Pupil premium strategy statement - Ide Hill Church of England 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	150
Proportion (%) of pupil premium eligible pupils	Less than 10%
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)**	2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Elizabeth Alexander and Jeanine Johnson
Pupil premium lead	Elizabeth Alexander
Governor / Trustee lead	Sue Caskey Ian Basden-Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,345 (subject to October census)
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£0
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£15,345

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	(subject to October census)

Part A: Pupil premium strategy plan

Statement of intent

At our school, we are committed to developing a love of learning, placing equal importance on the academic, moral, social, physical, spiritual development and well-being of our pupils. Our goal is to help children build resilience and flourish in all aspects of life. By fostering strong relationships with families, the Church, and the wider community, we aspire to deliver an education that prepares children for the opportunities, responsibilities, and challenges of adult life.

To support the academic and personal growth of pupils in receipt of the Pupil Premium Grant, we provide tailored opportunities that they may not otherwise access. This includes funding for educational visits to places of interest, offering a broad range of experiences to enhance their learning. We also support participation in extra-curricular activities, including school clubs, and ensure that essential items are provided to enable equal access to the curriculum.

In addition to academic support, we prioritise the well-being of our pupils by offering counselling services, meetings with families, and implementing new initiatives aimed at holistic development. We aim to ensure that pupils eligible for PPG make at least good progress from their starting points and work to close the gap between them and their non-pupil premium peers.

We also invest in high-quality teaching and ongoing professional development for all staff. By ensuring that every class has an effective teacher and by providing targeted, in-class and small group structured interventions, we strive to offer the best possible educational experience for all our pupils.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils have identified vocabulary gaps for some of our disadvantaged children. These gaps are impacting both their reading comprehension and spelling abilities.
2	Assessments, observations, and discussions with pupils have identified retrieval and recording is a challenge for some of our disadvantaged children.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for some pupils. This includes behavioural challenges and anxiety. Some of these children also lack engagement and opportunities for extra curricular activities.
4	Our attendance data over the last year indicates that attendance among disadvantaged pupils has been between 5% lower than all children.
5	Some of our disadvantaged children are also on the SEND register, which presents additional challenges and requires tailored support. These pupils often face multiple barriers to learning, including difficulties with language acquisition, cognition, and social or emotional development. The combination of being both disadvantaged and having special educational needs means that these children require individualised interventions.

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
Improved vocabulary, spellings and reading comprehension among disadvantaged pupils.	Assessments and observations indicate significantly improved vocabulary, spelling and reading comprehension among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, ongoing formative assessment and summative assessment through spelling tests and reading assessments.
Improved retrieval skills and recording for our disadvantaged pupils.	Observations and discussions with pupils will demonstrate retrieval skills have improved.

	Book scrutiny will evidence improvement of recording ideas in a range of successful ways.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: - qualitative data from student voice, student and parent surveys and teacher observations - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils - Boxall Profile assessments - Intervention records such as Zones of Regulation and Sensory Circuits.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: - the overall unauthorised absence rate for all pupils being no more than 1.6% and authorised 5.5% which were the absent rates on gov.uk for academic year 2023-2024. - The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to within 3% (Last year 5%) - Qualitative data from pupil voice and parent meetings - Clear actions and logs recorded within the attendance team meetings.
To ensure expected progress for children who are both SEND and disadvantaged.	This will be evidenced through book scrutiny, observations and assessments. Individual learning plans to show progress taking place and next steps. Children who need additional screening or outside agency support will be referred promptly with support from parents.

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: £3,746

£1096= Reading Assessments (Total cost £1517)

£450 = Maths Assessments

£500 = CPD

£1000 = Writing Scheme (Total cost £2000)

£200 = Reading programme

£500 = School Improvement Advisor support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised assessments. Information for staff to ensure assessments are interpreted and administered correctly.	Conducting reading and maths assessments three times a year across the school offers several key benefits: • **Early Identification of Gaps**: Regular assessments allow teachers to identify learning gaps or areas of difficulty early on, enabling timely interventions before issues become more significant. • **Tracking Progress**: Assessing students throughout the year provides valuable data on individual and class progress, helping teachers monitor whether students are on track or need additional support. • **Informed Teaching**: The assessment data helps teachers adjust and differentiate their instruction, ensuring lessons are tailored to meet the specific needs of each student, whether they require more challenge or extra help.	1, 2, 3 and 5

	• **Targeted Interventions**: For pupils falling behind, particularly disadvantaged or SEND students, these assessments enable the creation of focused interventions to address specific gaps in learning. • **Parental Communication**: Regular assessments provide concrete data that can be shared with parents, giving them a clear understanding of their child's strengths and areas for improvement. • **Preparing for Statutory Tests**: Frequent assessments help prepare students for end-of-year statutory assessments (such as SATs), reducing test anxiety and familiarising them with test formats. • **Whole-School Improvement**: Aggregated assessment data helps school leaders evaluate the effectiveness of teaching strategies, curriculum implementation, and resource allocation across the school, driving continuous improvement. It also helps for consistency across the school.	
Developing teacher and teaching assistant CPD across the school	**The Education Endowment Foundation (EEF)** highlights that effective teacher CPD can lead to improved pupil outcomes. High-quality CPD enhances teachers' subject knowledge, pedagogy, and ability to implement effective classroom strategies. It is estimated that CPD can add up to seven additional months of progress in students over an academic year . **John Hattie's meta-analysis** on the factors influencing student achievement shows that teacher expertise and quality of instruction are among the most powerful influences on student learning, significantly boosted through sustained CPD. Research by the **EEF** has shown that TAs, when properly trained through CPD, can make a meaningful impact on student learning, particularly in literacy and numeracy. Teaching assistants who receive targeted	1, 2, 3 and 5

	training in delivering structured interventions show notable improvements in pupil outcomes. Untrained TAs are less effective, emphasising the need for continuous professional development. CPD enables teachers and TAs to adopt evidence-based teaching strategies, such as metacognition, feedback, and formative assessment, which have been proven to boost pupil learning. **Joyce and Showers (2002)** found that CPD that includes opportunities for practice, feedback, and coaching is particularly effective in leading to sustained changes in teacher practice. CPD is essential in equipping teachers and TAs to better support disadvantaged pupils and those with special educational needs (SEND). Tailored training helps staff understand the specific challenges faced by these groups, allowing them to implement effective interventions. The benefits of collaborative CPD are also supported by research. **Cordingley et al. (2015)** found that teachers who engage in collaborative CPD—such as peer coaching and professional learning communities—are more likely to improve their teaching practice and pupil outcomes, as this approach fosters reflection, shared learning, and continuous improvement.	
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions	Teaching and Learning Toolkit	EEF	1, 2 and 5

fund ongoing teacher training and release time. This will be support through current schemes, our new writing programme and the development of reading throughout the school. Subject leaders will also be working on vocabulary within their subjects.		
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving_Social_and_Emotional_ Learning in Primary Schools | EEF	3
Give time to subject leaders across the school to lead upon their subject.	Giving time to subject leaders across the school to lead upon their subject offers numerous benefits that directly impact teaching quality, curriculum development, and student outcomes. Key benefits include: • **Deepened Knowledge**: Subject leaders have dedicated time to enhance their understanding of the curriculum, pedagogy, and recent	1, 2, 3 and 5

developments in their subject area, leading to improved teaching strategies across the school.

- **Focused Curriculum Development**: With time allocated, subject leaders can ensure that the curriculum is well-sequenced, coherent, and designed to meet the needs of all pupils, ensuring progression and depth in learning.
- **Mentoring and CPD**: Subject leaders can provide guidance, support, and training to other teachers, helping them to develop their own subject knowledge and teaching skills. This leads to a more consistent, high-quality teaching approach across the school.
- **Sharing Best Practice**: With time to reflect and observe lessons, subject leaders can identify and share effective teaching practices, ensuring that high standards are upheld across year groups and classrooms.
- **Aligning Teaching Practices**: Subject leaders can ensure that teaching methods, resources, and assessments are aligned with school priorities and policies, leading to greater consistency in how subjects are taught across different classrooms.
- **Monitoring and Evaluating Progress**: Regularly reviewing and assessing pupil progress in their subject, subject leaders can identify gaps in learning and ensure that interventions are timely and targeted, enhancing overall pupil outcomes.

4. Driving Whole-School Improvement

- **Strategic Planning**: Subject leaders can contribute to the school's strategic direction by setting clear goals and initiatives for their subject area that align with the school's broader improvement plans.
- **Data-Driven Decision Making**: By having time to analyse data and trends within their subject, leaders can make informed decisions about curriculum adjustments, resource allocation, and teaching priorities to improve pupil attainment.

- **Promoting a Culture of Excellence**: Strong subject leadership helps promote high expectations, encouraging both teachers and students to take pride in their achievements and aim for excellence within their subject areas.
- **Resource Allocation**: Subject leaders can manage and allocate resources more effectively, ensuring that teachers have access to high-quality materials that enrich learning and align with curriculum goals.
- **Leadership and Accountability**: Giving time to subject leaders fosters a sense of ownership and accountability for their subject, ensuring they take responsibility for student progress and the quality of teaching within their area.

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

Budgeted cost: £9,099

Dyslexia Gold = £799

Infinity Plus = £300

1:1 and small group interventions = £32,000 (2 afternoons of TAs) ¾ out of whole school budget.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve eye control and phonological awareness. Improve reading age, spelling age and comprehension. Times table fluency.	Evidence suggests that this programme improves reading by an average of 12 months in 3 months. This programme has been suggested by many specialist teachers.	1,2 and 5
Purchase of a maths intervention targeted at disadvantaged	**Targeted Support**: Maths Infinity offers personalised learning	1,2 and 5

pupils who require further maths support including fluency.	opportunities, allowing students to focus on specific areas of difficulty and build a strong foundation in core maths concepts. **Improved Confidence**: Regular interventions help students overcome challenges in maths, which in turn improves their confidence and reduces maths anxiety. **Boost in Achievement**: By addressing learning gaps and reinforcing essential skills, these interventions often lead to improved performance in classroom assessments and standardised tests. **Engaging Resources**: Maths Infinity programs use engaging, visual, and interactive resources that enhance student engagement, making learning maths enjoyable and accessible. **Mastery Approach**: White Rose Maths promotes a mastery approach, where students learn maths deeply and securely before moving on, ensuring long-term retention of concepts.	
Delivery of small group and 1:1 interventions across the school – including sensory circuit, nurture groups, precision teaching, pre-teaching and catch up support.	**1:1 interventions** **Effectiveness**: According to the EEF, one-to-one tuition is highly effective in improving pupil attainment. On average, it can lead to **+5 months of additional progress** over the course of a year. **Personalised Learning**: It allows for highly individualised support, tailored to the specific needs of the pupil, making it particularly beneficial for	1,2,3 and 5

| | those struggling with particular areas of learning.

Targeted: It works best when sessions are frequent and for a short duration (e.g., 30 minutes), and when it's aligned with the student's regular curriculum.

Small Group Interventions

Effectiveness: Small group tuition is also effective, offering **+4 months of additional progress**. It is often less costly than one-to-one tuition but can still yield significant benefits.

Peer Interaction: Small group work allows for collaborative learning, where students can benefit from peer explanations and discussion, which enhances understanding.

Focus: As with one-to-one, small group interventions are most effective when closely aligned with the regular classroom content and when groups remain small (usually 2-5 students).

Overall, EEF's research shows that both small group and one-to-one interventions are highly effective ways to accelerate pupil progress, especially when delivered by skilled practitioners and aligned with classroom teaching. | |

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

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and reviewing our behaviour policy to develop consistent approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: [Behaviour interventions	Teaching and Learning Toolkit	EEF](#) A consistent behavior policy, especially one that integrates elements of **nurture principles** and **Zones of Regulation**, provides numerous benefits for both students and staff. Promotes Emotional Regulation **Improved Self-awareness**: The Zones of Regulation framework helps students understand and recognise their emotions by categorizing them into four zones (Blue, Green, Yellow, Red). This increases self-awareness and emotional vocabulary. **Coping Strategies**: Students are equipped with strategies to manage their emotions and return to a "green zone," where they are calm, focused, and ready to learn. **Consistency in Language**: Having a common language across the school helps students consistently identify and manage their feelings, leading to a more harmonious environment. Supports Positive Relationships (Nurture Principles) **Secure Attachments**: A nurturing behavior policy fosters trusting relationships between students and adults, which are crucial for emotional well-being and learning.	3 and 4

	Understanding Individual Needs: Nurture principles emphasise understanding children's development and the importance of early experiences in shaping behavior. This can reduce punitive approaches and promote empathy. **Inclusive Environment**: Nurture-based approaches prioritise understanding the underlying causes of behavior, rather than just focusing on the symptoms. This makes the school more inclusive, helping those with additional social and emotional needs feel valued and supported. Predictability and Security **Clear Expectations**: A consistent policy makes expectations for behavior clear to all students. This reduces confusion, providing a secure and predictable environment where students know the consequences of their actions. **Reduced Anxiety**: Predictability helps reduce anxiety, particularly for vulnerable students or those with additional emotional needs, as they understand what is expected of them and can feel more in control. Improved Learning Environment **Focus on Learning**: With consistent behavior expectations in place, time spent on managing disruptions decreases, leading to more time focused on teaching and learning. **Calm and Safe Environment**: A nurturing and regulated environment is less prone to conflicts and emotional outbursts, creating a calm	

	and safe space where students can thrive. <u>Equips Students with Life Skills</u> **Self-regulation**: The Zones of Regulation provide tools that students can carry with them beyond school, teaching them how to manage emotions, behaviors, and reactions in real-world situations. **Resilience and Problem-solving**: Nurture approaches encourage students to develop resilience and problem-solving skills by reflecting on their behaviors and emotions in a supportive setting. <u>Staff Well-being and Consistency</u> **Reduced Burnout**: A consistent behavior policy that emphasises nurture and emotional regulation reduces stress for staff, as they spend less time managing misbehavior and more time fostering positive relationships and learning. **Unified Approach**: When all staff follow the same behavior policy, there is less room for confusion or inconsistency, which helps staff maintain authority and ensures fairness across the school. Incorporating a consistent behavior policy that is grounded in nurture principles and the Zones of Regulation fosters a supportive, calm, and empathetic school culture where both students and staff can flourish.	
Embedding principles of good practice set out in the DfE's guidance on working	The DfE guidance has been informed by engagement with schools that have significantly	4

together to improve school attendance. This will involve training and release time for staff to continue to implement new procedures.	reduced levels of absence and persistent absence.	
Provide wider opportunities to children to ensure they can access trips, events and clubs	There is substantial evidence to suggest that supporting **Pupil Premium (PP)** children with access to clubs, events, and trips has positive impacts on their overall development and educational outcomes. This is particularly important as these enrichment opportunities help to level the playing field for disadvantaged students, contributing to their academic success and personal growth.	3

Total budgeted cost: £ £15,345

Further information (Evaluation)

Term 1	**Improved vocabulary, spellings and reading comprehension among disadvantaged pupils.** • All classes in KS2 split into spelling group. EYFS and KS1 developing spellings through phonics programme. • Vocabulary development already seen across the school through the use of our new writing scheme. • Clear vocabulary displays shown and used on working walls and as part of modelling and example texts. • All children reading daily for pleasure, reading sessions taking place 3-5 times a week, all classes using the library weekly - organisation of the library supporting this. • Progression of skills document breaking knowledge and skills down per year group has now been completed – ready to begin in term 2. • Year 6 reading assessments took place with very useful analysis. **Improved retrieval skills and recording for our disadvantaged pupils.**

- Book looks show all children are accessing the learning, some with support. Additional interventions in place to support Indvidual children or groups such as phonics, smaller spelling groups and Dyslexia Gold.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.
- Within a recent questionnaire, 83% (which was the lowest percentage out of all the classes) said they enjoy being at school. This compared with 81% the year before.
- Within a recent questionnaire, 82% (which was the lowest percentage out of all the classes) said they feel safe at school. This compared with 81% the year before. On following up these questions, it was explored that were children felt they were not safe was because they were worried about the weather or if they or their siblings were poorly.
- Within a recent questionnaire, 78% (which was the lowest percentage out of all the classes) said they have a trusted adulted to go to if they are worried. On following up these questions, all children could name an adult they would go to if they needed to. Some children had completed the survey incorrectly, others said they were not worried so didn't need one.
- Children have a range of enrichment activities they can participate in. Including: Newspaper club, Karate, Homework, Games, Coding, Fashion, Science and Choir.
- Whole school colour run was a good success and promoted our whole school community.
- Sensory Circuits is showing to have good effects for the children participating in the morning

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.
- *the overall unauthorised absence rate for all pupils being no more than 1.6% and authorised 5.5% which were the absent rates on gov.uk for academic year 2023-2024.* **Currently 97.3%.**
2.7% overall attendance
Unauthorised: 0.6%
Authorised: 2.1%
This is mainly due to illness (reminders of when children can come to school sent out) and holidays at the start of the term.
- *The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to within 3% (Last year 5%)*

	Currently 89.6% which is a gap of 7.7% 4/7 below 95% - holiday and illness. Working with 1 family.
	Gov.uk: By school type, the absence rates across the 2024/25 academic year to date were: 4.3% in state-funded primary schools (3.0% authorised and 1.3% unauthorised) **School is below national figures.**
	  • Attendance meetings continuing where appropriate • Weekly attendance meetings • Attendance discussed during safeguarding meetings weekly. • Attendance raffle tickets and celebration in assemblies. • Use of the government attendance monitoring is useful. **To ensure expected progress for children who are both SEND and disadvantaged.** Assessment week yet to take place. Positive feedback during pupil progress meetings – see individual notes. Strong teaching seen throughout the school following schemes of work. **Activity taken plac**e: Purchasing of assessments and WhiteRose Infinity – yet to use. CPD across the school – see CPD overview Writing scheme in place and showing positive early impacts. Monitoring from subject leads – positive results from time given Dyslexia Gold purchased for a small number of children and strong impact – to use for more children. Further clubs have become available to all children before, during and after school. Interventions and precision teaching taking place within classes, as well as quality first teaching and further training on Mainstream Core Standards for all staff.
Term 2	**Improved vocabulary, spellings and reading comprehension among disadvantaged pupils** Progression of skills document breaking knowledge and skills down per year group in now being used across the school. Spelling tests 3 x per year and in place and give a good baseline. These were discussed at pupil progress meetings alongside teacher assessment. 3 PP children not meeting in spellings. 2 of those children did not achieve age related expectations at the end of their prior key

stage. 74% meeting ARE in spellings across the school for all children including PP. This gives a good baseline for us.

Vocabulary testing is support our SENCO currently for individual children. This is helping to inform SMART targets for ILPs or class provision.

Reading assessments across the school have supported teacher judgements. These have taken longer to deliver due to children not all experienced tests before but have supported teachers and identified areas for further work as a class or individually. It has also identified who would benefit from a scribe or additional time. 67% are meeting age related expectations. 89% (1 child) making progress since previous keystage.

The library has now been organised to make using the library more accessible for the children.

Dyselxia Gold has show positive impact for key children and is now being rolled out to more children across the school. Through purchasing more laptops and tablets this has supported the interventions being accessed both within groups supported by an adult and individually.

Increased monitoring and action from subject leads has support development of subjects across the school.

Improved retrieval skills and recording for our disadvantaged pupils.

Improvements being seen in retrieval skills through enhanced pupil voice across the school. Children are beginning to talk about what skills and knowledge they are learning rather than just what they 'have done/are doing'. Further work on this with the children and teachers referring to learning intention more frequently. Use of adult support within classrooms is good and the use of now and then boards being used more.

As a school we are working on how we can use less worksheets and record in other ways. This is a focus this year.

Support with processing and retention with our SENCO for individual children. Including working with external agencies and referrals.

Infinity has supported teachers with additional resources for individual children and groups.

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Nurture Groups and social story groups added to support well being across the school. Senior Mental Health Led Training taking place for Nurture Lead conitnuing to take place.

Increased number of clubs throughout the school adding more from Term 1 – dance, running, Showtime. Next term we will also be adding chess, netball, lacrosse, Timestable Rocks Stars and Lego. About 50% clubs have at least 1 PP child attending. 169 children attend clubs. They may attend more than 1 club.

For term 3 we have also opened up these clubs to more year groups.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Current overall attendance from 12.12.24: 96.9

Unauthorised: 0.3

Authorised: 2.8

Severe absence (Below 50%): 0%

Persistence absence (Below 90%): 6%

Below 95%: 17%

Mainly due to illness

- *The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to within 3% (Last year 5%)*

Current overall attendance from 12.12.24: 91.7%

Gap between disadvantaged and non: 5.2%

GOV.UK year to date up until 22nd November 2024:
4.7% in state-funded primary schools (3.3% authorised and 1.3% unauthorised)

To ensure expected progress for children who are both SEND and disadvantaged.

Monitoring progress through pupil progress meetings and data sheets alongside SENCO. Currently all children both SEND and PP are making

	expected progress. Sample small as some children have now come off the SEND register and onto the monitoring through whole class provision. More specific testing from SENCO across the school has helped to identify gaps and put in place interventions. Training/CPD for TAs in these interventions has also been successful for the delivery and impact of these interventions. **Coming up:** Further library developments to continue. We have recently purchased 50 recommended reads per class which we aim to begin using in January 2025. Vocabulary development and pupil voice as part of subject lead work to continue. Update behaviour policy in line with Nurture UK – continuing to work on
Term 3	**Improved vocabulary, spellings and reading comprehension among disadvantaged pupils** There has not been any further data since T2. The next data drop is in T4. Progress clearly being seen through the use of dyslexia Gold, as well as the confidence from the children. More children have been added to this intervention. The school has purchased 50 books per year group 'recommended reads' which are in all classrooms. Most children seem engaged and motivated for the challenge. We are currently exploring the development of the library. Spellings in KS2 now taking place as a whole class. Discussions with teachers to evaluate this so far, further monitoring to take place. **Improved retrieval skills and recording for our disadvantaged pupils.** Staff member this term has attended training on Leading Pedagogical Approach. This is to be disseminated with other staff. Recording has continued to be a focus within all subject areas, particularly Geography. *'Staff carefully check what pupils are learning and address any gaps or misconceptions. Pupils with special educational needs and/or disabilities*

(SEND) have their needs carefully identified. Skilled staff put adaptations in place so that pupils with SEND can access the curriculum and are successful.' Ofsted December 2024

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Training course attended focusing on Belonging – This is to be further shared with staff.
1 further club to be added in T4 after successful lessons of this within school.
Nurture UK paperwork has now been submitted.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.
Current overall attendance from 12.2.25: 96.9

Unauthorised: 0.3

Authorised: 3

Severe absence (Below 50%): 0%

Persistence absence (Below 90%): 6% (9children)

Below 95%: 19% (28 children)

Mainly due to illness but improving

- *The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to within 3% (Last year 5%)*

Current overall attendance from 12.2.25: 92.8

Gap between disadvantaged and non: 4.1% (decreasing from last term)

GOV.UK year to date up until 6th February 2025:

The data shows that the attendance rate across the **2024/25 academic year to date** was 93.4%. The absence rate was, therefore, 6.6% across all schools. The rate of persistent absence (pupils who miss 10% or more of their possible sessions) was 18.6%, which is a 1.9 percentage point decrease compared to the equivalent point last academic year.

By school type, the absence rates across the 2024/25 academic year to date were:

	• 5.2% in state-funded primary schools (3.8% authorised and 1.4% unauthorised) **To ensure expected progress for children who are both SEND and disadvantaged.** No data drops this term – to update at the end of T4. **Coming up:** Further library and outside area developments to continue. Vocabulary development and pupil voice as part of subject lead work to continue. Update behaviour policy in line with Nurture UK – continuing to work on After data drop to focus further on impact of interventions and spellings
Term 4	**Improved vocabulary, spellings and reading comprehension among disadvantaged pupils** Improvement seen through the use of our Dyslexia Gold Intervention, with many more children now successfully accessing the programme. 100% of pupil premium children have made expected progress since their previous key stage in reading. 67% are expected or above. 89% of pupil premium children have made progress from their previous key stage in writing. This is within 1 child. 45% are expected or above. **Improved retrieval skills and recording for our disadvantaged pupils.** All children are accessing the learning within the classroom. This may be with adult support for specific learning areas or through the use of manipulatives or other resources. **To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.** The school has now successfully achieved its Nurture UK accreditation. Boxall Profilling is being used across the school with interventions in place through nurture groups, zones of regulation, lego groups or counselling to name a few. Pupil voice takes place regularly with positive follow up discussions.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Current overall attendance from 3.4.25: 96.9%

Unauthorised: 0.3

Authorised: 3

Severe absence (Below 50%): 0%

Persistence absence (Below 90%): 4% (6 children)

Below 95%: 18% (28 children)

Mainly due to illness and a few holidays.

TARGET:

- *The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to within 3% (Last year 5%)*

Current overall attendance from 3.4.25: 93.5 (improvement from last term)

Gap between disadvantaged and non: 3.4% (decreasing from last term)

GOV.UK year to date up until 17th April 2025.

The attendance rate across the **2024/25 academic year to date** was 93.3%. The absence rate was, therefore, 6.7% across all schools. The rate of persistent absence (pupils who miss 10% or more of their possible sessions) was 18.4%, which is a 1.8 percentage point decrease compared to the equivalent point last academic year.

By school type, the absence rates across the 2024/25 academic year to date were:

- 5.2% in state-funded primary schools (3.9% authorised and 1.3% unauthorised)

	To ensure expected progress for children who are both SEND and disadvantaged.
	All children who are both SEND and PP are making expected progress in reading
	All children who are both SEND and PP are making expected progress in writing.
	Most children who are both SEND and PP are making expected progress in maths
	Coming up:
	Continuing development projects – outside areas, hall and school spaces.
	Monitoring of ILPs and interventions.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- **Outcome 1:** All children to have access to quality first teaching We are committed to ensuring that every child has access to high-quality teaching, which is a key pillar of our approach to education. Through continuous monitoring and analysis of both classroom practices and outcomes, we can confidently say that the teaching across all year groups is of a high standard. This is reflected in the progress and attainment results we are seeing from our pupils, which demonstrate the positive impact of our focused efforts. To maintain and further improve this quality of teaching, we have been developing a clear and structured training schedule that is closely aligned with our School Development Plan. This schedule identifies key areas for growth and professional development among staff, ensuring that all teachers receive regular, targeted support to refine their practice. Furthermore, we have been proactive in seeking external training opportunities for our teachers, enabling them to access educational research and best practices. By investing in both in-house and external training, we are fostering an environment of continuous professional development. This not only benefits our staff but directly translates into a richer, more engaging learning experience for our children. Ultimately, our aim is to ensure that every child receives the best possible education and is supported to reach their full potential. We will continue to monitor the effectiveness of our teaching and training programs to ensure they meet the needs of our students and align with our ongoing commitment to excellence in education. To support all children accessing quality first teaching we have also:

  ☐ Upskilled staff: Staff were trained in delivering targeted interventions, including precision teaching, to address specific learning needs effectively. Weekly meetings alongside the SENCO and regular collaboration ensured that teaching assistants were equipped with strategies to support SEN children, enhancing their learning both in class and through interventions.

  ☐ Developed a whole school intervention recording: Systematic tracking allowed us to monitor progress, adjust interventions, and ensure consistency across the school.

  ☐ Carried out Nurture UK training: This helped staff create a nurturing and supportive environment, particularly benefiting the emotional and social development of PP children.

  ☐ Purchased schemes and resources: High-quality schemes and manipulatives were provided to ensure that PP children could fully participate in learning, improving engagement and understanding. Through observations and monitoring teaching is strong when delivering these schemes of work.

  ☐ Undertaken regular pupil progress meetings: Focusing on the progress of all children, ensuring that PP pupils were closely monitored and supported. Fine

banding assessments also supported tracking our children and discussing appropriate next steps. Overall, the combination of these strategies has led to a strong improvement in the progress of our PP children, with the majority showing good progress towards their targets. The focus on tailored interventions, staff upskilling, and continuous monitoring has proven effective in narrowing the attainment gap. We remain committed to ensuring that all PP children continue to make strong progress.

Outcome 2: All children make at least good progress Through the implementation of our Pupil Premium strategy, we have seen positive progress in our PP cohort. Notably, 5 out of 7 PP children made good progress across core areas of the curriculum. This success can be attributed to several key initiatives aimed at supporting and enhancing their learning experiences: ☐ Focused interventions: Tailored interventions, both in and out of class, were delivered to meet the individual needs of PP children, addressing gaps in learning and improving outcomes.
☐ Long-term memory work: Strategies focused on improving retention of knowledge through retrieval practice, reinforcing learning over time. This included strategies such as quizzes, 'fish bowl' questions and pupil voice.
☐ Quality first teaching and a focus on Mainstream Core Standards Impact: 71% PP children made at least good progress across the school. 2 children who have not made expected progress from their prior key stage have ILPs in place.

Outcome 3: 100% of disadvantaged pupils who do not have a cognitive SEND need will reach age related expectations in R,W,M and Phonics. Those that have a SEND need will make more than expected progress from their individual starting points. 16 Tracking of our children using fine banding and regular pupil progress meetings has supported us in targeting children well. This is alongside moderation, teachers knowing their children well and support both in the classroom and where needed outside. Impact: 80% of disadvantaged pupils who are not SEN have made expected progress for their prior key stage. 60% of those children are working at age related expectation for all core areas. 29% of our children are both SEND and disadvantaged. These children are not meeting age related expectations but further fine banding and assessments have allowed us to monitor their small steps of progress more effectively.

Outcome 4: To put in place a systematic approach to supporting individual pupils who have a SEN/D and are in receipt of PP to ensure steps in progress can be readily measured in Pupil Progress Meetings –through personalised learning plans We closely track the progress of all our pupils through regular Pupil Progress Meetings. This ensures that every child's academic journey is carefully monitored, and any necessary interventions or support are promptly implemented. For children on the SEND register, we go a step further by

creating Individual Learning Plans (ILPs), which are tailored to meet each child's unique needs. These plans are regularly reviewed by the class teacher in collaboration with the Special Educational Needs Coordinator (SENCO) to ensure they remain relevant and effective. In addition, we maintain an open line of communication with parents, sharing these plans and updates three times a year during scheduled meetings. This approach ensures that all children, including those with additional needs, receive the appropriate support to make progress and achieve their potential.

Outcome 5: To reduce the effect of any socioeconomic gaps. As a school we ensure all children have the opportunity to represent the school in different roles, participate in clubs and take on leadership roles. All children attend class and whole school trips with their peers. Impact: 2/7 engaged in sporting outside of school. 4/7 engaged in an afterschool club. All were involved in school council and have a buddy.

Outcome 6: For all disadvantaged pupils to attend school regularly and on time, with attendance in line with all pupils. We monitored student attendance daily and held weekly attendance review meetings to discuss every child's attendance in detail. This consistent approach led to early identification of children and families requiring additional support. As a result, we were able to act quickly and implement appropriate interventions. The support process included sending termly letters home to inform parents of attendance concerns, conducting regular meetings with families, and coordinating assistance from external agencies such as Early Help, Family Hub, and Kent Attendance. These collaborative efforts strengthened relationships with both parents and children, allowing us to work together effectively towards improving attendance. The school has also established "Nurture Nooks" to provide safe, calming spaces for children. Nurture has become a key focus of the school council, supported by well-being As a result, all children's attendance is improving, and we continue to provide support to ensure sustained progress.

Outcome 7: Focus on SEMH for all PP children The school is nearing the completion of its journey to becoming a Nurture UK school, a process that has been guided and supported by our Nurture Lead. As part of this initiative, nurture groups are held one afternoon per week, with over half of our Pupil Premium children successfully benefiting from this targeted support. In addition to nurture groups, children are regularly engaging with the Zones of Regulation framework within the classroom and through small group or 1:1 sessions, as needed. Currently, two PP children are receiving this support through small group work or individual sessions, while others benefit from it within the classroom setting. Sensory circuits are offered daily, and three PP children are actively involved. Teachers have observed positive effects in class participation and overall well-

being as a result of these sensory interventions. 17 ambassadors who promote emotional well-being and peer support. These areas are used well by key individuals throughout the school. To further enhance mental health support, counselling is provided for two children across the school. Additionally, we have introduced Boxall profiling to better understand individual children's social, emotional, and mental health needs. This profiling will be rolled out to all children in the next academic year, ensuring a comprehensive approach to nurturing well-being.

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