

# Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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	Carlinghow Academy
Number of pupils in school	289 (including Nursery and 2 year olds)
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Dani Worthington
Pupil premium lead	Marie Fishwick
Governor / Trustee lead	Diane McConnell

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£180,715
<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	£180,715

# Part A: Pupil premium strategy plan

## Statement of intent

At Carlinghow Academy, we aim to ensure that all pupils are equipped with the knowledge, skills and cultural capital they need to succeed in life. It is our intention that children will achieve the best possible outcomes and are fully prepared for the next stage of their education. This year, we will continue to work hard to accelerate progress for *all* our pupils, through ensuring consistently high- quality classroom practice on a daily basis, with a focus on language acquisition in all its forms, across the curriculum.

Our Pupil Premium strategy is informed by high quality research to ensure we provide best possible route to improve the educational outcomes of children. This is done through a tiered model with focuses on

- *high quality teaching*
- *targeted academic support*
- *wider strategies*

At Carlinghow, we always aim to provide exceptional pastoral support to all children and understand the importance of being 'ready to learn' our bespoke curriculum offer continues to support our most vulnerable pupils and the schools commitment to staffing this support is evident. We recognise that the biggest barriers to learning for our disadvantaged pupils is the lack of wider experiences and their ability to articulate their learning to deepen understanding therefore, as a school we aim to maximise our opportunities to provide those experiences though our curriculum design and wider school offer and create opportunities for oracy..

## Challenges

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

Challenge number	Detail of challenge
1	Under developed oral language skills and gaps in vocabulary among many disadvantaged pupils from Early Year to Year 6
2	Attendance and persistent absenteeism has always been a challenge and these figures are significantly higher that national average.
3	Lack of opportunities to benefit from the wider experiences – many of our disadvantaged pupils are not provided with wider experiences outside of school and these experiences have been limited further with the pandemic. As a school we need to engage children with their

	learning and provide these pupils with experiences that will provide them with a cultural capital they need to succeed in life and the requisite knowledge/vocabulary needed to access the curriculum.
4	The wellbeing and increasing SEMH needs of disadvantages pupils has an impact on progress and attainment. These pupils struggle to regulate their own emotions which means that they cannot focus on their learning.
5	Attainment data shows that there is still a gap between disadvantaged and non-disadvantaged in some year groups in Reading
6	Attainment data shows that there is still a gap between disadvantaged and non-disadvantaged in some year groups in Writing
7	Attainment data shows that there is still a gap between disadvantaged and non-disadvantaged in some year groups in Maths

## 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
The disadvantaged children will have increased oracy skills to enabling them to access a full curriculum.	Assessments and observations indicated significantly improved language amongst disadvantaged pupils. This includes pupils utilising the vocabulary within oral responses, recognising it when reading and then utilising it within their own written work. Data re NELI, talk for writing and Mrs Hall. This is evident when triangulated with other sources of evidence including oral language assessments, engagement in lessons, book scrutiny and ongoing formative assessment.
The attendance and PA of our Pupil Premium will have improved.	Attendance figures for pupil premium children will increase over the 3-year plan to become in line with national and their non- pupil premium peers. Schools persistent absence figure is reducing year on year. Attendance gap between non-PP and PP pups to less than 2% Reduce P.A to less than less than 15% 2023-2024 attendance target for all pupils is 95% Data will evidence the work of Mrs Astin and the attendance officer

<p>All children will have a wider range of opportunities and experiences to enable them to access the curriculum with their non-pupil premium peers. Explicit links will be made between the experiences and curriculum content. Opportunities will also be used to integrate and model social and emotional learning skills through everyday teaching. Partnerships with</p>	<p>Data will evidence the impact of the opportunities and experiences provided in writing and topic work by referring to the knowledge and vocabulary that they have learned through the experiences. Participation data will evidence the impact of this strategy.</p>
<p>To improve the wellbeing of all pupils in the school which will impact on attainment across all subjects. Including looking at meaningful</p>	<p>Data from pupils voice, pupil and parent surveys, learning walks and observations. Attendance for these pupils will be impacted by the work done by the pastoral team.</p> <p>Coaching circles for Reception to Year 6 will enable children to articulate the purpose/key features and there will be increasing participation.</p> <p>Reduced behavioural incidents CPOMS</p> <p>Evidence of impact of ELSA and therapeutic story writing.</p>
<p>Pupil Premium children's attainment progress and attainment in reading, phonics, writing and maths is equal to or greater the national data for pupil premium children.</p> <p>Where data evidences there is a gap between pupil premium and non-pupil premium peers this be reduced by the end of the strategy plan.</p>	<p>Pupil Premium pupils achieve at or above national average progress scores in KS2.</p> <p>Attainment data shows Pupil Premium children are achieving at or above the national expectations in EYFS, KS1 and KS2.</p> <p>Data shows that the gap (where identified) has been reduced between pupil premium and non-pupil premium pupils by the end of the strategy plan.</p>

## 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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality professional development to support teachers to integrate a more explicit focus on Oracy.	EEF Voice 21 improving Oracy <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21</a>	1, 5, 6, 7
Programme of CPD for all classroom staff around QFT	High Quality teaching improves outcomes the latest report from the EEF provides guidance on how to implement professional development programmes with care, taking into consideration the context and needs of the school <a href="#">EEF - Effective Professional Development</a>  Teachers and ETA's will benefit from effective CPLD using the findings from 'Developing Great Teaching'. In using these recommendations it is more likely that it the CPLD will have a lasting impact on teacher practice and student outcomes. <a href="#">Developing Great Teaching-Summary</a>  This report looks at the effects of high quality professional development on teacher and students. The research sheds light on what is working and where further progress needs to be made. The research and analysis spans a young person's journey from the early years through to entry to the labour market <a href="#">EPI-Wellcome CPD-Review 2020.pdf</a>	1, 5, 6,7
Continue to use RWI to teach phonics	Phonics approaches have strong evidence base that indicates a positive impact on the assurance of word reading.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1,5,6,7
Further embed: NELI Tier 2 and 3 Teaching and Oracy strategies	There is strong evidence to suggest that oral language interventions, including diagnostic activities such as high quality classroom discussion, are inexpensive to implement with high impacts on reading. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/reading-house">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/reading-house</a>  Oral language intervention can have an impact on pupils' language skills. Approaches that focus on speaking , listening and a combination of the two show positive impacts on attainment:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1,5,6,7

<p>Teacher Feedback to pupils to improve Learning through typicality and in house monitoring</p>	<p>In teachers providing meaningful feedback it supports pupil progress, builds learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. This guidance report aims to move beyond this and focus on what really matters: the principles of good feedback rather than the written or verbal methods of feedback delivery. <a href="#">EEF - Guidance-reports - Feedback</a></p>	<p>1,5,6,7</p>
<p>Improving standards in Literacy EYFS, KS1, KS2 with a focus on upskilling our ETA's</p>	<p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf</a></p> <p>The findings of the Literacy KS1 guidance report focuses on the theme of language and literacy in Key Stage 1 and is also be applicable to older pupils who have fallen behind their peers, or younger pupils who are making rapid progress. This edition provides recommendations and offers additional examples, explanations and resources to provide direct paths of action from the evidence-based guidance to classroom practice. The recommendations represent 'lever points' where there is useful evidence about language and literacy teaching that schools can use to make a significant difference to pupils' learning. <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf</a></p> <p>The KS2 Literacy report offers practical evidence-based recommendations that are relevant to all pupils, but particularly to those struggling with their literacy. It builds on the recommendations presented in the Improving Literacy in Key Stage One report, but is specific to the needs of pupils at Key Stage 2. At Key Stage 2, pupils are consolidating their literacy skills, building their vocabulary and developing their fluency and confidence as speakers, writers and readers of language. Many of the strategies and examples presented in the report are similar to those in the Key Stage 1 guidance report, they are often more complex and multi-staged, reflecting the increasing depth and breadth of pupils' knowledge and skills. Pupils will be able to use strategies with increasing independence and sophistication, and will increasingly be able to combine them. <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/KS2_Literacy_Guidance_2017.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/KS2_Literacy_Guidance_2017.pdf</a></p>	<p>1,5,6</p>
<p>Teaching mathematics in primary schools</p>	<p>This document produced by the DfE and NCTEM brings greater coherence to the national curriculum by exposing core concepts in the national curriculum and demonstrating progression from year 1 to year 6. In addition it summarises the most important knowledge and understanding within each year group and the important connections between these mathematical topics. The document identifies the most important conceptual knowledge and understanding that pupils need as they progress from year 1 to year 6. These important concepts are referred to as ready-to-progress criteria and provide a coherent, linked framework to support pupils' mastery of the primary mathematics curriculum. <a href="#">Maths guidance introduction (publishing.service.gov.uk)</a></p>	<p>1,7</p>

<p>White Rose Maths</p>	<p>This document provides an overview of the ready-to-progress criteria for all year groups as detailed in the document above. And is followed by the specific guidance for year 6.  <a href="https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/424227/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>At Carlinghow we follow the White Rose Maths scheme, the following link contains extensive resources, curriculum planning, assessments and CPLD to ensure that the teaching of Maths is at least good.  <a href="#">White Rose Maths   Free Maths Teaching Resources   CPD Training</a></p> <p>This document supports staff in improving Mathematics in the Early Years and Key Stage 1. It offers five recommendations for developing the maths skills of 3–7-year olds. The recommendations include integrating maths into different activities throughout the day – for example, at registration and snack time – to familiarise children with maths language and make the most of the school day. It also highlights that story and picture books can be a powerful tool for engaging children with basic maths concepts, while board games (such as Snakes and Ladders) are particularly beneficial to developing understanding of numbers.  <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/early-maths/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/early-maths/</a></p> <p>This report focuses on the teaching of mathematics to pupils in Key Stages 2 and 3. The decision to focus on these Key Stages was made after an initial consultation period with teachers, academics, and other stakeholders. The consultation suggested that these were areas where guidance could make a big impact as not only are schools seeking advice on adjusting to a new curriculum, there is also concern about pupils making a transition between the stages. This report is not intended to provide a comprehensive guide to mathematics teaching. We have made recommendations where there are research findings that schools can use to make a significant difference to pupils’ learning, and have focused on the questions  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf</a></p>	
<p>TLR’s for Middle Leaders, SEND</p>	<p>Performance pay schemes aim to create a direct link between teacher pay and the performance of their class in order to incentive better teaching and improve pupil outcomes.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/performance-pay">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/performance-pay</a></p>	<p>5,6,7</p>
<p>Opportunities within the curriculum are sought which harness local expertise, work with external partners and have meaningful enrichment opportunities</p>	<p>Improving life skills  <a href="https://www.suttonrust.com/wp-content/uploads/2017/10/Life-Lessons-Report_FINAL.pdf">extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.suttonrust.com/wp-content/uploads/2017/10/Life-Lessons-Report_FINAL.pdf</a></p>	

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## Targeted academic support

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of diagnostics to support SMART IEP targets and to identify barriers to learning</p> <p>Additional resources to support children with SEND- edukey</p>	<p>Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. They can give useful insights into pupil learning, although interpreting the information they produce requires some level of professional judgement from teachers.</p> <p>With the information diagnostic assessments provide, teachers may:</p> <ul style="list-style-type: none"> <li>• decide to adjust the level of challenge of activities</li> <li>• reteach specific concepts or topics</li> <li>• adjust curriculum content in the medium or long term</li> <li>• provide pupils with feedback through which they can address their own areas for improvement</li> <li>• decide which pupils may need additional, targeted academic support</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Support/Tiered_Model/EEF-Diagnostic-Assessment-Tool.pdf">https://educationendowmentfoundation.org.uk/public/files/Support/Tiered_Model/EEF-Diagnostic-Assessment-Tool.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p> <p>Research suggests teaching strategies that teachers should consider for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of the children.</p> <ul style="list-style-type: none"> <li>• Flexible grouping</li> <li>• Cognitive and metacognitive strategies</li> <li>• Explicit instruction</li> <li>• Using technology to support pupils with SEND</li> <li>• Scaffolding.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	<p>1,3, 5, 6, 7</p>
<p>NELI in Reception</p>	<p>NELI has been found to improve children's language and early literacy skills. The programme involves a trained teaching assistant providing short small group and individual teaching sessions to around 3-6 pupils for 20 weeks.</p> <p><a href="https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention">https://www.nuffieldfoundation.org/project/nuffield-early-language-intervention</a></p>	<p>1,5,6,7</p>
<p>Targeted 1:1 and small group</p>	<p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a</p>	<p>1, 3, 5, 6, 7</p>



<p>interventions delivered by teacher and TA's</p>	<p>group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</a></p>	
<p>The curriculum is adapted and enhance to meet the needs of all PP learners ( funding used to enable school to set for English and maths by utilising HLTA's)</p>	<p>The curriculum is written and adapted to meet the needs of our learners. The pupil premium guide is considered when deciding on which strategies to use and is focused on the 3 areas of high quality teaching, targeted academic support and wider strategies.</p> <p><a href="https://educationendowmentfoundation.org.uk/Using-pupil-premium-EEF/">Using pupil premium   EEF (educationendowmentfoundation.org.uk)</a></p> <p>This EEF/SEND report presents five recommendations for mainstream schools seeking to improve their provision for pupils with SEND. The focus is on improving the quality of teaching and learning in mainstream classrooms and ensuring pupils are full members of the school community who have a rich and positive experience.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf</a></p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/">https://educationendowmentfoundation.org.uk/the-tiered-model/1-high-quality-teaching/</a></p>	<p>1, 2, 3, 5, 6, 7</p>
<p>Accurate assessment of pupils working below standard of national curriculum tests ( Abor and Edukey systems) Teachers engaged in moderation events through BBEST</p>	<p>The engagement model is used for assessment (replacing P scales 1 to 4) for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study. Teachers must use the engagement model to assess pupils working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 and key stage 2.</p> <p>The engagement model has 5 areas of engagement:</p> <ul style="list-style-type: none"> <li>exploration</li> <li>realisation</li> <li>anticipation</li> <li>persistence</li> <li>initiation</li> </ul> <p>These areas allow teachers to assess pupils' engagement in developing new skills, knowledge and concepts in the school's curriculum by demonstrating how pupils are achieving specific outcomes. They represent what is necessary for pupils to fully engage in their learning and reach their full potential.</p> <p><a href="https://www.gov.uk/government/publications/the-engagement-model">https://www.gov.uk/government/publications/the-engagement-model</a></p>	<p>5,6,7</p>

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Identify ways to remove barriers and support social and emotional development. To include explicitly taught lessons on Social and Emotional Learning and provide a pastoral team support to work 1:1 or with small groups of children. Pastoral team ELSA SULP</p>	<p>This EEF report on Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/social-and-emotional-learning/</a> Purchasing of resources to support emotional and social interactions with children including outdoor equipment to promote team games and positive social interactions.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>  Integrate a whole school approach to monitoring children's behaviour and emotional needs by subscribing to the CPOMS tracking system which will allow a holistic approach to understanding the needs of our PP children.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>  Evidence suggests that targeted school based interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusion by 31% and improved pupil attainment ( Banerjee et al, 2014)</p>	<p>1, 2, 4</p>
<p>Trips and visits Sensory garden Expose to a wide variety of subject areas, arts and wider personal development opportunities to ensure they have the knowledge and cultural capital they need to succeed in life</p>	<p>Findings from previous research suggest extra-curricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). This report found from their analysis that extra-curricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling. Regardless of these instrumental outcomes, extra-curricular activities were hugely valuable to young people themselves in ways that are not quantifiable. <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</a>  The EEF toolkit approaches <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a>  Studies of adventurous learning interventions consistently show positive benefits on academic learning and wider outcomes such</p>	<p>1,3,4,5,6,7</p>

	<p>as self-confidence. On average pupils who participate in adventure learning interventions appear to make approximately three months additional progress over the course of the year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	
Funding of Breakfast clubs and Milk in Ks1	<p>The EEF evaluation has found that supporting schools to run a free of charge, universal breakfast club before school delivered an average of 2 months' additional progress for pupils in Key Stage 1 with moderate to low security. An impact on attainment was not seen for pupils in Key Stage 2. Interestingly, it appears that it was not whether more pupils ate breakfast at all that made the difference, but whether more were going to the school breakfast club. It may be that school breakfasts are more nutritious, or that attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour and attendance.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast/</a></p> <p>Carlinghow Academy benefits from a fully funded breakfast club provided by the Huddersfield Town Foundation and with school contributing to the staffing costs.</p> <p><a href="#">Breakfast Clubs   Trust Fund   Town Foundation   Free Breakfasts For Kids (htaFOUNDATION.com)</a></p>	1, 2, 4, 5, 6
To improve attendance and persistent absence for all pupils particularly our disadvantaged pupils.	<p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> <li>• approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>• general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>• the involvement of parents in their children's learning activities;</li> <li>• more intensive programmes for families in crisis.</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/">https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	1, 2, 4

## Total budgeted cost:

## 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.

Our pupil premium initiative has included the salary costs for the Pastoral Team, including Team Manager and a Learning mentor.

The impact of the support of the pastoral team has resulted in:

99% attended the good to be green events throughout the school year evidencing the impact of the work of the pastoral team.

100% of children received a Christmas gift.

100% of children received a winter warmer gift which included coats, hats gloves etc.

95% of parents invited to coffee mornings and assemblies attend each week.

25% of parents attended the mother's day breakfast

9% of parents attended the father's days breakfast

5% of children took part in Forest School.

5% of children took part in Lego Therapy.

5% of children took part in Boxing sessions.

36% of children had a winter coat given.

29% of children are accessing breakfast club.

35% of children accessed the Bobby production, which focuses on CCE.

17% of children have received ongoing pastoral support through group interventions.

56% of pupil premium children in years 5 and 6 are attending the PGL trip.

Whilst the impact of pastoral support is difficult to quantify, we have seen a reduction in the number of CPOMS incidents and time taken to work with children who are dysregulated, with our more complex children now able to self-regulate. We have also seen a reduction in the amount of fixed term suspensions. Children have responded to the restorative practice when returning to school. Staff have utilised support from other agencies to reduce behaviours. The pastoral team were able to go out and support one child complete his SATS in the home due to ongoing mental health concerns/ EBSA. The work of the pastoral team gives parents the opportunity to access early intervention before referrals into service in more informal way such as discussion behaviour support with the home. These events are also opportunities to school to identify if any further support is needed and to build relationships with parents when we need to discuss more complex matters. These events give the children opportunities to share their learning with their parents and increases the parents understanding and importance of school.

Subscriptions to Child Protection Management Online System (CPOMS) for tracking and monitoring vulnerable pupils has enabled the pastoral team to monitor incidents and adapt the curriculum accord-

ingly for example following the work that we have done on respecting other beliefs and the EID celebrations- this has also directly impacted the assembly programme, local community and parent perceptions. This is shown by reduction of racial incidents in school.

School have set up a new helping hands room where small intervention groups can take place focusing on children emotional wellbeing. This is also a safe place that children can access when they have any concerns that they wish to discuss with an adult. It is also used by other professionals (social care, CAFCASS, Health services) when one to one work needs to be completed.

Staffing costs for the school breakfast club has meant that:

30 families have accessed breakfast club throughout the year.

The impact of breakfast club has been that the children to have a healthy breakfast in a safe and secure environment before school this has provided children with an opportunity to talk to staff in a social environment before school and has led to further work being done throughout the day.

Funding of trips, visits and visitors to school in promotion of inspirational events and experiences, including the Year 6 residential has meant that:

100% of pupil premium children have benefited from a school trip or external groups/ performers/experiences this year

Salary costs for the Pastoral Team, including Team Manager and a Learning mentor.

Other Pupils premium initiatives included:

Purchase of resources to support intervention and bespoke needs, including provision of school uniform and free school milk and access to counselling, ELSA and Sulp groups.

Learning mentor runs daily groups such as talk through stories and offers higher levels of pastoral support to key children, due to our excellent SEND provision, a lot of this support is done in class through Quality First teaching and interventions this has had an impact on the behaviour and learning in the classroom evidenced through the CPOMS monitoring.

We employ a member of staff to run our SALT interventions including NELI are summary of the impact of this evidence the impact of this intervention.

#### NELI Summary

Area	Number of pupils who improved	Lowest Change	Highest Change	Average Change
Expressive Vocabulary	6 out of 7	-3	+27	+12.7
	<b>PP 1 out of 1</b>	<b>+27</b>	<b>+27</b>	<b>+27</b>
	6 out of 7	-3	+20	+9.3

Listening Comprehension	<b>PP 1 out of 1</b>	<b>+8</b>	<b>+8</b>	<b>+8</b>
Receptive Vocabulary	5 out of 7	-10	+24	+9
	<b>PP 1 out of 1</b>	<b>+24</b>	<b>+24</b>	<b>+24</b>
Sentence Repetition	6 out of 7	-3	+16	+9.9
	<b>PP 1 out of 1</b>	<b>+9</b>	<b>+9</b>	<b>+9</b>
Language Screen Standard Score	7 out of 7	+5	+18	+11.3
	<b>PP 1 out of 1</b>	<b>+18</b>	<b>+18</b>	<b>+18</b>
Language Screen Percentile Rank	7 out of 7	+10	+41	+23.4
	<b>PP 1 out of 1</b>	<b>+41</b>	<b>+41</b>	<b>+41</b>

PP – EB

7/27 pupils assessed using Language Screen were identified as needing additional targeted support and were therefore selected to participate in the NELI intervention.

All pupils who participated in the intervention showed an increase in their Language Screen Total Standard Score and their Language Screen Total Percentile Rank.

6/7 pupils language skills went from being a slight cause for concern to no longer being a cause for concern.

1/7 pupils language skills went from being a clear cause for concern to a slight cause for concern. However, this pupil improved by 15 from a score of 73 to 88. Her lowest score being Receptive Vocabulary. This pupil is EAL.

End of Year Data

GLD

	<b>2024</b>
All	66.7% (68%)
PP	50%

Year 1 Phonics

	<b>2024</b>
All	81.8%
PP	83.3%

Year 2 phonics resits

	<b>2024</b>
All	91% (39)
PP	78.9%

Year 2 Teacher Assessment

<b>2024 All (43)</b>	65.1% (28)	7% (3)	62.8%(27)	4.7% (2)	67.4(29)	11.6% (5)
<b>2024 PP (19)</b>	42.1%(8)	0% (0)	36.8% (7)	0% (0)	47.4% (9)	0% (0)

Year 6 Data

<b>2024 EXP + (46)</b>	63%(29)	73.9%(34)	69.6%(32)	54.3% (25)	71.7%(33)
<b>2024 PP (26)</b>	53.8%(14)	61.5% (16)	61.5% (16)	46.2% (12)	61.5% (16)

Staffing:£184,482

Behaviour & Attendance £19,736

High quality teaching £42,156

TA deployment £78,389

Data & assessment £6,558

Contribution to trips £4,600

Safeguarding £20,303.71

Library £1,500

Sensory garden £1,504

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Nuffield Early Language Intervention (Neli)	Elklan - OUP