

CAT

Pupil Premium Strategy



2024-2027

How we utilise pupil premium funding to improve the achievement of our disadvantaged pupils.

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Executive Overview

This statement outlines how our school utilises pupil premium funding to improve the achievement of our disadvantaged pupils. It details our pupil premium strategy, the planned spending for this academic year and the impact of last year's funding on our school.

Our goal is to close the attainment gap and remove barriers to the academic, social and emotional development of eligible pupils. The strategy is designed to make the most of the pupil premium funding, ensuring every eligible child receives the support they need to reach their full potential.

Key aspects of the strategy include:

- Investment in high-quality teaching and learning methods that have been proven to positively impact disadvantaged pupils.
- Gaining a deep understanding of the experiences of our disadvantaged pupils to provide the most effective support. We aim to be experts in our children's needs, building strong, lasting relationships with each child.
- Recognising the crucial role parents play in their child's success, we actively engage with them to fully understand their child's academic, social and emotional needs.

The challenges we aim to address are:

- Supporting eligible children with complex special educational needs.
- Narrowing the attainment gap.
- Improving attendance.
- Addressing the social and emotional needs of children impacted by adverse childhood experiences.

The funding allows us to provide:

- Additional teaching assistants for one-on-one academic support in the classroom.
- Extra support and resources for children with special educational needs to promote inclusion.
- Additional programs and online platforms to support both staff and pupils.
- Strategies to enhance attendance.
- Pastoral support and ELSA (Emotional Literacy Support Assistant) supervision sessions.
- Financial assistance for uniforms, trips, and other related expenses for individual children.

The impact of the funding in previous years has been:

- Improved attainment for pupils at the end of Key Stage 2.
- Case studies showing how pastoral support has led to better attendance.
- Increased teacher expertise through the Learning Without Limits project and inclusive teaching strategies.
- Slightly higher progress for disadvantaged pupils compared to their non-disadvantaged peers.

School overview

Detail	Data
School name	Bexton Primary School
Number of pupils in school	412 (not incl nursery)
Proportion (%) of pupil premium eligible pupils	5.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Emily Armstrong
Pupil premium lead	Tristram Marchington
Governor / Trustee lead	Sarah Stafford/Kristina Gol

Funding overview

Detail	Amount 23-24	Amount 24-25
Pupil premium funding allocation this academic year	£48,250	£44,660
Recovery premium funding allocation 2022-23 (30 pupils)	£3,625	NIL
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0
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	£51,875	£44,660

Part A: Pupil premium strategy plan - Statement of Intent

Bexton Primary School is a two-form entry primary school with a committed, hardworking and caring staff known for going above and beyond to support their pupils. The school benefits from an experienced and stable leadership team that prioritises the highest standards of education and care for all children. Pupils typically begin school with expected developmental levels and continue to make excellent progress throughout their time here.

Our thriving nursery, which serves the majority of our reception pupils, allows us to engage with families early and support children academically and socially from the start. This also enables us to identify learning gaps and provide targeted interventions at an early stage.

We are dedicated to maintaining an inclusive environment, fostering a welcoming ethos and culture. Our staff work diligently to provide every child with opportunities that support their academic, social, emotional and physical growth, addressing and removing barriers to progress.

At Bexton, we believe that a strong curriculum is essential for children to develop a rich cultural knowledge. Through effective teaching, our pupils acquire the skills and knowledge necessary for success. Additionally, we offer a wide range of experiences to promote their personal development.

High-quality teaching and learning are central to our approach and we focus our additional support for disadvantaged pupils in areas that, based on evidence and experience, will have the greatest impact. We use assessment data to set ambitious targets and quickly identify when pupils are not on track, ensuring timely and effective supports are implemented.

Bexton Primary School is committed to meeting the needs of all pupils eligible for the pupil premium grant, supporting both their academic and social-emotional development. Research indicates that expert teaching, strong relationships, early intervention and fostering self-efficacy and self-regulation yield the most significant outcomes. Therefore, our strategy is built around these key elements, along with accurate assessment of any learning barriers.

Our Pupil Premium spending objectives are:

- To provide high-quality teaching and learning across the curriculum.
- To deliver additional support and interventions to ensure disadvantaged pupils reach their full potential.
- To offer personalised social and emotional support to disadvantaged pupils to enhance their well-being.
- To strengthen home-school partnerships, addressing any learning barriers that may impact well-being or academic achievement.

How does the Pupil Premium strategy work to achieve these goals?

- It enables us to offer in-class support, small group sessions and individual interventions, all delivered by highly trained staff, to support eligible pupils' academic progress.
- It enables us to provide additional emotional and social support to ensure eligible pupils can maximise their well-being.
- It enables us to offer support to families, providing opportunities for children to participate in a wide variety of activities that promote personal development.

Challenges

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

Challenge number	Detail of challenges
1	A significant proportion of our disadvantaged pupils also have complex special educational needs. Currently, 43% of the disadvantaged children have either an Educational Health Care Plan or a SEND Support Plan (17% have an EHCP). Many require specialised support and interventions to aid their progress and we place a strong emphasis on spending additional time with their parents to build a strong home-school partnership.
2	As of July 2024, in Year 2-6, 90% of our current (2024-25) non-disadvantaged pupils were at age-related expectations in reading, 79% in writing, and 90% in maths. Among our current disadvantaged pupils, the figures were 68% in reading, 41% in writing and 68% in maths.
3	Many families are under increasing pressure due to the rising cost of living. By providing extra pastoral support that emphasises clear communication, the school is able to quickly address barriers to children's attendance or academic progress. For our current pupils in 2023-24, there was a 1.5% attendance gap between our disadvantaged pupils and their non-disadvantaged peers.
4	While most disadvantaged children reach the expected standard by the end of Key Stage 2, a small number achieve the higher standard. A focused effort on enhancing teacher expertise in the strategies that have the greatest impact on pupil outcomes will help drive progress. Additionally, small group or one-to-one support, where possible, will help disadvantaged pupils in achieving their academic goals. As of July 2024, in Year 2-6, 42% of our current (2024-25) non-disadvantaged pupils were exceeding in reading, 19% in writing, and 45% in maths. Among our current disadvantaged pupils, the figures were 9% in reading, 0% in writing and 9% in maths.
5	Some of our disadvantaged pupils require more emotional support due to having experienced adverse childhood events. Our pastoral lead has been involved with 61% of disadvantaged pupils or has worked with other professionals to provide support for them and their families. This dedicated care enables us to offer ELSA sessions, helping pupils develop strong learning attitudes, improve self-esteem and build self-efficacy.

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
Improve attendance and reduce persistent absence for disadvantaged pupils	<ul style="list-style-type: none"> Disadvantaged pupils' attendance meets or exceeds 96% annually. Persistent absence rates are reduced to below 10%.
Improve the quality of teaching for disadvantaged pupils with particular focus on writing	<ul style="list-style-type: none"> All teaching is rated as good or outstanding, with high expectations for all pupils. Disadvantaged pupils make progress in line with or exceeding their peers. Teachers effectively implement evidence-based writing strategies and use formative assessment to identify gaps in writing skills in daily lessons.
Outcomes for disadvantaged pupils are in line with or above national standards and aligning with or exceeding aspirational targets (taking SEND into account)	<p>Reading</p> <ul style="list-style-type: none"> For disadvantaged pupils in Y6 to achieve above national standards for non-disadvantaged pupils. For 80% of disadvantaged pupils in Y6 to achieve age-related expectations For all disadvantaged pupils in Y6 to achieve positive progress scores (when measurable) For 70% of disadvantaged pupils in Y1 to Y5 to achieve age-related expectations For 80% of disadvantaged pupils in Y1-Y5 to achieve a positive progress score in internal tracking <p>Phonics</p> <ul style="list-style-type: none"> For 80%+ of disadvantaged children in Y1 to meet the required level in phonics screening. <p>Writing</p> <ul style="list-style-type: none"> For disadvantaged pupils in Y6 to achieve above national standards for non-disadvantaged pupils. For 80% of disadvantaged pupils in Y6 to achieve age-related expectations For all disadvantaged pupils in Y6 to achieve positive progress scores (when measurable) For 60% of disadvantaged pupils in Y1 to Y5 to achieve the expected standard in writing (taking into account the SEND pupils needs) For 80% of disadvantaged pupils in Y1-Y5 achieve a positive progress score in internal tracking <p>Mathematics</p> <ul style="list-style-type: none"> For disadvantaged pupils in Y6 to achieve above national standards for non-disadvantaged pupils. For 80% of disadvantaged pupils in Y6 to achieve age-related expectations For all disadvantaged pupils in Y6 to achieve positive progress scores (when measurable) At least 70%+ disadvantaged pupils in Y1 to Y5 to achieve age-related expectations For 80% of disadvantaged pupils in Y1-Y5 achieve a positive progress score in internal tracking <p>EYFS</p> <ul style="list-style-type: none"> 80% of disadvantaged pupils achieve age-related expectations by the end of EYFS (GLD) <p>SEND</p>

	<ul style="list-style-type: none"> • Where children have an EHCP or SEND Support Plan, the school can demonstrate good levels of progress related to their area of need. • SEND families receive regular, personalised communication about their child's progress and well-being - Achieve at least 80% attendance at parent meetings. • SEND families report high satisfaction with the quality and frequency of communication with the school - feedback surveys from parents of disadvantaged pupils, aiming for at least 85% satisfaction with communication provided by the school.
<p>Support disadvantaged pupils to thrive emotionally and socially.</p>	<ul style="list-style-type: none"> • Pastoral Lead effectively supports disadvantaged children so that any barriers to their learning or emotional wellbeing are addressed. • Disadvantaged pupils have equal access to extracurricular and enrichment activities with a high participation rate. • For all disadvantaged pupils to increase their score on the resilience scale (Jigsaw REST) from entry 2024. • For all disadvantaged pupils to talk positively about the impact Jigsaw/pastoral support has had on their emotional wellbeing.

Activity in this academic year 2024-2025

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: *[Cost to be covered by main school budget]*









Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop teaching quality to positively impact all pupils' learning and engagement.</p>	<p>A new professional development cycle to support teachers to change and embed habits to improve teaching and learning will be introduced this year. Developmental Learning Groups will provide teachers with the time and space to read, discuss and reflect on evidence-based research and then plan for the implementation of new strategies in their classrooms to support all children more effectively. This will work parallel to a peer support network in school and will also be linked to teachers' performance management (professional development) targets.</p> <p>We will also be continuing to engage in a trust wide CPD programme that looks at all aspects of expert teaching (Learning Without Limits) that have a thorough evidence base in improving outcomes for pupils.</p> <p>Collaborative learning approaches</p> <p>High impact for very low cost based on limited evidence.</p> <p>Mastery learning</p> <p>High impact for very low cost based on limited evidence.</p>	<p>2 & 4</p>
<p>Invest in evidence-based resources to support the development of literacy skills.</p>	<p>We have continued to invest in a recently introduced phonics programme that ensures all pupils receive daily teaching from their teacher, who can then identify pupils who need additional same-day interventions, to ensure they keep up with the programme.</p> <p>We have invested in <i>SpellingShed</i> to improve pupils' spelling by providing an engaging, structured programme that supports individual learning needs. Through its interactive approach, <i>SpellingShed</i> enables pupils to practice and refine their spelling skills both in class and at home, allowing teachers to track progress and quickly identify pupils who may need additional support. This investment is aimed at improving spelling outcomes across the school but also allows for targeted interventions.</p> <p>Additionally, we have adopted <i>No More Marking</i> as a tool for assessing and moderating pupil writing from a national perspective. This innovative platform allows us to benchmark pupil writing against national standards, ensuring a consistent and objective approach to writing assessment. It also supports effective moderation and feedback, helping teachers identify areas for improvement and track progress over time. This initiative will further strengthen our writing curriculum and ensure greater accuracy of teacher assessments.</p> <p>The EEF reports on Improving Literacy in KS1 & in KS2 focus on evidence-based recommendations that are relevant to all pupils, and particularly to those struggling with their literacy.</p> <p>This area is covered by the main school budget.</p> <p>Homework</p> <p>High impact for very low cost based on very limited evidence.</p> <p>Parental engagement</p> <p>Moderate impact for very low cost based on extensive evidence.</p> <p>Phonics</p> <p>High impact for very low cost based on very extensive evidence.</p>	<p>1, 2 & 4</p>

<p>Developing the impact teaching assistants have on pupil outcomes.</p>	<p>We are continuing to roll out a trust-wide development initiative aimed at maximising the impact of teaching assistants (MITA). This initiative focuses on ensuring the effective deployment of teaching assistants, promoting best practices, and optimising their time. By ensuring teaching assistants are well-prepared and have a clear understanding of the children’s learning objectives, we aim to enable them to make a meaningful contribution to pupil progress.</p> <p>This area is covered by the main school budget.</p>	<p>1 - 5</p>
<p>CPD for staff to support effective inclusion and further developing the relational approach.</p>	<p>Last year, all our policies and practices were reviewed to ensure we have a fully inclusive school. Inclusive educational practice provides opportunities to all pupils to learn together by removing social and emotional barriers and making reasonable adjustments to practice. We completed a full 360 with staff, children, parents and governors and looked to eradicate any policies and practices that reduced pupil or parent engagement with school. The review was completed in 2023-24 and we will continue the work of this project through developing the relational approach to behaviour management and ensuring teachers have an expert knowledge of the disadvantaged pupils.</p> <p>This area is covered by the main school budget.</p> <p>Behaviour interventions</p> <p>Moderate impact for low cost based on limited evidence.</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4</p> <p>Social and emotional learning</p> <p>Moderate impact for very low cost based on very limited evidence.</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4</p>	<p>1, 3 & 5</p>
<p>Leadership time to monitor the impact of the strategy.</p>	<p>The Deputy Head leads the Pupil Premium Grant (PPG) strategy and collaborates closely with senior and middle leaders and teaching assistants to ensure a whole-school approach to improving outcomes for disadvantaged pupils. In this role, they will:</p> <ul style="list-style-type: none"> • Ensure that all staff are informed about how pupil premium funding is used to support eligible pupils and that they understand the strategies that have the greatest impact on improving outcomes for disadvantaged children. • Prioritise the needs of disadvantaged pupils in all school development work, identifying any in-school variations and addressing these. This includes early identification of eligible children, including those in the nursery provision. • Monitor the attendance, progress and attainment of disadvantaged pupils and lead discussions during pupil progress meetings. The Deputy Head will work with relevant staff if pupil progress falls below targets and ensure that appropriate support is provided and prioritised for eligible children. • Develop and implement a PPG strategy plan designed to improve outcomes for eligible children. <p>This area is covered by the main school budget.</p>	<p>1-5</p>

Targeted academic support

(for example, group & one-to-one support interventions)

Budgeted cost: £24,097

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching assistants work with disadvantaged pupils providing additional supports and interventions. £24,097 (2024-25)</p>	<p>Our approach ensures that disadvantaged pupils' individual needs, including specific additional needs, are addressed and supported in class with targeted, ring-fenced support and regular feedback. This funding allows our SENCO and specialist staff the time to work directly with these children, providing appropriate support tailored to their needs (as a number of our disadvantaged children also have specific additional needs). Teaching assistants in classes provide additional support to disadvantaged pupils, with a focus on developing critical skills, particularly where gaps are evident. The teaching assistant will focus their in-class time on providing additional help and tailored feedback on pupils' learning (with an emphasis on writing skills this year as this is the area that school tracking shows the largest gap between disadvantaged and non-disadvantaged pupils). They will also spend time collaborating with class teachers to gather feedback on the impact of their support and identify any further support the pupils require. Additionally, time will be allocated to ensure they receive any necessary training and support to fulfil their role effectively (see MITA Project above).</p> <p>EEF evidence shows that teaching assistant interventions, when deployed effectively, are successful in making an impact.</p> <p>One to one tuition <small>High impact for moderate cost based on moderate evidence.</small>   +5</p> <p>Small group tuition <small>Moderate impact for low cost based on moderate evidence.</small>   +4</p> <p>Teaching Assistant Interventions <small>Moderate impact for moderate cost based on moderate evidence.</small>   +4</p>	<p>1, 2 & 4</p>
<p>Review the SEND Support Plan process and SMART Target Setting</p>	<p>Providing training for staff on developing SMART (Specific, Measurable, Achievable, Relevant, Time-bound) targets for pupils on SEND Support Plans will ensure that support for these pupils is offered through Quality First Teaching (QFT) strategies, small group support or one-to-one interventions, as required, in a measurable and attainable way, allowing for success and achievement. Additionally, extended 20-minute parent meetings will be held during the regular parent meeting schedule for pupils on SEND Support Plans to foster clear communication, set joint goals and strengthen home-school partnerships.</p> <p>Research highlights the effectiveness of SMART targets in ensuring focused, measurable progress for pupils with SEND, making interventions more impactful and individualised. Consistent parental engagement is also shown to improve outcomes for pupils with SEND by aligning support strategies between home and school. The EEF emphasises that effective parent-school communication is key to enhancing learning outcomes.</p> <p>Individualised instruction <small>Moderate impact for very low cost based on limited evidence.</small>   +4</p>	<p>1, 2 & 5</p>
<p>To purchase an assessment programme to support the SENCO with a view to Trust wide implementation.</p>	<p>We identified that our assessment systems are less effective for pupils with an EHCP who are not working at National Curriculum levels. To address this, we have invested in an assessment system (SOLAR) that better supports tracking progress for these pupils and facilitates sharing this information with parents and carers. We believe this system fosters a positive, strengths-based approach rather than a deficit model.</p> <p>The EEF SEND evidence review recommends "high-quality and accurate formative assessment, using effective tools and early assessment materials," as well as "setting out the desired outcomes, including expected progress and attainment, and incorporating the views and wishes of pupils and their parents." We believe this approach will help us pinpoint and celebrate the small steps of progress that children with complex learning needs achieve.</p> <p>This area is covered by the main school budget.</p>	<p>1 & 3</p>

Wider strategies

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

Budgeted cost: £26,176

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Offer tailored pastoral support for disadvantaged pupils to strengthen their emotional and social well-being. £22,176 (2024-25)</p>	<p>Many of our disadvantaged pupils face challenging circumstances outside of school and need additional support to manage their emotions effectively. This support is closely aligned with our PSHE scheme of work, which includes assessing children's resilience levels. Our Pastoral Support Lead will provide targeted support to disadvantaged pupils identified as having low resilience levels, as well as those already known to need assistance and any additional pupils identified by staff.</p> <p>Training planned include: ELSA supervision training sessions, next step training, toxic trio, DSL training, Digital Safeguarding and trauma informed schools training. The Pastoral Lead will also aim to improve children's attendance by working with children and families.</p> <p>EEF shows that developing children's social and emotional skills results in reduced anxiety and increased engagement in learning.</p> <p>Social and emotional learning Moderate impact for very low cost based on very limited evidence.</p> <p>£ £ £ £ £ £ £ £ £ £ +4</p>	<p>3 & 5</p>
<p>Fund ELSA supervision sessions for our Pastoral Lead.</p>	<p>A number of our disadvantaged pupils need support with emotional needs and behaviours, with this being the biggest barrier to their progress. By ensuring our Pastoral lead has access to high quality training and supervision, we will be able to target the support where it is most needed.</p> <p>To maintain emotional and social interventions in the future (over the 3 year strategy), consider training additional staff as Emotional Literacy Support Assistants (ELSA) to reduce reliance on a single staff member. This way, if staff turnover occurs, trained replacements are available.</p> <p>Social and emotional learning Moderate impact for very low cost based on very limited evidence.</p> <p>£ £ £ £ £ £ £ £ £ £ +4</p>	<p>3 & 5</p>
<p>Offer financial assistance to eligible families, where appropriate, to help cover the costs of extracurricular activities, school trips, uniforms and other individual needs for their children. £4000 (2024-25)</p>	<p>We can support with the cost of branded uniform, fund the cost of extra-curricular activities and the residential visit and any other trips the children go on. We will also use this fund to fund play therapy sessions, assessments related to specific educational needs and relevant interventions.</p> <p>Our experience shows that children who have access to the same experiences and feel equal to their peers supports their overall wellbeing. We have found that children who attend the extra-curricular activities benefit emotionally and socially from these experiences. Where we have funded activities specifically related to individual needs (related to their academic or personal development) we can quickly reduce barriers to learning.</p> <p>School uniform Unclear impact for very low cost based on insufficient evidence. £ £ £ £ £ £ £ £ £ £ -</p> <p>Outdoor adventure learning Unclear impact for moderate cost based on insufficient evidence. £ £ £ £ £ £ £ £ £ £ -</p> <p>Physical activity Low impact for very low cost based on moderate evidence. £ £ £ £ £ £ £ £ £ £ +1</p> <p>Arts participation Moderate impact for very low cost based on moderate evidence. £ £ £ £ £ £ £ £ £ £ +3</p>	<p>3 & 5</p>

Total budgeted cost: £50,273

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.

Previous Strategy Review (2023-2024)		Amendments for next year
Impact	Issues for 2024-25	
<p>Attendance</p> <ul style="list-style-type: none"> • Success Criteria - Disadvantaged pupils to have an average attendance of 96% or above ➤ Evaluation - Average attendance for disadvantaged pupils was 95.6% in 2023-24 • Success Criteria - Lateness and missed sessions minimised by effective tracking and parental engagement ➤ Evaluation - Pastoral lead tracks this. There were a total of 78 lates for PPG pupils. <p>Quality of Teaching</p> <ul style="list-style-type: none"> • Success Criteria - Teaching of disadvantaged pupils is good and frequently outstanding as measured by monitoring and assessments. Quality of teaching results in disadvantaged pupils making good progress and achieving same standards as their non-disadvantaged peers ➤ Evaluation - PPG pupils made slightly better progress than non-PPG pupils. <p>Outcomes</p> <p>Reading</p> <ul style="list-style-type: none"> • Success Criteria - For disadvantaged pupils in Y6 to achieve above national standards for non-disadvantaged pupils. ➤ Evaluation - 89% Expected 33% GDS • Success Criteria - For all disadvantaged pupils in Y6 to achieve positive progress scores ➤ Evaluation - No progress measures due to KS1 Covid cohort • Success Criteria - For 80%+ disadvantaged pupils in Y1 to Y5 to achieve age-related expectations ➤ Evaluation - 70% Expected 10% GDS • Success Criteria - For 80% of disadvantaged pupils in Y1-Y5 achieve a positive progress score ➤ Evaluation - 90% Expected 30% GDS <p>Phonics</p> <ul style="list-style-type: none"> • Success Criteria - For 80%+ of disadvantaged children in Y1 meet the required level in phonics screening. ➤ Evaluation - Only 1 child and they didn't pass <p>Writing</p> <ul style="list-style-type: none"> • Success Criteria - For disadvantaged pupils in Y6 to achieve above national standards for non-disadvantaged pupils. ➤ Evaluation - 89% Expected 11% GDS • Success Criteria - For all disadvantaged pupils in Y6 to achieve positive progress scores ➤ Evaluation - No progress measures due to KS1 Covid cohort 	<p>Writing</p> <p>End of 2023-24 attainment: 39% of PPG pupils achieved age-related expectations compared with 66% for both Reading and Maths.</p> <p>SEND 2024-25</p> <p>43% of PPG pupils on SEND register 17% of PPG pupils have an EHCP 26% of PPG pupils on SEND Support Plans</p> <p>Attendance 2023-24</p> <p>17.4% Persistently absent(10%+) 26.1% At risk of PA (5-10%) 43.5% Good 13% Excellent</p>	<p>No More Marking</p> <p>Bought into the comparative judgement process for writing so that there can be a more accurate assessment of writing with comparisons to national pieces. This will then inform the focus of improving writing for PPG pupils and all.</p> <p>EdShed</p> <p>Bought into Spelling Shed so that it can be used as means to improve spelling generally and support pupils with a need in spelling. It will support families at home as it will be part of weekly homework and can form targeted intervention groups in school for those with complex family situations or a SEND need.</p> <p>Staff Developmental Learning Group</p> <p>To develop staff and improve their practice, DLGs will be introduced. Evidence-based research will be shared and read by staff, group discussion sessions will be held and new approaches embedded into practice. This will support all pupils as it</p>

- Success Criteria - For 80% of disadvantaged pupils in Y1 to Y5 to achieve the expected standard in writing and increase the proportion of disadvantaged children achieving above (from 4%).
- Evaluation - 40% Expected 0% GDS
- Success Criteria - For 80% of disadvantaged pupils in Y1-Y5 achieve a positive progress score
- Evaluation - 90% Expected 15% GDS

Mathematics

- Success Criteria - For disadvantaged pupils in Y6 to achieve above national standards for non-disadvantaged pupils.
- Evaluation - 89% Expected 33% GDS
- Success Criteria - For all disadvantaged pupils in Y6 to achieve positive progress scores
- Evaluation - No progress measures due to KS1 Covid cohort
- Success Criteria - For 80%+ disadvantaged pupils in Y1 to Y5 to achieve age-related expectations
- Evaluation - 75% Expected 10% GDS
- Success Criteria - For 80% of disadvantaged pupils in Y1-Y5 achieve a positive progress score
- Evaluation - 95% Expected 35% GDS

EYFS

- Success Criteria - 80% of disadvantaged pupils achieve age-related expectations by end of EYFS (GLD)
- Evaluation – 1 pupil, who didn't achieve

SEND

- Success Criteria - Where children have an EHCP or SEND Support Plan, the school can demonstrate good levels of progress related to their area of need. (As measured on SOLAR and Insight)
- Evaluation - Achieved

Pastoral Impact

- Success Criteria - For all disadvantaged pupils to increase their score on the resilience scale (Jigsaw REST) from entry 2021 and the gap to reduce from 3%.
- Evaluation - No longer using
- Success Criteria - For all disadvantaged pupils to talk about the positive impact Jigsaw has had on their emotional wellbeing.
- Evaluation - No longer using
- Success Criteria - Our Pastoral Lead effectively supports disadvantaged children so that any barriers to their learning or emotional wellbeing are addressed.
- Evaluation - Achieved (see pupil voice evaluation document) Pupil voice evidenced pupils enjoy the range of clubs available, the support from the staff in personal development, wellbeing and report that teachers make the lessons fun and engaging.

Trips & Visits

- This funding has paid for trips to the beach (Y1) Blue Planet (Y2) Chester Zoo (Y3) Cheshire Show (Y4) Conway Residential (Y5) and Harry Potter World (Y6). It has also funded fleeces for the majority of eligible children (all parents were offered this).

will have an impact on Quality First Teaching.

SEND

Review of SEND Support Plan process and writing to ensure targets are SMART and relevant to support all SEND pupils. As a high proportion of PPG pupils have a SEND need, this will further support them.

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
Floppy Phonics Programme	Oxford Owl
White Rose Maths	White Rose Science
Write Stuff (Reading, Writing & Spelling)	White Rose Hub
Jigsaw	Jane Considine
Spelling Shed	No More Marking

Service pupil premium funding

How our service pupil premium allocation was spent last year
NA
The impact of that spending on service pupil premium eligible pupils
NA

Cheshire Academies Trust Disadvantaged Pupil Strategy

Attendance: Overall, school attendance is strong, with both overall absence and persistent absence rates ranking in the lowest 20% of all schools (as indicated by the School Inspection Dashboard 2024). Our pastoral care lead collaborates closely with families when attendance falls below expectations and there is clear evidence that her efforts have a positive impact. A small group of PPG children face challenges with attendance due to long-term medical needs, requiring absences for hospital appointments. Despite these challenges, their parents make significant efforts to minimise missed school time. The school is committed to supporting all pupils academically and pastorally. When children miss sessions, teaching assistants are available to help them catch up on missed work. For the 2024-25 academic year, we reviewed our Attendance Policy and included a Proactive Approach section, which outlines all the positive strategies we use to ensure children have a love of attending our school and a desire to be in school each day.

2023/24 (current pupils only)	Pupils in group	Attendance %	Authorised Absences %	Unauthorised Absences %	Late Before Registration %	Late After Registration %
Disadvantaged	23	94.9	4.4	0.7	1.2	0.3
Not Disadvantaged	398	96.4	3.1	0.5	0.5	0.09

Vocabulary & Literacy: Our school benefits from a highly trained and experienced speech and language teaching assistant who works closely with visiting Speech and Language Therapists. We have also invested in a new training program to equip early years staff with the skills to screen, identify and support children with speech and language developmental delays. Additionally, we prioritise daily opportunities to read with children, fostering a love of reading and enhancing their language skills.

Mastery & Mindset: Our school embraces a mastery approach, ensuring every child benefits from high-quality teaching, complemented by additional interventions when needed. We maintain high expectations for all pupils and, through the Trust's *Learning Without Limits* program, avoid labelling or grouping children by perceived 'ability.' Our phonics program was specifically chosen for its whole-class delivery, supported by daily interventions for those needing extra time to master sounds. External SEND reviews have praised our strong ethos of inclusion and our proactive *keep up, not catch up* approach. Teachers use focused, short, in-class interventions to help children achieve strong progress.

Attainment Mobility: Our PPG strategy is designed to set high expectations for the attainment and progress of all disadvantaged pupils, while taking into account their varying needs and differences, ensuring they are well-prepared for secondary education and its impact on their future opportunities. Statutory outcomes demonstrate exceptional achievement, with all 2024 results significantly above national averages. In 2023-24, our strategy successfully supported all disadvantaged pupils to meet or exceed the expected standard in end-of-KS2 assessments, except for one pupil who narrowly missed the expected standard in writing. This success is driven by strong relationships with pupils and the additional teaching assistant hours funded through the PPG budget, enabling targeted support to help every child reach their full potential.

Connected Curriculum: Our wider curriculum schemes are carefully structured with clear end points, ensuring a cohesive learning journey. In subjects such as humanities and science, children benefit from a clear progression model that connects concepts, making learning both memorable and meaningful. When speaking with our pupils, you will find they confidently articulate their learning and take great pride in the high standard of work they produce.

Expert Teachers: Through the *Learning Without Limits* program, our school is undertaking a three-year strategic project to enhance teaching excellence, supported by a comprehensive professional development program led by the Trust. In 2022-23, we focused on the *Seven C's of Expert Teaching*—Care, Control, Challenge, Captivate, Consolidate, Confer, and Clarity. For 2023-24, our emphasis was on child-engaged assessment, empowering teachers to use this feedback to adapt their lessons through effective pedagogical strategies. For the 2024-25 academic year, we are introducing a Developmental Learning Group, which will support staff to change habits based on current evidence based research and strategies in a collaborative and supportive manner. This shared language and approach aim to elevate teaching and learning even further, building on our already high standards.

Equity of Opportunity: Our PPG strategy allocates funds to provide tailored support for children in need. This includes covering costs for uniforms, club memberships, access to a play therapist, dyslexia assessments or educational psychologist consultations to support SEND pathways. We also ensure that all school trips and residential visits are funded for disadvantaged pupils. Our pastoral lead works closely with children to identify their specific needs and ensures the necessary funding is secured to support them effectively.

Accumulate Advantage: We strive to ensure that all eligible children receive dedicated support from staff who take the time to understand their individual needs and goals. Our approach focuses on providing access to a broad range of enriching experiences, enhancing their school journey and eliminating barriers to achieving their full potential. We continuously review the impact of our strategy on a pupil-by-pupil basis, carefully evaluating each element to ensure it positively supports the child's progress and outcomes.