

Pupil premium strategy statement 2024 – 2027 (2025 update)

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. Our pupil premium plans for for 3 years but are updated each year and reviewed termly.

It outlines our 2024 – 2027 pupil premium strategy, how we intend to spend the funding in this academic year. It also summarises the impact that last year's spending had within our school. Our detailed, data driven impact report is not published as it identified pupils by name.

School overview

Detail	2024	2025	2026
School name	Newington CE Primary School		
Number of pupils in school	209 +37	201 + 46	
Proportion (%) of pupil premium pupils (main school)	40% (84)	32% (65)	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/2027		
Date this statement was published	Dec 2024	Dec 2025	Dec 2026
Date on which it will be reviewed	July 2025	July 2026	July 2027
Statement authorised by	Tara Deevoy		
Pupil premium lead	Simon Krafft		
Governor lead	Amanda Boyne		

Funding overview

Detail	2024	2025	2026
Pupil premium funding allocation	£138,201	£119,385	
Recovery / Catch up premium funding allocation	£5,765	£0	
Pupil premium funding carried forward from previous years	£0	£0	£0
Total budget for this academic year	£143,966	£119,385	

Part A: Pupil premium strategy plan

Statement of intent

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.

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

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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the use of the recovery grant for pupils whose education has been worst affected, including non-disadvantaged pupils.

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:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure that disadvantaged pupils are fully engaged in all aspects of school life and are able to attend regularly.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Some of these remain the same from previous plans despite data now not showing this due to the positive impact of previous actions. Continuing to highlight these challenges ensures that these effective measures are able to continue.

	Detail of Challenge
1	<p>Assessments, observations, and discussions with pupils 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.</p> <p>Evidence – baseline assessment, NELI screeners, SpeechLink screening, SALT assessments.</p>
2 a & b	<p>Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.</p> <p>Evidence – number of YR pupils unable to access SSP on entry, phonics outcomes in Y1 and Y2, number of KS2 pupils requiring phonics catch up.</p> <p>Despite reading interventions and support and evidence of accelerated progress from starting points, there is still a gap between disadvantaged pupils and their peers. Generally, all the pupils who did not reach ARE joined us within KS2. Therefore, the main reading challenge in KS2 has evolved to become an issue of securing even more accelerated progress for those pupils who join us from other settings or begin their education in KS2 and intervening quickly when progress is not being made using standard Little Wandle phonics programme with older pupils.</p> <p>Evidence – KS2 reading outcomes, phonics, fluency and reading tracking data.</p>
3	<p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. On entry to Reception class in the last 3 years this is the case. This gap narrows by the end of KS2 due to good progress for this group, but QLA shows that this is mainly due to difficulty in accessing extended reasoning-style questions.</p> <p>Evidence – baseline assessment, KS1 SATS, WR standardized tests, QLA of WR and KS2</p>
4	<p>Writing outcomes for disadvantaged pupils are lower, due to a mixture of underdeveloped fine motor skills, weak speech patterns, poor spelling and a lack of vocabulary. This is most prevalent in the lower year groups. Work on oracy and vocabulary have had some impact, but transcription skills - handwriting and spelling have been identified as key barriers to writing grammatically correct sentences due to pupils not being able to read & edit their own work for improvement. Attitudes towards writing are generally positive with no particular trends.</p> <p>Evidence – ELG outcomes, KS1 outcomes, work scrutiny, pupil voice.</p>
5	<p>Our records of pupils who have needed to access well-being support in the past 2 years show that disadvantaged pupils are disproportionately represented in this group, and the need for this is only growing. Support is often required for issues that occur outside of school. 45 pupils are currently accessing well-being support. 32 of these are disadvantaged. The support aims to mitigate the impact of mental health challenges on their attainment.</p> <p>Teacher and agency referrals for support continue to increase. Having capacity in school to liaise with a large number of agencies as well as deliver in house support is an ongoing need.</p>

2024 Parent survey indicates that children are generally happy at school.

6 Poor attendance continues to be a common **barrier to strong progress** across all pupil groups. Term time holidays are also a challenge across all demographics. Overall attendance continues to be a challenge but the gap between disadvantaged pupils and their non-disadvantaged peers has widened slightly to 5% (88.8.3% v 93.8%) despite sustained action.

The positive impact of actions to improve attendance and the effective interventions to mitigate lost learning during the last PP strategy highlight the importance of maintaining this focus in order to support sustained better pupil outcomes for disadvantaged pupils.

Evidence – Overall attendance data by vulnerable group, weekly attendance monitoring, pupil progress meetings – with tracking by multiple characteristics.

The **persistent absence gap** between different vulnerable groups is no longer wholly due to our GRT pupils, although they still have a large impact on this data. This strategy contains specific actions to continue to engage and support those families to continue the positive downward trend of GRT PA (68.4% - 44%).

Although there continues to be a positive downward trend in the PA of disadvantaged pupils (43.7% - 41.5%) this is still higher than we would wish.

In 24/25 the cost of living crisis resulted in a further increase in term-time holidays which impacted PA figures. The additional communications from school regarding the impact of term-time holidays do not cost anything and are therefore not included in this strategy but are in the attendance action plan.

Evidence - Persistent absence data

	22-23	23-24	24 – 25*
All	37.5% (78/208)	28.4% (58/204)	24.4% (54/224)
All Non-disadvantaged	21% (25/119)	17% (20/117)	3.7% (5/153)
All Disadvantaged	60% (53/89)	43.7% (38/87)	41.5% (39/89)
All GRT	96% (24/25)	56.3% (18/28)	60% (15/24)
Disadvantaged & Non-GRT	48.5% (33/68)	29.8% (20/67)	36.5% (27/74)
Disadvantaged & GRT	95% 20/21	68.4% (13/19)	44% (12/21)

*24/25 data includes all children on role at any time during the year.

7 Due to changes across the local authority and the ongoing challenges of disadvantaged families accessing early (pre-school) intervention and support, there are a increasing number of disadvantaged pupils across each school with SEND and on entry this is now often unidentified. Expanding the school's age range to 2 – 11 years has ensured we can provide early intervention for any nursery child that attends our setting but 50% intake is still from elsewhere. The '2025 SEND annual report to governors' shows that while SEND pupils are generally making good progress and are well catered for, those with multiple vulnerabilities such as being pupil premium and SEND with low attendance make slower progress than their peers.

Intended outcomes

This explains the outcomes we are aiming for **by the end of the current academic year**, and how we will measure whether they have been achieved. These will be reviewed each year. Comparisons to non-disadvantaged peers have been included to ensure we maintain a sharp focus on narrowing the gap within each stated aim.

Intended outcome	Success criteria (<i>updated annually to reflect cohort</i>)
Improved oral/aural language skills and vocabulary/understanding among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language & vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including EYFS profile, SALT assessments, NELI outcomes, engagement in lessons and formative assessment.</p> <p>Key measures</p> <ul style="list-style-type: none"> • Baseline Listening & Understanding • ELG – Listening, attention and understanding • NELI outcomes
Improved reading attainment among disadvantaged pupils, particularly for those who arrive mid key stage.	<p>2026 ELG word reading outcomes show accelerated progress from starting points.</p> <p>Y1 & Y2 phonics show significant uplift from previous phonics outcomes.</p> <p>KS2 reading outcomes show that</p> <p>100% of disadvantaged pupils without SEND meet the expected standard</p> <p>100% disadvantaged pupils make at least expected progress across the key stage or from their starting points. 25% make accelerated progress</p> <p>100% Disadvantaged pupils with complex SEND meet or exceed their EHCP reading targets.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>2026 ELG number outcomes show accelerated progress from starting points.</p> <p>KS1 maths outcomes 71% disadvantaged pupils working at expected standard.</p> <p>KS2 maths outcomes show that</p> <p>-100% disadvantaged pupils without complex SEND meet the expected standard.</p> <p>-100% disadvantaged pupils make expected or better progress across the key stage or from their starting points.</p>

	-100% Disadvantaged pupils with complex SEND meet or exceed their EHCP maths targets.
Improved writing attainment for disadvantaged pupils at the end of KS2.	<p>2026 ELG writing outcomes show accelerated progress from starting points.</p> <p>KS1 writing outcomes 57% disadvantaged pupils working at expected standard.</p> <p>KS2 writing outcomes show that</p> <p>-100% disadvantaged pupils without complex SEN meet the expected standard.</p> <p>-100% Disadvantaged pupils make expected or better progress across the key stage or from their starting points.</p> <p>-100% Disadvantaged pupils with complex SEND meet or exceed their EHCP maths targets.</p>
To sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Achieve sustained high levels of wellbeing, demonstrated by:</p> <ul style="list-style-type: none"> • feedback from specialist support/interventions • qualitative data from pupil voice, parent surveys and teacher observations • ongoing participation in enrichment activities, particularly GRT pupils. • EYFS pupils settle quickly, with support for emotional regulation leading to greater engagement in learning, stronger progress and better GLD outcomes.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 6% • the attendance gap between disadvantaged pupils and their non-disadvantaged peers reduces to below 5% • the persistently absent gap between disadvantaged pupils and their non-disadvantaged peers reduces to less than 30%. • Persistent absence in our traveller community is reduced to less than 50%
To maximise the progress of disadvantaged pupils with SEND.	Progress of PP pupils with SEND is in line or above that of PP pupils without SEND.

Activity in this academic year

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

Teaching (CPD, recruitment and retention)

Budgeted cost: **£50,644**

Activity	Evidence that supports this approach	Challenge addressed
<p>Purchase diagnostic assessments, standardized test and online gap analysis tool</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Maths £720 Reading £1080 Tool £344</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2, 3, 4</p>
<p>Embed dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Provide ongoing staff training via instructional coaching and include release time.</p> <p>£2592 (release) £1300 (external coaching) SENCO TIME</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Purchase further blending and fluency resources to secure stronger phonics delivery of our DfE validated Systematic Synthetic Phonics programme (Little Wandle)</p> <p>£2500</p> <p>Continue to access support from the English Hub to develop the</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension)</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>

<p>effectiveness of Little Wandle SSP</p> <p>£1500</p>		
<p>Enhance maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Fund maths leader release time to coach new staff and provide CPD (including Teaching for Mastery training).</p> <p>£2086 (1.5 hrs weekly release)</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>	<p>3</p>
<p>Engage with Mastering Number programme via the Maths Hub for EYFS and KS1 teachers in order to improve foundational knowledge of number in youngest year groups and support KS2 readiness.</p> <p>£2500 (release for CPD)</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>3</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>Embed elements of the HeartSmart PSHE SoW focused on social and emotional regulation.</p> <p>£300</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>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>5</p>
<p>Build foundations to develop the 'Balanced System' as a whole school approach to supporting pupils with communication needs.</p> <p>Use the Speech Communication and Language Framework to access bespoke targeted training.</p> <p>£1359 0.5 days training all staff 6/1/25</p> <p>SENCO TIME</p>	<p>CPD at every level to develop supportive systems in school for communication.</p> <p>Communication and language approaches EEF (educationendowmentfoundation.org.uk)</p>	

<p>Employ additional SENCO time to provide regular direct practical support to staff for adaptive teaching strategies in the classroom for communication and language including colourful semantics and ensure the recommendations from EEF are continually improved and developed.</p> <p>Boost capacity to provide diagnostic screening on entry for mobile pupils where necessary.</p> <p>Boost capacity for high quality well targeted in house CPD.</p> <p>£32,139</p>	<p>EEF Special Educational Needs in Mainstream Schools Recommendations Poster.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>7</p>
<p>Develop a handwriting and spelling strategy which addresses the specific challenges of disadvantaged and SEND learners including reviewing all previous schemes, methods and interventions and draws on guidance for Strand 5 from EEF Literacy recommendations.</p> <p>Subject Leader release £375 Include training in support staff meeting schedule to reduce cost.</p>	<p>EEF-KS2-lit-2nd-Recommendations-poster.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>4</p>
<p>Teacher development in order to deliver QFT and improve teacher effectiveness.</p> <p>National College Training Pack £2088</p>	<p>Pupil Premium menu evidence brief.pdf.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	
<p>Embed writing scheme 'Ready Steady Write' to support teachers in delivering high quality writing lessons and securing improved writing outcomes</p> <p>£625</p>	<p>EEF-KS2-lit-2nd-Recommendations-poster.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	
<p>3 hrs of TA training on all systems used in class -e.g. colourful semantics. To ensure consistent use of strategies with a proven track record of impact.</p> <p>£495</p>		

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

Budgeted cost: **£59,201.30**

Activity	Evidence that supports this approach	Challenge addressed
<p>Engage with NELI in YR and Y1 to improve listening, narrative and vocabulary skills for disadvantaged pupils who have low spoken language skills. Pre-teaching vocabulary in Y2 - 6</p> <p>£2592 + £2592</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4</p>
<p>Provide 1:1 SALT support for those disadvantaged pupils with the most significant need to enable them to communicate with peers and access learning.</p> <p>£14,361</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4</p>
<p>Delivery additional phonics sessions for disadvantaged pupils who require further phonics support.</p> <p>Little Wandle boosters</p> <p>£2592 + £2592 +£2592</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>2</p>
<p>Expand range of interventions available to improve understanding of number for pupils who have gaps in their understanding and a lack of automaticity.</p> <p>Purchase, resources & training</p> <p>£2592</p> <p>Fluency Bee intervention (15 mins daily)</p>	<p>Using teaching assistants to deliver highly structured time limited interventions to address learning deficit has a strong evidence base. Targeted Number sessions have been shown to be effective when delivered regularly over 10 weeks.</p> <p>https://educationendowmentfoundation.org.uk/education-</p>	<p>3</p>

<p>Embed use of Numberstacks as an intervention for those pupils struggling with number fluency. £2592</p> <p>Purchase classroom secrets subscription to allow teachers to create bespoke activities for varied fluency targeted at gaps. £398</p>	<p>evidence/guidance-reports/teaching-assistants</p>	
<p>Provide school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> <p>Third Space Learning purchased to targeted maths intervention. £6,708.30</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	4
<p>Expand use of clicker for disadvantaged pupils including additional devices to allow more regular access.</p> <p>Purchase additional devices £1785</p> <p>Purchase 10 licenses £990 (3yrs)</p> <p>Staff training (£300)</p>	<p>EEF SEND recommendations poster Strand 4</p> <p>EED SEND recommendations poster Strand 6</p>	
<p>Expand use of Communicate in Print as part of adaptive strategy. £354pa</p>	<p>EEF SEND recommendations poster Strand 1</p>	
<p>Continue subscription to a diagnostic language screeners for use with new arrivals to create bespoke catch up programs.</p> <p>Speechlink £541pa</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>Regular CPD sessions for TAs from Inclusion Manager to ensure 1:1 support is high quality and specific interventions are</p>		

<p>delivered with fidelity to the program.</p> <p>Main budget</p> <p>Eng, maths SL release to attend relevant sessions to deliver specialist input.</p> <p>£400</p>		
<p>Commission Speech therapist to provide targeted support and programs twice a term for pupils with speech difficulties.</p> <p>Speech for Schools</p> <p>£2520</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>Employ an experienced intervention teacher to provide bespoke interventions in Y1 for pupils not yet able to access the national curriculum and for those who are falling behind.</p> <p>£9600</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Purchase an Ipad for each class to support more regular access to apps for basic skills, communication apps and alternative recording methods.</p> <p>£3,500</p>	<p>Interactive apps have potential to support active engagement with learning material through embedding learning concepts into game-like activities, scaffolding children's learning through adaptive learning technology and promoting repeated practice of important foundational skills.</p> <p>Apps As Learning Tools: A Systematic Review Pediatrics American Academy of Pediatrics</p>	

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

Budgeted cost: **£49,681.11**

Activity	Evidence that supports this approach	Challenge addressed
<p>Embed principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Increase office capacity to release attendance officer to undertake this.</p> <p>£9600</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Commission specialist external review of attendance systems and processes with follow up action planning to support strong processes and full implementation of new guidance.</p> <p>£440</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	6
<p>Purchase specialist attendance tracking software to support easier tracking of vulnerable groups.</p> <p>£440 (purchase + ongoing technical support)</p>		6
<p>Provide support for well-being across the school via the use of a Family Liaison Officer and ELSA, who can supplement tier one support provided by class TAs and liaise with agencies to secure tier 3 support for those disadvantaged pupils with the greatest mental health needs.</p> <p>FLO £17,803.05</p> <p>2 additional hours ELSA capacity per week £1,070.56</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/social-and-emotional-learning</p>	5
<p>Continue to roll out heartsmart PSHE SoW focused on improving metacognition and resilience.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation</p>	5
<p>Deliver resilience & confidence building activities for Y6 in preparation for transfer to secondary school</p> <p>Creed, Together day, Brogdale CIC,</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation</p>	5

<p>Make provision for engagement of disadvantaged pupils in wider opportunities linked to environmental challenges e.g. wilder kent, eco festival and extra-curricular enrichment activities linked with well-being and mental health.</p> <p>£ 9,928 + £225 x6 + £810 x6</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf</p>	5
<p>Provide the opportunity for groups of disadvantaged children who have shown interest or aptitude for music and/or who haven't accessed other wider opportunities to form rock bands and have musical tuition.</p> <p>Whilst this is a wider strategy linked to promoting well-being, attendance and engagement, research suggests that this has potential cognitive benefits as well.</p> <p>£2569.50</p>	<p>Frontiers How musical training affects cognitive development: rhythm, reward and other modulating variables</p> <p>This review of the literature shows that musical training in childhood not only enhances many cognitive functions but is accompanied by neuroplastic changes in brain structure and function.</p>	
<p>Consider financial incentives for attendance.</p>		6
<p>Consider funded summer holiday provision with reading and maths built into the day</p>		2,3,4

Total budgeted cost: £159,526.41

Total allocation: £119,685

Total shortfall: £39,841 (to be covered from central budget)

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 2024 to 2025 academic year. Green areas represent improvement and on track to meet or exceed 2027 targets.

Priorities 24 - 25	2025 Outcomes for disadvantaged pupils
Improved oral/aural language skills and vocabulary/understanding among disadvantaged pupils.	<p>Assessments and observations indicate some improvement in oral language & vocabulary among disadvantaged pupils who attend regularly. NELI outcomes were positive YR pupils all made accelerated progress in vocabulary development.</p> <p>Teachers report better use of vocabulary in writing and verbal class contributions. However the cost of delivering the NELI programme 'as is' is not value for money given the outcomes for a very small group of 4, only 1 of which was disadvantaged.</p> <p>Nursery NELI trial supported outcomes.</p>
Improved reading attainment among disadvantaged pupils, particularly for those who arrive mid key stage.	<p>Phonics Y1 ? disadvantaged pupils met the standard.</p> <p>Phonics Y2 ? disadvantaged pupils met the standard.</p> <p>KS1 reading ? disadvantaged pupils met the standard.</p> <p>Absence, joining school just before the screening & KS1 SATS or specific learning difficulties prevented some pupils from meeting the standard.</p> <p>KS2 reading 87.5% 7/8 disadvantaged met the expected standard (100% 5/5 non-SEN disadvantaged)</p> <p>All made strong progress from their starting points overcoming significant individual barriers to nearly achieve expected.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>2024 KS2 maths 75% disadvantaged met the expected standard (80% 4/5 non-SEN disadvantaged)</p> <p>All made strong progress from their starting points overcoming significant individual barriers to nearly achieve expected.</p>
Improved writing attainment for disadvantaged pupils at the end of KS2.	<p>2024 KS2 Writing 75% disadvantaged met the expected standard (100% 5/5 non-SEN disadvantaged)</p> <p>All made strong progress from their starting points overcoming significant individual barriers to nearly achieve expected.</p>
To sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>The curriculum has been changed to ensure all pupils access enrichment and well-being support through a universal offer.</p> <p>An increased number of pupils required specialist targeted support overall but fewer disadvantaged pupils required this following effective tier 1 (universal) and tier 2 (targeted) support provided. Support continues to be needed mostly for issues outside of school, so positive parent relationships have been beneficial in securing early intervention for well-being.</p> <p>Funded extra-curricular activities have resulted in 100% of disadvantaged pupils now participating in at least one after school club. This is a medium cost, high impact strategy.</p>

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Although significant progress has been made, persistent absence is still above national for certain groups so this has not been rated green.</p> <p>Overall attendance rate for disadvantaged pupils was 88.8% (-1.5%) Overall attendance rate for non-disadvantaged pupils was 93.8% Attendance gap between disadvantaged pupils and their non-disadvantaged peers increased slightly to 5% having halved to 3.7% the previous year.</p> <p>Persistent absence of disadvantaged pupils was 41.5% (2% drop building on 20% drop previous year) Persistent absence of non-disadvantaged pupils was 3.7% (13% drop) Persistent absence of GRT pupils was 60% (4% increase after 20% drop previous year) Persistent absence of all pupils was 24.4% (4% drop building on 10%drop previous year))</p> <p>High mobility, with pupils remaining on roll indefinitely before starting new schools when they move areas has impacted negatively on these figures.</p>
<p>To maximise the progress of disadvantaged pupils with SEND.</p>	<p>Whilst attainment remains below expected for some. Average scaled scores for disadvantaged pupils with SEND increased to 96 in reading and 102 in maths, demonstrating the level of progress achieved.</p>

Service pupil premium funding

No service pupils

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p>	
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	

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](#) 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 well-being, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular and curriculum activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Y6 will include a focus on confidence building to support transition to secondary school. This will involve external partners such as Creed, Brogdale CIC etc. The offer will be based on evidence regarding metacognition and self-regulation <https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation>

Planning, implementation, and evaluation

In planning & reviewing our pupil premium strategy, we evaluated why activity undertaken in previous years had not had the impact that we had expected and what interventions had been successful in securing accelerated progress.

We triangulated evidence from multiple sources of data including assessments, book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We engaged in evidence based training with the EEF via the [EEFfective Kent project](#).

We looked at a number of reports, studies and research papers about effective use of pupil premium (including the EEF toolkit) 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 have implemented the tiered approach to support from the EEF toolkit

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 continue to use this as we deliver our chosen approach and sustain impact in the longer term.

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

