

Pupil Premium strategy statement 2025 - 2026



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 Pupil Premium spending had within our school.

School overview

| Detail | Data |
|---|---|
| School Name | Lovers' Lane Primary and Nursery School |
| Number of pupils in school | 143 |
| Proportion (%) of pupil Premium eligible pupils | 25.17% |
| Academic year that our current pupil Premium strategy plan covers | 2025 - 2026 |
| Date this statement was published | November 2025 |
| Date on which it will be reviewed | November 2026 |
| Statement authorised by | James Wood |
| Pupil Premium lead | Iona Ellis |
| Governor / Trustee lead | Liz Duffell |

Funding overview

| Detail | Amount |
|--|--|
| Pupil Premium funding allocation this academic year | £39,390 + £15,150 EYPP Based on: 143 eligible pupils |
| Pupil Premium funding carried forward from previous years (enter £0 if not applicable) | £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 | £54540 |

Part A: Pupil Premium strategy plan

Statement of intent

'Empowering Everyday Excellence' underpins everything that we do alongside our nine school values of:

- Excellence
- Kindness
- Courage
- Pride
- Mutual Respect
- Responsibility
- Resilience
- Enjoyment
- Integrity

This ethos helps all our children to achieve the best that they can in all areas of their learning.

At Lovers' Lane, our curriculum is designed to ensure we are empowering everyday excellence by shaping futures and enabling every voice. Our curriculum principles are:

- Vocabulary
- Opportunities
- Inclusion and community
- Continuous learning
- Excellence

Our curriculum promotes all voices within our community and is built upon genuine care for every child. It is broad and balanced, rich and varied and offers our pupils a learning journey that ensures they develop the knowledge, skills, experiences, attitudes and beliefs to become confident and passionate future citizens of the world.

All members of staff and the governing body accept responsibility for ensuring the progress of all our children and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning, and we are determined to ensure that all our children are given every chance to maximise their full potential.

We are committed to ensuring that every child reaches their full potential, including those eligible for Pupil Premium. We recognise that some pupils may face additional barriers to learning, such as limited access to language-rich environments, fewer opportunities for literacy development, social and emotional challenges, lower attendance, or reduced aspirations. We also understand that some children may not have the same experiences outside of school as their peers. Through targeted support and inclusive practices, we strive to create equitable opportunities that empower all pupils to thrive.

Therefore, our key activities and spending priorities, outlined below, are driven by our commitment to delivering the highest quality education. We focus on excellent teaching, a knowledge-rich and experiential curriculum, and comprehensive support for pupils' social and emotional development—ensuring every child has the opportunity to thrive and achieve excellence everyday!

We are all champions for our pupils eligible for pupil premium and are passionate about their achievement and development.

We are relentless in our support for the attendance of pupils eligible for pupil premium and go the extra mile to ensure they develop good habits of attending school and intervene swiftly where attendance drops.

Challenges

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

| Challenge Number | Detail of challenge |
|------------------|---|
| 1 | Exposure to high quality reading materials and vocabulary resulting in gaps in attainment and progress in reading. |
| 2 | The opportunity for sustained writing and handwriting practise and a focus on presentation has been limited for some. |
| 3 | Gaps in mathematical knowledge across school, including times tables and reasoning application. |
| 4 | Experiences of some children eligible for pupil premium outside of school is limited. This limits the opportunity to build cultural capital and build their knowledge of the world. |
| 5 | Lower language and oracy starting points for some of our children eligible for pupil premium. |
| 6 | Levels of aspiration and positive attitudes towards learning for some children eligible for pupil premium. |
| 7 | Social and emotional well-being of some children eligible for pupil premium including self- confidence and positive interactions and relationships with their peers. |
| 8 | Attendance of children eligible for pupil premium, with a particular focus on persistent absence. |

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 |
|--|--|
| To enable pupils eligible for pupil premium to make expected, and accelerated progress to achieve at the expected standard. | <ul style="list-style-type: none"> • The percentage of pupils eligible for pupil premium achieving ARE and above matches that of non-pupil premium children. • Children will demonstrate progress following high quality first teaching and additional interventions. • Pupil discussions will show that our pupils eligible for pupil premium are knowing and remembering more in line with what has been taught and on par with their non-pupil premium peers. • Children will be independent learners and able to self-regulate their level of challenge across subjects. |
| To ensure a greater number of pupils eligible for pupil premium achieve Greater Depth. | <ul style="list-style-type: none"> • There is a larger percentage of children achieving greater depth. • Levels of aspiration and children's expectations of themselves increases. |
| To prioritise early reading so that a greater number of pupils eligible for pupil premium pass the phonics screening in Year 1. | <ul style="list-style-type: none"> • Percentage of Pupil Premium children passing their phonics screening in year 1 is above national. • Children have the correct reading books and are progressing through the book bands. • All pupils eligible for pupil premium access our library and choose books for pleasure. |
| To improve language and oracy of Pupil Premium children enabling progress and attainment in all subject areas | <ul style="list-style-type: none"> • All pupils demonstrate high levels of confidence in oracy and can discuss their knowledge and learning. • All pupils demonstrate ambitious vocabulary from across the curriculum in their oracy and also transfer this into their written work. • Oral language interventions and vocabulary development work will often be related to the current content of what is being taught, to ensure new vocabulary is contextualised and actively used by pupils in spoken and written work – improved outcomes evidenced in planning and work scrutiny • All pupils develop fluency in speaking and reading and a love of reading. |
| To develop the resilience and aspirations for learning of all children eligible for pupil Premium – to enhance social interactions, relationships with peers, positivity, confidence & independence. | <ul style="list-style-type: none"> • Children are able to manage strong emotions, be resilient to challenges & change, supporting emotional health & positive wellbeing. • Pupil premium pupils will demonstrate a growth mindset evidenced from lesson observations, pupil interviews and work, showing a greater level of challenge being achieved. |
| To ensure our pupil Premium children attend school regularly to maximise learning opportunities. | <ul style="list-style-type: none"> • Attendance data will show that attendance among children eligible for pupil premium does not fall below that of non-pupil premium children. • Any persistent or severe absence is rapidly addressed. |
| To ensure our Pupil Premium pupils develop strong cultural capital and experience both an experiential curriculum and access extra-curricular and leadership opportunities in school. | <ul style="list-style-type: none"> • Pupil premium pupils will attend all visits and residential- cost will not be a barrier. • Pupil Premium pupils will benefit from music lessons in school and will also attend a wide range of extra-curricular clubs with cost not being a barrier. • Pupil leadership positions will be made up of at least 25% pupil premium pupils. |

Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

1) High Quality First Teaching (50% of PP funding)

Budgeted cost: £27,270

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Quality first teaching is a priority and leadership time is given to ensuring high quality approaches across school. | <ul style="list-style-type: none"> • 'The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning. • The difference between really good teaching and less effective teaching makes more difference to learning than any other factor within school. • High-quality teaching narrows the advantage gap. Crucially, it is also something that can be changed. EEF | 1,2,3 |
| Lesson design 'learning journey' in place to support granular learning and promote learning in the long-term memory. | <ul style="list-style-type: none"> • Sweller's theory of cognitive load to ensure that we teach well-sequenced content in small steps. • Bartlett's theory of learning and memory has been used to support with drawing upon the idea of 'schema' to help pupils store and retrieve knowledge. • Ebbinghaus and his theory of forgetting, again ensuring pupils remember the content that we teach • Rosenshine's principles of instruction. | 1,2,3,5 |
| Work with the FHP lead practitioners to support CPL to ensure teaching is high-quality and effective in English and Maths. | <ul style="list-style-type: none"> • Effective Professional Development – EEF. • Effective professional development plays a crucial role in improving classroom practice and pupil outcomes. | 1,2,3 |
| Mastery approach in Maths to be implemented | <ul style="list-style-type: none"> • Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives. • On average, mastery learning approaches are more effective. | 3 |
| Key sessions in Maths happening daily including the use of TTS and arithmetic 10 in 10. | <ul style="list-style-type: none"> • Daily key facts sessions and dedicated sessions for timetables shows improved attainment. | 3 |
| High-quality texts linked to enquiry learning | <ul style="list-style-type: none"> • The use of high-quality books within the curriculum is at the heart of a school's successful approach to engage and support children to become motivated and independent readers. | 1,5 |
| Early Reading Leader to provide CPL and coaching for teachers and TAs. | <ul style="list-style-type: none"> • Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. | 1,2 |
| Classrooms and communal areas of school are language rich environments. | <ul style="list-style-type: none"> • Language-rich environments will help ensure our pupils develop high levels of literacy and enable them to use a wide range of ambitious language and vocabulary across the curriculum. | 1,5 |
| Assessment procedures highlight gaps in learning to inform high-quality first teaching. | <ul style="list-style-type: none"> • Diagnostic assessment can be used to inform professional judgement about the best next steps; it also makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well. • Improving Literacy-EEF | 1,2,3,5 |

| | | |
|---|--|-------|
| Effective assessment in place across the curriculum to ensure children know more and remember more | <ul style="list-style-type: none"> • What is a 'knowledge-rich' curriculum? written by Tom Sherrington, Consultant, Teacherhead- consulting, UK https://impact.chartered.college/wp-content/uploads/2018/03/Sherrington-Article.pdf | 4 |
| FFT aspire targets used to provide ambitious targets for all pupils | <ul style="list-style-type: none"> • We are ensuring that our pupils have ambitious targets to help ensure that the gap between PP and Non-PP pupils is closed. | 1,2,3 |
| Coaching and support in place for teaching staff, to develop high-quality pedagogy and quality first teaching | <ul style="list-style-type: none"> • Effective Professional Development – EEF. • Effective professional development plays a crucial role in improving classroom practice and pupil outcomes. | 1,2,3 |

2) Targeted academic support (25% of PP funding)

Budgeted cost: £13,635

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Phonics interventions for pupils in EYFS and KS1. | <ul style="list-style-type: none"> 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. | 1,5 |
| Reading interventions and daily reading for spotlight readers. | <ul style="list-style-type: none"> On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. | 1,5 |
| Targeted intervention for KS1 and KS2 pupils | <ul style="list-style-type: none"> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 | 1,2,3 |
| Review feedback policy to provide targeted support and feedback in lessons for pupils | <ul style="list-style-type: none"> Effective feedback has high impact on pupil outcomes of up to 8 months. EEF Feedback | 1,2,3,6 |
| Pre and post teach and feedback sessions | <ul style="list-style-type: none"> Teaching assistants trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have the same impact on learners. | 1,2,3,6 |
| Early Years Talk Boost interventions for pupils in F1 and F2 | <ul style="list-style-type: none"> Research suggests that oral language approaches have a high impact on pupil outcomes of up to 6 months. | 5 |

Wider Strategies (25% of PP funding)

Budgeted cost: £13635

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Pastoral interventions that target positive attitudes to learning, confidence and resilience, including ELSA, sports mentoring and counselling. | <ul style="list-style-type: none"> • Social and emotional approaches have a positive impact on pupil learning of up to 4 months. | 6,7 |
| A clear, robust and graduated approach to improving attendance. | <ul style="list-style-type: none"> • EEF- Addressing the most significant non- academic barriers to success – attendance, behaviour and social and emotional support Attendance is one of the most significant non-academic barriers to success. | 8 |
| Attendance Lead are committed to going the extra mile to support positive attendance and impact positively on attendance. | <ul style="list-style-type: none"> • We know that close relationships with our families results in better attendance and positive attitudes towards school. • We know our community and embrace that being relentless in our support for families results in improved attendance at school. | 8 |
| Breakfast Club provision to provide support for punctuality and attendance | <ul style="list-style-type: none"> • EEF- Addressing the most significant non- academic barriers to success – attendance, behaviour and social and emotional support Attendance is one of the most significant non-academic barriers to success. | 8 |
| School contribution to residentials and class visits | <ul style="list-style-type: none"> • 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. EEF | 4,7 |
| Support to access extra-curricular activities and music tuition | <ul style="list-style-type: none"> • Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. EEF | 4 |

Total budgeted cost: £54540

Part B: Review of outcomes in the previous academic year

This details the impact that our pupil Premium activity had on pupils in the 2024 to 2025 academic year.

| Intended outcome | Outcome | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|----------|----------|---------|---------|----------|------|-----|----------|----------|----------|----------|---------|--------|----------|---------|----------|---------|---------|---------|--------|---------|-----|----------|----------|---------|---------|---------|----------|-------------|--|--|--|--|--|--|---------|----------|----------|---------|---------|--------|----------|--|-----|-----|-----|-----|----|-----|---------|----------|----------|---------|---------|--------|----------|--|----|----|----|----|----|----|-------|----------|----------|---------|---------|--------|----------|--|-----|-----|-----|-----|----|-----|------|----------|----------|---------|---------|--------|----------|--|-----|-----|-----|-----|----|-----|----------|----------|----------|---------|---------|--------|----------|--|----|----|----|----|----|----|
| <p>To provide quality first teaching across the school, ensuring gaps are identified and pupils meet their identified targets in reading, phonics, writing, maths and EYFS outcomes.</p> | <p>Attainment outcomes 2024-2025</p> <table border="1" data-bbox="480 293 1214 730"> <thead> <tr> <th></th> <th>All</th> <th>Boys</th> <th>Girls</th> <th>PP</th> <th>SEND</th> <th>EAL</th> </tr> </thead> <tbody> <tr> <td>EYFS GLD</td> <td>44% (27)</td> <td>43% (14)</td> <td>46% (13)</td> <td>33% (9)</td> <td>0% (0)</td> <td>55% (11)</td> </tr> <tr> <td>Phonics</td> <td>64% (14)</td> <td>63% (8)</td> <td>67% (6)</td> <td>50% (2)</td> <td>0% (3)</td> <td>60% (5)</td> </tr> <tr> <td>MTC</td> <td>38% (26)</td> <td>33% (18)</td> <td>50% (8)</td> <td>20% (5)</td> <td>14% (7)</td> <td>50% (18)</td> </tr> <tr> <td colspan="7">Key Stage 2</td> </tr> <tr> <td>Reading</td> <td>55% (29)</td> <td>50% (20)</td> <td>67% (9)</td> <td>33% (9)</td> <td>0% (3)</td> <td>73% (11)</td> </tr> <tr> <td></td> <td>21%</td> <td>20%</td> <td>22%</td> <td>11%</td> <td>0%</td> <td>36%</td> </tr> <tr> <td>Writing</td> <td>45% (29)</td> <td>35% (20)</td> <td>67% (9)</td> <td>33% (9)</td> <td>0% (3)</td> <td>73% (11)</td> </tr> <tr> <td></td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Maths</td> <td>66% (29)</td> <td>70% (20)</td> <td>56% (9)</td> <td>44% (9)</td> <td>0% (3)</td> <td>91% (11)</td> </tr> <tr> <td></td> <td>21%</td> <td>25%</td> <td>11%</td> <td>11%</td> <td>0%</td> <td>36%</td> </tr> <tr> <td>EGPS</td> <td>65% (29)</td> <td>65% (20)</td> <td>66% (9)</td> <td>44% (9)</td> <td>0% (3)</td> <td>91% (11)</td> </tr> <tr> <td></td> <td>31%</td> <td>30%</td> <td>33%</td> <td>23%</td> <td>0%</td> <td>64%</td> </tr> <tr> <td>Combined</td> <td>41% (29)</td> <td>35% (20)</td> <td>56% (9)</td> <td>22% (9)</td> <td>0% (3)</td> <td>73% (11)</td> </tr> <tr> <td></td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> <td>0%</td> </tr> </tbody> </table> | | All | Boys | Girls | PP | SEND | EAL | EYFS GLD | 44% (27) | 43% (14) | 46% (13) | 33% (9) | 0% (0) | 55% (11) | Phonics | 64% (14) | 63% (8) | 67% (6) | 50% (2) | 0% (3) | 60% (5) | MTC | 38% (26) | 33% (18) | 50% (8) | 20% (5) | 14% (7) | 50% (18) | Key Stage 2 | | | | | | | Reading | 55% (29) | 50% (20) | 67% (9) | 33% (9) | 0% (3) | 73% (11) | | 21% | 20% | 22% | 11% | 0% | 36% | Writing | 45% (29) | 35% (20) | 67% (9) | 33% (9) | 0% (3) | 73% (11) | | 0% | 0% | 0% | 0% | 0% | 0% | Maths | 66% (29) | 70% (20) | 56% (9) | 44% (9) | 0% (3) | 91% (11) | | 21% | 25% | 11% | 11% | 0% | 36% | EGPS | 65% (29) | 65% (20) | 66% (9) | 44% (9) | 0% (3) | 91% (11) | | 31% | 30% | 33% | 23% | 0% | 64% | Combined | 41% (29) | 35% (20) | 56% (9) | 22% (9) | 0% (3) | 73% (11) | | 0% | 0% | 0% | 0% | 0% | 0% |
| | All | Boys | Girls | PP | SEND | EAL | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EYFS GLD | 44% (27) | 43% (14) | 46% (13) | 33% (9) | 0% (0) | 55% (11) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Phonics | 64% (14) | 63% (8) | 67% (6) | 50% (2) | 0% (3) | 60% (5) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| MTC | 38% (26) | 33% (18) | 50% (8) | 20% (5) | 14% (7) | 50% (18) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Key Stage 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 55% (29) | 50% (20) | 67% (9) | 33% (9) | 0% (3) | 73% (11) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 21% | 20% | 22% | 11% | 0% | 36% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 45% (29) | 35% (20) | 67% (9) | 33% (9) | 0% (3) | 73% (11) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 0% | 0% | 0% | 0% | 0% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths | 66% (29) | 70% (20) | 56% (9) | 44% (9) | 0% (3) | 91% (11) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 21% | 25% | 11% | 11% | 0% | 36% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EGPS | 65% (29) | 65% (20) | 66% (9) | 44% (9) | 0% (3) | 91% (11) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 31% | 30% | 33% | 23% | 0% | 64% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Combined | 41% (29) | 35% (20) | 56% (9) | 22% (9) | 0% (3) | 73% (11) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 0% | 0% | 0% | 0% | 0% | 0% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>To deliver effective Support to individual and groups of targeted children to improve language development, phonics knowledge, reading and handwriting.</p> | <ul style="list-style-type: none"> • Early Talkboost strategy applied – outcomes showed that all children made at least good progress. • RWI 1:1 tutoring intervention – outcomes showed that progress was accelerated for the majority of children. • Storybook sessions RWI – outcomes showed that overall children made better than expected progress from their starting points. • Handwriting continues to be a focus area identified in writing moderation outcomes. Daily handwriting sessions following the expectations of the handwriting progression document put in place by the English Lead has led to improved presentation consistently across school. • Handwriting is also being reinforced in phonics sessions across EYFS and KS1. This will be an ongoing focus for the new Pupil Premium Strategy and SIP 2023-24. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>All PP children attend school in line with the national average.</p> | <ul style="list-style-type: none"> • Our school is working hard to return to expectations of 96% attendance as an aspirational target. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>To support the most socially and emotionally vulnerable PP through the provision of ELSA support, counselling, music</p> | <ul style="list-style-type: none"> • ELSA has been allocated for pupils identified by SAFS team (School and Family Support) on priority basis. Pupils in receipt of ELSA have been observed to apply strategies to help themselves self-regulate and have been seen by staff / have reported feeling more confident and calmer. ELSA staff member has also provided support to class teachers for strategies to support pupils on return from school closures, which has positively supported all pupils, including PP pupils across the school. A new ELSA (current ELSA moving on) and MELSA will be trained next year and Learning mentoring will also commence. • CASY - PP pupils' outcomes from CASY show an increase in their self-assessment of feelings of wellbeing. • All pupils receiving CASY also have been observed by staff to be more able to self-regulate and engage in lessons and school life with more confidence, employing and some pupils openly talking and with confidence about strategies they have learnt which they have found beneficial in achieving this. • All Year 5 pupils were able to access Ukulele lessons in school (via Inspire Music teacher) This was wonderful. All pupils reported enjoying learning to play an instrument in the cohort, including the PP pupils. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Increase parental engagement and confidence to support their child's learning.</p> | <ul style="list-style-type: none"> • Parents have attended events in school and were delighted to be able to do this again post pandemic. Feedback has been positive. Events such as Sports Day were very well attended. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | |
|--|---|
| To widen experiences outside the home which will impact on language and development of cultural capital. | <ul style="list-style-type: none"> Pupils have benefited from experiences including residential to Scarborough in Year 6 and Kingwood Don- caster in Year 4 & 5, leading to observed increases in confidence, extended contributions in discussions/ conversations, raised self-esteem. This has been supported by pupil voice evidence. Parents have also enjoyed supporting educational visits and regular support has come from parents for swimming observer roles. Parents have attended workshops to support phonics/ early reading in EYFS. |
|--|---|

Externally provided programmes

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

| Programme | Provider |
|------------------|------------------------|
| Early Talk Boost | Speech and Language UK |

Service pupil Premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|--|---------|
| How did you spend your service pupil Premium allocation last academic year? | n/a |
| What was the impact of that spending on service pupil Premium eligible pupils? | n/a |