

Pupil premium strategy statement – Saint Mary’s CofE Primary School

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

School overview

Detail	Data
Number of pupils in school	411
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	B Warland
Pupil premium lead	K Evans
Governor / Trustee lead	F Bano

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 136 000
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 136 000

Part A: Pupil premium strategy plan

Statement of intent

Intentions for Whole School Curriculum and Teaching and Learning approaches.

We believe the gap between disadvantaged learners and their peers can be narrowed through the provision of an engaging, accessible curriculum which enables pupils to find their voices, explore new ideas and have experiences beyond those they would otherwise have access to. We believe in the entitlement of all children to high quality teaching across the curriculum and to have their own interests and talents recognised and developed.

Building positive learning behaviours, resilience and confidence forms an integral part of our approach to whole school teaching and learning. When planning curriculum projects and lesson sequences, we recognise the role we play in developing independence and overcoming barriers relating to vocabulary, prior experiences, basic skills and parental engagement with school to ensure disadvantaged learners are able to succeed.

To achieve this intention, we will:

- Plan for the active engagement of disadvantaged learners with their own learning, progress and next steps. We will purposefully plan opportunities for pupils to develop their independence, confidence, resilience and understanding of themselves as learners.
- Create approaches to the teaching of reading that ensure all learners are included and able to engage with high quality texts, participating at their own level in the collaborative learning taking place in their class.
- Monitor, review and reflect on our work to build positive learning behaviours, experiences and relationships within our classes so that we can continually adapt and improve, embedding the importance of this work into our systems for monitoring and evaluation.
- Use assessment for learning practices to identify disadvantaged learners with the potential to exceed their age related expectations and develop their learning accordingly.
- Promote child-led approaches to teaching and learning in the EYFS that raise engagement with, and accessibility of, curriculum content in a way that is responsive to the needs of each new cohort.
- Engage parents with the learning of their children in school through the planning of curriculum workshops, parents meetings related to core curriculum learning, and readily available curriculum content information.

Intentions for Targeted Academic Support:

We recognise the importance of early and accurate identification of learning needs and gaps in knowledge or skill as well as the language deficits many disadvantaged pupils arrive into the EYFS with. Well-planned and monitored academic interventions, sitting alongside effective classroom practice, are essential for pupils with additional needs to achieve their potential and to narrow the gap. We acknowledge the significant impact that can be made through the effective use of additional classroom adults.

For targeted academic interventions to have the greatest possible impact, we know how important the role played by parents and carers at home can be. When the focus of interventions and small-steps of progress are clearly and frequently communicated with home, children can be best supported to achieve their targets.

To achieve this intention, we will:

- Deliver CPD and tailored support to ensure all staff are able to make effective use of lesson time to address the small step targets given to pupils with SEND (Class SEN approaches).
- Continue to ensure regular CPD time is dedicated to assessing pupils' progress, updating small step targets and selecting the most appropriate intervention to address this need.
- Make use of internal monitoring processes, including Pupil Progress Meetings, to identify pupils who may be in need of additional academic support.
- Monitor the effectiveness of academic interventions at 3 key assessment points each year, utilising this data to make informed choices about pupils' next steps, refining the way this data is used to ensure the greatest and fastest impact on pupils.
- Engage parents of pupils with specific targets with strategies for supporting their learning. This may include, but not be limited to, sending work home, communication between home and school of successes and providing strategies for securing key learning.
- Use a range of communication methods to raise and maintain parental attendance at SEN reviews, ensuring parents are aware of the progress and next steps for pupils receiving targeted academic support.
- Deploy additional adults into key year groups to supported targeted teaching of vulnerable learners, including facilitating smaller teaching groups.

- Use Welcomm assessments carried out early in the Autumn term to inform the development of speech, language and vocabulary teaching and interventions in Reception.

Intentions for Wider Strategies to Narrow the Attainment Gap:

Children’s attainment and progress in school is influenced by a number of external factors including their home experiences and their physical and emotional health. We recognise the role we play in supporting children and their families beyond the requirements of the national curriculum. We believe disadvantaged learners succeed best when their families are engaged and invested in their learning in school and are able to support them at home. It is our responsibility to identify the wider barriers to attainment that may be affecting individual pupils and to use our professional expertise, access to additional services and our position as a friendly, familiar face to nurture positive, impactful relationships with families. We know that children need to feel settled, safe and happy in order to learn and achieve.

To achieve this intention, we will:

- Make a priority of the spiritual development of our pupils, recognising this as a door to greater self-worth, confidence, connection with others and engagement with personal growth and learning. We will do this work in line with our school’s vision and our ethos as a Church of England primary school.
- Use a range of communication methods to raise and maintain parental attendance at SEMH reviews, ensuring parents are aware of the progress and next steps for pupils receiving targeted academic support.
- Make robust use of internal procedures for identifying pupils in need of additional emotional or behavioural support.
- Offer identified individuals packages of evidence-based pastoral support through monitored interventions.
- Ensure internal systems for managing and monitoring the learning behaviours and emotional wellbeing of identified individuals are consistently used and clearly communicated with all adults working with these children.
- Involve parents/carers in the review of Learning Support Plan targets relating to behaviour or emotional regulation through regular meetings.
- Make robust use of internal procedures for identifying families who may be in need of additional support including Early Help, signposting to relevant external sources of support and liaising with these as needed.
- Identify pupils whose attendance in school may become a concern and use pro-active approaches to reaching out to these families, working with them to overcome barriers to being in school.

Challenges

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

Challenge number	Detail of challenge
1	Lower CL attainment for PP pupils leaving EYFS. 3 Year data shows an average gap of 8.5% in Speaking and 7.6% L, A and U on entry into Y1.
2	Cohorts with higher numbers of disadvantaged pupils (>30%) are more likely to experience collectively weaker learning behaviours, impacting on retention of knowledge and progress through the curriculum.
3	Disadvantaged Pupils are disproportionately more likely to have additional special educational needs to be addressed through academic interventions. PP: 38% (29/76) pupils identified on SEN register.
4	Disadvantaged pupils have weaker phonic knowledge in comparison to their peers on entry to Y2: 3 year data shows an average gap of 20.8% between PP and non PP PSC pass rates.
5	Disadvantaged Pupils are disproportionately more likely to have SEMH needs that manifest as poor classroom behaviour or weak emotional regulation abilities. PP: 71% (10/14) pupils on Learning Support Plans as of July 2024.
6	Inconsistent attendance of pupils. PP: 38% (23/63) of pupils monitored for attendance as of July 2024 Persistent absences is more likely amongst PP pupils with 20.4% of PP pupils monitored for attendance below 90% (compared to 6.4 % of non PP pupils) during 2023 – 24.

7	Parental engagement with core learning. Engaging parents with core learning, in particular with phonics and times tables acquisition is an emerging priority for us. There are currently limited school-wide approaches to this.
8	Acquisition of times tables knowledge is less secure for disadvantaged pupils will lower average MTC scores (2024: Disadvantaged average score 18.1, non-Disadvantaged average score 22.3)

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
Gaps in speech and language development are narrowed as a result of curriculum planning, language-rich environments and targeted interventions in EYFS.	Welcomm exit data and EYFS end of year progress data shows an improved picture from the beginning of the academic year.
Disadvantaged pupil engagement with learning to be improved so that pupils are actively participating in lessons, building improved learning behaviours and more secure retention of key knowledge	Pupil and staff voice demonstrates disadvantaged pupils have improved participation and engagement. Summative data shows disadvantaged pupils retain key knowledge as well as their peers.
Spiritual and personal development of disadvantaged pupils builds their confidence, resilience and self-esteem.	Pupil and staff voice demonstrates that these pupils are growing in their confidence, resilience and reflectiveness and show improved self-esteem in their day to day management of themselves and their relationships. Reduced number of purple letters within a term. Reduced number of pupils needing higher levels of behaviour support and intervention (LSPs) Improved progress for pupils participating in SEMH interventions. Wellbeing BEE data from classrooms shows that PP children are improving in their acquisition of strategies to build their readiness for learning.
Children receiving SEMH support via Learning Support Plans and SEMH interventions demonstrate progress from their starting points, moving away from LSPs where possible.	Reduced numbers of pupils on Learning Support Plans. Learning mentor data demonstrates progress made.
Children receiving targeted academic support make good progress as a result of well-planned and monitored interventions.	Small steps of progress measured on SEN Toolkits and within evidence-based intervention packages demonstrate good progress. Systems in place effectively identify where progress is not good, enabling quick and targeted responses and adaptations.
Higher levels of parental engagement with, and knowledge of, additional support in place for children receiving interventions.	Consistently good parental attendance at SEN and Learning Support Plan reviews. Positive parental feedback about this process.
Improved attendance for children currently being monitored.	Attendance improves for this group of pupils.

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: £ £34,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning engagement and participation improved by the embedding of active learning strategies into all elements of the St Mary's curriculum.</p> <p>Deliberate teaching and learning strategies used to promote collaboration, shared thinking, practical</p> <p>DHT time for planning and leading INSET, monitoring and support for teaching and learning.</p> <p>CPD for teaching staff.</p>	<p>The EEF Guide to the Pupil Premium describes clearly that high quality teaching is "the most powerful way for schools to improve pupil attainment."</p> <p>We are developing and securing our practises in relation to key elements from the menu of approaches:</p> <ul style="list-style-type: none"> - Continuous and sustained professional development. In this case delivered specifically in line with our own school development priorities. <p>Mentoring and coaching for teachers delivered by leaders to develop teaching practice.</p>	<p>2, 5, 6</p>
<p>EYFS: Ongoing review and adaptation of the EYFS curriculum in line with national changes and with a focus on language development and child-led pedagogy in order to maximise vocabulary acquisition and curriculum access and engagement.</p> <p>EYFS leader time for curriculum and pedagogical development.</p> <p>CPD required for all EYFS staff.</p> <p>Purchase of new EYFS resources to facilitate new approaches.</p>	<p>Evidence for the development of communication and language being crucial to the progress of disadvantaged children is made evident in research contained within the EEF's EYFS Teaching and Learning Toolkit</p> <p>The evidence for child-led pedagogy has been well laid out by the DfE and DCSF, in guidance for the Early Years sector, including the documents "Learning, Playing and Interacting" and "Playing and Exploring"</p>	<p>1</p>
<p>Review and development of whole class reading approaches to ensure greater participation and engagement of lower attaining readers.</p> <p>Reading Subject leader time to monitor, plan and lead CPD.</p> <p>INSET and CPD time</p> <p>Creation of adapted resources for lower attaining and SEN pupils.</p>	<p>The EEF research into Reading Comprehension Strategies identifies the teaching of these as having 'very high impact'.</p> <p>The teaching of these to a whole class with further smaller group or paired collaboration opportunities is described as a common teaching approach. This is reflected in our school approach to novel study and the explicit teaching of VIPERS reading comprehension skills.</p>	<p>2, 3, 4</p>
<p>Approaches and resources developed to enable parents to more easily engage with their children's learning including the acquisition of key skills (phonics and times tables) and their wider curriculum learning.</p> <p>DHT and subject leader time to plan communication and resources for parents to</p>	<p>The EEF guide, "Working with Parents to Support Children's learning" provides a clear evidence base to support the direction of Pupil Premium work towards establishing closer connections with parents so that they can better engage with their children's learning.</p> <p>Recommendation 2 of this report: Provide practical strategies to support learning at home suggests tips, support and resources to support learning at home.</p>	<p>7, 2, 4, 8</p>

<p>enable them to work successfully with their children.</p> <p>DHT and Maths leader data analysis and leadership time.</p>		
<p>Attainment at EXS in core subjects</p> <p>Subject leader and DHT monitoring time.</p> <p>INSET and CPD time.</p>	<p>The St Mary's approach to planning for independence and secure skills acquisition for lower ability learners is called Class Action. Evidence informing its development can be found in the following publications:</p> <p>EEF Guidance Report: Metacognition and Self-Regulated Learning (2018) which describes 7 key strategies for developing this approach. Class Action incorporates the following recommendations from this report:</p> <ul style="list-style-type: none"> - Teach pupils how to plan, monitor and evaluate their learning by planning in a series of steps, beginning with activating prior learning. - Set an appropriate level of challenge - Explicitly teach pupils how to organise and effectively manage their learning independently - Support teachers to develop knowledge of these approach and expect them to be applied. <p>We have also been informed by the EEF Guidance Report: SEN in Mainstream Schools (2020). Although Class Action does not target SEN pupils specifically, we have considered the following recommendations:</p> <ul style="list-style-type: none"> - Create a positive and supportive environment for all pupils without exception, removing barriers to learning and promoting active engagement. - Ensure all pupils have access to high quality teaching, employing strategies such as flexible grouping, cognitive and meta-cognitive strategies, explicit instruction and scaffolding. <p>Alongside published research materials, our own internal analysis of the impact of Class Action strategies on Writing attainment has informed the continuation of this approach and its profile within monitoring of teaching and learning.</p>	<p>2, 8</p>

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

Budgeted cost: £80,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing cycle of SEND reviews including assessment, target setting and communication with parents.</p>	<p>The SEN Code of Practice clearly outlines the Assess, Plan, Do, Review expectations on schools and we are focussed on refining:</p> <ul style="list-style-type: none"> - Establishing a timetable of interventions led by specialist TAs across the school - How we track assessments 	<p>3</p>

<p>Scheduled Learning Support Plan reviews with parents to take place half termly.</p> <p>SENCO time to plan and attend reviews</p> <p>TA time running and reviewing interventions</p> <p>Teacher time to attend reviews.</p>	<ul style="list-style-type: none"> - Supporting teachers and TAs to plan and do - Raising the engagement of families in the review process. <p>To identify the main elements of our approach to this development, we have consulted the following EEF Guidance Reports:</p> <p>Making the Best Use of TAs (2018)</p> <ul style="list-style-type: none"> - Use TAs to deliver high-quality one to one and small group support using structured interventions - Adopt evidence based interventions to support TAs in their small group and one to one instruction <p>Working with Parents (2018)</p> <ul style="list-style-type: none"> - Provide practical strategies to support learning at home - Offer more sustained and intensive support where needed <p>SEN in Mainstream Schools (2020)</p> <ul style="list-style-type: none"> - Complement high quality teaching with carefully selected small group and one to one interventions 	
<p>EYFS: Deployment of additional adult support and a tailored internal programme of CPD to ensure:</p> <p>Families are involved in their child's learning journey, sharing their child's achievements at home via a termly questionnaire.</p> <p>Twice-weekly adult-led sessions with an emphasis on supporting children's self-regulation in order to develop resilient learning behaviours, over time.</p> <p>Continuous provision is enhanced with resources which require collaborative cooperation, impulse control, empathy and turn-taking e.g. board games and floor puzzles.</p> <p>Targeted teaching group for the development of personal, social and emotional development led by skilled and experienced TA.</p> <p>Curriculum is planned to use co-regulation and emotion coaching in order to support the development of children's self-regulation.</p> <p>Deployment of adults into EYFS</p> <p>EYFS team CPD and INSET</p> <p>EYFS Leader time</p>	<p>The 2009-2017 BERA-TACTYC Early Childhood Research Review offers research-based collaboration from over 50 academics concerning the areas of play and pedagogy, learning, development and curriculum and assessment and school readiness.</p> <p>The 2004 EPPE study, whilst it focuses on pre-school education, has many useful pointers for the EYFS in primary schools e.g. that effective pedagogy includes high-quality adult-child interactions, the provision of effective, enabling learning environments and 'sustained shared thinking' to extend children's learning.</p> <p>The DfE's SEED Research Report, 2017, "Good Practice in Early Education" highlights the importance of children participating in small group activities that enable high-quality adult/child interactions, as well as affording children the opportunity to work collaboratively within a "language-rich" environment.</p>	<p>1, 3, 5</p>

Additional EYFS SEND release time		
SALT Therapist and designated school based teaching assistant support in school for identified individuals in need of additional intervention.	Welcomm assessments and evidence-based interventions are used to address identified speech and language needs.	1
<p>Delivery of targeted phonics intervention to those pupils needing support to 'keep up' with their peers and their age related expectation.</p> <p>Early Reading Leader release time for monitoring and assessment.</p> <p>INSET and CPD time.</p>	<p>We deliver the Little Wandle: Letters and Sounds Revised Keep Up intervention which is supported by its own robust evidence base, in particular the following publications by neuroscientist Stanislas Dehaene.</p> <ul style="list-style-type: none"> - Reading in the brain (2010) - How we learn (2021) <p>The EEF toolkit identifies the teaching of synthetic phonics as 'high impact' when delivered in a systematic and explicit way as Little Wandle directs.</p>	4
<p>Development of strategies and approaches to target the engagement of parents of children with specific learning needs or gaps to address.</p> <p>Phonics/times tables support and resources shared with parents of target pupils along with advice and guidance from school staff.</p> <p>Class teacher/subject leader time to create resources and meet with parents.</p> <p>Resources to support learning at home.</p> <p>Subject leader time for review and monitoring.</p>	<p>The EEF guide, "Working with Parents to Support Children's learning" provides a clear evidence base to support the direction of Pupil Premium work towards establishing closer connections with parents so that they can better engage with their children's learning.</p> <p>Recommendation 2 describes creating and using tailored support resources with parents.</p> <p>Recommendation 3 will inform our approach to communication with this group of parents to ensure the dialogue is positive and constructive.</p>	7, 4, 8

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

Budgeted cost: £ 25 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school work to deepen and improve the spiritual development of our pupils in order to improve their self-knowledge and self-esteem, engagement with the world around them and in their relationships with others.</p> <p>HT and Worship Leader time for planning and monitoring.</p> <p>INSET and CPD time</p>		2, 5, 6

Resources for creation of spaces for spiritual reflection in classrooms and around school.		
<p>Strategies to target pupils with low attendance</p> <p>AHT and Office Staff time to monitor attendance and identify pupils</p> <p>AHT (SENCO) and Learning Mentor time to support families including through Early Help offers.</p>	<p>EEF Guidance Report: Working with Parents (2018)</p> <ul style="list-style-type: none"> - Provide practical strategies to support learning at home - Offer more sustained and intensive support where needed 	
<p>Packages of evidence-based SEMH interventions delivered to pupils in need by Learning Mentor:</p> <p>ELSA STICKS</p> <p>Learning Mentor time to run and evaluate interventions</p>	<p>A study by Wong et al (2020) conducted into the perceptions of KS2 children of ELSA support concluded that children valued the skills taught to them that helped them manage their emotions.</p>	5
<p>Development of strategies and approaches to target the engagement of parents with SEMH plan reviews and supporting their children's progress towards these targets.</p> <p>Learning mentor and DHT time to plan and attend SEMH reviews</p> <p>Class teacher time to prepare for and attend reviews.</p>	<p>The EEF guide, "Working with Parents to Support Children's learning" provides a clear evidence base to support the direction of Pupil Premium work towards establishing closer connections with parents so that they can better engage with their children's learning.</p> <p>Recommendation 4 will guide us as we work alongside parents where pupil learning behaviours are being developed or where pupils are needing more intensive support to be successful in school.</p>	7, 5
<p>Subsidy for disadvantaged pupils' cost for participating in residential visits for Y4 and Y6</p>	<p>Evidence of past visits has shown pupils to develop confidence and self-esteem following these visits.</p> <p>Both take place in Autumn 1 and provide a sound foundation in teamwork, collaboration and a sense of achievement beyond the academic. This is particularly true in Y6 where the intent is to build resilience and problem-solving skills.</p>	5

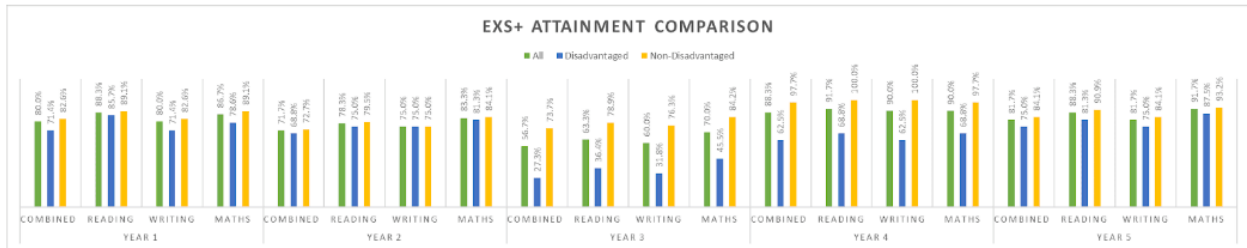
Total budgeted cost: £ 139,300

Part B: Review of the previous academic year

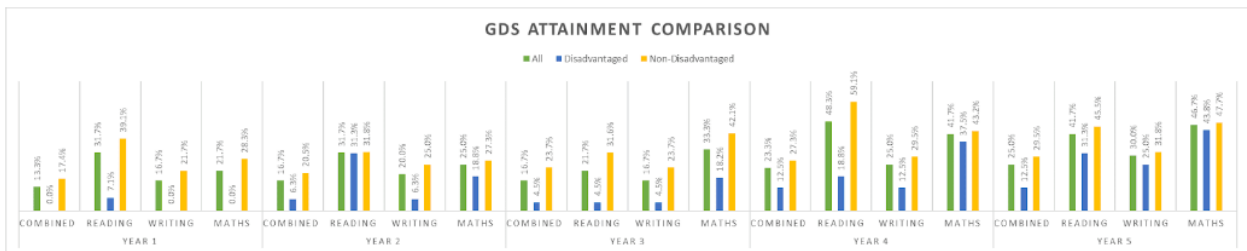
Outcomes for disadvantaged pupils

Headline Outcomes for Disadvantaged Pupils July 2024

EXS	Year 1				Year 2				Year 3				Year 4				Year 5			
	Combined	Reading	Writing	Maths	Combined	Reading	Writing	Maths	Combined	Reading	Writing	Maths	Combined	Reading	Writing	Maths	Combined	Reading	Writing	Maths
All	80.0%	88.3%	80.0%	86.7%	71.7%	78.3%	75.0%	83.3%	56.7%	63.3%	60.0%	70.0%	88.3%	91.7%	90.0%	90.0%	81.7%	88.3%	81.7%	91.7%
Disadvantaged	71.4%	85.7%	71.4%	78.6%	68.8%	75.0%	75.0%	81.3%	27.3%	36.4%	31.8%	45.5%	62.5%	68.8%	62.5%	68.8%	75.0%	81.3%	75.0%	87.5%
Non-Disadvantaged	82.6%	89.1%	82.6%	89.1%	72.7%	79.5%	75.0%	84.1%	73.7%	78.9%	76.3%	84.2%	97.7%	100.0%	100.0%	97.7%	84.1%	90.9%	84.1%	98.2%



GDS	Year 1				Year 2				Year 3				Year 4				Year 5			
	Combined	Reading	Writing	Maths	Combined	Reading	Writing	Maths	Combined	Reading	Writing	Maths	Combined	Reading	Writing	Maths	Combined	Reading	Writing	Maths
All	13.3%	31.7%	16.7%	21.7%	16.7%	31.7%	20.0%	25.0%	16.7%	21.7%	16.7%	33.3%	23.3%	48.3%	25.0%	41.7%	25.0%	41.7%	30.0%	46.7%
Disadvantaged	0.0%	7.1%	0.0%	0.0%	6.3%	31.3%	6.3%	18.8%	4.5%	4.5%	4.5%	18.2%	12.5%	18.8%	12.5%	37.5%	12.5%	31.3%	25.0%	43.8%
Non-Disadvantaged	17.4%	39.1%	21.7%	28.3%	20.5%	31.8%	25.0%	27.3%	23.7%	31.6%	23.7%	42.1%	27.3%	59.1%	29.5%	43.2%	29.5%	45.5%	31.6%	47.7%



Disadvantaged Attainment Gap Change Over Time: Summer 2023 → Summer 2024

Includes pupils with data at both assessment points.

EXS+

EXS Gap	Year 1 (51)				Year 2 (55)				Year 3 (54)				Year 4 (58)				Year 5 (59)			
	Combined	Reading	Writing	Maths	Combined	Reading	Writing	Maths	Combined	Reading	Writing	Maths	Combined	Reading	Writing	Maths	Combined	Reading	Writing	Maths
2023	35.2%	10.2%	26.9%	12.2%	11.3%	13.9%	-3.0%	9.2%	54.5%	52.8%	40.3%	43.3%	36.6%	39.0%	36.6%	28.9%	12.6%	11.0%	12.6%	7.8%
2024	14.7%	3.2%	14.7%	9.0%	1.7%	1.9%	-5.4%	-2.8%	50.2%	46.8%	48.5%	43.3%	35.1%	31.3%	37.5%	28.9%	11.0%	11.8%	11.0%	5.5%
Diff	-20.5%	-7.0%	-12.2%	-3.2%	-9.6%	-12.0%	-2.4%	-12.0%	-4.3%	-6.0%	8.2%	0.0%	-1.5%	-7.7%	0.9%	0.0%	-1.6%	0.8%	-1.6%	-2.3%

Previous Pupil Premium Strategy Plan (2021 – 2024) Outcomes

Intended outcome	Success criteria	Outcome											
Gaps in speech and language development are narrowed as a result of curriculum planning, language-rich environments and targeted interventions in EYFS.	Welcomm exit data and EYFS end of year progress data shows an improved picture from the beginning of the academic year.	EYFS end of year data 2024 showed a smaller gap in attainment in CL than the previous year: <table border="1" style="margin-left: 20px;"> <thead> <tr> <th colspan="2">%age attainment gap</th> </tr> <tr> <th></th> <th>2023</th> <th>2024</th> </tr> </thead> <tbody> <tr> <td>Speaking</td> <td>16.2%</td> <td>10.0%</td> </tr> <tr> <td>L, A and U</td> <td>18.4%</td> <td>8.0%</td> </tr> </tbody> </table>	%age attainment gap			2023	2024	Speaking	16.2%	10.0%	L, A and U	18.4%	8.0%
%age attainment gap													
	2023	2024											
Speaking	16.2%	10.0%											
L, A and U	18.4%	8.0%											

Increased proportion of Disadvantaged pupils achieve ARE in core subjects, bringing this into line with non-disadvantaged attainment.	End of Key Stage outcomes and internal school data shows a narrowing gap at ARE in core subjects.	End of year data 2024 demonstrated that the gap between PP pupils and their peers at EXS continues to narrow across core subjects and key stages. (see data above)																																																																																				
Increased proportion of disadvantaged pupils achieve GDS in Writing, bringing this into line with non-disadvantaged attainment.	End of Key Stage outcomes and internal school data shows a narrowing gap at GDS in Writing.	Key Stage 2 Outcomes 2024: 2024 KS2 outcomes showed higher attainment at EXS for PP pupils in Writing, Maths and their combined core subject attainment.																																																																																				
<table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="4">Reading</th> <th colspan="4">Writing</th> <th colspan="4">Maths</th> <th colspan="4">Combined</th> </tr> <tr> <th colspan="2">EXS</th> <th colspan="2">GDS</th> <th colspan="2">EXS</th> <th colspan="2">GDS</th> <th colspan="2">EXS</th> <th colspan="2">GDS</th> <th colspan="2">EXS</th> <th colspan="2">GDS</th> </tr> </thead> <tbody> <tr> <td>All</td> <td>54/60</td> <td>90%</td> <td>24/60</td> <td>40%</td> <td>52/60</td> <td>87%</td> <td>17/60</td> <td>28%</td> <td>54/60</td> <td>90%</td> <td>33/60</td> <td>55%</td> <td>47/60</td> <td>78%</td> <td>12/60</td> <td>20%</td> </tr> <tr> <td>PP</td> <td>9/11</td> <td>82%</td> <td>4/11</td> <td>36%</td> <td>10/11</td> <td>91%</td> <td>3/11</td> <td>27%</td> <td>10/11</td> <td>91%</td> <td>4/11</td> <td>36%</td> <td>9/11</td> <td>82%</td> <td>2/11</td> <td>18%</td> </tr> <tr> <td>Non-PP</td> <td>45/49</td> <td>92%</td> <td>30/49</td> <td>61%</td> <td>42/49</td> <td>86%</td> <td>14/49</td> <td>29%</td> <td>44/49</td> <td>90%</td> <td>29/49</td> <td>59%</td> <td>38/49</td> <td>78%</td> <td>10/49</td> <td>20%</td> </tr> </tbody> </table>				Reading				Writing				Maths				Combined				EXS		GDS		EXS		GDS		EXS		GDS		EXS		GDS		All	54/60	90%	24/60	40%	52/60	87%	17/60	28%	54/60	90%	33/60	55%	47/60	78%	12/60	20%	PP	9/11	82%	4/11	36%	10/11	91%	3/11	27%	10/11	91%	4/11	36%	9/11	82%	2/11	18%	Non-PP	45/49	92%	30/49	61%	42/49	86%	14/49	29%	44/49	90%	29/49	59%	38/49	78%	10/49	20%
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Disadvantaged pupils approach their learning across the curriculum with greater confidence and have higher expectations of their own independence.	Evidence gathered from pupil progress meetings and book scrutiny to show a high expectation of what these pupils can achieve independently.	End of year data 2024 demonstrated that the gap between PP pupils and their peers at EXS continues to narrow across core subjects and key stages. (see data above) Internal monitoring of teaching and learning consistently captures anecdotal evidence of improving independence of disadvantaged pupils.																																																																																				
Ability grouping to enable targeted phonics teaching, closing gaps on entry to Y1.	Phonics Screening scores show significant progress for targeted pupils.	2024 Year One Phonics Screening Check Progress. Disadvantaged pupils made the same average points progress (11) between September and June 2023 – 2024 as their peers.																																																																																				
Children receiving targeted academic support make good progress as a result of well-planned and monitored interventions.	Small steps of progress measured on SEN Toolkits show good progress being made. Yellow Books show appropriate movement through well-chosen targets.	Established and embedded processes for target setting and tracking progress in interventions. Entry and exit data used consistently to set next steps and to communicate progress with pupils, parents and teachers. The next stage of this work will ensure that class based SEND target work is as robustly measured and that data is used to make improvements to practice.																																																																																				
Higher levels of parental engagement with, and knowledge of, additional support in place for children receiving interventions.	Good parental attendance at SEN and Learning Support Plan reviews. Positive parental feedback about this process.	SEND transition review meetings July 2024 achieved the highest level of parental attendance recorded.																																																																																				
Pupils with SEMH needs receive effective support packages which result in improved wellbeing and classroom outcomes.	ELSA and STICKS intervention scores show positive impact of intervention. Pupil Progress meetings, pupil books and teacher feedback to capture impact on classroom outcomes.	End of year data 2024 demonstrated that the gap between PP pupils and their peers at EXS continues to narrow across core subjects and key stages. (see data above)																																																																																				
Improved attendance for children currently being monitored.	Attendance improves for this group of pupils.	Attendance monitoring demonstrates that higher levels of attendance support work to improve the attendance of targeted pupils. However, there remains work to do to improve the persistent absence of a disproportionate number of disadvantaged pupils.																																																																																				

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.