

Netherton Moss Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	196 YR - Y6 (215 including Nursery)
Proportion (%) of pupil premium eligible pupils (10/21 Census)	59% (127)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2028
Date this statement was published	Dec 25
Date on which it will be reviewed	Termly
Statement authorised by	David Hird
Pupil premium leaders	Lisa Withey/Anouska Murt
Governor / Trustee lead	Hilary Lyall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£160,125
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£24,954
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£185,079

Part A: Pupil premium strategy plan

Statement of intent

Our Aims:

At Netherton Moss Primary School we are committed to helping all children to make good progress and succeed in every aspect of school life, regardless of their background or ability.

The opportunities we provide for all children have three broad aims:

- ✓ To develop **successful learners** who work hard, enjoy learning, persevere and make progress in order to achieve their full potential.
- ✓ To encourage **confident individuals** who are able to communicate effectively in many forms and make decisions that enable them to live safe, healthy and fulfilling lives
- ✓ To create **responsible citizens** who have respect for themselves, their environment and other people and can make a positive contribution to society and the wider world.

Our Objectives:

Our objective is to ensure that our pupils are not disadvantaged because of their socioeconomic context. We believe that with the correct support all pupils can achieve their full potential, if the provision meets their needs.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure all pupils can read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Ensure all pupils are numerate and have an at homeness with number that leaves their knowledge secure and ready for the next phase of their education
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

Our Context:

School Population by Income Deprivation Area Child Index (IDACI)

IDACI Band	Description	Number of Pupils (215)	% of school
A	Pupils in the most deprived 2.5% of LSOAs	18	8%
B	Pupils in the next 5% most deprived LSOAs (2.5% to 7.5%)	82	38%
C	Pupils in the next 5% most deprived LSOAs (12.5% to 17.5%)	80	37%
D	Pupils in the next 10% most deprived LSOAs (17.5% to 27.5%)	20	9%
E	Pupils in the next 10% most deprived LSOAs (27.5% to 37.5%)	2	1%
F	Pupils in the next 10% most deprived LSOAs (27.5% to 37.5%)	0	0%
G	Pupils in the remaining 62.5% LSOAs (note: this band is not allocated deprivation funding)	13	6%
	Total in Bands A-F	202	94%
	Total not in receipt of deprivation funding	13	6%

English indices of Deprivation 2025

The levels of deprivation from area where the majority of families who attend the school reside are as follows:

Type of Deprivation	National Neighbourhood Comparison
Overall Index of Multiple Deprivation	School Neighbourhood is more deprived than 98% of the neighbourhoods in England
Income Deprivation	School Neighbourhood is more deprived than 96% of the neighbourhoods in England
Employment Deprivation	School Neighbourhood is more deprived than 99% of the neighbourhoods in England
Education and Skills Deprivation	School Neighbourhood is more deprived than 96% of the neighbourhoods in England
Health & Disability Deprivation	School Neighbourhood is more deprived than 99% of the neighbourhoods in England
Crime Deprivation	School Neighbourhood is more deprived than 87% of the neighbourhoods in England
Barriers to Housing & Services	School Neighbourhood is more deprived than 89% of the neighbourhoods in England
Living Environment	School Neighbourhood is more deprived than 51% of the neighbourhoods in England
Income deprivation affecting children IDACI	School Neighbourhood is more deprived than 97% of the neighbourhoods in England
Income deprivation affecting old people IDAOPI	School Neighbourhood is more deprived than 86% of the neighbourhoods in England

Achieving our objectives:

Our pupil premium strategy has been developed using current EEF guidance and follows the 5-step cyclical model:

- ✓ diagnose our pupils' challenges and needs
- ✓ use strong evidence to support our strategy
- ✓ develop our strategy
- ✓ deliver and monitor our strategy
- ✓ evaluate and sustain our strategy

Our child-centred, holistic approach to meeting the needs of disadvantaged and vulnerable children focuses upon a number of key areas:

- ✓ Quality First Teaching
- ✓ Personal Development
- ✓ Social, Emotional and Academic Resilience
- ✓ School and Community Pastoral Support
- ✓ An inspiring and life enriching curriculum
- ✓ A supportive partnership between home and school

In order to achieve our objectives and overcome identified barriers to learning we will:

- ✓ Provide all teachers with high quality CPD to ensure that all pupils access effective quality first teaching particularly in literacy and numeracy; and through a well-designed, logically sequenced and adaptively delivered curriculum that provides every child with a wide range of opportunities to acquire the knowledge, skills and dispositions expected and to regularly retrieve, recall and embed this knowledge and skills in order to meet the demands of their future learning.
- ✓ Make consistent use of a robust system of teacher and standardised assessment, tracking and analysis that identifies as early as possible, areas in which disadvantaged children face the greatest challenge and require the most support.
- ✓ Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work and 1:1 tuition delivered by our team of highly skilled intervention teachers and teaching assistants who provide small group, one to one teaching and intervention programmes with a proven track record for raising attainment.
- ✓ Provide appropriate nurture support to support pupils in their emotional and social development.
- ✓ Provide a highly skilled and very experienced Parent Support Advisor and Pastoral Lead work closely with families, enabling them to obtain the support that they require, whatever the circumstances, in order to help secure a safe and stable homelife for all children.
- ✓ Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences.
- ✓ Provide opportunities for all pupils to participate in enrichment activities including sport, music and the arts.

Guiding Principles:

As a school we recognise that roughly one third of pupils who are living in poverty are not 'poor enough' to be eligible for free school meals, meaning that the Pupil Premium label is an imperfect measure of disadvantage and we know that a significant number of children within our care both with and without pupil premium funding, may at any point during their time with us, require additional support, nurture and intervention. We aim to identify the needs of our children early in order to remove their barriers to learning and diminish the difference in attainment between disadvantaged pupils and their peers.

We have highly effective relationships with many agencies and we use these relationships to consider and better understand the challenges and barriers faced by our children, including our vulnerable children, such as those who are looked after (or previously looked after), have a social worker, have a special educational need, are young car-ers or where a family member is suffering with

poor mental health. We work collaboratively with partners to co-produce strategies to support the removal of educational and well-being barriers.

Our approach is responsive to common challenges and individual needs. It is rooted in robust diagnostic assessment and not in assumptions about the impact of disadvantage. The approaches we take are characterised by research-informed, quality first teaching that sets high standards, particularly in literacy and numeracy; and through a well-designed, logically sequenced and adaptively delivered curriculum that provides every child with a wide range of opportunities to acquire the knowledge, skills and dispositions their future success demands. As a school we recognise that a significant number of children within our care, some of whom are not eligible for pupil premium funding, may at any point during their time with us, require additional support, nurture and intervention. We aim to identify the needs of our children early in order to remove their barriers to learning and diminish the difference in attainment between disadvantaged pupils and their peers.

Challenges

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

Challenge number	Detail of challenge
<p>1. Outcomes for all children including SEND.</p>	<p>Due to the historically low starting points of many children in our cohorts and the challenges some families face in engaging with education, we have consistently needed to provide strong, targeted support to help pupils catch up academically and develop the personal and social skills necessary to reach their potential. On entry to Early Years, pupils eligible for PP typically demonstrate significantly lower communication and language skills than expected, which subsequently slows progress across other areas of learning. Assessments, observations, and pupil discussions consistently highlight underdeveloped oral language skills and notable vocabulary gaps, particularly among disadvantaged pupils, from Reception through to Key Stage 2. As children progress through school these language and vocabulary gaps impact writing outcomes and as children continue to focus on the technical aspects of writing and have greater difficulty adding flair and imagination to enrich their written work.</p> <p>Mathematics</p> <p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Our pupils arrive to Nursery and Reception significantly below age-related expectations. The gap between disadvantaged and non-disadvantaged pupils narrows, but remains significant to the end of KS2</p> <p>Writing</p> <p>Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers and they struggle to have the oracy skills and vocabulary knowledge in order to write well. Writing is a particular area for development across school (EYFS to Y6) linking with the development of vocabulary as soon as our children arrive in EYFS.</p> <p>Reading</p> <p>Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers. Our pupils arrive to Nursery and Reception significantly below age-related expectations. The gap between disadvantaged and non-disadvantaged pupils narrows, but remains significant to the end of KS2</p>

<p>2. SEND (Including SEMH)</p>	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, a rise in anxiety and emotional regulation issues. These challenges particularly affect disadvantaged pupils and their attainment and relationships. The increasing proportion of pupils with complex SEND needs in mainstream, who are also pupil premium, poses significant challenges to attainment and progress throughout the school. High proportion of SEND pupils within the disadvantaged pupil group. 53% of SEND pupils are also disadvantaged (47/76). Teacher referrals for support have increased with significant numbers of children requiring the expertise of the school's MHST (Alder Hey), Pastoral Team, ELSA practitioners as well as specially trained counsellors, therapists and other outside agencies. Following the whole school roll out for the Zones of regulation staff continue to embed these practices across the school.</p>
<p>3. Attendance</p>	<p>Our current attendance data for those in receipt of pupil premium funding (64%) is below that of non-disadvantaged children at 80% and a greater proportion are classed as persistent absentees (34% of PP are also PA).</p> <p>Historically children in receipt of pupil premium funding have issues with punctuality. In 24-25 academic year 51% of PP children struggled to attend school on time. However, for the academic year of 25-26 so far only 22% of our PP children struggle to attend on time. This is an improvement of 39%.</p>
<p>4. Enrichment</p>	<p>Historically high levels of disadvantage in our school community mean that many children rely on school as their primary source of social, academic and cultural capital. As a result, their limited life experiences—especially among disadvantaged pupils—have had a significant impact on their aspirations, mental health and overall outcomes, as they have fewer opportunities to draw on wider-world experiences to support creativity and academic learning.</p>
<p>5. Safeguarding and Vulnerability</p>	<p>Significant and increasing numbers of children are living in circumstances where they are vulnerable and at risk of harm. Typically, 13% of the school population fall into at least one of the main categories: CP, CIN, LAC, Early Help. These adverse childhood experiences can have a significant impact upon the SEMH and wellbeing of the children concerned and the stability of the families involved.</p>
<p>6. Parental engagement</p>	<p>Observation and qualitative data show a disregard for education and that parental engagement is lower amongst disadvantaged families. This adversely affects outcomes for disadvantaged children as parents are less likely to read at home, attend school workshops and training and have high expectations for their children.</p>
<p>7. EYFS</p>	<p>Children enter EYFS significantly below in Word Reading and Comprehension. Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts the numbers of children who achieve a good level of development at the end of reception and their subsequent development as readers.</p>

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
<p>Improve attendance overall so that the school average is at least 96% and reduce the number of persistent absences.</p> <p>That the attendance and punctuality of disadvantaged children will improve and be in line with that of non-disadvantaged children.</p> <p>Engage with parents to help them understand the impact of poor attendance/punctuality so that they can appreciate the impact of time lost to learning.</p>	<p>School with achieve its ABIE attendance improvement target.</p> <p>The Insight Attendance dashboard will reflect an improvement in attendance and punctuality and a reduction in Persistent Absence.</p> <p>The attendance of disadvantaged children will improve in line with their peers.</p> <p>Parents will be well informed about their children’s attendance.</p>
<p>To improve maths skills and attainment for those pupils who are disadvantaged ensuring they are making clear progress from their starting points.</p>	<p>Disadvantaged pupils make rapid progress to meet their maths targets and the gap between the attainment of those who are disadvantaged and those who are not is closing.</p> <p>Pupils have regular opportunities to rehearse, practice and consolidate key foundational skills in written, mental maths and arithmetic.</p>
<p>The number of disadvantaged pupils achieving a good level of development in EYFS improves.</p>	<p>Eligible pupils are supported academically, emotionally and socially and make rapid gains of progress</p>
<p>EYFS Improve oral language skills and vocabulary amongst disadvantaged children.</p>	<p>Outcomes from the use of the Wellcomm screening tool and the follow up intervention activities demonstrate improving levels of language acquisition and a growing independence when accessing the curriculum.</p>
<p>From EYFS upwards, children make rapid progress in language development and Phonics, and all children including those who are disadvantaged, achieve results in line with the national benchmark for the phonics screening check. Those who miss this target catch up by the end of KS1.</p>	<p>Pupils meet their Phonics targets and the gap between the attainment of those who are disadvantaged and those who are not is closing.</p>
<p>To improve early reading outcomes at the end of KS1 and overall attainment at the end of KS2</p>	<p>Children read fluently and comprehend a wide variety of texts accurately and with enjoyment.</p>
<p>Staff are trained to provide teaching in which the curriculum is planned, sequences and adapted to support their pupils needs and to ensure that regular retrieval practice is used to provide opportunities for children to recall and embed their learning.</p>	<p>Quality first, inclusive teaching is able to meet the needs of the majority of learners.</p>
<p>Pupils with SEND are identified early and are assessed for level of need in a timely manner.</p>	<p>Outside agencies are procured and pupils needs are identified and met.</p>
<p>Pupils with SEND and require further support are adequately supported.</p>	<p>Funds are used to secure 1:1 teaching assistants or other additional support.</p>
<p>Pupils are supported emotionally and provided with the knowledge and resources to build resilience and manage their emotions.</p>	<p>Pupils are well equipped to manage their emotions and self-regulate.</p>

<p>Increase opportunities for children to encounter and participate in a wide range of curricular and extracurricular activities that build cultural, social and creative capital</p>	<p>The regular Review and Reflect activities across the school, such as monitoring of planning, outcomes of lesson observations, scrutiny and pupil voice, demonstrate curriculum opportunities that inspire thinking and creativity, enhance and enrich lived experiences and develop aspirations. Tracking of the provision and participation in extracurricular activities and the outcomes of pupil voice indicate that children eligible for Pupil Premium are accessing and enjoying opportunities for broader development in the same way as their peers.</p>
---	--

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: @ £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>All teaching and learning will be lead through the consistent use of quality first teaching (QFT) approaches.</i></p> <p><i>The school's Teaching and Learning Strategy of pedagogical development is being led using the Teaching WalkThrus Instructional Coaching Model to ensure consistency across the school and inform monitoring activities.</i></p> <p><i>High Quality CPD will ensure teachers have the pedagogical knowledge, skills and understanding in order to maximise the opportunities for recovery in the time available.</i></p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. The principles of Quality First Teaching, the Principles of Instruction, and teaching based upon cognitive and metacognitive principles are key to this. Enabling staff to develop the widest possible repertoire of strategies to support the learning of all pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://consiliumeducation.com/itm/2021/05/25/theory-into-practice/</p>	1
<p><i>The continued development and embedding of the Talk for writing programme across the school. The includes staff training and consultancy days as well as access to resources.</i></p> <p><i>Teacher release as necessary to access training and for monitoring and evaluation purposes.</i></p>	<p>The EEF conclude that whilst evidence in the early years is limited, in the older primary years learning through collaborative talk is effective for learning writing.</p> <p>https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language?approach=teaching-through-collaborative-talk&utm_source=early-years-evidence-store/communication-and-language&utm_medium=search&utm_campaign=site_search&search_term=talk%20for%20wr</p> <p>The talk for writing website states that this strategy is incredibly powerful within a teachers toolkit.</p> <p>https://www.talk4writing.com/about/does-talk-for-writing-work/</p> <p>A positive shift in attitudes to the process of writing identified through the school's Review and Reflect activities to capture pupil voice.</p>	1
<p><i>The continued development and investment in the Read, Write Inc approach to the teaching of Systematic Synthetic Phonics with the purchase of materials, online subscriptions and the provision of on-going, high-quality CPD.</i></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p>	1

<p><i>Weekly release time for the Reading Lead to be free in order to assess the children, adjust groupings, monitor the quality of delivery and provide any CPD for staff.</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
<p><i>Through a programme of CPD, engagement with outside agencies and on-going school improvement activities, continue to develop a school culture, ethos and curriculum rooted in the Academic Resilience Approach that aims to equip schools with the tools to support children to overcome the effects of adversity and disadvantage, improve their attendance and mental health, and, in turn, educational outcomes. For example, using aspects of the school curriculum to ensure the children gain an explicit understanding of the importance of good punctuality and attendance and understand the impact of poor attendance.</i></p>	<p>To engage full with the world requires resilience so that individuals can successfully cope with hazards, stress and adversity they face in life. These challenges can represent a barrier for any child but especially one from a disadvantaged background who does not benefit from the full range of positive life experiences from which to learn. The Academic Resilience Approach and its Resilience Framework has translated research and practice findings into strategic ways of thinking and practical ways of doing, that can nurture resilience in children and young people.</p> <p>https://www.boingboing.org.uk/academic-resilience-approach-evaluation/</p>	<p>2 & 4</p>
<p><i>We continue to develop a clear, progressive, decisions-based PSHE Curriculum that enshrines the principles of the Academic Resilience Approach and equips the children with the knowledge, skills and dispositions necessary to make informed decisions now and in the future that empower and protect both their physical and mental health.</i></p> <p><i>Our continued subscription to the 1 Decision PSHE Programme and accompanying CPD to ensure teachers have the confidence as well as the pedagogical understanding and subject knowledge to teach all aspects of PSHE and Mental Health.</i></p>	<p>The PSHE Association identify that all children require a systematic programme of PSHE lessons which promote children’s personal development, safeguarding and wellbeing. Such teaching empowers primary school pupils, particularly the disadvantaged, to make choices to keep themselves and others safe whilst gaining the knowledge, vocabulary and skills to manage their own lives now and in the future.</p> <p>1Decision is the only purchased scheme approved by the PSHE Association.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://www.1decision.co.uk/news/19-1decision-undergoes-rigorous-assessment</p>	<p>2</p>

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

Budgeted cost: @ £102,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>The strategic deployment of the school’s Pupil Premium Funded intervention teacher/SENDCO to provide high-quality, timely recovery interventions for groups, individuals and year groups who have fallen behind or are not making the progress one would expect given previous attainment. The SENDCO is also deployed to provide</i></p>	<p>Tuition and interventions targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in groups:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1</p>

<p><i>support for staff with referrals and EHCP applications.</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<p><i>The targeted deployment of teaching assistants to support groups and individuals through carefully planned and specific learning interventions based on pupil's needs as well as appropriate adaptation and scaffolding of the wider curriculum.</i></p>	<p>The EEF identifies the appropriate deployment of teaching assistants to deliver structured, time limited interventions can be a cost effective approach to improving learner outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1, 2 & 3</p>
<p><i>Effective use of the Wellcomm early language screening tool for the identification of poor language acquisition and enabling the staffing to deliver the follow-up intervention programmes to improve levels of oracy and vocabulary development in the EYFS and KS1.</i></p> <p><i>Training and delivery of the Herts for Learning Reading Fluency programme across the school, to develop fluency and oracy which will, in turn, support & enable children to access the wider curriculum.</i></p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and the wider curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>1</p>

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

Budgeted cost: @ £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To fund the employment of the school's Parent Support Advisor for 5 mornings per week who will lead the wider Pastoral Team.</i></p> <p><i>To allow for a rapid and consistent response to safeguarding issues and ensure that paperwork is completed promptly and meetings attended as appropriate.</i></p>	<p>Safeguarding is the school's primary responsibility, it is essential that statutory requirements of KCSIE and Working Together are fulfilled and local and national guidelines are followed in recording and communicating this work.</p> <p>KCSIE: https://assets.publishing.service.gov.uk/media/569c7501ab418ab055592a7b/Working_together_to_safeguard_children_2023.pdf</p> <p>Working Together: https://assets.publishing.service.gov.uk/media/56f7301b008db186957097f5/Keeping_children_safe_in_education_2024.pdf</p> <p>Netherton Moss Safeguarding Policy: https://www.nethertonmoss.co.uk/attachments/download.asp?file=350&type=pdf</p>	<p>3 & 5</p>
<p><i>To fund the employment of the school's Parent Support Advisor for 5 mornings per week who will lead the wider Pastoral Team to continue to follow the principles of good practise set out in the DfE's Improving School Attendance document.</i></p> <p><i>A clear attendance policy in place which is consistently applied.</i></p>	<p>In order for children to benefit from everything our school has to offer, they need to be in school, on time every day. The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://educationendowmentfoundation.org.uk/public/files/</p>	<p>3 & 5</p>

<p><i>Attendance is carefully monitored and meetings with parents/carers arranged when required. Regular communication and support for the families of those children identified with poor attendance.</i></p> <p><i>Regular use and analysis of the attendance data from the online DfE portal.</i></p> <p><i>To continue to engage the services of the school's LA Attendance Officer.</i></p> <p><i>Judicious use is made of rewards for high/improved attendance.</i></p> <p><i>Appointment of Pastoral leader as part of the SLT will help increase the profile and coordinate resources when necessary.</i></p>	<p>Publications/ParentalEngagement/Parental_Engagement_-_Evidence_from_Research_and_Practice.pdf</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p> <p>(Updated attendance policy 2025)</p>	
<p><i>The school's Parent Support Advisor to partner with our LA officers such as social workers, early help workers and education welfare officer in order to support families who struggle to engage in and support their children's academic learning or who face more specific problems associated with family crisis.</i></p>	<p>By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of the causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	2&3
<p><i>We now have two fully trained Emotional Support Assistants (ELSAs) who have at least a day a week each to deliver emotional literacy support programmes for children who have difficulties understanding, identifying and managing their emotions so that they can develop these skills and subsequently become more emotionally resilient. Fidelity to the training is a key to success, so the staff are given appropriate time both for planning as well as reflection and supervision.</i></p> <p><i>School also has a trained, Senior Mental Health Lead who is putting into place a whole-school approach to positive mental health and wellbeing, which embodies respect and values diversity. During the Spring term 2025, a second member of staff will undertake the training following the promotion of the previous staff member.</i></p>	<p>Low levels of emotional literacy lead to high levels of internalising behaviours such as stress and depression, as well as externalising behaviours such as aggression and delinquency. Problem behaviours such as these take away from academic achievement and the ability for the child to succeed in future life. It has been found that programmes such as ELSA that focus on enhancing emotional literacy improve academic performance and behaviour.</p> <p>https://www.elsanetwork.org/wp-content/uploads/2017/11/ELSA-Report-Investigation-into-the-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf</p> <p>Utilising a second DfE grant to train a senior mental health lead will develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective deployment of staff funded by the Pupil Premium.</p> <p>https://www.gov.uk/guidance/senior-mental-health-lead-training</p>	2 & 5
<p><i>The development of Cultural Capital is central to the school's curriculum drivers and opportunities are explicitly planned to enrich all children's learning experiences, broaden their horizons and extend the boundaries of their lives. Disadvantaged pupils are targeted to ensure they are equipped to participate fully in all these opportunities and are able to access the many extra-curricular activities on offer.</i></p>	<p>Based on our experiences and those of similar schools to ours, we know that providing opportunities for children to encounter and participate in a wide range of curricular and extracurricular activities builds cultural, social and creative capital that leads to positive attitude and aspirations. This includes developing sporting opportunities and experiences, which are listed on our PE premium report on the school website.</p>	4

<p><i>Continue funding to enable opportunities for children to go on school visits and residential, continue the use of outdoor and adventurous activities as well as funding peripatetic music teaching.</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	
<p><i>Continue to develop the use of Forest School and other strategies for the delivery of a progressive curriculum of outdoor learning, providing effective support for children's SEMH. To continue to train staff to deliver a programme of sessions to all children as part of the curriculum and target disadvantaged children for additional intervention sessions. Ensure that these children are appropriately equipped to access the outdoor provision.</i></p> <p><i>Our intervention teacher/SENDCO is trained to use the forest school, and will use this as a base to provide intervention/support for different groups of children throughout the year.</i></p>	<p>Using the schools own Action Research Project submitted by a member of staff in part fulfilment of an MA at Liverpool John Moores University, we have identified the significant impact Forest School has on the children's social, emotional, mental health and wellbeing. The research identified the key benefits of Forest School upon all children but particularly those with a significant number Adverse Childhood Experiences (ACEs), the majority of who are disadvantaged. These benefits include: The therapeutic impact of creative, imaginative and risky play, learning through play, the teaching of new skills and connecting with Nature.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	<p>2&4</p>
<p><i>To continue to engage the services of the Art Therapist and Child Counselling Service as well as the MHST team to identify vulnerable pupils for emotional well-being, nurture and support.</i></p>	<p>The report of the British Association for Counselling and Psychotherapy identifies that experiencing a mental health problem in childhood is one of the biggest barriers to achieving well- (Green et al, 2005). Counselling in schools has been shown to be a highly effective support for tens of thousands of troubled children and young people who are experiencing emotional health difficulties.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://www.bacp.co.uk/media/2127/bacp-school-based-counselling-for-all-briefing-dec15.pdf</p>	<p>2, 4 & 5</p>
<p><i>Contingency Funding for acute issues, families in crisis and other wellbeing related support.</i></p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified</p>	<p>2,3,4 & 5</p>

Plus @ £20,000 for any resources needed to support all strategies, including school trips, forest school, after school trips etc.

Total budgeted cost: £ 177,000 (approximately)

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.

Read Write Inc continues to positively impact the progress of our disadvantaged children. Cross phase grouping continues to prove successful to help children maximise their learning around phonics/spelling /writing/comprehension. The daily lessons have helped to improve the attainment of our disadvantaged learners and frequent assessment supports this. Children are finishing the phonics program and moving to comprehension/ spelling/ sentence / punctuation and grammar sessions as well as whole class guided reading. These sessions build upon previous learning and support children in their literacy skills. Daily reading interventions using the Herts for Learning Reading Fluency Programme have also been successful and the targeted children have made good progress. Regular assessment is used to inform the need for any interventions. NFER standardised have continued to be used to identify specific areas of development for individual children. Staff have been trained in the use of these assessments and a programme of termly assessments are in place.

The continued development of Talk for Writing across the school is having a very positive impact on outcomes in writing especially for those children who receive Pupil Premium funding. The improvement in attitudes and a willingness to write is particularly pleasing for all groups.

The use of the Power Maths scheme for the teaching of Maths Mastery is having a very positive impact upon the children's progress and attainment in Maths. The consistent approach is enabling the majority of children to keep up as they move through the school, leaving nothing to chance in terms of curriculum content and understanding. The practical and problem-solving approaches are leading to greater flexibility and resilience.

Statutory Assessments Disadvantaged v All Pupils Attainment Data Comparison

	School 2025 %	SIG Schools %	School v SIG %	LA 2025 %	School v LA%	National 2025	School v National
EYFSP - % achieving GLD							
All Pupils	66.7	57.5	+9.2	65.1	+1.5	68.3	-1.6
Disadvantaged	62.5	43.8	+18.7	45.2	+17.3	57.1	+5.4
Year 1 Phonics							
All Pupils	70.0	71.1	-1.1	78.7	-8.7	79.9	-9.9
Disadvantaged	58.8	61.6	-2.7	64.4	-5.5	66.8	-8.0
KS2 Reading EXC							
All Pupils	73.3	65.3	+8.0	73.3	0.0	75.1	-1.8

Disadvantaged	76.2	60.1	+16.1	61.4	+14.7	63.2	+13.0
KS2 Reading GDS							
All Pupils	26.7	20.0	+6.7	28.9	-2.2	33.4	-6.7
Disadvantaged	23.8	14.2	+9.6	16.3	+7.5	21.3	+2.5
KS2 Writing EXC							
All Pupils	60.0	58.8	+1.2	65.9	-5.9	72.3	-12.3
Disadvantaged	57.1	46.2	+11.0	47.3	+9.8	59.4	-2.3
KS2 Writing GDS							
All Pupils	6.7	5.5	+1.2	7.2	-0.5	12.8	-6.1
Disadvantaged	9.5	3.0	+6.5	3.7	+5.9	6.6	+2.9
KS2 Maths EXC							
All Pupils	83.5	65.5	+17.8	71.8	+11.5	74.1	+9.2
Disadvantaged	85.7	56.9	+28.8	57.3	+28.5	60.6	+25.1
KS2 Combined RWM							
All Pupils	53.3	53.6	-0.3	55.2	-1.8	62.2	-8.9
Disadvantaged	52.4	44.7	+7.6	37.8	+14.6	47.4	+5.0
Attendance (1st ½ Autumn Term 25)							
All Pupils	94.1	93.6	+0.5	94.6	-0.5		
Disadvantaged	93.2	92.6	+0.6	92.0	+1.2		