

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Phoenix Primary School
Number of pupils in school	371
Proportion (%) of pupil premium eligible pupils	192 (52%) <i>149 pupils are PP only</i> <i>43 pupils are PP with SEN</i>
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025 October 2026 October 2027
Statement authorised by	Melissa Ireland-Hubbert
Pupil premium lead	Jola Studniarz-Thring
Governor / Trustee lead	Rob Wilkin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£213,181.67
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	£213,181.67

Statement of intent

Phoenix Primary School is a proud accredited enhanced VbE setting. We accept responsibility for disadvantaged children and committed to meeting their needs. With VbE at the heart of our curriculum we are developing ethical vocabulary and ethical intelligence, which could be argued is the most important intelligence for the sustainability of our world, enabling each child to be educated citizens, helping to engender an appreciation of human creativity and achievement.

The outcome of Values-based curriculum is self-leadership, which enables each child to work towards fulfilling their wonderful potential. It is our intent to close the gap between disadvantaged children and their non-disadvantaged peers. Our children love the challenge of learning and are resilient to failure, they are continuously curious, and the teachers are equally determined that each child will be holistically successful.

The percentage of pupils eligible for funding at Phoenix is 52% and higher than National Average for Primary Schools. The percentage of pupils with free school meals has been rising steadily since Covid.

Our assessments demonstrate that pupil behaviour, wellbeing and mental health is a prime need in our school. Our disadvantaged pupils are particularly at risk of experiencing primary and secondary trauma. For that reason we use Pupil Premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our plan to fully implement Trauma Informed Practice across the school.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children are around attendance and punctuality, lack of confidence, weak language and communication skills, more frequent behaviour difficulties and less support at home for both academic and behaviour issues. In addition to that, there are also complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Overcoming barriers to learning is at the heart of our Pupil Premium grant and at Phoenix we understand that costs and needs will differ depending on the barrier. As such, we do not automatically allocate personal budgets per pupil student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Setting priorities is key to maximising the use of the Pupil Premium Grant. Our priorities are as follows:

- Increasing attendance and punctuality so it is in line with National Average
- Ensuring all pupils receive quality first teaching each lesson and they continue to close the gaps between their peers
- Providing targeted academic support for pupils who are not making expected progress
- Providing targeted SEMH support through evidence based initiatives (TIP) and interventions
- Ensuring that the Pupil Premium Grant reaches the pupils that need it most.

Quality First Teaching is at the heart of our approach, this is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefitting the non-disadvantaged pupils.

We aim to do this through

- Ensuring that appropriate provisions and targeted support are put in place to increase attendance and punctuality of children from disadvantaged backgrounds
- Ensuring that teaching and learning opportunities meet the needs of all the pupils with challenge and early intervention at the point a need is identified.
- Take a whole school approach in which all staff take responsibility for disadvantaged pupils' outcome within the knowledge-engaged curriculum, raising the pupils' expectations of themselves
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups to secure and support their social, emotional and mental health development
- When 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.

The strategies adopted to support the Pupil Premium students at Phoenix Primary School are chosen using the Explore, Prepare, Deliver and Sustain model shared by EEF. This model supports the whole school approach of teach, practice, rehearse and apply within QFT.

We plan to measure the impact of our Pupil Premium Strategy as part of our ongoing cycle of RRG (Reflect, Review and Grow). Phoenix Primary will formally review the Pupil Premium Strategy annually with governors, Head Teacher and SLT.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of PP pupils Our attendance data over the last two years indicates that attendance amongst disadvantaged pupils has between around 2% lower than for non-disadvantaged pupils. Current challenge: Disadvantaged pupils 88.4% Non-disadvantaged pupils 92.5%
2	Attainment and Progress of PP pupils in comparison to non-PP At the end of academic year 2022-2023 there was 2% attainment gap (RWM combined) between children in receipt of PP and non-PP children. There was 2% difference between PP pupils and non-PP pupils in writing which is the whole school focus for next academic year.
3	Social, emotional and behavioural and mental health of disadvantaged pupils. Our assessments, surveys, observations and discussions with pupils have identified social and emotional issues for many pupils such as anxiety, low self esteem and behavioural difficulties. This is partly driven by inconsistent support from some families and as well as high deprivation index of the area. These challenges particularly affect disadvantaged pupils, including their progress, attainment, engagement and attendance.

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
<p>For attendance of our PP children to be no lower than the attendance for non-PP children. For attendance to be 'good' compared to national attendance (96%).</p>	<ul style="list-style-type: none"> • Short term (June / July 25) <ul style="list-style-type: none"> - PP pupils' attendance and punctuality improves steadily. Difference in attendance of children with PP and non-PP is less than 4% • Medium Term (June / July 26) <ul style="list-style-type: none"> - The gap between PP and non-PP is less than 2% - School attendance is close to National average • Long term (June / July 27) <ul style="list-style-type: none"> - PP pupils' attendance in line with national average - All attendance figures consistently match national - Persistent absence is below 5%
<p>To close the gap in attainment and progress in Writing between disadvantaged pupils and non-disadvantaged pupils</p>	<ul style="list-style-type: none"> • Short term (June / July 25) <ul style="list-style-type: none"> - 90% of PP pupils make at least expected progress in Writing - Progress in writing across all year groups is steadily increasing • Medium Term (June / July 26) <ul style="list-style-type: none"> - Rate of progress in writing is close to that in reading and maths - The writing gap between PP and non-PP progress is marginal - PP attainment in writing improve steadily • Long term (June / July 27) <ul style="list-style-type: none"> - PP pupils' progress is in line with all pupils' progress - PP pupil's percentage of pupils' making above expected progress increases
<p>To maintain the rate of progress in Reading, Writing and Maths between disadvantaged pupils and non-disadvantaged pupils</p>	<ul style="list-style-type: none"> • Short term (June / July 22) <ul style="list-style-type: none"> - 90% of PP pupils make at least expected progress in RWM - Gap between children with PP and non-PP achieving EXS in RWM is less than 4% • Medium Term (June / July 23) <ul style="list-style-type: none"> - The gap between PP and non-PP progress marginal across all 3 subjects - PP attainment is closing and is less than 2% • Long term (June / July 24)

	<ul style="list-style-type: none"> - PP pupils' progress across 3 subjects is in line with all pupils' progress - PP pupil's percentage of pupils' making above expected progress increases
<p>To develop the Social, Emotional Mental Health and behaviour of disadvantaged pupil through embedding Trauma Informed Practice and Dog Mentor initiatives</p>	<ul style="list-style-type: none"> • Short term (June / July 25) <ul style="list-style-type: none"> - Reduction of behaviour incidents for key PP pupils - Increase wellbeing of children with PP - To work with families to offer support and guidance and impact on outcomes and attendance. • Medium Term (June / July 26) <ul style="list-style-type: none"> - An increase in PP pupils' progress in attendance, academia through evidence-based initiatives • Long term (June / July 27) <ul style="list-style-type: none"> - No group to be over represented in pastoral figures

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: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>PE coaches</i></p> <p>MFSE dedicated sports coaches alongside PE Lead will ensure that PE lessons are high quality.</p> <p>£10K</p>	<p>The average impact of MFSE will increase accelerated progress through relationships, bespoke Phoenix curriculum, deliberate practice and progress indicators</p> <p>Teachers' knowledge, skills and confidence in delivery of high quality PE lessons will increase through team teaching and individual CPD sessions.</p> <p>Sept 2024 MFSE took over PE in school, PE Lead works across all year group. MFSE provides additional sessions during lunchtimes for all year groups.</p>	1, 3
<p><i>6 strands and Walktrous</i></p>	<p>The average impact of metacognition and self-regulation strategies is visible through triangulation of pupil voice, RRG, external visitors, PPM</p> <p>Implementation of 6 Strands for behaviour ensures consistency in approach</p>	2,3
<p><i>SENCO</i></p>	<p>Part time SENCO has been appointed from Sept 2024. SENCo supports Inclusion Manager is ensuring that effective provision is in place for disadvantaged pupils and SEND assessment is timely and appropriate</p> <p>SENCO is enrolled on NPQSEND course.</p> <p>Recent review of SEND register confirmed that 67% of children on SEND register receive PP funding.</p> <p>Average impact triangulated between progress, pupil voice, EduKey and plans in place.</p>	2,3
<p><i>Cover supervisor and high quality supply staff</i></p>	<p>Teachers that have created relationships with our children while working at Phoenix ensure that continuity of the curriculum is robust, pastoral needs are met and the families are provided with continuous support.</p>	1,2,3
<p><i>Early Reading / Cycles</i></p> <p><i>Monster Phonics, VIPERS, Reading Cycle (Echo</i></p>	<p>Successful implementation of Monster Phonics across the school allows embedded synthetic early reading foundations and to allow</p>	2

<p><i>Reading, Vocab, Comprehension)</i></p>	<p>identified tailored groups within the upper schools.</p> <p>Successful reading cycles allows activities to be carefully tailored to all pupils' capabilities and learning priorities, and involve texts that provide an effective but not overwhelming challenge.</p> <p>Approaches that focus on speaking and listening and a combination of the two all show positive impacts on attainment.</p>	
<p><i>Writing cycles</i></p>	<p>New Writing Lead is a part of ELT</p> <p>Writing CPD and internal moderations are planned across the academic year</p> <p>Writing cycles reviewed and fully embedded</p> <p>Writing TAFs reviewed to reflect DfE guidance</p>	<p>2</p>
<p><i>Feedback</i></p>	<p>Oral immediate feedback involves spoken comments from the practitioner. The impact of oral feedback is higher, on average than the impact of feedback overall.</p> <p>Written feedback is typically given to pupils after they have completed the task and intended for them to reflect upon and independently move their learning forward.</p>	<p>2</p>
<p>Our highly skilled TAs and HLTA work very closely with our therapists to deliver the best personalised sp&l intervention to our children. They follow the targets set by the therapist and work with the children daily to ensure that they are having their needs meet. This in turn goes back into the classroom to promote further progress in learning.</p> <p>The TAs work daily on small step targets set by our therapist to help the children access the curriculum. This intervention is a key for many children as Sp&L underpins all areas of learning. Through this intense support our children will be able to actively take part in core learning and move forward in their education.</p>	<p>The impact this intervention has is evident in the progress that children are making. Sp&L is such an intrinsic part of our learning. The children work on small achievable targets so they are seeing regularly that they are achieving and this helps to push them forward in all areas of school life.</p>	<p>2,3</p>
<p>Knowledge Organisers Used at Phoenix as ongoing retrieval and recall systems to support past, current and pre-learning</p>	<p>EEF research has proven retrieval can increase a pupil's progress by over five months. Also, that metacognition and feedback can increase over six-eight months. Homework is not always within a primary pupil's control. Using Organisers within the Phoenix context will aid with retention and progress in each area.</p>	<p>2,3</p>

<p>Collaborative Learning (VBE) VBE education encourages self-leadership Confidence to work together and be valued in their opinion.</p>	<p>The effects of VBE and collaborative learning in Primary Schools is 5+ progress.</p>	<p>1,2,3</p>
<p>Phoenix curriculum is a knowledge-engaged. At Phoenix pupils learn skills alongside knowledge, ensuring that both are explicitly developed. Knowledge and skills are intertwined at Phoenix. Children seek out new information, develop, consolidate and deepen their knowledge, understanding and skills to ensure that they have the tools required to step into secondary. (Reinforced by Trust QA) Pupils and staff can articulate their knowledge and understanding clearly, holding conversations with adults and peers to discuss their knowledge, skills and metacognition using the six strands that are sequentially planned to deliver all portable requirements from EYFS – Year 6+</p>	<p>Mastery is set on achievement which has a high level of variation when pupils' work at their own pace. The context of Phoenix pupils' and until it is a whole through primary the impact will be lower. However, the curriculum is designed to support retention, challenge and a holistic approach for children to close gaps and master the portable skills required.</p>	<p>1,2,3</p>
<p>Development of Community Based Curriculum Community is at heart of Phoenix, by involving community our children have an opportunity to broaden their horizons, be exposed to new experiences and cultures.</p>	<p>Children and families are involved in number of community projects. Children's aspirations are rising, impact of curriculum is visible through pupils voice, RRG and validated by external agencies.</p>	<p>1,2,3</p>
<p>CPD</p> <ul style="list-style-type: none"> • Behaviour • TIP • Arbour • Studybugs • Dogs Mentor 	<p>Staff CPD into new programs that support the triangulation of pupils' progress, attainment, needs, learning priorities and behaviour strategies to support SEMH across the school. Consistency of approach enables all staff to identify and enable key pupils', working with all stakeholders to ensure holistic progress</p>	<p>1,2,3</p>
<p>Formative and summative assessing</p> <ul style="list-style-type: none"> • Pixl • Low stakes quizzing • Retrieval 	<p>EEF – Cognitive science approaches in the classroom: a review of evidence, states that by testing for knowledge of previously learnt content, retrieval practice encourages pupils to strengthen their memory on key concepts and information. This also encourages dialogues with pupils on</p>	<p>2</p>

<ul style="list-style-type: none"> • Sequential Curriculum Design • High order questioning • Peer and self-assessment • Peer Challenge 	learning priorities leading to metacognition and improvement strategies with self-awareness.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 63,181

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs	The work our TAs do has proven to be invaluable. They have worked to secure the children's learning and the confidence they give the children to learn and succeed is evident in the work the children produce. Our results are improving year on year and the desire to learn is now underpinning our school.	1,2, 3
<i>Early Reading Monster Phonics</i>	Successful implementation of Monster Phonics across the school allows embedded synthetic early reading foundations and to allow identified tailored groups within the upper schools. Enabling success in reading and writing as identified children have access to the curriculum with blending, segmenting and phonetical writing application	1,2
<i>Small group / 1:1 intervention Reducing the number of pupils in a group enables the teacher to adopt a range of strategies and approaches bespoke to individual needs and provide more time for feedback and support PIXL Bug Club TTR IDL for reading and numeracy</i>	Evidence from EEF indicates that a reduction in group size needs to be significant to have an impact. Where this is achieved the impact have been evidenced to be 3months+	2,3
<i>Pearl Room Carefully designed mid-term provision delivered to a group of children with</i>	Evidence of progress from small group, pastoral therapies and retrieval intervention illustrate the impact that supports intensive SEMH interventions to enable key pupils to develop self-regulation skills and learn foundation skills	1,2,3

<p><i>specific SEMH/EBSL needs. Provision is supported by 2 members of staff out of which is trained MELSA</i></p> <p><i>Boxall online</i></p> <p><i>Bespoke therapies / curriculum provision</i></p>	<p>which leads to successful reintegration back into whole classroom learning</p> <p>Effectiveness of intensive SEMH interventions is evidenced in EEF guidance.</p>	
<p><i>Visits / Workshops</i></p> <p><i>Financial support reviewed on a case by case basis</i></p> <p><i>Bushcraft – 10K</i></p>	<p>We offer all our children the chance to secure their learning through educational trips/activities. Each year group through their varying topics plan and arrange trips or in school activities to help the children gain learning through experience. The children are given the chance to have hands on experiences that they then use to further their learning through cross curricular subjects. The trips/activities we provide give our children the chance to gain experiences they may never get. Through this more interactive learning we are able to secure the children's understanding and provide aspirations. This includes Forest Schools which each year group gets to experience twice per year. No children per year group that benefit from this support:</p> <p>Year 6 = 23</p> <p>Year 5 = 42</p> <p>Year 4 = 33</p> <p>Year 3 = 29</p> <p>Year 2 =25</p> <p>Year 1 = 20</p> <p>Year R = 8</p>	1, 2, 3
S&L	<p>A number of children in receipt of PP across the school are being offered Speech and Language support. C&I is the primary need in school. S&L support is provided through direct work with TAs who follow SALT Plans as well as targeted Intervention Programmes like Elklan, Language for Learning, Language for Thinking, Lego Therapy, Barrier Games or Achieving Speech and Language Targets. In order to support development of speech the school regularly works with both NHS and Private Speech and Language Therapists. In the Autumn Term, all children in EYFS are assessed with EYFS WELLCOM to identify S&L needs. Relevant referrals are made and appropriate interventions are put in place. Their progress is being monitored termly.</p>	1,2,3

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

Budgeted cost: 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral Team</i>	The EHP that are currently in place are proving very successful. However, they are fluid thing and	1, 3

<p><i>Development of Pastoral Team. Team will include newly appointed FLO and Pastoral Practitioner, MELSA and DSL. Pastoral Team is led by Inclusion Manager. Pastoral Team works with children on programmes and therapies to support their health, well-being, development and academia identified for individuals and groups of students through In-school TACs</i></p>	<p>families come and go depending on need. Due to the needs of our children and families around social, emotional and mental health are constantly growing.</p> <p>Highly trained Pastoral Support Practitioners delivers evidence-based SEMH interventions including play therapy, Drawing and Talking, Talkabout, The Big Book of Blob Tree.</p> <p>Our early intervention and being more astute along with getting all the relevant support in place for families to help secure them and their child's learning/progress within school.</p> <p>Developing highly skilled Pastoral Team ensures that we are able to reach a larger number of children and families and as a school we can respond to their needs quickly and effectively. Our children have greater access to the drop-in and targeted sessions and many children dip in and out of this service but it is an on-going benefit to all children and it often resolves any problems/issues or worries that a child has.</p> <p>The FLO and Pastoral support Practitioner has already built strong relationships and supported a number of children with therapies and emotional support enabling them to access the provision provided successfully</p>	
<p>Dojo Store and House Awards</p> <p>£2K</p>	<p>Dojo Store and House Awards promote and reinforce “good to be good” approach and positive behaviour management. The approach supports development of self-management as well as, complements VbE and school values. The approach promotes high aspirations and positive attitudes.</p> <p>Promoting positive behaviour management is championed by T Bennett as well as EEF and EBE research and guidance</p>	3
<p>Newly appointed FLO and Pastoral Support Practitioner supported by Senior DSL. Both professionals are integral part of Pastoral Team.</p> <p>FLO works closely with parents and offers support and advice as well as referrals for relevant support e.g. Early Help, Social Care, Parenting and Chatham Charities</p> <p>FLO also holds drop in sessions for any of our children to come and share any of their worries/problems or issues that may be causing them to be upset or distressed.</p> <p>FLO regularly undertakes home visits with attendance officer for children who are</p>	<p>The EHP that are currently in place are proving very successful. However, they are fluid thing and families come and go depending on need. We currently have 3 chn on EHCP and 7 under assessment, 5 on CP and 1 LAC. Our early intervention and being more astute along with getting all the relevant support in place for families to help secure them and their child's learning/progress within school. All children are still able to access the drop-in sessions run by the FLO and many children dip in and out of this service but it is an on-going benefit to all children and it often resolves any problems/issues or worries that a child has.</p> <p>FLO and SDSL have built trusting and professional relationships with majority of families they work with therefore they feel reassured and more likely to engage with other services i.e. social care as they have someone to explain processes and support them with this.</p>	1,3

not in school and for welfare checks. <i>SDSL regularly attend multi agency meetings, e.g. Early Help reviews, CP conferences, Core group meetings. LAC and PEP reviews.</i>		
<i>EST</i>	Phoenix work closely with NELFT – NHS service that supports children with SEMH. Service is a half way point between pastoral support available in school and CAMHS. Service offers 1:1 work with pupils as well provides support for parents in form of workshops and individual sessions. EST provides Brain Buddies programme for Y5, workshops for parents, individual sessions for children and targeted family support workshops. EST works closely with school’s Pastoral Team	1,3
<i>EP</i>	This service is a vital role in supporting the learning of all children and has been very productive in getting the correct plans in place for a number of children. The support to both child and parent/carer is helping to improve outcomes for these children and any applications for EHCP's.	1,2,3
<i>SALT</i>	The Speech and language Therapists provide assessment of needs, support and care for children who have difficulties around speech and language development. The SALT devises programmes of intervention and work alongside children and TAs. The therapist also carry out assessments to see what areas of difficulty they children have. SALT works closely with SENCO, S&L TA, she also supports TAs in effective delivery of set interventions. Currently SALT works with 23pupils out of which 15 are in receipt of PP. Further 4 children have been recently referred for speech assessment	2, 3
<i>Breakfast club</i>	Breakfast club is a very successful provision that runs at full capacity. Currently there are 57 children attend Breakfast club out of which 24 are in receipt of PP. Breakfast Club provides an opportunity for many children to start the school day fed and settled. During breakfast Club staff supports extra reading and academic activities. Additionally many activities promote development of social skills and encourages positive interactions.	1,3
<i>Lunchtime and After school provision including:</i> <ul style="list-style-type: none"> • <i>Opal - £5K</i> 	Lunchtime and afterschool provision/clubs are provided by school staff and a known external agency organised by Phoenix PE Lead. Clubs provide a wide range activities including computing, arts and crafts and appeal to	1,3

<ul style="list-style-type: none"> • <i>EYFS/KA1 afterschool gross and fine motor skills club - £2K</i> 	<p>children’s interests (ie Pokemons). This provision promotes school values, encourages social interactions and teamwork. It also supports our community as it provides short term child care. 98 children receiving PP attend various afterschool clubs out of which 34 attend more than 1 club a week. all clubs provided hold a good attendance.</p>	
<p><i>Wraparound care</i></p>	<p>Well trained coaches and staff provide in a wide range of activities including sports and wellbeing activities. This exposes children to activities they may not ordinarily experience and encourages social interaction, teamwork and boosts confidence.</p>	<p>1,2,3</p>
<p>TIP</p>	<p>Taking under consideration needs of our children by implementing TIP as a regular practice we teach our pupils how to manage their emotions effectively, reduce stress, and promote self-reflection and self-regulation. By implementing these evidence-based strategies, trauma-informed school creates a supportive and inclusive environment that fosters positive mental health and emotional wellbeing. This impacts on overall outcomes</p>	<p>1, 2, 3</p>
<p>Dog Mentors £2K</p>	<p>This provision promotes emotional development in children. Dog Mentors improve self-esteem, acceptance from others and lifts mood, often provoking laughter and fun. Dogs help children relax and manage anxiety. Dogs can also teach compassion and respect for other living things. There is extensive evidence that having a school dog impacts positively on wellbeing as it has calming effects on pupils, particularly those with behavioural or learning difficulties. It also improves behaviour and concentration, reduces stress and improves self-esteem. encouraging expression and participation in more withdrawn children. This obviously translates into improvements in behaviour and attendance</p>	<p>1,3</p>

Total budgeted cost: £ 258,822

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 2023-2024 academic year.

Our assessments demonstrate that pupil behaviour, wellbeing and mental health is a prime need in our school. Our disadvantaged pupils are particularly at risk of experiencing primary and secondary trauma. For that reason we use Pupil Premium funding to provide wellbeing support for all pupils, and targeted interventions where required. Pearl Room was very successful with Y6 cohort which was fully reintegrated into the whole class teaching at the end of term 5. To respond to the needs of our children Pearl provision started in term 6 for children in Y3. Trauma Informed Practice has been introduced via series of CPD and workshops.

SENCO, FLO and Pastoral Support Practitioner has been successfully appointed.

Quality-First Teaching using 6 strands is effectively embedded. Day to day management including coordination of funding requests and organisation of initiatives was effective ensuring that pupils had access to equipment needed and some students were able to be involved in number of initiatives. There was regular reporting and monitoring of the outcomes of disadvantaged pupils and curriculum and timetable planning ensured that best practice was used for allocating disadvantaged students.

Careful planning, monitoring and robust assessment cycle secured positive outcomes for both academic, social and emotional development of disadvantaged pupils.

Service pupil premium funding

Intended outcome	Success criteria	We Achieved
<p>For attendance of our PP children to be no lower than the attendance for non-PP children. For attendance to be 'good' compared to national attendance (96%).</p>	<ul style="list-style-type: none"> • Short term (June / July 25) <ul style="list-style-type: none"> - PP pupils' attendance and punctuality improves steadily. Difference in attendance of children with PP and non-PP is less than 4% • Medium Term (June / July 26) <ul style="list-style-type: none"> - The gap between PP and non-PP is less than 2% - School attendance is close to National average • Long term (June / July 27) <ul style="list-style-type: none"> - PP pupils' attendance in line with national average - All attendance figures consistently match national - Persistent absence is below 5% 	<ul style="list-style-type: none"> •
<p>To close the gap in attainment and progress in Writing between</p>	<ul style="list-style-type: none"> • Short term (June / July 25) <ul style="list-style-type: none"> - 90% of PP pupils make at least expected progress in Writing 	<ul style="list-style-type: none"> •

<p>disadvantaged pupils and non-disadvantaged pupils</p>	<ul style="list-style-type: none"> - Progress in writing across all year groups is steadily increasing • Medium Term (June / July 26) <ul style="list-style-type: none"> - Rate of progress in writing is close to that in reading and maths - The writing gap between PP and non-PP progress is marginal - PP attainment in writing improve steadily • Long term (June / July 27) <ul style="list-style-type: none"> - PP pupils' progress is in line with all pupils' progress - PP pupil's percentage of pupils' making above expected progress increases 	
<p>To maintain the rate of progress in Reading, Writing and Maths between disadvantaged pupils and non-disadvantaged pupils</p>	<ul style="list-style-type: none"> • Short term (June / July 22) <ul style="list-style-type: none"> - 90% of PP pupils make at least expected progress in RWM - Gap between children with PP and non-PP achieving EXS in RWM is less than 4% • Medium Term (June / July 23) <ul style="list-style-type: none"> - The gap between PP and non-PP progress marginal across all 3 subjects - PP attainment is closing and is less than 2% • Long term (June / July 24) <ul style="list-style-type: none"> - PP pupils' progress across 3 subjects is in line with all pupils' progress - PP pupil's percentage of pupils' making above expected progress increases 	<ul style="list-style-type: none"> •
<p>To develop the Social, Emotional Mental Health and behaviour of disadvantaged pupil through embedding Trauma Informed Practice and Dog Mentor initiatives</p>	<ul style="list-style-type: none"> • Short term (June / July 25) <ul style="list-style-type: none"> - Reduction of behaviour incidents for key PP pupils - Increase wellbeing of children with PP - To work with families to offer support and guidance and impact on outcomes and attendance. • Medium Term (June / July 26) <ul style="list-style-type: none"> - An increase in PP pupils' progress in attendance, academia through evidence-based initiatives • Long term (June / July 27) <ul style="list-style-type: none"> - No group to be over represented in pastoral figures 	<ul style="list-style-type: none"> •

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Externally provided programmes

Programme	Provider
GL Ready	GL assessments
ACE	GL Assessments
YARC	GL Assessments
WellComm	GL Assessments
Boxall	Boxall Online

Part B: Review of outcomes in the previous academic year