

# **Pupil Premium Report**

**Brookhurst Primary School  
2024-2025**

**Year 3 of 3 Year Plan  
September 2024**

# 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	Brookhurst Primary School
Number of pupils in school (Reception-Year 6)	210
Proportion (%) of pupil premium eligible pupils	27 pupils = 13%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Pupil premium lead	Steve Williams
Governor lead	Kevin Williams

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£31, 320.00</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£0.00</b>
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£31,320.00</b>

## Part A: Pupil premium strategy plan

### Statement of intent

#### Objectives for Pupil Premium Spending

- To provide high quality learning experiences across the curriculum for all learners
- To provide additional support and intervention to ensure disadvantaged children achieve their potential
- To provide personalised social and emotional support to disadvantaged children to maximise their wellbeing
- To provide extra home/school support to help overcome any barriers to learning that may affect the wellbeing or academic achievements of disadvantaged children
- To provide both curricular and extra-curricular enrichment which links to either social and emotional development or academic progress and attainment

#### How does the pupil premium strategy plan work towards achieving those objectives?

- It enables us to provide in class support, small group and individual interventions to support eligible children with their emotional and social needs. These are provided by our highly trained support staff. This year we will identify a teaching assistant to be ELSA trained.
- It enables us to invest in a whole school approach to emotional and social wellbeing.
- It enables us to provide additional financial support to families as appropriate so that children are able to take part in a wide variety of extra-curricular activities. To also fund children for speech and language assessments who have been identified as being on the pathways for SEND

#### What are the key principles of your strategy plan?

At Brookhurst Primary School we are committed to meeting the needs of all pupils eligible for the pupil premium grant, both to support their academic needs and their social and emotional needs. We use an evidence based approach and regularly evaluate the impact our approaches are having on children's needs through our Inclusion Team (PPG & Safeguarding Lead, SENCO). We have benefitted from working closely with other schools within our locality, sharing our practice, comparing our approaches and improving our own.

We strongly believe that the best way to achieve equity of opportunity and improved outcomes for our disadvantaged pupils, is to accumulate advantage for them. This plan sets out our carefully considered approach.

## Challenges

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

Challenge number	Detail of challenge
1	Lack of parent engagement from a proportion of parents of our disadvantaged children, specifically a number of FSM families e.g. attendance at Parents' Evenings, curriculum workshops, support with homework, ensuring a consistent approach to learning and behaviour in and out of school. This impacts on their overall attainment and progress.
2	A significant number of our disadvantaged children also have recognised special educational needs or first concerns raised re possible special educational needs and this impacts on their overall attainment and progress.
3	Effects of early childhood trauma, attachment needs and emotional needs on overall attainment and progress on a significant number of our disadvantaged pupils.
4	All children's social and emotional wellbeing has been impacted by their experiences through the pandemic and as such many of our disadvantaged children now require increased levels of support to develop strong attitudes to learning, their self-esteem and engagement in learning.
5	External data for Year 6 end of key stage SATs shows 2024 – (4 children) 50% of disadvantaged children reached the expected standard in reading, 25% maths and 75% writing. 1 child score 99 in reading and 98 in maths (close to the threshold of 100) (1 child was on holiday and missed the Reading and GPAS SATS 2024) Internal data shows a steady acceleration in progress for disadvantaged children in each cohort and across school; of note is reading attainment. However attainment in writing and maths must improve and Leaders are content that this will happen as new ways of teaching are embedded.

Emerging research in the UK suggests that schools are adopting a number of promising strategies to improve outcomes for children living in poverty.

These include:

- rigorous monitoring and use of data
- raising pupil aspirations using engagement/aspiration programmes
- engaging parents and raising parental aspirations
- developing social and emotional competencies
- supporting school transitions
- providing strong and visionary leadership.

*Education Endowment Foundation*

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current 3 year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Attendance to continue to be high for disadvantaged children	<ul style="list-style-type: none"> <li>• Individual disadvantaged pupils having an attendance of 96% or above</li> <li>• A reduction in persistent absence</li> <li>• Lateness for disadvantaged pupils minimised through effective tracking and parental engagement.</li> </ul>
Improve the quality of teaching for disadvantaged pupils	<ul style="list-style-type: none"> <li>• Teaching of disadvantaged pupils is at least good and better.</li> <li>• Quality teaching results in disadvantaged pupils making the same levels of good progress and achieving the same achievement standards as non – disadvantaged pupils.</li> </ul>
Disadvantaged pupils in EYFS achieve age related expectations	<ul style="list-style-type: none"> <li>• Disadvantaged pupils to achieve age related expectations by the end of EYFS</li> </ul>





<p>Outcomes for disadvantaged pupils from different PPG groups are improved compared to previous years. (Updated expectation for 2024-25 based on pupil need and most recent data analysis)</p>	<p><b>Reading</b> For at least 75% of disadvantaged pupils in Y6 to achieve the expected standard and for 50% to achieve above the expected standard. For at least 80% of disadvantaged pupils in Y1 to Y5 to reach age related expectations or above</p> <p><b>Writing</b> For at least 75% of disadvantaged pupils in Y6 to achieve the expected standard For at least 60% of disadvantaged pupils in Y1 to Y5 to reach age related expectations or above</p> <p><b>Maths</b> For at least 100% of disadvantaged pupils in Y6 to achieve the expected standard and for 25% to achieve above the expected standard. For at least 75% of disadvantaged pupils in Y1 to Y5 to reach age related expectations or above.</p>
<p>Increased confidence and self-esteem of individuals enabling them to access academic learning</p>	<ul style="list-style-type: none"> <li>Disadvantaged pupils are able to access lessons more frequently. They engage in learning more frequently and where possible independently without support of a teaching assistant.</li> </ul>
<p>Improve behaviour of disadvantaged pupils who struggle to either conform to school rules, show a lack of attentiveness or low-level disruptive behaviour</p>	<ul style="list-style-type: none"> <li>Reduction in behaviour incidents in and out of class, with children taking responsibility and reflecting on their behaviour choices positively.</li> <li>Disruption during learning is minimised resulting in high levels of attentiveness, more opportunities for challenge and engagement, and higher rates of progress and achievement as detailed in outcomes section above.</li> </ul>
<p>Improve emotional stability and self-regulation of disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>Pupils understand and can control their emotions more effectively.</li> <li>ELSA sessions are timetabled to coach and support children</li> </ul>
<p>Meet individual learning needs of all disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>Disadvantaged pupils' learning barriers are overcome as their needs are met resulting in accelerated progress outcomes.</li> </ul>
<p>Analyse results of disadvantaged pupils and track their progress.</p>	<ul style="list-style-type: none"> <li>Disadvantaged pupil groups regularly monitored and tracked on school monitoring systems, giving a clear overview of their progress.</li> <li>Data analysis is used to tailor disadvantaged pupils' teaching, learning and interventions to ensure accelerated progress.</li> </ul>
<p>Improve social experiences and provide enrichment opportunities</p>	<ul style="list-style-type: none"> <li>Improved self-esteem and confidence for disadvantaged pupils.</li> </ul>




# Activity in this academic year 2024-25

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: £15,705


Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement the behaviour policy, supported by social and emotional interventions.</p> <p>My Happy Mind and ELSA</p>	<p>Building on the success of nurture and behaviour support sessions by our team of skilled staff, it is considered beneficial to continue to further develop this area. Many of our disadvantaged children require additional support from class teachers support staff to ensure they are ready to fully access the curriculum, engage positively and develop self-esteem and confidence within lessons. This approach has clearly accelerated progress and raised attainment outcomes higher than they were previously on track to achieve.</p> <p>There is also the rationale of a wider school benefit, where less disruption within classes means an environment more conducive to learning for everyone.</p> <p><b>Social and emotional learning</b>  <small>Moderate impact for very low cost based on very limited evidence</small></p> 	2,3,4,5
<p>Develop whole staff understanding of the needs of pupils with needs relating to Attachment and Developmental Trauma</p>	<p>Teaching and teaching assistant staff are the first and most regular point of contact for pupils. It is important that they develop a deep understanding of the needs that are specific to our children who are adopted from care, in special guardianship arrangements or are under the care of the local authority. This will enable them to meet each pupil's needs on a daily basis as effectively as possible. Whilst this may not show immediate and dramatic acceleration in progress this academic year, based on research relating to the needs of this particular group of pupils, we are confident this approach will accelerate progress increasingly over the 3 year period of this plan.</p> <p><b>Social and emotional learning</b>  <small>Moderate impact for very low cost based on very limited evidence</small></p> 	2,3,4,5
<p>SLT to work closely with staff supporting children displaying ongoing challenging behaviour and learning engagement patterns and those children.</p>	<p>A number of our disadvantaged children have displayed challenging patterns of behaviour and low levels of engagement in learning over a period of time. Over the past year SLT have developed a problem solving approach. This has effectively supported all adults involved with an individual child in school to develop tightly consistent and bespoke plans to support their individual needs.</p> <p><b>Behaviour interventions</b>  <small>Moderate impact for low cost based on limited evidence.</small></p> 	2,3,4,5
<p>Provide ELSA training for Teaching Assistant to maximise their impact upon children.</p> <p>Implement whole school approach to My Happy Mind and undertake online training.</p>	<p>A number of our disadvantaged children need support with emotional needs and behaviours, with this being the biggest barrier to them accessing to and progression within their learning. By training our learning support mentor in ELSA, we will be meeting such needs on an individual basis and being able to target other resources for where they are most needed. In addition to this, the ELSA trained staff can deliver this to other staff in school to build self-improvement within this area in our staff. See rationale for this approach above.</p> <p><b>Social and emotional learning</b>  <small>Moderate impact for very low cost based on very limited evidence</small></p> 	2,3,4,5

Further training for SLT (Senior Mental Health Lead Training completed Summer 2023)	The SLT will be required to attend training in areas such as children’s mental health and well- being, to ensure all subject knowledge is up to date in this vital area. Regular attendance at pupil premium training is also necessary in order to access the latest research and advice on how to bridge the attainment gap for disadvantaged pupils. Focus on developing bespoke mental health and emotional wellbeing graded approach this year. Engagement in INCLUSION training offered by Wirral LA	1,2,3,4,5
Improvement of Phonics and Reading Comprehension Strategies including embedding of Monster Phonics across EYFS/KS1 and to provide intervention in KS2. Additional staff trained to ensure improved outcomes for disadvantaged children.	<p>Reading and comprehension are the fundamentals of learning and understanding so an increase in targeted support within these areas serves to aid disadvantaged pupils improve further, across the curriculum whilst also developing self-confidence, resilience and engagement. Research shows an average of 5 months’ additional progress can be achieved, along with developments in independent and collaborative learning strategies.</p> <p>Phonics High impact for very low cost based on very extensive evidence</p> 	3,4,5
Ensure disadvantaged children are challenged appropriately through curriculum and receive high quality teaching and learning through the roll out and resourcing of mastery programmes. Main school budget to cover costs Awareness of Neuro Divergent Learners	<p>EEF research shows that a mastery learning approach has a +5 rating in effectiveness. It is also particularly useful for narrowing any attainment gap for all learners of all abilities. A high expectation of work from disadvantaged learners (a recommendation from the EEF), is consistently expected by all teachers and support staff; along with the use of effective teaching schemes and resources, such as White Rose and Mastery Maths and adaptive teaching, Steps to Write, Steps to Comprehension and Steps to Spelling, and Monster Phonics. This will ensure all disadvantaged children have access to and are challenged appropriately. Money to be spent on resources, training for staff in the programmes listed about and individual resources as required by specific learners as identified by staff who work with them. Focus on tr</p> <p>Mastery learning High impact for very low cost based on limited evidence</p>  <p>Reading comprehension strategies Very high impact for very low cost based on extensive evidence.</p> 	3,4,5

## Targeted academic support (for example,one-to-one/group support structured interventions)





Budgeted cost: £11,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional targeted support in lessons allowing for increased opportunities for feedback at point of teaching to increase the number of PPG children achieving the expected standard, or higher standard based on their prior attainment	<p>Last academic year, using additional adults in core subject lessons to provide immediate feedback proved beneficial to disadvantaged learners as they could overcome barriers at the point of difficulty. This is recognised in EEF research findings which provide extensive evidence of very high impact. Immediate feedback and modelling in class means much less time being spent in subsequent teaching session was being spent addressing misconceptions from prior teaching and learning. Sessions can be pitched more accurately and greater levels of appropriate challenge offered to disadvantaged pupils in particular, giving teaching staff greater insight into the needs of those within their classes. Children are provided with a six reading books a year through the Book Trust to take home and have access to promote a love of reading at home</p> <p>Feedback Very high impact for very low cost based on extensive evidence</p> 	2,3,4,5
Sensory breaks for children especially those who are also neuro divergent learners	<p>Due to the successes experienced last year, it is deemed beneficial that this provision continues and is further refined to allow sensory breaks. Sensory Circuit Sessions ensured pupils start their school days with a calmer, focused attitude to learning. Pupils re-entered classrooms calmly with less disruptive behaviours observed by class teachers. Engagement in lessons increased from the pupils who participated. Sensory breaks have had positive impact and success at reducing disruption and enhancing engagement, therefore a continuation and potential increase in this provision to be actioned moving forward</p>	2,3,4,5

<p>Further Develop Helicopter Reading, Power of 2, Plus One and Toe by Toe intervention programmes</p> <p>Phonic Catch-Up sessions</p> <p>Speech and Language Assessments</p>	<p>Reading, comprehension and mathematical fluency are the fundamentals of learning and understanding so an increase in targeted support within these areas serves to aid disadvantaged pupils improve further, across the curriculum whilst also developing self-confidence, resilience and engagement.</p> <p>Identified disadvantaged pupils regularly supported to review and apply their reading, spelling and fluency skills.</p> <p>Children are provided with a six reading books a year through the Book Trust to take home and have access to promote a love of reading at home</p>	<p>2,5</p>
<p>Teaching Assistant Interventions</p> <p>Moderate impact for moderate cost based on moderate evidence</p> 		

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

Budgeted cost: £4,415.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further heightened parental involvement and engagement</p> <p>Lateness for disadvantaged pupils is minimised through effective tracking and parental engagement</p> <p>One page profiles created for PPG pupils created in direct consultation with families to ensure pupils' needs and strengths are fully understood and met</p> <p>Financial assistance to support wrap around care costs at the B Hive</p>	<p>It is well proven that when home and school are demonstrating a consistent approach to teaching and learning the outcomes are significantly higher for learners.</p> <p>As such by engaging more with parents we are affording the best possible chances for positive outcomes for disadvantaged learners. Findings by the EEF also suggest supporting parents with their first child, promotes good practise in educational support with subsequent children.</p> <p>PPG families are the highest proportion of families who take term time holidays</p> <p>Parental engagement</p> <p>Moderate impact for very low cost based on extensive evidence</p> 	<p>1,5</p>
<p>Extended opportunities to attend after school clubs and activities for children eligible for FSM.</p>	<p>Evidence indicates that, on average, pupils make two additional months' progress per year from extended school time by the targeted use of before and after school programmes.</p> <p>There is some evidence that disadvantaged pupils benefit disproportionately, making approximately three months' additional progress.</p> <p>After school programmes that support and encourage children academically while providing stimulating environments and activities are more likely to have an impact on attainment. Clubs including sporting and non-academic clubs are also shown to be beneficial and help to increase engagement in school life. Many of these opportunities are provided by staff at no additional cost to the budget. Most opportunities have either an Arts or Physical aspect to them, both of which are evidenced to impact positively.</p> <p>Arts participation</p> <p>Moderate impact for very low cost based on moderate evidence</p>  <p>Physical activity</p> <p>Low impact for very low cost based on moderate evidence</p>  <p>Extending school time</p> <p>Moderate impact for moderate cost based on limited evidence</p> 	<p>1,4,5</p>
<p>Residential/Outdoor Visits</p>	<p>Residential visits are proven to support growth mind sets, increase confidence and teach team building skills.</p> <p>Children learn vital life skills of perseverance and resilience and this in turn impacts on their academic progress within lessons as they are able to apply these skills when back in the school environment.</p> <p>Budgeted school contributions are funded at 60%</p>	<p>1,4,5</p>
<p>Financial assistance with uniform purchases and purchase of Books through the Book Trust</p>	<p>School uniform supports the development of a whole school ethos and therefore supports discipline and motivation. Purchasing uniform helps parents financially and helps the pupils feel a sense of belonging within the school that helps support their social and emotional well-being. Whilst there is limited evidence that this directly impacts attainment and progress, pupil voice gathered has demonstrated that it supports individuals in feeling part of the school community and their sense of belonging. This in turn impacts self confidence, self esteem and engagement with their school community.</p>	<p>1,4,5</p>



# 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 to 2024 academic year.

Year 2 Review (2023-24)		Amendments for next year
Impact	Issues	
<p>Academic targets remained a focus during 2023-24 with catch up, tutoring and recovery. Y6 was specifically targeted due they have the greatest gaps. In addition, investment in wellbeing, mental health and nurture, particularly for our disadvantaged pupils in year 6.</p> <p><b>Attainment</b> for disadvantaged children at the end of Summer 2024 Y6 was:</p> <p style="padding-left: 40px;">0% (4 children) achieved RWM combined at ARE</p> <p style="padding-left: 80px;"><b>Reading</b></p> <p style="padding-left: 40px;">50% at ARE compared to 57% of non-disadvantaged</p> <p style="padding-left: 40px;">This is equivalent at ARE in Reading compared to Summer 2023 (1 child scored 99 and 1 child was absent due to being on holiday FPN issued)</p> <p style="padding-left: 80px;"><b>Writing</b></p> <p style="padding-left: 40px;">75% at ARE compared to 50% of non-disadvantaged</p> <p style="padding-left: 40px;">This shows an increase at ARE compared to Summer 2023 (Outcomes were moderated in 2024 by the LA)</p> <p style="padding-left: 80px;"><b>Maths</b></p> <p style="padding-left: 40px;">25% at ARE compared to 47% of non-disadvantaged</p> <p style="padding-left: 40px;">This shows a decrease in ARE compared to Summer 2023 (1 child scored 98)</p> <p><b>End of summer attainment 2024 – Attainment of disadvantaged children at ARE or above:</b></p> <p><b>Year 5 (4 Children) – Reading-100%, Writing -75%, Maths - 75%</b></p> <p><b>Year 4 (5 Children) - Reading-100%, Writing -40%, Maths - 100%</b></p> <p><b>Year 3 (5 Children) – Reading- 80%, Writing - 60%, Maths - 60%</b></p> <p><b>Year 2 (5 Children) – Reading- 80%, Writing - 60%, Maths - 60%</b></p> <p><b>Year 1 (2 Children) – Reading- 50%, Writing - 0%, Maths - 0%</b></p> <p><b>F2 (4 Children ) – 75% achieved Good Level of Development (GLD)</b></p>	<p>Whilst the attainment gap between disadvantaged and non-disadvantaged children in Reading and Maths remains a high priority for all cohorts, closing the significant gap evident in Writing remained our main priority for 2023-24. We have seen progress here in 2024. This will remain the key focus of this 3 year plan.</p> <p>Across all 3 areas, more high priority remains to resourcing high quality teaching and learning from teachers across school as opposed to focusing on intervention staff with a view to taking a quality first teaching/mastery approach in line with EEF guidance linked to strong research findings that this has the most significant impact on accelerating progress. Much of this is a key part of our strategic thinking for disadvantaged learners but does not have an additional cost now that it has reached the embedding point.</p> <p><b>Covid Impact</b> Y6, Y5 and Y4 (2023-24) of our disadvantaged children attended school at least part time during lockdowns, and all were offered a place however some parents declined this offer. This has meant a wider gap to close for some. During the lockdowns, SLT ensured all children were able to access remote lessons with hardware loans and support for those who couldn't, however a higher number of disadvantaged children not attending school did not engage at all or as fully compared to</p>	<p>Having reviewed the impact of the plan for the year 2023-24, the Senior Leadership Team considers the priorities previously set to be still appropriate and relevant to giving our PPG pupils the best chance to achieve accelerated progress, with the following additions.</p> <ul style="list-style-type: none"> <li>• Create further opportunities for team teaching in Year 5 and 6 and more teachers leading groups for closing gaps.</li> <li>• Intensive small group support for Y5 Writing, Y4, Y3, &amp; Y2 Writing and Maths</li> <li>• Small group support, writing and maths for FSM in Y1-6 to close the attainment gap further</li> <li>• Participation for all teaching and support staff in speech and language training</li> </ul>



Cohort tracking shows that disadvantaged pupils are making good progress year on year, but the challenge of the attainment gap remains especially for those reaching the greater depth judgement although this is improving.

Outcomes for pupils from each category of PPG funding in Year 1-6 are analysed and show the following.

**Services**

Numbers of children who receive Services of Funding are low but have made good progress.

**PLAC**

Previously looked after children (PLAC) 50 % have shown accelerated academicat ARE in Reading and Maths and social and emotional progress from their starting points this year. One child has made progress but academic progress remains WTS.

**FSM**

Children who receive Free School Meals (FSM) had lower attainment at the end of the year compared to other PPG groups, but moderate rates of accelerated progress from their starting points, with those working at ARE or above,

non-disadvantaged peers. This had a cumulative impact on the attainment of a significant number of disadvantaged pupils.

For those who were at home, our learning support mentor held regular check ins with children and there were daily live lessons and a range of learning activities offered on Seesaw. A small number of children did not receive in person peer interaction and in person teaching during this time due to parental choice. For some this has heightened emotional and behavioural traits.

**Mental Health and Emotional Wellbeing**

My Happy Mind is being implemented across the school. Senior Mental Health Lead Training was complete last year by Mr Williams. The school is embedding links with Outreach support from CAMHS. There will be an ELSA trained member of staff in 2024-25.

**Glossary**

PPG – Pupil Premium Grant

FSM – Free School Meals

PLAC – Previously Looked After Children

ARE – Age related expectations

# Further information

1. Review of expenditure				
Previous Academic Year		2023-24 Total Allocation of £32, 865		
i. Quality of teaching for all £16, 705				
Action	Desired Outcome/ Success Criteria	Impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	
Implement a consistent model of Behaviour policy including social and emotional interventions.	Reduction in behavioural or emotional incidents in and out of class time Children using taught strategies to self-calm, taking responsibility and reflecting on their behaviour choices positively. Disruption during teaching times minimised resulting in higher levels of attentiveness. more opportunities for challenge and engagement, and higher rates of progress and achievement.	Success criteria achieved for all disadvantaged children resulting in an environment more conducive to learning for all other pupils due to less disruption.	By continuing to tailor programmes further this year under the umbrella of the Inclusion Team, achievement of success criteria for all disadvantaged children has accelerated. Further.  More disadvantaged children are engaged more of the time, impacting attitudes to learning considerably. When incidents or patterns of concerning behaviour occur they are analysed and dealt with swiftly allowing learning to continue with minimum disruption to the disadvantaged children and their peers. As a result attainment for disadvantaged children has continued to improve especially in reading and not as consistent in maths and writing but plans are in place to bring consistency. SLT have considered all the evidence – records of incidents, data analysis, pupil voice and have strongly recommended that this approach continue.	
Develop whole staff understanding of the needs of pupils with needs relating to Attachment and Developmental Trauma	Teaching and teaching assistant staff to have strong understanding of needs specific to children who are adopted from care, in special guardianship arrangements or under the care of the local authority.	The staff understanding developed has had a wider impact on other children displaying some markers of attachment difficulties and trauma. The SENCO leads sessions throughout the year	This learning has been vital in staff understanding complex needs of some disadvantaged children and how these needs can be met better within quality first teaching and interventions.	

<p>SLT to work closely with staff supporting children displaying ongoing challenging behaviour and learning engagement patterns and those children</p>	<p>Improved patterns of behaviour.</p>	<p>Success criteria met. This was evident in understanding of staff involved in Pupil Progress meetings and problem solving meetings with Inclusion Team in developing individualised plans for these children as required. Bespoke plans have ensured fully consistent approaches, enabling children to regulate and achieve better outcomes.</p>	<p>Learning for staff re above has been most effective This should continue inn 2023-24.</p>	
<p>Provide ELSA training for Teaching Assistant maximise their impact upon children.</p>	<p>TA to complete ELSA supervision.</p>	<p>ELSA training was not available again this year</p>	<p>Continue to press the LA Psychology Team to deliver training as this has not been available for over 4 years</p>	
<p>Further training for (SENCO, support staff and teachers)</p>	<p>Training completed by Inclusion Team and Speech and Language</p>	<p>Success Criteria completed with a strong focus on attendance this year. Training has included Improving Attendance, Maximising Impact of Teaching Assistants</p>	<p>It is important that members of the Staff Team continue to access regular training that ensures they can implement recent research based developments that will improve outcomes for PPG pupils.</p>	
<p>Improvement of Phonics and Reading Comprehension Strategies including embedding of Monster Phonics across EYFS/KS1 and to provide intervention in KS2. Additional staff trained to ensure improved outcomes for</p>	<p>Continued improvement in outcomes for PPG children in Reading and Phonics.</p>	<p>Success criteria met. 1 out of 2 PPG pupils passed the Phonics Screening check. (1 Child arrived from another school in June 2024) Outcomes for PPG pupils from Y1-6 in Reading is improving</p>	<p>Monster Phonics and shared reading are strongly embedded in practise. It is vital that this continues.</p>	

disadvantaged children.				
Ensure disadvantaged children are challenged appropriately through curriculum and receive high quality teaching and learning through the roll out and resourcing of mastery programmes.	Accelerated progress for PPG pupils in Reading.	Success criteria met. See full overview of outcome in Impact 2023-24 section above.	To be continued	
<b>ii. Targeted academic support £12,307</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	
Additional targeted support in lessons allowing for increased opportunities for feedback at point of teaching to increase the number of PPG children achieving the expected standard, or higher standard based on their prior attainment	Targeted in class support in place and working effectively to raise attainment for disadvantaged pupils.	Success criteria met Using additional adults in core subject lessons has provided immediate feedback which has continued to prove beneficial to disadvantaged learners as they can overcome barriers at the point of difficulty. This was increasingly effective this academic year alongside the embedding of teaching sequence in Maths, Writing and Reading.  New Marking Policy implemented in November 2023 as Reflective Marking Policy was identifying misconceptions but these were not being remedied especially by PPG and SEND pupils	This approach works and should continue to be embedded alongside mastery approach to learning in 2024-25. Misconceptions have been quickly dealt with and immediate feedback has enabled staff to plan and prepare targeted intervention support for disadvantaged pupils.	
Sensory breaks led by class teachers	Those PPG children who benefit sensory breaks, access these readily and regularly.	By providing these opportunities in class, it has prevented already disadvantaged learners missing learning as had sometimes happened when they were out of the classroom. Teachers have become skilled at recognising the signs of children needing to take a sensory break and the need for some to have in planned in sensory breaks and are now able to do this skilfully for all.	To be continued in 2024-24 Sensory Break equipment purchased using Sports Premium funding	
School Led Tutoring for identified pupils	Accelerated progress in Reading and Writing for PPG pupils from their starting point on entering Year 6	National Tutoring Programme allowed for weekly additional 1-4 sessions for most PPG pupils delivered by teachers for 30 weeks of the year and with a particular focus on Reading, Writing and Maths.	Whilst funding for school led tutoring is not sufficient to meet needs tuition can no longer be funded to this extent, This cannot be continued in 2024-25 due to insufficient funding.	

Further Develop interventions programmes Toe by Toe, Power of 2 etc  Speech and Language Assessments	Intervention programme in use for all disadvantaged pupils who will benefit from it.	Programme continues to be offered from Y3 onwards. For those children who the screening identifies, Where appropriate, programme is also made available for home use to reinforce learning further.	To be continued in 2024-25	
<b>iii. Wider Strategies £3,856</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	
Further heightened parental involvement and engagement  Lateness for disadvantaged pupils and attendance and addressing patterns of absence is minimised through effective tracking and parental engagement  One page profiles created for PPG pupils created in direct consultation with families to ensure pupils' needs and strengths are fully understood.	Home and school demonstrating a consistent approach to teaching and learning to achieve higher outcomes.  Parents value the importance of good attendance levels and arriving at school on time.  One page profiles in place and being used effectively	Increasing parental involvement which is supporting improved outcomes.  SLT have had direct involvement in cases to supportively challenge patterns that are impacting negatively on disadvantaged children.  SLT have identified which children would benefit most from One Page Profiles. These are in place and shared with all staff working with them. They are reviewed as circumstances or needs change.	Tracking and monitoring of attendance and lateness are a vital part of improvements. Alongside this, quick and effective supportive interventions with families to improve on areas of concern with SLT involvement have been particularly effective in improving attendance and punctuality. New Attendance Strategy published and followed. To continue in 2024-25	
Extended opportunities to attend after	Financially disadvantaged children are offered opportunities to attend after school activities and clubs.	A range of clubs have been offered with free spaces. We continue to work with outside providers to negotiate free places for families in receipt of FSM for	To be continued in 2024-25	

<p>school clubs and activities for children eligible for FSM.</p>		<p>some after school and holiday activities/clubs. Good take up rate for these places when offered. Some have also been funded by school</p>		
<p>Residential Visits/Outdoor Learning including day trips.</p>	<p>Families of financially disadvantaged (FSM) children are able to attend trips and residentials</p>	<p>Families in receipt of FSM are given financial support towards the cost of trips and residentials. This is done automatically on school payment systems. The expectation is that families will make a smaller contribution needing to be made to these opportunities.</p>	<p>To be continued in 2024-25 Budget for this will rise as FSM numbers have risen.</p>	<p>60% FSM child for residential visits and for termly trips and visitors)</p>
<p>Financial assistance with uniform purchases, term-time wrap around care and age appropriate texts from the Book Trust</p>	<p>Families of financially disadvantaged (FSM) children are able to provide school uniform for their children</p> <p>Wrap around care is offered when required especially to support working parents</p> <p>Ensure PPG have access to quality texts to promote reading</p>	<p>Support is made available for identified cases. School has organised a uniform swap system whereby families can donate good quality used uniform for others to access.</p>	<p>To be continued in 2024-25</p>	

