024
The gap between Pupil Premium children's attainment will decrease through accelerated progress to close the gap in literacy (reading and writing) attainment.	Strategies to help Pupil Premium children engagement and achievement in lessons reviewed regularly and staff reminded to maintain focus on Pupil Premium children. Accelerated progress in reading and writing. Average point's progress is at least 2.5 points or more per child per term. Gap is closed between Pupil Premium compared to all pupils in schools and nationally. Range of interventions to support Pupil Premium children. Use of CLPE and power of reading strategies. Pupil Progress meetings will have a focus on Pupil Premium children.	Small groups support across school – phonics, time to talk, reading, comprehension, writing focused interventions. Use of Power of Reading, CLPE and Literacy Shed to support reading and writing strategies. ELS is used for phonics Reading volunteers in to support extra reading. Teachers and LSA's have baselined in class at the beginning of the year where children are and all making progress in class and in small group interventions as well as in class. Pupil Progress meetings had a focus on Pupil Premium, focusing on what support is in place and reasons why children not making expected progress. NTP used for Year 6. This is being addressed through quality first teaching, interventions, experiences to give children opportunities and reasons to write. <u>End of year 2021 – 2022 data –</u> Reading 44% at ARE, (-23% difference to whole school.) 78% making expected or better progress

(- 14% difference to whole school.)

Writing

39% at ARE (-19% difference)

84% making expected or better progress

(- 6.7% difference)

English is still an area to focus on, to continue to accelerate progress to raise % to ARE.

Pupil Premium End of Year Data 22 - 23

Reading

The number of children who receive pupil premium are performing well with 56% (12% increase on previous year) are working at ARE compared to 71% whole school, which is 15% lower than the whole school. Progress is good with 85% making expected progress, comparable to whole school (6% lower) with 91% whole school making expected progress. This is an increase of 12.1% from summer 2022. This is strong in Reception, Year 1 and 5.

Writing.

Writing has been an area of development and children who receive pupil premium are performing well, with 68% (29% increase on previous year) working at ARE which is the same as the whole school. Progress is good with 94% making expected progress, 2%+ higher than whole school. This is an increase of 28.7% from summer 2022. This is strong in Reception, Year 1, 5 and 6.

Reading is supported through 1:1 reading, comprehension questions, and whole class reading quality first teaching and extra reading with reading volunteers. Writing is supported through whole class modelling, quality texts, quality first teaching, use of phonics mats, writing mats to support.

Autumn 23 Data

Strengths - Reading as a whole school

Reading is stronger in Year 1, 2, 3, 4

Writing – overall is 42%, stronger in Year 1, 2, 4, 5 and 6..

Areas to develop - Writing across the school

Reading - 50% working below– Reception, and Years 5 and 6.

Writing – 57% - Reception, Year 3

		<u>Spring term 24 Data</u> Areas of strength - Progress in reading and maths Attainment is strong in - Reading - Year 2, 3 and 4 Writing - Year 2 and 4 Areas of development - Writing as a whole group Reading - Reception, Year 6. Writing - Reception, Year 3, 5 and 6
The gap between Pupil Premium children's attainment will decrease through accelerated progress to close the gap in math's attainment.	Strategies to help Pupil Premium children engagement and achievement in lessons reviewed regularly and staff reminded to maintain focus on Pupil Premium children. Accelerated progress in mathematics. Average point's progress is at least 2.5 points or more per child per term. Gap is closed between Pupil Premium compared to all pupils in schools and nationally. Range of interventions to support Pupil Premium children. Use of Power Math's / White Rose strategies. Pupil Progress meetings will have a focus on Pupil Premium children.	Small groups support across school – First class at number, timetables, number bonds and same day maths interventions. Use of Power Maths and White Rose strategies as a strength across the school to ensure consistency. Teachers and LSA's baselined at the beginning of the year in class where children are and all making progress in class and in small group interventions and same day catch up. Children who receive Pupil Premium progress is better than whole school progress in maths by 13.4%. Progress is good and slightly above whole school, maths progress is good with +13.4% - 77.8% of PP children making expected progress. <u>End of Year 2021 – 2022 Maths Data –</u> 47% at ARE (- 18% difference, this is a reduction of 2%) 82% making expected or better progress (-9% difference)

		<u>End of Year 2022 – 23 - Maths Data</u> Maths is just below whole school attainment, with 57% (<u>increase of 10% on previous year</u>) of children with Pupil premium who are working at ARE, which is 15% below whole school attainment at 72%. Progress is good with 88% making expected progress, -3.8% lower than whole school expected progress – 92%. This is a 10% increase from summer 2022. This is strong in Reception, Year 1, 2 and 6. We will be continuing with the pupil premium support following the pupil premium strategy to support this group of children, especially in reading and maths. Current teachers have passed on interventions, support through transition meetings and new teachers have planned for support, interventions and challenge for every child who is entitled to PP, including extra reading, writing support, phonics, small group sessions, nurture and personalised support for each child. Maths is supported through use of resources, quality, first teaching, same day intervention and specific focused interventions. <u>Autumn 23 Data</u> <u>Strengths –</u> <u>Maths</u> – overall is 45%, strong in year 1 and Reception. <u>Areas to develop</u> - Maths across the school Maths as 55% working below age related. Year 1, 3, 4, 5 and 6 <u>Spring 24 Data</u> Areas of strength - Progress in reading and maths Attainment is strong - Maths - Year 1 and 2. Areas of development - Maths - Reception, Year 5 and 6
Staff will deliver high quality first teaching and use a variety of strategies to promote engagement	High quality first teaching delivered, using a variety of strategies for engagement and involvement. Lessons will involve modelling and teaching of self-regulative strategies. Pupil Premium children will be fully engaged in all parts of their lessons using their personalised strategies.	Informal lesson observations and drop ins by SLT and middle leaders showing high quality first teaching. Drop ins to subject specific lessons and subject leaders conducting drop ins evidenced high quality first teaching and learning.

and involvement of Pupil Premium children which will result in accelerated progress.	Pupil Progress meetings shows identified children are making accelerated progress to close the attainment gap.	Bowled over by Books with a focus on PP and PP children demonstrated pride in their learning and could talk about what they have learnt. Evidence in all areas of the curriculum showing engagement and involvement. Lessons involve modelling variety of strategies with a focus on vocabulary. Tier 2 and 3 vocabulary is an area of development and ensuring that children are answering questions in full sentences. CPD on Teacher training day – January led by Literacy Lead focused on vocabulary and all subject leaders have created personalised vocabulary lists and shared them with all staff. Zones of regulation is continuing to support self-regulation – will need to continually revisited to ensure that children all fully understand the zones and strategies to support returning to being calm and ready to learn.
Children with SEMH needs supported and ready to learn.	Children with SEMH needs are supported to ensure they are ready to learn. Children with SEMH needs have access to Nurture Group or nurturing activities. Children with SEMH needs supported by Learning Support Mentor. All staff will access SEMH training throughout the year. Pupil Premium children will be fully engaged in lessons and use self-regulation strategies.	Positive learning environment and culture with reduced behaviour log incidents and calls to SLT for support. SEMH needs supported well by Learning mentor and in class, <u>2022 – 23</u> Reduction of behaviour log incidents for PP children – Autumn term 2 – 183 Spring term – 162 (reduction of 21) Summer term – 151 (reduction of 11) <u>2023 – 24</u> Autumn 1 – 174, Autumn 2 – 140 (reduction of 34) Spring - Total 117 – reduction of 197 from Autumn term. Continuing Zones of regulation - This is being embedded and needs to be continuously revisited and reminded so children are aware of how to self-regulate and return to being calm and ready to learn. Two SENDCos from two different schools have visited to see how we have implemented, use and embedded Zones of Regulation
Increase the attendance / punctuality rates for targeted Pupil Premium children.	Attendance tracked and monitored by Attendance lead and Learning Mentor. Learning Mentor to support families to increase attendance and support outside issues that may be hindering attendance. Reduce the % of persistence attendance and lateness for Pupil Premium children. Target – 95%	<u>2021 – 2022</u> – Whole School Attendance - 90% PP Attendance – 90.5% Both below target. <u>2022 - 2023</u> Whole school attendance – 94.2% PP Attendance 94.86% PP higher than whole school, just on target. <u>Autumn 23</u> Whole school – 94.7% PP – 94% Both just below target. <u>Spring 24</u> Whole school 94.9% PP – 92.9%

		Working with pupils and families to increase attendance as below whole school and target. Deputy Headteacher and Learning Mentor supporting attendance and supporting families to increase attendance and lateness. Monthly meetings to discuss attendance and then meet families with persistent absence or absence not improving. As well as discussions during parent / carer appointments and individual termly letters to all children. Termly meeting with WAS – Rob Higham to discuss attendance and specific children.
Improve speech and language skills for all children throughout school, especially on entry in Early Years.	On entry to Nursery / Reception children will be screened using the Wellcomm materials to assess their language skills. Children will receive specific intervention to develop speech and language skills and access Speech and language services quickly. Speech and language interventions delivered throughout school following SALT advice.	LH – New EYFS TA Time to talk training –Spring term 24 Time to talk and NELI interventions having a significant improvement to speech and language and understanding. Speech and Language therapist vacancy – January 24 March 24 – New therapist appointment and has started sessions with children. Specific interventions and support given following Speech and Language therapist advice.
Raise educational aspirations of Pupil Premium children and increase vital experiences to enhance learning and ensure they have high expectations for themselves.	Raise aspirations through education pathway visits – high schools, colleges, universities and visitors from a range of careers. Pupil Premium children have access to uniform to promote a sense of well-being and belonging. School trips funded and after school clubs funded. Visitors in school to enrich experiences.	Parents can claim up to £100 to support uniform costs and costs for trips. 22 – 23 - Careers week, Black History month, Cooking session, Artist visits, Marine society workshop, engineer talk, Author visit, engineering workshop, drumming workshop, residential, creaturama, circus, Safety Seymour CO2 workshops, Maths games sessions, Cemex road safety workshop, theatre trips, dance workshop, healthy me sessions, gribbly bug animal session. 23 – Library / Museum visits, Gunpowder plot workshop, Roald Dahl day, fire Safety, Poetry day, Road Safety workshops, Art day, Eden Project Workshops, Children in need, Enterprise week, Space camp, Christmas workshops, Church services, Magician, Theatre visits, 24 – The Big Bird Watch, Severn Trent Assembly, Church service, Pennies trail for NSPCC day library visit, toy day, Chinese new year, shrove Tuesday, Mother's day, Science day, NSPCC speak out, Red Nose day, Easter, Sustainability day, Ninja warrior, BMX and scooter workshops, theatre trips, Class trips.

Teaching Activity – Cost for year - £5,000

Professional development and pupil progress meetings focused on internal data.

When class teachers are aware of which Pupil Premium children did not make good progress and they can identify target children.

Continued professional development for teachers and Learning Support assistants to raise pupil outcomes:

Makaton training – PD (Autumn)

Positive handling – all staff (Autumn term)

AET Autism training tier 1 – all staff (January 24)

Vocabulary training (January 24)

Time to talk training – LH (Spring term) Subject Leadership training – all teachers across the year. - SCOOT
Targeted academic support Activity – Cost for year - £53,940
Quality first teaching, Maths and English are high priority on the school development plan and CPD plan. Live marking and feedback, Pupil Progress meetings track progress of Pupil Premium children and timely interventions are put into place. Homework
Learning support assistants deliver same day interventions and weekly small group interventions to pupils identified.
School Led Tutoring – started January 2024 for year 2023 – 24 - All 15 hours offered by June 2024
Wider Strategies Activity – Cost for year - £21,020
Inclusion team to support the well-being of parents/carers and children. Dedicated person in role, who builds a relationship where families trust them and listens to them leading to improved relationships with school and increased attendance. Dedicated person who monitors attendance and offers support.
Increased cultural, sporting and enrichment experiences promoted in the curriculum and through wider school experiences. Learning is personalised and contextualised in concrete experiences and language rich environments. Reduction in cost of trips and support for school uniforms. Enrichment activities offer children a context for learning and a stimulus for learning.

Closing the gap 2023 – 2024

	Autumn 2022		Autumn 2023		Spring 2023		Spring 2024		Summer 2023		Summer 2024	
FSM / PP All pupils Difference	% at ARE	Expected or above progress	% at ARE	Expected or above progress	% at ARE	Expected or above progress	% at ARE	Expected or above progress	% at ARE	Expected or above progress	% at ARE	Expected or above progress
Reading	48.3% 56% -7.7% (Gap decreased by 15.1% from summer and 14% from autumn 2021 comparison)	77.2% 80.2% -3% (Progress gap has decreased by 11% from summer and same as Autumn 2021)	50% 64% -14% (gap decreased by 1% from summer)	71% 75% -4% (progress gap decreased by 2% from summer)	77.8% 67.1% +10.7%	89.2% 81.2% +8%	52% 65% -13% (Gap reduced by 1%)	81.6% 86% -4.4% (Same)	56% 71% -15%	85.3% 91% -5.7%	74% 54% -20% (Gap increased)	91% 90% -1% (Reduced)
Writing	37.9% 53.2% -15.3% (Gap has decreased by 4.1% from Summer and 3% from Autumn 2021 comparison)	91.4% 87.2% +4.2% (Progress is stronger with PP pupils, increased by 11% from summer term and + 22% from autumn 2021)	43% 61% -18% (gap increased by 18% from summer)	72% 75% -3% (progress gap increased by 1% from summer)	44.9% 63.9% -19%	97.3% 88.1% +9.2%	44% 63% -19% (Gap increased by 1%)	71% 80% -9% (Gap increased by 6%)	68% 68% Same	94% 92% +2%	69% 49% -20% (Gap increased)	89% 90% +1% (Reduced)
Maths	44.7% 58.3% -13.6% (Gap has decreased by 5% from summer and 3% from autumn 2021)	82.9% 86.7% -3.8% (Gap has decreased by 5% from summer term)	45% 69% -24% (gap increased by 3% from summer)	77% 80% -3% (progress gap decreased by 0.8% from summer)	55.5% 69.4% -13.9%	91.9% 84.8% +7.1%	54% 68% -14% (Gap reduced by 4%)	77.1% 87% -9.9% (Gap increased by 6.9%)	57% 72% -15%	88.2% 92% -3.8%	73% 54% -19% (Gap increased)	83% 94.3% +11.3% (Reduced)
Average	43.6% 55.8% -12.2%	83.8% 84.7% -0.9%	46% 64% -18% (gap increased by 8%)	73% 76% -3% (gap increased by 0.5%)	59.4% 66.8% -7.4%	92.8% 84.7% +8.1%	50% 65.3% -15.3%	76.6% 84.3% -7.7%	60.3% 70.3% -10%	89.1% 91.6% -2.5%	72% 52.3% -19.7%	87.6% 91.4% +3.8%

FSM / PP
All pupils + / - Difference between PP / FSM and all pupils.

of all children, to ensure every pupil achieves to their fullest potential.

Intervention / Initiative	Success criteria	Evidence and impact to July 2025
To raise the attainment (from their starting point) of pupils eligible for Pupil Premium through accelerated progress to close the gap in literacy (reading and writing) attainment.	- Strategies to help Pupil Premium children engagement and achievement in lessons reviewed regularly and staff reminded to maintain focus on Pupil Premium children. - Accelerated progress in reading and writing. Average point's progress is at least 2.5 points or more per child per term. - Gap is closed between Pupil Premium compared to all pupils in schools and nationally. - Range of interventions to support Pupil Premium children. - Use of CLPE and power of reading strategies. - Pupil Progress meetings will have a focus on Pupil Premium children. - Daily / regular targeted intervention sessions for individuals and small groups to effectively support pupil's achievement and accelerated progress. - Pupil's needs identified at early stages of development and able to access internal and external support.	Small groups support across school – phonics, time to talk, reading, comprehension, writing focused interventions. Use of Power of Reading, CLPE and Literacy Shed to support reading and writing strategies. ELS is used for phonics Reading volunteers in to support extra reading. Teachers and Teaching assistant's have baselined in class at the beginning of the year where children are and all making progress in class and in small group interventions as well as in class. Pupil Progress meetings had a focus on Pupil Premium, focusing on what support is in place and reasons why children not making expected progress. This is being addressed through quality first teaching, interventions, experiences to give children opportunities and reasons to write. <u>Data – Spring term 25</u> Strengths Reading is the strongest area with 57% achieving ARE, same as whole school Year 3 - 57% and Year 5 - 58% Reading - 56% achieving ARE Year 3 - 72% and year 5 - 70% achieving ARE Areas to develop Reading - Reception (33%) and Year 1 (50%) Writing - Reception (33%), Year 4 (40%) and Year 6 (44%)

		<u>Data – Summer term 25</u> Strengths Reading is the strongest area – 63% to achieve ARE, 9% above (Yr – 75%, Year 2 – 86%) Writing is the area to develop – 42% at ARE, 2% above (Yr 3 – 57%) Areas to develop Reading – Year 5 – 44%, Year 6 – 44% at ARE Writing – Reception – 33%, Year 2 – 30% at ARE
To raise the attainment (from their starting point) of pupils eligible for Pupil Premium through accelerated progress to close the gap in maths attainment.	- Strategies to help Pupil Premium children engagement and achievement in lessons reviewed regularly and staff reminded to maintain focus on Pupil Premium children. - Accelerated progress in mathematics. Average point's progress is at least 2.5 points or more per child per term. - Gap is closed between Pupil Premium compared to all pupils in schools and nationally. - Range of interventions to support Pupil Premium children. - Use of Power Math's / White Rose strategies. - Pupil Progress meetings will have a focus on Pupil Premium children. Daily / regular targeted intervention sessions for individuals and small groups to effectively support pupil's achievement and accelerated progress. - Pupil's needs identified at early stages of development and able to access internal and external support.	Small groups support across school – First class at number, timetables, number bonds and same day maths interventions. Use of Power Maths and White Rose strategies as a strength across the school to ensure consistency. Teachers and LSA's baselined at the beginning of the year in class where children are and all making progress in class and in small group interventions and same day catch up. <u>Spring term 25 Data</u> Strengths Maths - 57% achieving ARE. Year 2 - 90% and Year 3 - 86% achieving ARE. Areas to develop

		Maths - Lowest performing group Focus on Reception (33%) 4 (40%) and 6 (44%) <u>Data – Summer term 25</u> Strengths Maths is second strongest area with 58% to achieve ARE, 3% GD (Yr 3 – 100%, Yr 2 – 70%) Areas to develop Maths – Reception – 33%, Year 4 – 40% at ARE
Staff will deliver high quality first teaching and use a variety of strategies to promote engagement and involvement of Pupil Premium children which will result in accelerated progress.	• High quality first teaching delivered, using a variety of strategies for engagement and involvement. • Lessons will involve modelling and teaching of self-regulative strategies. • Pupil Premium children will be fully engaged in all parts of their lessons using their personalised strategies. • Pupil Progress meetings shows identified children are making accelerated progress to close the attainment gap.	Informal lesson observations and drop ins by SLT and middle leaders showing high quality first teaching. Drop ins to subject specific lessons and subject leaders conducting drop ins evidenced high quality first teaching and learning. Book monitoring with a focus on PP and PP children demonstrated pride in their learning and could talk about what they have learnt. Evidence in all areas of the curriculum showing engagement and involvement. Lessons involve modelling variety of strategies with a focus on vocabulary. Tier 2 and 3 vocabulary is an area of development and ensuring that children are answering questions in full sentences. Zones of regulation is continuing to support self-regulation –will need to continually revisited to ensure that children all fully understand the zones and strategies to support returning to being calm and ready to learn.
To improve children's social, emotional well-being so children with SEMH needs	• Children with SEMH needs are supported to ensure they are ready to learn. • Children with SEMH needs have access to nurturing activities. • Children with SEMH needs supported by Learning Support Mentor. • All staff will access SEMH training throughout the year.	Positive learning environment and culture with reduced behaviour log incidents and calls to SLT for support. SEMH needs supported well by Learning mentor and in class, Continuing Zones of regulation - This is being embedded and needs to be continuously revisited and reminded so

supported and ready to learn.	• Pupil Premium children will be fully engaged in lessons and use self-regulation strategies. • Use of zones of regulation • Support with emotional and personal issues which will help raise confidence and self-esteem. • Engagement through a creative and inspiring curriculum. • Early Help offered to support families.	children are aware of how to self-regulate and return to being calm and ready to learn.
To improve and ensure good attendance and punctuality percentages for targeted Pupil Premium children.	• Attendance tracked and monitored by Attendance lead and Learning Mentor. • Learning Mentor to support families to increase attendance and support outside issues that may be hindering attendance. • Reduce the % of persistence attendance and lateness for Pupil Premium children. • Target – 95%	Autumn 2024 – Whole school 94.6% PP – 91.4% Spring 2025 – Whole school – 95.7%. PP – 94.8% Summer 2025 – Whole school – 92.1% PP – 93.92% Deputy Headteacher and Learning Mentor supporting attendance and supporting families to increase attendance and lateness. Monthly meetings to discuss attendance and then meet families with persistent absence or absence not improving. As well as discussions during parent / carer appointments and individual termly letters to all children. Termly meeting with WAS to discuss attendance and specific children.
To improve speech and language skills for all children throughout school, especially on entry in Early Years.	• On entry to Nursery / Reception children will be screened using the Wellcomm materials to assess their language skills. • Children will receive specific intervention to develop speech and language skills and access Speech and language services quickly. • Speech and language interventions delivered throughout school following SALT advice.	LH – EYFS TA Time to talk tier 3 training –Autumn 24 Time to talk and NELI interventions having a significant improvement to speech and language and understanding. JH / HF – Tier 1 / 2 training – Autumn 24 Specific interventions and support given following Speech and Language therapist advice. Jan 26 – Teacher training day for all staff based on Speech and language KC / HB – Tier 1 training
Raise educational aspirations of Pupil Premium children and increase vital experiences to enhance learning and ensure they have high expectations for themselves.	• Raise aspirations through education pathway visits – high schools, colleges, universities and visitors from a range of careers. • Pupil Premium children have access to uniform to promote a sense of well-being and belonging. • School trips funded and after school clubs funded. • Visitors in school to enrich experiences.	Parents can claim up to £100 to support uniform costs and costs for trips. 24 – The Big Bird Watch, Severn Trent Assembly, Church service, Pennies trail for NSPCC day library visit, toy day, Chinese new year, shrove Tuesday, Mother's day, Science day, NSPCC speak out, Red Nose day, Easter 24 – 25 – Roald Dahl day, Severn trent visit, poetry day, harvest festival, black history day, Remembrance day, Diwali, cinema trips, Road safety, nativity, Christmas, theatre, fire service visit, police visit, various people talking about jobs, drumba, mental health week, NSPCC number day, safer internet day, world book day, red nose day, science day, library visits, fundraising, Easter, art day

Teaching Activity – Cost for year - £25,000

Professional development and pupil progress meetings focused on internal data. When class teachers are aware of which Pupil Premium children did not make good progress and they can identify target children.
Continued professional development for teachers and Learning Support assistants to raise pupil outcomes: Makaton training – PD, AR, SL, SJ, TR Time to talk training tier 3 – LH (Autumn term) Social stories training – Autumn term 24 Attachment and emotion coaching – Spring term 25 Subject Leadership training – all teachers across the year. – Gateway Alliance
Targeted academic support Activity – Cost for year - £48,330
Quality first teaching, Maths and English are high priority on the school development plan and CPD plan. Live marking and feedback, Pupil Progress meetings track progress of Pupil Premium children and timely interventions are put into place. Homework
Learning support assistants deliver same day interventions and weekly small group interventions to pupils identified.
Wider Strategies Activity – Cost for year - £15,000
Inclusion team to support the well-being of parents/carers and children. Dedicated person in role, who builds a relationship where families trust them and listens to them leading to improved relationships with school and increased attendance. Dedicated person who monitors attendance and offers support.
Increased cultural, sporting and enrichment experiences promoted in the curriculum and through wider school experiences. Learning is personalised and contextualised in concrete experiences and language rich environments. Reduction in cost of trips and support for school uniforms. Enrichment activities offer children a context for learning and a stimulus for learning.

Closing the gap 2024 - 2025

	Autumn 2023		Autumn 2024		Spring 2024		Spring 2025		Summer 2024		Summer 2025	
FSM / PP All pupils Difference	% at ARE	Expected or above progress	% at ARE	Expected or above progress	% at ARE	Expected or above progress	% at ARE	Expected or above progress	% at ARE	Expected or above progress	% at ARE	Expected or above progress
Reading	50% 64% -14% (gap decreased by 1% from summer)	71% 75% -4% (progress gap decreased by 2% from summer)	57% 43% -14% (Gap decreased from summer)	72% 52% -20% Increased	52% 65% -13% Gap reduced by 1%	81.6% 86% -4.4% Same	67% 56% -11% (decreased)	76% 55% -21% Increased	74% 54% -20% Gap increased	91% 90% -1% Reduced	73% 63% -10% gap decreased by 1%	80% 89.2% -9.2% Gap has significant decrease
Writing	43% 61% -18% (gap increased by 18% from summer)	72% 75% -3% (progress gap increased by 1% from summer)	49% 36% -13% Gap decreased from summer	78% 59% -19% Increased	44% 63% -19% Gap increased by 1%	71% 80% -9% Gap increased by 6%	57% 57% Same	81% 50% -31% Increased	69% 49% -20% Gap increased	89% 90% +1% Reduced	62% 42% -20% Increased	81% 91.9% +10.9% Progress is stronger
Maths	45% 69% -18% (gap increased by 3% from summer)	77% 80% -3% (progress gap decreased by 0.8% from summer)	60% 51% -9% Gap decreased from summer	79% 67% -12% Increased	54% 68% -14% Gap reduced by 4%	77.1% 87% -9.9% Gap increased by 6.9%	74% 57% -13% Increased	84% 63% -21% Increased	73% 54% -19% Gap increased	83% 94.3% +11.3% Reduced	74% 58% -14% Increased	83% 89.2% +6.2% Progress is stronger
Average	46% 64% -18% (gap increased by 8%)	73% 76% -3% (gap increased by 0.5%)	55% 43% -12% Gap decreased from summer	76% 59% -17% Increased	50% 65.3% -15.3%	76.6% 84.3% -7.7%	66% 56% -10% Decreased	80% 56% -24% Increased	72% 52.3% -19.7%	87.6% 91.4% +3.8%	69.6% 54.3 -15.3% Increased	81.3% 90.1% +8.8%

FSM / PP

All pupils + / - Difference between PP / FSM and all pupils.

Externally provided programmes

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

Programme	Provider
Power Maths	Pearson
White Rose Maths	White Rose
Power of Reading	CLPE
Reading comprehensions and interventions Spelling support	Literacy Shed
Phonics	Essential letters and sounds
Wellcomm / Time to talk	Wellcomm

Further information

We are linked to Rugby School providing mentoring programmes and enrichment activities throughout the year.