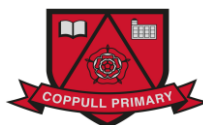


# Coppull Primary School and Nursery

## Pupil Premium Strategy 2023-2026



Summary information					
<b>School</b>	Coppull Primary School and Nursery				
<b>Academic Year</b>	2023-2024	<b>Total PP budget</b>	£142640	<b>Date of most recent PP Review</b>	October 2023
<b>Total number of pupils</b>	261 (+N 291)	<b>Number of pupils eligible for PP</b>	38.3% (24.1% Lancashire 25.9% England)	<b>Date for next internal review of this strategy</b>	July 2024

Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
<b>A.</b>	Higher than average numbers of pupils with special educational needs (36.4% school support inclusive of 3.2% EHCP (inclusive of nursery) / National 12.6% + 2.1%)
<b>B.</b>	Poor speech and language skills in children starting nursery and school (school 8.3% Lancs 4.1%) (15.2% of children receiving speech and language therapy 2023)
<b>C.</b>	Significant numbers of disadvantaged pupils presenting with poor mental health (School 12.3% Lancs 2.2%)
<b>D.</b>	Higher than average number of disadvantaged pupils who are not achieving in line with their peers (School 39%/ England 17.7%)
External barriers	
<b>E.</b>	Attendance and punctuality- school 94.6% overall Lancashire 94.5% England 94%. Persistent absence and lateness- (school 18.2% Lancashire 15.3% England 17.3%)
<b>F.</b>	Significant issues with families facing multiple barriers and factors impacting their mental health and affecting children adversely (see extended services report)
Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

<p><b>A.</b></p>	<p>Correct banding to be applied for all children on SEND register by ensuring that accurately costed provision maps are in place in particular for EHCP children. All necessary resources in place and this to be included on class provision mapping for all SEND children. Children on EHCPs supported in class with recommendations in plans to be adhered to. SEND register to be kept up to date (with categories EHCP/high need/school support/SEND monitoring) to ensure a full and clear picture is constantly available. SENCOs to identify next layer of high needs within school and ensure pathway for statement/diagnosis/EHCP sought. All ISPs to be completed and shared with both child and family and reviewed and updated every term (or more frequently where required e.g. for EHCP/high need categories). SEND register to be regularly reviewed with children being added/removed where necessary. SENCOs to meet frequently with SLT to update on current situation with individual children and progress of any referrals or meetings with professionals.</p>	<ul style="list-style-type: none"> <li>• ISPs to be checked by SENCOs once submitted to ensure that targets are SMART and achievable.</li> <li>• SEND children to continue making progress which is tracked and monitored by class teachers and SENCOs.</li> <li>• SEND children to be targeted to make at least 3 terms progress.</li> <li>• Interventions in place to ensure children have mastered basic skills in subjects particularly English and maths.</li> <li>• Whole school SEND data tracked by SENCOs. Pupil progress meetings have taken place to monitor progress.</li> <li>• Quality first teaching for all observed throughout school.</li> <li>• Planning and work to be specifically targeted at level of child and differentiated accordingly.</li> <li>• PIVATs to be used to track progress for identified children.</li> </ul>
<p><b>B.</b></p>	<p>Many of the children attending our nursery provision are demonstrating low levels of speech and language acquisition and development. Children are starting nursery with poor language skills and this then continues on into school. Many of our older children in school are not being exposed to conversation and then present with poor vocabulary which causes them issues when reading and this then impacts on the quality of their writing. Our priority for school is to provide high quality intervention alongside specialist speech and language support for some children in order to equip them with strategies and skills needed. A Speech and Language Therapist is employed directly by school to work with children identified as needing the most support with the need being so high. Teaching staff will expose children to high quality texts with a real push on developing their vocabulary. Subject specific vocabulary should be shared with children and revisited throughout the unit of work to encourage the use of this within their writing with the hope that writing attainment and general speaking and listening skills will be positively impacted across school.</p>	<ul style="list-style-type: none"> <li>• Speech and language therapist employed by school to support identified children.</li> <li>• Staff more equipped with speech and language strategies to support children in class.</li> <li>• WECOMM used to assess and deliver targeted interventions in nursery and EYFS shows progression made by children.</li> <li>• Parental support obtained and maintained for identified children.</li> <li>• Referrals to specialist speech and language processed for identified children.</li> </ul>
<p><b>C.</b></p>	<p>Children presenting with emotional difficulties referred to Wellbeing Team. Any issues arising recorded on CPOMS so that a chronology is kept for each child. Wellbeing Team running individual and targeted support for children to improve and support their mental wellbeing. Interventions and therapies carried out and outside agency support sought where necessary. Wellbeing Team to record number of children receiving both reactive and proactive support (Extended services committee report to show number of children being impacted). TAF and CAF process in place for most vulnerable children and families. Referrals to agencies carried out where needed relevant to the need and service provided.</p>	<ul style="list-style-type: none"> <li>• Reduction in number of children receiving ongoing support.</li> <li>• Children able to access learning due to containment of issues causing them emotional difficulties.</li> <li>• Child able to function in class with coping strategies in place.</li> <li>• Child's academic progress and attainment improved.</li> <li>• Wellbeing Team proving all children with strategies to help with any issues arising as a result of COVID-19 (directly and indirectly).</li> </ul>

<p><b>D.</b></p>	<p>Disadvantaged pupils to close the gap with their peers. Any barriers to learning are identified and where possible, remedied. Children requiring academic support to receive this through intervention groups, teacher/TA support, ISP targets. Pupils identified and tracked by teachers across all subjects using internal data tracking system. Pupil progress meetings, monitoring and moderation used to ensure teaching and learning is effective and enabling disadvantaged pupils to succeed. Families to access Magic Breakfast to ensure children are having a healthy breakfast before starting school and are able to have time to settle with their peers before starting lessons. Wellbeing team both in school when breakfast clubs start to monitor and pick up any issues for children coming into school.</p>	<ul style="list-style-type: none"> <li>• All children to receive quality first teaching-measured through the monitoring process.</li> <li>• Teaching assistants to have completed conduct interventions with disadvantaged pupils.</li> <li>• Remote learning to ensure children are receiving the next logical steps in their intended curriculum with resources provided to achieve this.</li> <li>• ISPs to be kept up to date and reviewed termly or sooner dependent upon point in process.</li> <li>• Disadvantaged children make accelerated progress to close the attainment gap.</li> <li>• Disadvantaged children achieve broadly in line with their peers.</li> <li>• Disadvantaged children accessing trips, visits and after school clubs/events to ensure their whole school experience is positive.</li> <li>• Reduction in number of children receiving support and therapy from Wellbeing team.</li> </ul>
<p><b>E.</b></p>	<p>Reduction in percentage of persistent absence- Our overall absence percentage for 2022-2023 was 5.4% (autumn-spring term as full year not published at point of writing) against Lancashire 5.5% and national 6%. Persistent absenteeism (absent for more than 10% or more sessions) was 18.2% against Lancashire at 15.3% and national 17.3%. We will continue to work with children and families to reduce persistent absence and the number of late sessions. The Wellbeing Team play a vital role in this and this is monitored and shared with the SLT. We have a stepped process to deal with families who are persistently absent. We also have the pupil attendance support team who will work with us and families to break down any barriers that may be affecting them. Mini breakfast is offered to families who are persistently late which has had some success over the year.</p>	<ul style="list-style-type: none"> <li>• Number of children who are persistently absent reduced.</li> <li>• Children using funded places at magic breakfast club.</li> <li>• Lateness figures reduced.</li> <li>• Any barriers for family contributing to absence/lateness are being supported by school via Wellbeing team/ SLT.</li> </ul>
<p><b>F.</b></p>	<p>Over the last couple of years, we have seen a dramatic rise in families leaning on schools for emotional, practical, financial and more general support with day to day living. This puts an increasing amount of strain on our Wellbeing Team and other staff members and can take time away from working with the children. The difficulties and barriers that are facing many of our families have increased in severity recently and this is having a huge impact on children and their behaviour for learning. Our wellbeing team have limited capacity time wise which can be problematic when their time is timetabled elsewhere. Children's Social Care are not taking on cases that are put through at both Section 17 (referral with consent) and Section 47 (referral with no consent needed).</p>	<ul style="list-style-type: none"> <li>• Other services to take ownership of issues that come under their remit rather than pushing it back onto school.</li> <li>• Families signposted to services and enabled to seek out support through other channels.</li> </ul>

Planned expenditure					
Academic year		2023-2024			
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
Quality First Teaching For All					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>Children eligible for pupil premium make accelerated progress, close the attainment gap with their peers.</b></p>	<ul style="list-style-type: none"> <li>Quality first teaching for all children in all classes. High expectations for each individual pupil with class teachers monitoring the children in their class who are eligible for pupil premium.</li> <li>Identify gaps in knowledge and skills and ensure catch up curriculum is taught.</li> <li>Monitoring process incorporating lesson observations, book evaluations, pupil interviews and learning walks with a focus on PP children, year groups and subject areas identified where the attainment gap needs to be closed.</li> <li>Internal and external moderation process to quality check school assessment processes.</li> <li>Subject leaders to monitor assessment in their own subjects. PP</li> </ul>	<p>As a school, teachers have high expectations of all pupils regardless of the starting point or ability supporting the ideology promoted in the NFER report on supporting the attainment of disadvantaged pupils promoting an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed. Ofsted report that schools should: <i>Understand the importance of ensuring that all day-to-day teaching meets the needs of each learner. Making sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve. (2014)</i></p> <p>Our focus on high quality teaching first rather than on bolt-on strategies and planned interventions outside school hours means pupils are accessing high quality teaching in all classes. We deploy the best staff to support disadvantaged pupils and develop skills and roles of teachers and TAs. As a school, we quality assure teaching and learning continually and the SLT have high expectations for all staff and this in turn is reflected in classrooms. Teachers are aware of all pupils in their class who are eligible for pupil premium and their progress is tracked half termly against their peers. Ensuring</p>	<ul style="list-style-type: none"> <li>Monitoring process timetabled at various points throughout the year. Findings shared with teaching staff and governors. Successes shared and development points revisited and support implemented where necessary.</li> <li>Headteacher and Deputy Head and subject lead to have overall responsibility for ensuring high quality teaching and outcomes from the monitoring process actioned, in order to move teaching and learning on.</li> <li>SLT to share school position at curriculum committee meetings and governors to provide challenge on key findings from monitoring and evaluation process.</li> <li>All teachers to track their PP children half termly and how they are faring against children who are non-PP.</li> <li>Pupil premium governor to liaise with pupil premium lead to review progress/participation and expenditure.</li> </ul>	<p>LP MC</p>	<ul style="list-style-type: none"> <li>Formal monitoring process termly but informal monitoring regularly throughout the year.</li> <li>Standards Committee meetings to take place three times a year.</li> <li>Pupil progress meetings timetabled throughout the year.</li> <li>Teacher appraisals to have a target with a focus on data and standards of achievement-reviewed at midpoint and end of year.</li> </ul>

	<p>children known to teachers and assessed.</p> <ul style="list-style-type: none"> <li>• Governors invited into school to conduct informal subject reviews having discussions with subject leaders regarding progress of children in receipt of pupil premium (anonymised).</li> <li>• Subject action plans shared with governors outlining plans and priorities for their subject over the year ensuring pupil premium children are accounted for in plans.</li> <li>• Booster groups in place for identified children in specific year groups.</li> <li>• Provision maps show which interventions are taking place in each class.</li> <li>• High quality interventions taking place across all classes to address misconceptions and plug knowledge gaps.</li> </ul>	<p>children from disadvantaged backgrounds make progress is at the heart of Coppull Primary School and Nursery's ethos and aims and all staff make it a priority and a passion to help them succeed.</p>	<ul style="list-style-type: none"> <li>• Review of PP children and identified subjects where the gap needs to be closed half termly (Focused on reading, writing and maths).</li> <li>• Pupil progress meetings timetabled at various points through the year will ensure that this is monitored.</li> <li>• Provision maps, interventions and ISPs to be monitored by SENCO upon submission</li> <li>• ISPs to include parent view and discussions around content to have taken place where necessary.</li> </ul>		
--	---	--	--	--	--

Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>Identification and tracking of Pupil Premium children</b>	<ul style="list-style-type: none"> <li>• Reception/KS1 children who qualify for FSM identified (now an automatic process).</li> <li>• Teachers to be aware of who is on the register in their class to ensure that they are monitored.</li> <li>• SEND register to be up to date and reviewed regularly.</li> <li>• LP to analyse PP data every half term to check PP children against Non-PP.</li> <li>• SENCO to analyse SEND data upon data submission.</li> <li>• Teachers to track data to on PP, CLA and SEND and analysed as a class and cohort to understand where support is needed for interventions.</li> </ul>	<p>Due to all children receiving universal free school meals until the end of Key Stage 1, many parents who would qualify for free school meals are not applying and as a result, school is not receiving pupil premium funding. <i>The extra funding is made available to schools to help them narrow the attainment gap that still exists between pupils from disadvantaged and more affluent backgrounds. Schools are free to spend Pupil Premium as they see fit. However, they are accountable for how they use the additional funding to support pupils from low-income families and the other target groups.</i> Ofsted 2013. The funding is used both to support children academically but also with social and emotional issues or problems that they may face from time to time.</p>	<ul style="list-style-type: none"> <li>• NF to keep FSM register up to date and to pass this information to relevant teachers.</li> <li>• SENCOs to monitor and update SEND register and to inform teachers of any changes.</li> <li>• Pupil premium governor to liaise with pupil premium lead to review progress/participation and expenditure.</li> <li>• Meeting to be held with SLT/SENCO/Wellbeing Manager to monitor who is on the register and any actions taken/necessary.</li> <li>• SENCOs to conduct half termly data analysis to monitor progress of PP/SEND children.</li> </ul>	LP- PP LT-SEND BC-CLA/Assessment NF-Business manager LS/LT-SENCO	<ul style="list-style-type: none"> <li>• PP register updated regularly (new additions/amendments).</li> <li>• SEND register reviewed at regularly at staff meeting.</li> <li>• PP/SEND data presented to governors at standards committee meetings.</li> </ul>

<p><b>All disadvantaged children (PP, CLA V1-V4 and SEND) who are falling behind their peers to be targeted for interventions.</b></p>	<ul style="list-style-type: none"> <li>Teachers to identify all children who require interventions in reading, writing and maths.</li> <li>PEP plans for CLA children to contain targets related to areas of difficulty and to be reviewed termly.</li> <li>ISPs and IBPs to be written for all children, shared with parents and reviewed and updated half termly.</li> <li>Data comparison undertaken half termly reviewing PP children against non-PP children.</li> <li>Data analysis to be completed for SEND and CLA children half termly by SENCO.</li> <li>Data analysis to be undertaken by maths and English subject leaders to identify progress and attainment in their subjects for PP, SEND and CLA children.</li> <li>Booster session/interventions to take place for disadvantaged pupils before during and after school.</li> </ul>	<p>Part of our pupil premium funding is spent on providing eligible children, who are falling behind their peers, intervention programmes designed to target any areas or skills that they may be missing. These gaps are then plugged in order for them to continue making progress regardless of their ability. <i>The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. Eligibility for the Pupil Premium should not be confused with low ability, and focused on supporting their disadvantaged pupils to achieve the highest levels.</i> Ofsted 2014.</p> <p>At Coppull Primary School and Nursery, we treat all children as individuals and have high aspirations for each child and in turn, instil aspiration and ambition into them in the hope they will aim high and be a success. Wellbeing Wednesdays have become a regular monthly occurrence which encourages positive thinking, resilience, banishing fear of failure and instilling independence and confidence in one's ability.</p>	<ul style="list-style-type: none"> <li>Assessment lead/SENCOs to monitor planning, delivery and impact of interventions.</li> <li>Provision maps to be checked upon submission and checks to ensure that interventions are taking place.</li> <li>Pupil progress meetings to be undertaken to monitor and check progress of PP/CLA/SEND children.</li> <li>Pupil premium governor to liaise with pupil premium lead to review progress/participation and expenditure.</li> <li>SLT to review school data half termly to compare PP children against their peers.</li> </ul>	<p>SENCOs LP MC BC</p>	<ul style="list-style-type: none"> <li>List to be updated half termly with any additions who fall below in year progress</li> <li>Update and review provision map each half term or as necessary to add on/ remove any children falling behind in year progress.</li> <li>Intervention programme timetabled and reviewed and updated regularly.</li> <li>ISP/ISB targets reviewed and updated half termly. Shared with child/parent.</li> </ul>
<b>Total budgeted cost</b>					£49,427.75

Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p><b>Enhance and provide support via the Wellbeing Team for all PP, CLA and SEN children and their families.</b></p>	<ul style="list-style-type: none"> <li>Wellbeing Team to be aware of children/families needing support and this information to be shared with SLT/teacher.</li> <li>Children being supported to be recorded including children who drop in on an ad hoc basis.</li> <li>Attendance and punctuality of all PP children to be monitored and children with poor attendance/persistent absence to be tackled.</li> <li>Liaise with attendance support worker.</li> <li>Groups/ 1:1 sessions/ therapeutic interventions arranged for any identified children half termly.</li> <li>CPOMS to be used to log any safeguarding/ SEND/behaviour concerns. creating a chronology.</li> <li>Barriers to learning identified and supported through family support team.</li> <li>Mini breakfast offered free to any families in need of</li> </ul>	<p>NFER document on supporting disadvantaged pupils reports the need to: <i>Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.</i></p> <p>Many of our children face multiple barriers to learning due to their home life and multiple deprivation indicators. In order for our children to make progress, time is spent working with children and their families to identify and overcome these inhibiting factors where possible, in order to allow them the ability to learn and reach their full potential. The Wellbeing Team are an invaluable resource without whom, many of our children would suffer academically as well as emotionally and socially.</p> <p>The family support team focus on emotional wellbeing of pupils and this allows teachers to focus on the academic progress of the child.</p> <p>The Mini Breakfast club was started as a funded charity but due to the positive impact on children in terms of allowing them the time to be ready to learn and starting the day in a calm, structured manner, school took the decision to finance the club once the funding ceased. The 2013 Ofsted report on pupil premium pointed out that: <i>A robust system provided well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning and had a clear and robust performance management system for all staff, and included discussions about pupils eligible for the Pupil Premium in performance</i></p>	<ul style="list-style-type: none"> <li>Regular meetings with Wellbeing Team and SLT to update and discuss families requiring support and placement on continuum of need.</li> <li>Pre and post checks on children supported to determine whether the child/family/barrier to learning has been rectified.</li> <li>Attendance and punctuality monitored daily by Wellbeing Team. Stepped approach and follow up on each absence/late mark. A reduction of persistent absence.</li> <li>Children selected for groups monitored closely with parental agreement and support. Necessary paperwork completed and progress shared with SLT/class teacher where identified.</li> <li>Concerns about children recorded using CPOMS and chronology produced to document any concerns.</li> <li>50% of places at mini breakfast taken by children eligible for pupil premium.</li> <li>Pupil premium governor to liaise with pupil premium lead to review progress/ participation and expenditure.</li> </ul>	<p>CD/KMc NF LP MC</p>	<ul style="list-style-type: none"> <li>Weekly SLT meeting to discuss families/children</li> <li>Attendance and punctuality monitored daily and half termly report produced.</li> <li>CPOMS monitored daily.</li> <li>Mini breakfast numbers collected weekly and reported to STL half termly.</li> <li>Records kept of children accessing token system at break time.</li> <li>Regular TAF/CAF meetings involving any multi-disciplinary agencies involved with child.</li> <li>Governor reviews at full governing body meetings three times a year.</li> <li>Children being supported by Wellbeing Team</li> </ul>



	<p>support to ensure children are ready for learning.</p> <ul style="list-style-type: none"> <li>Wellbeing Team to continue 1:1s/groups working on any barriers to learning. Shared with class teacher to monitor and report on. External support sought where necessary.</li> <li>Whole school initiatives delivered such as Kid Safe, Colour Monster and NSPCC workshops.</li> <li>Staff training delivered on mindfulness, meditation and NLP strategies to improve staff wellbeing and to use initiatives that can be used on with/children.</li> <li>Wellbeing ambassadors appointed in each class.</li> </ul>	<p><i>management meetings n thoroughly involved governors.</i></p> <p><i>Ofsted state that: staff, teachers, parents, carers and pupils understand the causal link between attendance and achievement. Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issue and need.</i></p>			<p>reported on at extended services committee meetings.</p>
<p><b>PP children targeted for extracurricular provision to ensure they are receiving a broad and balanced curriculum and experiencing new opportunities.</b></p>	<ul style="list-style-type: none"> <li>Clubs to include opportunities for children eligible for pupil premium in all year groups.</li> <li>A range of clubs organised to appeal to all children and to ensure diversity of experience.</li> <li>Monitor registers to ensure PP children are accessing clubs and free places offered to children funded via PP.</li> </ul>	<p>We are committed at Coppull Primary School and Nursery to ensuring that all children in our care are able to access a multitude of learning experiences outside the classroom. Children are given the opportunity to go on educational visits, experience visitors to school and to take part in sporting events and competitions, music and playing instruments and any other creative non-core subject experience. We offer disadvantaged pupils funded places on trips and visits and ensure that all children are able to access these opportunities and events irrespective of their family income or circumstances.</p>	<ul style="list-style-type: none"> <li>After school activity club organiser to ensure that club requests are checked and that 25% of places are taken by children eligible for pupil premium with funded places evidenced.</li> <li>Out of school care club provision to be monitored by care club manager to ensure funded places are available for eligible families on a need basis.</li> <li>Sporting events/competitions registers checked to ensure PP children are accessing.</li> </ul>	<p>CD LP NF</p>	<ul style="list-style-type: none"> <li>Half termly attendance registers monitored for out of school care clubs and after school activity clubs.</li> <li>Ad hoc meetings with parents when childcare for eligible pupils becomes problematic.</li> </ul>

	<ul style="list-style-type: none"> <li>• Each club to hold a minimum of 25% places for PP children.</li> <li>• Trips and visits subsidised for PP children to ensure they are able to take part.</li> <li>• Breakfast for children who haven't eaten and snack at break time for all children who have not had breakfast/do not attend magic breakfast using the token system to keep track of who is accessing it regularly.</li> <li>• Uniform/PE kits provided but kept in school for children not provided with them.</li> <li>• Contributions towards resources for special days held in school.</li> <li>• After school care club funded on an ad hoc basis in extenuating circumstances.</li> <li>• Food bank referrals made</li> <li>• Children having to self-isolate receiving a packed lunch from school daily.</li> </ul>	<p>We offer funded places at before and after school care club provision to allow parents to have the opportunity to seek work options. 1:1/small group tuition is available for children who are identified as needing additional support outside of the school day. We also run a variety of after school clubs where we make a commitment that at least 25% of places will be taken by children in receipt of pupil premium. Funding is used for children to attend these clubs. <i>The full range of educational experiences – support is given to ensure that all pupils have full access to broad educational experiences, such as residential courses, competing in sporting events and career-linked finance and banking events.</i> Ofsted 2013</p> <p>Children are still attending school not having had breakfast. Mini breakfast is subsidised for PP children but not always accessed. PP families aren't always able to contribute to trips and to special events in school. We want all children to feel as part of our school as any other and therefore will ensure that they don't feel disadvantaged or different. If children are still hungry at break time they can have a free bagel or piece of toast using the token system where their name is recorded on the token and used to 'pay'. This is then returned back to the FST to record who is accessing this.</p>	<ul style="list-style-type: none"> <li>• Head teacher to monitor responses to trips/visits and meet with eligible parents to discuss payment options/funding.</li> <li>• LP to review expenditure half termly with NF.</li> <li>• NF to review any requests for funded after school club places and discuss with SLT.</li> <li>• Funded Mini Breakfast provision monitored and offered where necessary.</li> </ul>		<ul style="list-style-type: none"> <li>• Trips and visits monitored as and when organised by class teacher and funded places offered at discretion of Head teacher.</li> <li>• Children and families accessing support to be reported on at standards and extended services committee meetings.</li> </ul>
Total budgeted cost					£89,880.58
Other- see itemised expenditure					£12,153



Review of expenditure																																																																																																																																																					
Previous Academic Year				2023-2024																																																																																																																																																	
Desired outcome		Chosen action/approach		Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.				Lessons learned (and whether you will continue with this approach)																																																																																																																																													
<ul style="list-style-type: none"> <li>Children eligible for pupil premium make accelerated progress, close the attainment gap with their peers.</li> <li>Identification and tracking of Pupil Premium children</li> </ul>		<ul style="list-style-type: none"> <li>Quality first teaching for all children in all classes. High expectations for each individual pupil with class teachers monitoring the children in their class who are eligible for pupil premium.</li> <li>Identify gaps in knowledge and skills and ensure catch up curriculum is taught.</li> <li>Monitoring process incorporating lesson observations, book evaluations, pupil interviews and learning walks with a focus on PP children, year groups and subject areas identified where the attainment gap needs to be closed.</li> <li>Internal and external moderation process to quality check school assessment processes.</li> <li>Subject leaders to monitor assessment in their own subjects. PP children known to teachers and assessed.</li> <li>Governors invited into school to conduct informal subject reviews having discussions with subject leaders regarding progress of children in receipt of pupil premium (anonymised).</li> <li>Subject action plans shared with governors outlining plans and priorities for their subject over the year ensuring pupil premium children are accounted for in plans.</li> <li>Booster groups in place for identified children in specific year groups.</li> <li>Provision maps show which interventions are taking place in each class.</li> <li>High quality interventions taking place across all classes to address misconceptions and plug knowledge gaps.</li> </ul>		<p><b>Data Pupil Premium v Non Pupil Premium</b></p> <table border="1"> <thead> <tr> <th colspan="6">Key Stage 2 SATS (Y6)</th> </tr> <tr> <th colspan="2">R</th> <th colspan="2">W</th> <th colspan="2">M</th> </tr> </thead> <tbody> <tr> <td colspan="2">66%</td> <td colspan="2">71%</td> <td colspan="2">89%</td> </tr> <tr> <th colspan="3">Pupil Premium</th> <th colspan="3">Non-Pupil Premium</th> </tr> <tr> <td>32%</td> <td>34%</td> <td>46%</td> <td></td> <td>34%</td> <td>37%</td> <td>43%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">Year 1 Phonics Screening -pass mark 32</th> </tr> </thead> <tbody> <tr> <td>All Children (34)</td> <td>76%</td> </tr> <tr> <td>Pupil Premium (9)</td> <td>33%</td> </tr> <tr> <td>Non-Pupil Premium (25)</td> <td>72%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">Year 2 Re-take-pass mark 32</th> </tr> </thead> <tbody> <tr> <td>All Children (8)</td> <td>66%</td> </tr> <tr> <td>Pupil Premium (7)</td> <td>78%</td> </tr> <tr> <td>Non-Pupil Premium (2)</td> <td>22%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="6">Year 2 SATS (Y2)</th> </tr> <tr> <th colspan="2">R</th> <th colspan="2">W</th> <th colspan="2">M</th> </tr> </thead> <tbody> <tr> <td colspan="2">55%</td> <td colspan="2">40%</td> <td colspan="2">57%</td> </tr> <tr> <th colspan="3">Pupil Premium</th> <th colspan="3">Non-Pupil Premium</th> </tr> <tr> <td>48%</td> <td>33%</td> <td>43%</td> <td>67%</td> <td>50%</td> <td>78%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="8">Year 1-6 data</th> </tr> <tr> <th colspan="4">Pupil Premium Y1-Y6</th> <th colspan="4">Non-Pupil premium Y1-Y6</th> </tr> <tr> <th>Y</th> <th>R</th> <th>W</th> <th>M</th> <th>Y</th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>20%</td> <td>20%</td> <td>40%</td> <td>1</td> <td>46%</td> <td>39%</td> <td>63%</td> </tr> <tr> <td>3</td> <td>33%</td> <td>22%</td> <td>34%</td> <td>3</td> <td>56%</td> <td>40%</td> <td>52%</td> </tr> <tr> <td>4</td> <td>19%</td> <td>6%</td> <td>25%</td> <td>4</td> <td>64%</td> <td>57%</td> <td>72%</td> </tr> <tr> <td>5</td> <td>36%</td> <td>21%</td> <td>14%</td> <td>5</td> <td>60%</td> <td>56%</td> <td>44%</td> </tr> <tr> <td>1-6</td> <td>38%</td> <td>26%</td> <td>39%</td> <td>1-6</td> <td>62%</td> <td>53%</td> <td>62%</td> </tr> </tbody> </table>				Key Stage 2 SATS (Y6)						R		W		M		66%		71%		89%		Pupil Premium			Non-Pupil Premium			32%	34%	46%		34%	37%	43%	Year 1 Phonics Screening -pass mark 32		All Children (34)	76%	Pupil Premium (9)	33%	Non-Pupil Premium (25)	72%	Year 2 Re-take-pass mark 32		All Children (8)	66%	Pupil Premium (7)	78%	Non-Pupil Premium (2)	22%	Year 2 SATS (Y2)						R		W		M		55%		40%		57%		Pupil Premium			Non-Pupil Premium			48%	33%	43%	67%	50%	78%	Year 1-6 data								Pupil Premium Y1-Y6				Non-Pupil premium Y1-Y6				Y	R	W	M	Y	R	W	M	1	20%	20%	40%	1	46%	39%	63%	3	33%	22%	34%	3	56%	40%	52%	4	19%	6%	25%	4	64%	57%	72%	5	36%	21%	14%	5	60%	56%	44%	1-6	38%	26%	39%	1-6	62%	53%	62%	<p>Teachers/assessment lead and subject leaders need to be more aware and proactive around data once submitted. Low attaining groups need to be highlighted and monitoring of interventions needs to take place to ensure that children falling behind and disadvantaged children are being monitored. Interventions need to be monitored to ensure that vulnerable children are in intervention and booster groups.</p> <p>Pupil progress meetings need to take place after data submission to look at low attaining groups with a particular focus on disadvantaged children looking at children's progress from EYFS/KS1.</p> <p>Teachers and support staff need to be acutely aware of who their pupil premium children are and ensuring that their attainment and progress is monitored. Any of these children who are not receiving support from home, to be targeted in class to ensure that they are not falling behind their peers.</p> <p>Monitoring to focus more closely on analysing data after submission points.</p> <p>All teachers need to be aware of how pupil premium children are faring against non-pupil premium children.</p> <p>Pupil premium governor to meet with LP/assessment lead/maths/English to review progress of PP v NPP children in reading/writing/maths.</p> <p>Subject leader action plans to account for disadvantaged children (assessment under review with new scheme being researched).</p> <p>Once the universal free school meal offer ends, ensure that all eligible children are registered.</p>
Key Stage 2 SATS (Y6)																																																																																																																																																					
R		W		M																																																																																																																																																	
66%		71%		89%																																																																																																																																																	
Pupil Premium			Non-Pupil Premium																																																																																																																																																		
32%	34%	46%		34%	37%	43%																																																																																																																																															
Year 1 Phonics Screening -pass mark 32																																																																																																																																																					
All Children (34)	76%																																																																																																																																																				
Pupil Premium (9)	33%																																																																																																																																																				
Non-Pupil Premium (25)	72%																																																																																																																																																				
Year 2 Re-take-pass mark 32																																																																																																																																																					
All Children (8)	66%																																																																																																																																																				
Pupil Premium (7)	78%																																																																																																																																																				
Non-Pupil Premium (2)	22%																																																																																																																																																				
Year 2 SATS (Y2)																																																																																																																																																					
R		W		M																																																																																																																																																	
55%		40%		57%																																																																																																																																																	
Pupil Premium			Non-Pupil Premium																																																																																																																																																		
48%	33%	43%	67%	50%	78%																																																																																																																																																
Year 1-6 data																																																																																																																																																					
Pupil Premium Y1-Y6				Non-Pupil premium Y1-Y6																																																																																																																																																	
Y	R	W	M	Y	R	W	M																																																																																																																																														
1	20%	20%	40%	1	46%	39%	63%																																																																																																																																														
3	33%	22%	34%	3	56%	40%	52%																																																																																																																																														
4	19%	6%	25%	4	64%	57%	72%																																																																																																																																														
5	36%	21%	14%	5	60%	56%	44%																																																																																																																																														
1-6	38%	26%	39%	1-6	62%	53%	62%																																																																																																																																														

<ul style="list-style-type: none"> <li>• <b>All disadvantaged children (PP, CLA V1-V4 and SEND) who are falling behind their peers to be targeted for interventions.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Teachers to identify all children who require interventions in reading, writing and maths.</li> <li>• PEP plans for CLA children to contain targets related to areas of difficulty and to be reviewed termly.</li> <li>• ISPs and IBPs to be written for all children, shared with parents and reviewed and updated half termly.</li> <li>• Data comparison undertaken half termly reviewing PP children against non-PP children.</li> <li>• Data analysis to be completed for SEND and CLA children half termly by SENCO.</li> <li>• Data analysis to be undertaken by maths and English subject leaders to identify progress and attainment in their subjects for PP, SEND and CLA children.</li> <li>• Booster session/interventions to take place for disadvantaged pupils before during and after school.</li> </ul>	<p style="text-align: center;"><b>Estimated impact</b></p> <p>Provision maps have been monitored by the SENCOs to ensure that children are receiving interventions.</p> <p>Lots of booster groups and interventions have taken place over the course of the year which have undoubtedly moved learning on for some children.</p> <p>ISPs and IBPs have been monitored by SENCOs and we have re-established submission dates over the course of the year to ensure that children get a fair chance to achieve their targets.</p>	<p style="text-align: center;"><b>Lessons Learned</b></p> <p>There has been lots of good practice with regards to writing and working on ISP targets and this is reflected in the end of key stage 2 data in particular.</p> <p>Further monitoring of interventions needs to be undertaken to ensure that the sessions are purposeful, effective and regular.</p> <p>Maths and English subject leaders to take a more proactive response to data submitted for their subject area. Whilst the subject are well managed and as a school, we know what standards are like within the subject, more of a focus needs to be placed on the outcomes and an understanding gained of how children are progressing.</p> <p>Booster sessions will take place again for the current Year 5 cohort when they move into Year 6.</p>
---	--	---	---

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
<ul style="list-style-type: none"> <li>• <b>Enhance and provide support via the Wellbeing Team for all PP, CLA and SEN children and their families.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Wellbeing Team to be aware of children/families needing support and this information to be shared with SLT/teacher.</li> <li>• Children being supported to be recorded including children who drop in on an ad hoc basis.</li> <li>• Attendance and punctuality of all PP children to be monitored and children with poor attendance/persistent absence to be tackled.</li> <li>• Liaise with attendance support worker.</li> <li>• Groups/ 1:1 sessions/ therapeutic interventions arranged for any identified children half termly.</li> <li>• CPOMS to be used to log any safeguarding/ SEND/behaviour concerns. creating a chronology.</li> <li>• Barriers to learning identified and supported through family support team.</li> <li>• Mini breakfast offered free to any families in need of support to ensure children are ready for learning.</li> <li>• Wellbeing Team to continue 1:1s/groups working on any barriers to learning. Shared with class teacher to monitor and report on. External support sought where necessary.</li> <li>• Whole school initiatives delivered such as Kid Safe, Colour Monster and NSPCC workshops.</li> <li>• Staff training delivered on mindfulness, meditation and NLP strategies to improve staff wellbeing and to use initiatives that can be used on with/children.</li> <li>• Wellbeing ambassadors appointed in each class.</li> </ul>	<p>The wellbeing team have a huge impact upon the children and families. This impact is upon all children, not just those who are eligible for pupil premium.</p> <p>The sessions that the team have, enable children to successfully access learning and provide support for children who struggle to come into school or to settle in the mornings.</p> <p>It is difficult to quantify the impact of having the wellbeing team in school but the extended services report details all of the agencies that are involved with families and the numbers of children who they have worked with (both planned and reactive).</p> <p>One of their roles is to help to monitor attendance. This first layer of intervention is invaluable in helping to reduce absence. This has impacted school in a positive way but the new attendance policy (effective from September 2024) will hopefully reduce this further.</p> <p>Wellbeing ambassadors were utilised in the previous academic year but this didn't have much of an impact so this wasn't carried out this academic year.</p>	<p>The wellbeing team have been invaluable with the support given to our children and families. The time they have spent with individuals and groups have enabled children to participate fully in school life when they have been experiencing struggles either at home or in school.</p> <p>The planned sessions with identified children needs to continue and this is organised on a half termly basis and runs alongside the reactive work that takes place on a daily basis.</p> <p>Mini breakfast continues to be a good option to help children settle into school in the morning and for parents to ease the stresses of the early morning routines and helps working families to commute to work.</p> <p>Attendance and punctuality continues to be of a concern for school. We have undertaken training on the new attendance statutory guidance and this is in the process of being shared with parents/carers.</p>

<ul style="list-style-type: none"> <li>• <b>PP children targeted for extracurricular provision to ensure they are receiving a broad and balanced curriculum and experiencing new opportunities.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Clubs to include opportunities for children eligible for pupil premium in all year groups.</li> <li>• A range of clubs organised to appeal to all children and to ensure diversity of experience.</li> <li>• Monitor registers to ensure PP children are accessing clubs and free places offered to children funded via PP.</li> <li>• Each club to hold a minimum of 25% places for PP children.</li> <li>• Trips and visits subsidised for PP children to ensure they are able to take part.</li> <li>• Breakfast for children who haven't eaten and snack at break time for all children who have not had breakfast/do not attend mini breakfast.</li> <li>• Uniform/PE kits provided but kept in school for children not provided with them.</li> <li>• Contributions towards resources for special days held in school.</li> <li>• After school care club funded on an ad hoc basis in extenuating circumstances.</li> <li>• Food bank referrals made.</li> </ul>	<p>After school clubs give our children the opportunity to experience and try new activities. Sign up and attendance has been mixed this year but this has been impacted by booster clubs which ran for half of the year.</p> <p>Pupil premium places sat at 21% so fell short of the 25% target.</p> <p>Trips and visits have been subsidised for all children. Coach travel has been paid on all trips and each trip/visitor into school has had a reduction in price for parents. The Year 6 trip has been heavily subsidised as has the Year 6 trip to London.</p> <p>Any child who requires breakfast, uniform or any other equipment/resources will always be provided for. We hold lots of spares within school and we would never see a child go without. This is of course communicated with parents to ensure that they are made aware.</p>	<p>Pupil premium families are always supported with payment plans, reduced costings for trips and visits etc and this will continue. Children all need to be afforded the same opportunities regardless of their home situation.</p> <p>After school activity clubs to be monitored in the coming year to ensure that money isn't a barrier to a child attending a club.</p> <p>We will maintain our commitment to subsidising trips and visits to give the children as many different experiences as possible.</p>
--	---	---	---