Pupil Premium Strategy

3 Year Strategy for Brooklands Farm Primary School

Pupil premium strategy statement 2025-26

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 at each review point within our three year strategy.

School overview

Detail	Data
School name	Brooklands Farm Primary School
Number of pupils in school	1250/134
Proportion (%) of pupil premium eligible pupils	10.7%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	**2024/2025** 2025/2026 2026/2027
Date this statement was published	February 2025
Date on which it will be reviewed	February 2026
Statement authorised by	Maxine Low
Pupil premium lead	Kirsty Merritt
Governor / Trustee lead	Rishi Sharda

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	185,940
Pupil premium funding carried forward from previous years	
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	185,940

Part A: Pupil premium strategy plan

Statement of intent

At Brooklands Farm Primary School, we believe that every child is strong and capable and has the potential to make a positive impact on the world.

We recognise that every child's journey is unique and shaped by their lived experiences. Our Pupil Premium Strategy has been developed as a response to providing the most appropriate support based on the common challenges of disadvantage, alongside the understanding of the realities faced by our community and individual needs. No two children walk the same journey so we ensure that every voice is heard and every face seen.

School Context:

Our school percentage for pupil premium is 10% which is below the averages for primary schools locally (24.4%) and nationally (25.9%).

Our objectives are to ensure that:

1. We continue to remove the barriers to learning created by poverty, family circumstance and back-ground
2. Narrow the attainment gap between pupil premium and non-pupil premium so that they not only achieve above average, but inline with their peers within school, locally and nationally.
3. As a data into practice school, our goals are driven by what our data tells around pupil wellbeing, academic attainment and attendance not by the assumptions of what disadvantage looks like.
4. Children have access to a wide range of experiences that supports their academic attainment, and personal development
5. Our children are equipped with the skills to handle and regulate a wealth of emotions - to overcome challenges and problem solve, set goals and be motivated to achieve and work collaboratively with peers and adults.

We will achieve this by:

Ensuring and supporting high quality teaching

We recognise the importance of ensuring all pupils, whatever their background or circumstance, are provided with an education of the highest quality. This will ensure that all our pupils are equipped with the knowledge and skills they will need to succeed in, and beyond school. Strategies to close achievement gaps between groups and individuals are an integral part of every lesson and evident across the curriculum. Within the classroom there is a clear focus on well planned and personalised teaching and learning that challenges and stretches all pupils. A programme of training supports staff to continually expand and experiment with a full range of teaching strategies and techniques to ensure the achievement gap is closed rapidly through the use of timely and appropriate interventions for all groups of vulnerable pupils including pupil premium.

This will include:

- extensive gap analysis used to further inform teaching.

Data is used to inform each pupil's learning journey, to close gaps, create next steps and improve long term outcomes

- 1:1 and small support within the class

Teachers regularly conference with children, reviewing learning and addressing misconceptions

- ILS support in class

Support staff work to support where necessary; identifying children alongside class teachers who need additional scaffolding, adapting learning and providing prompt feedback and next steps to move learning forward.

- CPD for staff and collaborative practice.

This includes

- Communities of practice
- Teachers as Learners CPD programme
- Deliberate practice
- Team teaching
- Opportunities to be part of evidence-informed projects and network locally and nationally

Providing targeted academic interventions

For some children, high quality teaching in itself may not be enough and there is a need for additional, time-limited provision outside of normal classroom activities. There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. Programmes are likely to have the greatest impact where they meet a specific need, include regular sessions maintained over a sustained period and are carefully timetabled to enable consistent delivery. Effective interventions follow assessment, which can then be used to ensure that support is well-targeted and to monitor pupil progress.

This will include:

- 1:1 / small group interventions for reading, writing, maths, speech and language, social and emotional and sensory and physical.

This includes but, not exclusive to: Read, Write Inc intervention, First Class @ Number intervention,Speech and Language support, Social and emotional groups, fine and gross motor support groups.

Using a wider range of strategies to overcome barriers to learning

In addition to the strategies above, a range of other strategies can contribute to children's success in school, such as improving attendance, supporting positive behaviour, social and emotional skills and building parental engagement. Parents/carers play a key role in supporting children to learn at home and it is important for us to work together to support this.

This will include:

- a focus on improving attendance through regular attendance reviews, weekly TAC meetings, termly meetings with identified families, regular communication with families re attendance through weekly 'site letter', reviewing access to Breakfast club provision for pupil premium families

- providing curriculum enrichment opportunities through ignite learning experiences linked to curriculum development and expanding the additional education offer to identified groups of pupils.

- support for wellbeing and mental health interventions to increase parental engagement and to ensure there is equity for pupils

Ensuring pupil wellbeing and mental health is a priority

Research shows that "Children from the poorest 20% of households are four times as likely to have serious mental health difficulties by the age of 11 compared to those from the wealthiest 20%" (Facts and Figures | CYPMHC).

At Brooklands Farm Primary school, the mental health and well being of pupils and staff is of paramount importance to us. We carefully consider the age-related milestones in social and emotional learning, and we are mindful that this journey is not always linear as children's emotional development is heavily influenced by their relationships and life experiences.

As such, we understand the impact that poverty, family circumstance and background can have, not only on academic progress, but also on social and emotional development and our children's mental health.

We ensure that we have a consistent and clear focus on this through:

- Check in and check out circles

- Tell Me Tuesday surveys for pupils, staff and parents

- Actioning next steps from workforce reform questionnaires

- Wellbeing register that is monitored and actions taken

- Impact Ed questionnaire together pupil voice on goal orientation, disposition to learn and wellbeing

- Working with professionals within school and also alongside outside agencies to provide timely support and intervention.

Challenges

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

Challenge number	Detail of challenge
1	**Families who are eligible for PP funding do not apply.** The number of children receiving pupil premium funding increases in Year 2 and Year 3 inline with FSM's funding ceasing. Supporting families to apply sooner will ensure that the funding received is reflective of pupil premium eligibility within school.
2	**Narrowing the attainment gap across Phonics, Reading, Writing and Math** Close monitoring of data through formative and summative assessments, pupil progress meetings, use of diagnostic tools will ensure that provision and strategies are impactful and provide timely support increasing attainment.
3	Attendance and Punctuality issues Pupil premium children continue to ... (Add)
4	**Social, Emotional and Mental Health needs.** Pupils facing difficulties managing their emotions in age appropriate ways. To be an effective learner, children need to be able to handle and regulate a wealth of emotions - to overcome challenges and problem solve, set goals and be motivated to achieve and work collaboratively with peers and adults.
5	**Enrichment opportunities** For example, access to reading books, technology, visits to places of cultural interest, sporting activities.

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
Pupil Premium data to be inline with the expected standards in Year 1 phonics.	In 2026/2027 , Year 1 phonics data for pupil premium children to be at least in line with non-disadvantaged pupils at 92% or higher
KS2 reading, writing and maths data to be in line with the expected standards of non-disadvantaged pupils.	In 2026/2027, the percentage of pupils eligible for pupil premium meeting national expectations within school will be:- At the end of KS2: Reading :85% or higher Writing : 85% or higher Maths: 85% or higher Spelling, Grammar and Punctuation: 85% or higher
Attendance to be above 94% for disadvantaged pupils	Attendance of disadvantaged pupils is above 94% Attendance and punctuality monitoring weekly by the pastoral worker and shared with the Team around the child identifies any early intervention required to support to minimise long term impact.

Improved emotional literacy skills which will improve emotional awareness, regulation and social skills for pupil premium children	Termly reporting on wellbeing levels, social emotional dispositions to learning and ImpactEd surveys shows increased pupil wellbeing over time. Children are able to talk with increasing accuracy around their emotional wellbeing using appropriate language and age appropriate physiological awareness.
There is a greater percentage of pupils in Early Years and KS1 who are eligible for pupil premium applying.	There is an increase in application for pupil premium funding in Early Years and KS1 This will result in a higher proportion and increase of pupils being recognised as eligible for PP funding.
Improved access to enrichment activities that support academic, social and emotional development.	Pupil premium children will have a wide range of experiences both internally and externally which will be mapped out across their school journey. This will include residentials, cultural experiences, curriculum ignite workshops and access to additional small group experiences.

Activity in this academic year Cost:

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)

£81,964

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of **Social and Emotional Learning** **Making Me Programme** - developing a bespoke programme of support to complement the whole school ethos and culture. **Stormbreak** Movement for mental health - teaching children the emotional literacy skills to manage their mental health.	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) Social and emotional learning | EEF	
Read Write Inc in Early Years and Year One Ongoing training and development for new and existing staff ensuring continuing CPD, monitoring of teaching and learning.	As stated in the reading framework July 2021.p.67 'After year 1, learning in the wider curriculum depends increasingly on literacy. Pupils who cannot read well enough do not have full access to the curriculum. Those who fail to learn to read early on often start to dislike reading. They read less than others – and less often – and do not accumulate the background knowledge and	

	vocabulary from reading that their peers do. The word-rich get richer, while the word-poor get poorer.' Guidance Report IMPROVING LITERACY IN KEY STAGE 1 EEF research states that low-reading levels continue to be one of the biggest challenges in improving academic attainment for disadvantaged children. Attendance and reading key barriers to disadvantaged pupils'... | EEF Key findings: 1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics | EEF Read Write Inc. Phonics and Fresh Start | EEF	
Voice 21 - Oracy Programme To include training and support for new staff. Refresher training for existing staff. TLR for Oracy Leader for subject development, monitoring.	EEF suggests that on average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Pupils from disadvantaged backgrounds are more likely to experience lower levels of language development than that of their peers impacting on their academic attainment and experiences beyond school. Oral language interventions | EEF At Brooklands Farm, we use voice 21 to embed a culture of "Learning to talk well and learning well through talk so that we can know more and remember more". Children are taught oracy skills discretely each week, oracy skills are embedded in core and non-core learning, and small group interventions to support language development for specific groups of children.	
Continued Professional Development - **Skills Bridge** CPD online training programme - **National College** Membership to CPD platform	EEF research found that supporting high quality teaching is pivotal in improving children's outcomes and narrowing the disadvantage gap. "High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom." Effective Professional Development | EEF	

- **Teachers as Learners** - Communities of practice - Leaders have designated time for mentoring and coaching others - Embedding of Teachers as Learners model across the school - **The Big Leadership Programme.** Staff participate in national evidenced-based programmes such as - **Ambition Institute Curriculum Development** Training and development for staff.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD 1. Skills-Bridge and the National college Online 'anytime' CPD packages which provides staff with - a unified frameworks for understanding and addressing challenging behaviours - knowledge and skills to support areas of additional needs - networking locally and nationally to access further support 2. Teachers as Learners is a Brooklands learning community that provides a framework for future professional development built upon teachers' voices and reflects how teachers want to learn in the future. 3. 'The Big Education Leadership Programme'. The Programme brings together leaders in education to explore and address persistent and challenging problems that exist within education. Having two members of staff on the programme means we are able to bring real time evidence and review to our current practices bringing about rapid development. 4. A quality curriculum across all subjects ensuring children receive an ambitious, full curriculum offer,	
Adopting **instructional coaching approach** to support Early Career Teachers inline with the ECT Framework using an allocated leader.	NFER research found that ECT's that were supported effectively during their first two years were more likely to remain at their inducted school showing an impact on retention. Additionally, mentoring and coaching was most effective when allocated staff were given sufficient time to carry out their roles and monitor progress of ECT's. We have looked at the capacity of staff within the school and recognise that we need to support staff to be able to support less experienced members of staff so have identified a new member of staff who will take on and develop this role with the middle management structure. Four things we've learned about supporting early career teachers | EEF EEF ECT Coaching Pilot Report findings	

Smaller group sizes for the teaching of core subjects in Key Stage 2. Having analysed our cohorts we have identified that Key Stage 2 needs support to address gaps in early skills in writing, inference in reading and problem solving in maths. Using the data analysis from summative QLA and formative judgements, learning will be targeted and adapted providing prompt 'in action' support for misconceptions and gaps in children's learning.	EEF research shows that small group tuition is most effective when it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. Additionally, research found that "small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy." Small group tuition | EEF Providing additional tuition and smaller teaching groups for core subjects means that there are more opportunities for feedback to be given in the moment, moving learning forward promptly with more targeted support. Feedback | EEF	
'Faces on the Data' **Taken from the 14 parameters - Collaborative enquiry** To increase accountability, raise the profile of Pupil Premium attainment, and make narrowing the gap 'everybodies business'. There will be a weekly Team Around the Child Meeting using 'faces on data' principles within small school teams to discuss pupil premium progress academically, socially and emotionally to ensure prompt intervention to put the right support in place. This will include -Collaborative Inquiry is Focused on Students' FACES -Case management using Data Walls and data management meetings - Shared accountability and responsibility This ensures that pupil premium children are well known, talked about on a regular basis.	Professional, personal and an effective relationship built between staff member and pupil premium child to listen to their needs, provide encouragement and advice Building relationships:Support school attendance EEF Using "**Putting FACES on the Data: What Great Leaders Do!"** By L. Sharratt and M.Fullan **14 Parameters.** To commit or not commit:Faces on the data Sharratt Educational Group	

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

Cost: £44,149

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read, Write inc Targeted intervention for children in Years 2, 3, and 4 and Fresh Start programme in Years 5&6 Ongoing training and development for new and existing staff ensuring continuing CPD, monitoring of teaching and learning.	We have chosen to implement Read, Write Inc phonics across the whole of Foundation 2 and Year 1. We are also using Read, write Inc phonics in Years 2,3 and 4 as an intervention and Fresh Start in Years 5 &6. This allows for a systematic approach to teaching phonics throughout the school. This is especially important for those children who require extra support developing their reading skills. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics EEF evidence has shown that implementation of RWI as a systematic phonics programme has had a positive impact on the attainment of children eligible for FSM's. https://educationendowmentfoundation.org.uk/news/eef-publishes-independent-evaluation-of-read-write-inc-phonics-and-fresh-start	
Improve the quality of **Social and Emotional Learning** - Early intervention support - Through the use of alternative learning spaces to offer **project led and play based learning curriculum** in Key-Stage One by Specialist ILS which will focus on the development or social and emotional skills development As a school, we contract a **play therapist** for 4 days a week to provide small group and individual 'Relax Kids' and 'play therapy' sessions for children who may: - be experiencing a low wellbeing overtime	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in Healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Social and emotional learning | EEF	

- have an increased likelihood of mental health concerns due to risk factors - need targeted support to manage their emotions effectively in age appropriate ways.		
Digital technology. For example - increased access to chromebooks and iPads A school audit of device access in July 2024 showed that over a third of pupil premium children in Key Stage 2 did not have access to a personal device or a device suitable to access online learning.	Evidence shows that consistent access to a device will ensure that children have increased opportunities to access individualised instruction digitally which can be personalised to their attainment. For example - Century Tech online tutoring, Ed tech overlearning apps, increased access during lessons to support metacognition strategies. Priority and allocated devices within school allows for pupil premium children to access digital platforms for overlearning and revisiting prior learning to improve retention of knowledge and equal the same opportunities to digital platforms as their peers. Using Digital Technology to Improve Learning | EEF Individualised instruction | EEF Homework | EEF	

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

Cost: £82960

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family champions working with vulnerable families to improve parental engagement and raise attendance. Roles include - **Family Liaison Link** **Attendance and Safeguarding Lead** **Equality and Diversity Leader** - Supporting families and raising the profile of applying for Pupil Premium funding to ensure that funding is representative of the provisions needed. -Working alongside families of pupils in the Early Years to provide support on Early development, sign-posting to services and coordinating support. -Leading the Little learners group for preschoolers for families in the community to build early relationships.	We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: - approaches and programmes which aim to develop parental skills such as literacy or IT skills; - general approaches which encourage parents to support their children with, for example reading or homework; - the involvement of parents in their children's learning activities; and	

-Running community groups including ESOL classes, walk and talk sessions to build parental networks, mindfulness coffee mornings to network and offer links to services with expert speakers around parental support. - Links and support to access external services such as Early Help, Service Six, School Nurse	- more intensive programmes for families in crisis. Parental engagement | EEF [Withdrawn] Improving school attendance: support for schools and local authorities - GOV.UK	
Early adopter of **Breakfast Club Programme** which will: - increase attendance of disadvantaged children through offering increased capacity and opportunity to parental engagement to come into school as part of a soft start. - Improve school readiness by ensuring children receive a breakfast before the school day which will improve wellbeing and learning zone - Alongside child initiated play and structured play opportunities, there will be device access for parents to access digital platforms to support learning with staff support.	Evidence suggests that increasing the offer to breakfast club can impact pupil attendance, supports families with the cost of living through subsidised and funded access Benefits of breakfast clubs - Case study - GOV.UK Magic Breakfast - trial | EEF.	
Specialist Teachers for **additional Educational opportunities** to support children who are having difficulty accessing learning through behavioural issues or are identified as needed support to maintain a positive well being. This includes: Special needs swimming lessons Forest schools Teacher	SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs. Social and emotional learning | EEF	
Within our PP budget, children are entitled to receive funding towards residential trips, ignite trips, clubs and enrichment school activities held within the school day This includes: Artis Bendy Wendy DT Specialist Cookery Classes Ignite costs and Residential cost	EEF - Life Skills Enrichment Research summary by the EEF has found that enrichment approaches can directly improve pupils' attainment, develop character and life skills. Evidence shows that Art participation, such as dance, drama, music, painting, or sculpture, can impact academic attainment by +3months. Arts participation | EEF Additionally, activities such as Outdoor Adventure Learning, might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access.	

	Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. Outdoor adventure learning | EEF	

Total budgeted cost: £ 197,872

Section B: Review of outcomes in the previous academic year

Intended outcomes: 23/24

Outcome 1:

Progress in EYFS is accelerated in all areas of the curriculum

- 67% of pupil premium children compared to 85% non-pupil premium children achieved a GLD

The use of early language programmes is having a year on year impact on early language development. We will continue to implement and build on this support and provision each year to meet the needs of the intake.

Outcome 2:

Pupil Premium data to be in line with expected standards in Year 1 phonics.

- Year on year pupil premium data shows that our children achieve above national average
- The gap between pupil premium and non pupil premium is narrowing with 89% PP achieving the pass rate compared to 92% for non PP peers.

Phonics year 1 attainment by pupil group

This is provisional data for 2023/24.

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Phonics year 1 attainment by pupil group								
Breakdown	Cohort	Number absent / didn't take the check	Number not achieving the expected standard	Number achieving expected standard	School %	National % ?	Average mark	
							School	National ?
All pupils	177	0	14	163	92	80	35	33
Male	92	0	9	83	90	77	34	33
Female	85	0	5	80	94	84	36	34
Disadvantaged ?	18	0	2	16	89	68	35	30
Ever 6 FSM ?	0	0	0	0	N/A	84	N/A	34
Children looked after ?	0	0	0	0	N/A	80	N/A	33
Other ?	159	0	12	147	92	84	35	34
SEN EHCP ?	0	0	0	0	N/A	20	N/A	19
SEN support ?	17	0	9	8	47	52	24	26
No SEN ?	157	0	4	153	97	88	37	35
English first language ?	79	0	5	74	94	81	36	34
English additional language ?	95	0	8	87	92	80	35	33

Outcome 3:

KS2 reading, writing and maths data to be in line with the expected standards of non-disadvantaged pupils.

- In the Year 4 multiplication check, Pupil premium children are now achieving above average data and are almost in line with the national data for non-pupil premium children.

  Implementing smaller groups sizes for targeted intervention, using ed-tech for in school and out of school overlearning is having an impact. We will continue to adapt the provision and strategies to support current intake building on the success thus far.

- Data for UKS2 SATs remains an area of focus, especially in Maths. We will be using smaller groups sizes for Core teaching and timetabling additional tutoring and overlearning. This will continued to be monitored closely using gap analysis and prompt intervention to support rapid progress for children identified as not making expected progress.

Multiplication tables check

Mean average score by pupil group

This is data for 2023/24.

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Multiplication tables check			
Breakdown	Cohort	Mean average score ?	
		School	National ?
All pupils	180	22.0	20.6
Male ?	85	22.2	20.9
Female ?	95	21.8	20.4
Disadvantaged ?	30	19.4	18.9
Other ?	150	22.5	21.3
SEN EHCP ?	2	N/A	15.2
SEN support ?	33	20.2	16.8
No SEN ?	142	22.4	21.6
English first language ?	78	21.6	20.4
English additional language ?	99	22.3	21.8

KS2

Key stage 2 reading, writing and maths by pupil group					
Breakdown	Cohort	Achieving the expected standard or higher ?		Achieving at a higher standard ?	
		School %	National % ?	School %	National % ?
All pupils	177	74	61	12	8
Male ?	92	72	57	12	6
Female ?	85	76	64	13	9
Disadvantaged ?	22	55	67	0	10

Key stage 2 reading by pupil group

Breakdown	Reading progress					Reading attainment						
	Cohort	Adjusted score		Unadjusted score		Cohort	Achieving the expected standard		Achieving a higher standard		Average score	
		School	National	School	National		School %	National %	School %	National %	School	National
All pupils	0	N/A	-	N/A	-	177	85	74	33	29	106.9	105.2
Male	0	N/A	-	N/A	-	92	88	71	27	25	106.7	104.5
Female	0	N/A	-	N/A	-	85	81	78	39	32	107.1	105.9
Disadvantaged	0	N/A	-	N/A	-	22	73	80	18	33	103.7	106.2

Key stage 2 maths by pupil group

Breakdown	Maths progress					Maths attainment						
	Cohort	Adjusted score		Unadjusted score		Cohort	Achieving the expected standard		Achieving a higher standard		Average score	
		School	National	School	National		School %	National %	School %	National %	School	National
All pupils	0	N/A	-	N/A	-	177	84	73	37	24	106.1	104.4
Male	0	N/A	-	N/A	-	92	85	74	39	27	106.9	104.9
Female	0	N/A	-	N/A	-	85	84	73	35	21	105.2	103.8
Disadvantaged	0	N/A	-	N/A	-	22	64	79	9	29	100.0	105.6

Key stage 2 writing by pupil group

Breakdown	Writing progress					Writing attainment				
	Cohort	Adjusted score		Unadjusted score		Cohort	Achieved the expected standard		Achieved a greater depth	
		School	National	School	National		School %	National %	School %	National %
All pupils	0	N/A	-	N/A	-	177	80	72	22	13
Male	0	N/A	-	N/A	-	92	78	65	17	10
Female	0	N/A	-	N/A	-	85	82	78	27	16
Disadvantaged	0	N/A	-	N/A	-	22	73	78	5	16

Outcome 4:

<u>Attendance to be above 96% for disadvantaged pupils</u>

Attendance data for pupil premium children ended on 92.5% which is a year on year rise.

This increased from 90.2% in the previous academic year.

Outcome 5:

Improved attitudes to learning

ImpactEd data from 23/24 shows that learning attitudes for pupil premium children are inline with non-pupil premium children.

	All pupils	PP
Wellbeing	**3.31**	**3.15**
Motivation	**3.73**	**3.50**
Goal Orientation	**3.66**	**3.60**

To ensure that these levels are maintained, provision and strategies for supporting positive mental health and wellbeing will continue to remain a priority in our renewed pupil premium strategy.
As a school, we know that our learning and wellbeing zones are interconnected.

Outcome 6:

There is a greater percentage of pupils in Early Years and KS1 who are eligible for pupil premium

School data shows that in the last 3 year period, uptake of Pupil Premium has increased across the school.
21/22 - 8 %
22/23 - 8.9 %
23/24 - 10 %

From what we know about our families' circumstances, we believe that although we have seen an increase, more families are eligible and we need to offer further support to remove the barriers to accessing.

- The allocation of a family support worker placed in Early Years will offer sign posting, guidance and support to parents entering the school community.
- Address the misconception that FSM's is the same as Pupil Premium funding, so that more families are accessing the funding ahead of the transition to Key Stage 2.

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
Read, Write Inc Phonics and Fresh Start - £2,400	Ruth Miskin training
Century Tech - £2,470	Century
Times table Rock Star and Numbots £	Maths Circle
Literacy Gold	Engaging Eyes
Myon	Renaissance
Accelerated Reader	Renaissance
SEN resources including IT - £8,200	Various companies (Espo, Sensory Direct, DMS Network and Herts Fullstop etc)