



Cheshire Academies Trust  
*Inspiring hearts and minds*

**Pupil Premium  
Report  
Kelsall Primary & Nursery School  
2024 - 2027  
Year 1 of 3 year plan**

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Kelsall Primary & Nursery School
Number of pupils in school	192
Proportion (%) of pupil premium eligible pupils	6% (11 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 2024 - 2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Sarah White
Pupil Premium Lead	Duncan Sharp
Governor / Trustee lead	Robert Bannon

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,280
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£16,280

# **Part A: Pupil premium strategy plan**

## **Statement of intent**

### **Objectives for Pupil Premium Spending**

- To provide high quality learning experiences across the curriculum for all learners
- To provide additional support and intervention to ensure disadvantaged children achieve their potential
- To provide personalised social and emotional support to disadvantaged children to maximise their wellbeing
- To provide extra home/school support where there is a need to help overcome any barriers to learning that may be impacting on the wellbeing or academic achievements of disadvantaged children
- To provide both curricular and extra-curricular enrichment which links to either social and emotional development or academic progress and attainment

### **How does the pupil premium strategy plan work towards achieving those objectives?**

- It enables us to provide in class support, small group and individual interventions to support eligible children with their emotional and social needs. These are provided by our highly trained support staff including our Learning Mentor.
- It enables us to invest in a whole school approach to emotional and social wellbeing with our Learning Mentor central to this.
- It enables us to provide additional financial support to families as appropriate so that children are able to take part in a wide variety of extra-curricular activities.

### **Key principles**

We are committed to meeting the needs of all pupils eligible for the pupil premium grant, both to support their academic needs and their social and emotional needs. We use an evidence-based approach and regularly evaluate the impact our approaches are having on children's needs through discussion with our PPG Lead, Safeguarding Leads, SENCO and Learning Mentor. We have benefitted from working closely with other schools within our academy trust, sharing our practice, comparing our approaches and improving our own.

We strongly believe that the best way to achieve equity of opportunity and improved outcomes for our disadvantaged pupils, is to accumulate advantage for them. This plan sets out our carefully considered approach.

## Challenges

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

Challenge number	Detail of challenge
1	Cohort tracking shows that disadvantaged pupil's attainment has increased but the challenge of the attainment gap remains, especially for those reaching the greater depth judgement (GDS). No Disadvantaged children were GDS for Reading, Writing or Maths at the end of KS2 2023-24
2	Disadvantaged children's attainment in Reading and Writing was higher than in Maths, and the value-added data shows a similar trend; the gap is closing in Reading and Writing but widening in Maths.
3	Phonics assessments show that not all disadvantage pupils are achieving age-appropriate phonics proficiency. They require targeted, evidence-based interventions that foster phonemic awareness, decoding skills, and reading fluency, ensuring these pupils are equipped with the foundational literacy skills needed for academic success and confidence in reading.
4	All children's social and emotional wellbeing has been affected by their experiences through the pandemic. Many of our disadvantaged children now require increased levels of support to develop strong attitudes to learning, improve their emotional wellbeing and improve engagement in learning.
5	A review of attendance in 2023-24, shows that attendance of disadvantaged children was lower than that of non-disadvantaged children by 5.5% and lower than national by 1.4%. Whilst this is an improvement on previous years, attendance is the first intervention and as such, improving the attendance of disadvantaged pupils is a key priority for the year.
6	There is a lack of parent engagement from a proportion of parents of our disadvantaged children, specifically a number of FSM families e.g. attendance at Parents' Evenings, support with homework, ensuring a consistent approach to learning and behavior in and out of school. This impacts on their overall attainment and progress.

Emerging research in the UK suggests that schools are adopting a number of promising strategies to improve outcomes for children living in poverty.

These include:

- rigorous monitoring and use of data
- raising pupil aspirations using engagement/aspiration programmes
- engaging parents and raising parental aspirations
- developing social and emotional competencies
- supporting school transitions
- providing strong and visionary leadership.

*Education Endowment Foundation*

## 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
Attendance of disadvantaged children to increase so that is at least in line with attendance of non-disadvantaged children and national average.	<ul style="list-style-type: none"> <li>Individual disadvantaged children have attendance of 96% or above.</li> <li>Lateness for disadvantaged children minimised through effective tracking and parental engagement.</li> <li>A robust attendance monitoring system ensures early intervention to prevent attendance dips.</li> </ul>
Improve the quality of teaching for disadvantaged children.	<ul style="list-style-type: none"> <li>Teaching of disadvantaged children is good and frequently outstanding.</li> <li>Teachers use a range of evidence informed pedagogies to support the progress and attainment of disadvantaged children.</li> <li>Quality teaching results in disadvantaged children making the same levels of good progress and achieving the same attainment standards as non-disadvantaged children.</li> </ul>
Disadvantaged children in EYFS achieve age related expectations.	<ul style="list-style-type: none"> <li>Disadvantaged children to achieve age related expectations and achieve GLD by the end of EYFS.</li> </ul>
Outcomes for disadvantaged pupils from different groups are improved compared to previous years	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>For at least 66% of disadvantaged pupils in Y6 to achieve the expected standard and for 33% to achieve above the expected standard.</li> <li>For at least 82% of disadvantaged pupils in Y1 to Y5 to reach age related expectations or above compared to 61% in 2022-23 and 75% in 2023-24</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>For at least 66% of disadvantaged pupils in Y6 to achieve the expected standard and for 33% to achieve above the expected standard.</li> <li>For at least 82% of disadvantaged pupils in Y1 to Y5 to reach age related expectations or above compared to 46% in 2022-23 and 83% in 2023-24</li> </ul> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>For at least 66% of disadvantaged pupils in Y6 to achieve the expected standard and for 33% to achieve above the expected standard.</li> <li>For at least 75% of disadvantaged pupils in Y1 to Y5 to reach age related expectations or above compared to 69% in 2022-23 and 60% in 2023-24</li> </ul>
Disadvantaged pupils' data is analysed and their progress is tracked, ensuring targeted support is effective	<ul style="list-style-type: none"> <li>Termly Pupils Progress and Review meetings ensure the attainment and progress of disadvantaged pupils is monitored and analysed.</li> <li>Disadvantaged pupils regularly monitored and tracked on school monitoring systems, giving a clear overview of their progress.</li> <li>Data analysis is used to tailor disadvantaged pupils' teaching, learning and interventions to ensure accelerated progress.</li> </ul>


<p>Disadvantaged pupils are taught by expert teachers through evidence-based protocols and pedagogies.</p>	<ul style="list-style-type: none"> <li>• Teaching of disadvantaged pupils is good and frequently outstanding.</li> <li>• High quality, inclusive teaching results in disadvantaged pupils making the same levels of good progress and achieving the same achievement standards as non – disadvantaged pupils.</li> <li>• Pupils and staff are cognisant of the language of metacognition and creativity at utilise this in their lessons to encourage and promote creative and reflective thought and response.</li> <li>• Pupils develop key skills; disciplined, persistent, imaginative, inquisitive, collaborative.</li> </ul>
<p>Improved emotional stability and self-regulation of disadvantaged pupils</p>	<ul style="list-style-type: none"> <li>• Pupils understand and can control their emotions more effectively, minimising any loss of learning time.</li> </ul>
<p>Improved social experiences and enrichment opportunities</p>	<ul style="list-style-type: none"> <li>• Improved self-esteem and confidence of disadvantaged pupils.</li> <li>• Barriers are removed to involvement in extra-curricular experiences.</li> </ul>







# 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: £9830

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure disadvantaged children are challenged appropriately through curriculum and receive high quality teaching and learning through a mastery approach and evidence-based pedagogies of expert teachers</p> <p>£2770</p>	<p>EEF research shows that a mastery learning approach has up to a +5 rating in effectiveness. It is also particularly useful for narrowing any attainment gap for all learners of all abilities. A high expectation of work from disadvantaged learners (a recommendation from the EEF), is consistently expected by all teachers and support staff; along with the use of effective teaching schemes and resources, such as Power Maths units, Pathways to Write, Pathways to Spell and Read, Write Inc. This will ensure all disadvantaged children have access to and are challenged appropriately. Money to be spent on resources, training for staff in the programs listed and individual resources as required by specific learners as identified by staff who work with them.</p>  <p><b>Closing the Disadvantage Gap</b></p> <p><i>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills. EEF</i></p>	<p>1, 2</p>
<p>Provide a bespoke well-being and mental health intervention from Learning Mentor.</p> <p>£5,260</p>	<p>Building on the success of nurture and behaviour support sessions by our Learning Mentor, it is considered beneficial to continue to further develop this area. A similar theme remains apparent, that many of our disadvantaged children require additional support from the Learning Mentor and support staff to ensure they are ready to fully access the curriculum, engage positively and develop self-esteem and confidence within lessons.</p> <p>This approach has clearly accelerated progress and raised attainment outcomes higher than they were previously on track to achieve. There is also the rationale of a wider school benefit, where less disruption within classes means an environment more conducive to learning for everyone.</p> <p>The school's partnership with Healthbox has been successful and will continue to provide social and emotional direct work with disadvantaged pupils over the coming year.</p>	<p>4</p>

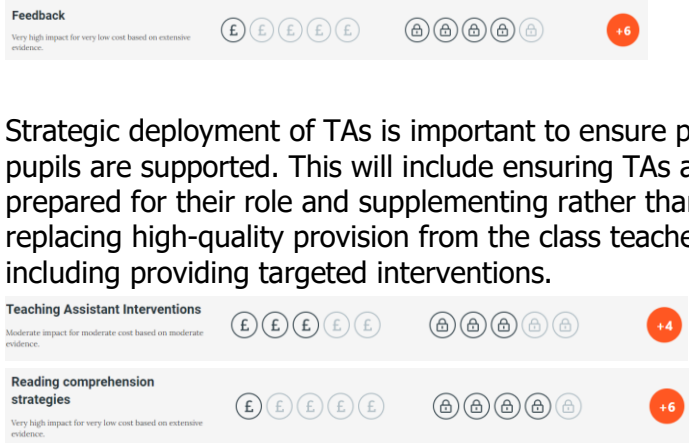
	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. The Learning Mentor is required to attend continuous supervision sessions after training as an Emotional Literacy Support Assistant (ELSA). Additional training in other areas of children’s mental health and well-being is required to ensure all subject knowledge is up to date in this vital area. Regular attendance at pupil premium conferences are also necessary in order to access the latest research and advice on how to bridge the attainment gap for disadvantaged pupils.</p> <div data-bbox="459 564 1273 645"> <p>Social and emotional learning   </p> <p><small>Moderate impact for very low cost based on very limited evidence.</small></p> </div> <p><b>Closing the Disadvantage Gap</b>  <i>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</i></p> <p><i>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. <b>EEF</b></i></p>	
<p>Phonics and Reading Comprehension strategies including additional and continued staff trained to ensure improved outcomes for disadvantaged children and the delivery of RWInc interventions for those children not on track.</p> <p>£1800</p>	<p>Reading and comprehension are the fundamentals of learning and understanding so an increase in targeted support within these areas serves to aid disadvantaged pupils improve further, across the curriculum whilst also developing self-confidence, resilience and engagement. Research shows an average of up to 5 months’ additional progress can be achieved, along with developments in independent and collaborative learning strategies</p> <div data-bbox="459 1415 1273 1496"> <p>Phonics   </p> <p><small>High impact for very low cost based on very extensive evidence.</small></p> </div> <p><b>Closing the Disadvantage Gap</b>  <i>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</i></p> <p><i>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. <b>EEF</b></i></p>	<p>3</p>



<p>Implement Child Engaged Assessment practices and protocols to enhance student engagement, motivation, and learning outcomes through the empowerment of students to become leaders of their own learning.</p> <p>£0 (training delivered in-house by SLT through Learning Without Limits programme)</p>	<p>The most important assessments that take place in any school building are seen by no one. They take place inside the heads of pupils, all day long. Pupils assess what they do, say, and produce, and decide what is good enough. These internal assessments govern how much they care, how hard they work, and how much they learn. Child Engaged Assessment aims to capitalise on these internal assessments and ensure that pupils become leaders of their own learning by giving them the tools and support to assess and improve their own learning and the motivation to do so.</p> <p>EEF evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p> <p>    </p> <p><b>Closing the Disadvantage Gap</b></p> <p><i>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. <b>EEF</b></i></p>	<p>1, 2</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)



Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching Assistant deployment and intervention; providing additional targeted support in lessons allowing for increased opportunities for feedback at point of teaching to increase the number of disadvantaged children achieving the expected standard, or higher standard based on their prior attainment.</p> <p>£5,000</p>	<p>EEF research provide extensive evidence of the high impact of immediate feedback and modelling in class. This ensures that less time being spent in subsequent teaching session is being spent addressing misconceptions from prior teaching and learning. Using additional adults in core subject lessons to provide immediate feedback at the point of learning is beneficial to disadvantaged learners.</p>  <p>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.</p> <p><b>Closing the Disadvantage Gap</b></p> <p><i>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.</i>EEF</p>	<p>1, 2, 3</p>

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

Budgeted cost: £ 1,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further heightened parental involvement and engagement in school e.g reading volunteers to ensure disadvantaged children read regularly with an adult.</p> <p>Lateness and absence for</p>	<p>It is well proven that when home and school are demonstrating a consistent approach to teaching and learning the outcomes are significantly higher for learners. As such by engaging more with parents we are affording the best possible chances for positive outcomes for disadvantaged learners. Findings by the EEF also suggest supporting parents with their first child, promotes good practice in educational support with subsequent children.</p>	<p>5, 6</p>

<p>disadvantaged pupils is minimised through effective tracking and parental engagement.</p> <p>£250 (Learning Mentor time)</p>	<p>Good attendance is the 'first intervention'. If children are in school, they benefit from all other additional support. It also significantly reduces the risk of Child Sexual Exploitation and Child Criminal Exploitation.</p> <p><b>Parental engagement</b> Moderate impact for very low cost based on extensive evidence.</p>  <p><b>Closing the Disadvantage Gap</b> <i>Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</i><b>EEF</b></p>	
<p>Financial assistance to participate in after school clubs and wraparound care.</p> <p>£0</p>	<p>Overall, the evidence indicates that, on average, pupils make two additional months' progress per year from extended school time by the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress. After school programmes that support and encourage children academically while providing stimulating environments and activities are more likely to have an impact on attainment. Clubs including sporting and non-academic clubs are also shown to be beneficial and help to increase engagement in school life.</p> <p><b>Extending school time</b> Moderate impact for moderate cost based on limited evidence.</p>  <p><b>Closing the Disadvantage Gap</b> <i>There is some evidence to suggest that disadvantaged pupils might benefit more from additional school time. Additional non-academic activities may also provide free or low-cost alternatives to sport, music, and other enrichment activities that more advantaged families are more likely to be able to pay for outside of school.</i><b>EEF</b></p>	<p>4</p>

<p>Residential Trips-Outdoor Learning including day trips (25% of cost)</p> <p>£1000</p>	<p>Residential trips are proven to support growth mind sets, increase confidence and teach team building skills. Children learn vital life skills of perseverance and resilience and this in turn impacts on their academic progress within lessons as they are able to apply these skills when back in the school environment. Evidence from previous years shows children return to school from residential and other trips with heightened confidence and engagement.</p>	<p>1, 4, 6</p>
<p>Financial assistance with uniform purchases.</p> <p>Purchase of morning break snacks for all FSM pupils. (£12 per child per FSM child per half term) £1008</p> <p>£200</p>	<p>School uniform supports the development of a whole school ethos and therefore supports discipline and motivation. Purchasing uniform helps parents financially and helps the pupils feel a sense of belonging within the school that helps support their social and emotional well-being.</p>	<p>1, 4, 6</p>

**Total budgeted cost: £16,280**

## 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 2022 to 2023 academic year.

Year 3 Review (2023-24)		
Impact	Issues	Amendments for next year
<p><b>Attainment and Progress Trends from 2021 – 24:</b></p> <p>Across all subjects and years, there has been an increase in the percentage of disadvantaged pupils achieving 'expected' or 'above'.</p> <p>Writing has shown a significant increase in disadvantaged pupils achieving the expected standard. 31% across the school were achieving the expected standard in 2021-22, compared to 83% in 2023-24.</p> <p>At the end of KS2, reading and writing have a strong value added score, indicating the expected standard gap is being closed. Maths has a very slightly negative value added score, indicating that strategies are not effective in closing the gap.</p> <p><b>Reading</b></p> <p>Increase from 44% expected in 2021-22, to 61% in 2022-23, to 75% in 2023-24. This has coincided with a change to</p>	<p>The school has used this data to identify the following areas for ongoing development:</p> <p><b>1. Closing the Attainment Gap:</b></p> <p>Maths: While there has been significant progress in these areas, the attainment gap between disadvantaged and non-disadvantaged pupils persists and the value-added score at the end of KS2 indicates more work is needed.</p> <p>We will continue to implement targeted interventions to address the specific needs of disadvantaged pupils in these subjects. Disadvantaged children will be a priority group for intervention with our maths specialist.</p> <p><b>2. Improving Early Intervention:</b></p> <p>Early Identification: We will continue to strengthen our systems for early identification of pupils who may be at risk of falling behind, using Pupil Progress meetings to do this.</p> <p>Targeted Support: Once pupils are identified as needing additional support, the school will ensure the success of these interventions and move quickly to change systems that are not working for children who are falling behind their peers.</p>	<p>Following a review of the impact of the plan for the year 2023-24, the school considers the priorities previously set to be still appropriate and relevant to giving our disadvantaged pupils the best chance to achieve accelerated progress, with the following additions.</p> <ul style="list-style-type: none"> <li>• Teacher development to understand the challenges for disadvantaged pupils and to improve the support given to these learners through the Expert Teacher model, Child Engaged Assessment protocols, the habits of creativity and ongoing Learning without Limits training provided through the trust.</li> <li>• Address the attainment gap in maths by providing teacher development focused on effective maths teaching strategies, especially explicit instruction and the mastery approach to ensure consistency of practice.</li> <li>• Participation for all teaching and support staff in the MITA (Maximising the Impact of Teaching Assistants) programme provided through the trust.</li> </ul>

our reading scheme, with an increased number of sessions which are more structured.

### Writing

There has been a pronounced improvement in writing for disadvantaged pupils. In 2021-22, 31% of pupils were at the expected standard, up to 46% in 2022-23 and is now at 83%. Pathways to Write is now well embedded across the school.

### Maths

The progress for disadvantaged pupils in maths has been lower than reading and writing but has still seen a steady increase. In 2021-22, 31% of pupils were reaching the expected standard, up to 61% in 2022-23 and is now at 67%. Power Maths is well embedded across the school as our maths curriculum, and we have a former national maths strategy director who works with the school to provide 1-1 support. The school also now benefits from a maths specialist teacher who leads a teaching and research group.

### Key Messages

The data suggests that as a school we have made significant progress in closing the attainment gap for disadvantaged pupils over the past four years, particularly in reading and

### 3. Enhancing Parental Engagement:

Communication: The school will continue to improve communication with parents of disadvantaged pupils, ensuring that they are kept informed about their child's progress and are aware of the support services available. This might involve organising workshops, or volunteering opportunities. Our Learning Mentor will continue to work closely with these families to build trust and open lines of communication.

### 4. Addressing Socio-Emotional Needs:

Wellbeing: The school places a strong emphasis on the socio-emotional wellbeing of disadvantaged pupils and will seek additional opportunities to enhance this support.

Support Services: The school remains committed to ensuring disadvantaged pupils have access to essential support services and financial assistance systems.

### 5. Professional Development

Targeted Training: Through the Learning without Limits program, we will continue to prioritise engagement for all disadvantaged learners. The framework of the 7 C's Expert Teacher model will guide this initiative, incorporating training on instructional practices, inclusive teaching and child engaged assessment protocols.

- Trauma informed practice training to enhance and ensure effectiveness of teachers and support staff.
- Research and explore new thinking approaches to engagement of local community within the life of the school and projects.

writing. Additional targeted interventions for disadvantaged pupils may be necessary in maths. As there are a small number of disadvantaged pupils at the school, and due to the nature of the statistics of small numbers, it is important to be careful when drawing wider conclusions.

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## 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
IDL (International Dyslexia Learning Solutions)	Ascentis

## Further information

### 1. Review Expenditure

Previous Academic Year		2023-24 Total Allocation of £24,900		
<b>i. Quality of teaching for all</b> £8,852.50				
Action	Desired Outcome/ Success Criteria	Impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Ensure disadvantaged children are challenged appropriately through curriculum and receive high quality teaching and learning through a mastery approach and evidence-based pedagogies of expert teachers	<p>At least 75% of disadvantaged pupils' average percentile ranks and SGP rates are in line or above non-disadvantaged pupils.</p> <p>At least 75% of disadvantaged pupils achieve the expected standard or higher in writing (80%+)</p> <p>At least 75% of disadvantaged pupils</p>	*See full overview of outcome in Impact 2023-24 section above.	To be continued alongside further rollout of the Learning Without Limits programme.	<p>Main school budget to cover costs</p> <p>£2,172.00</p>



	<p>achieve a positive progress score by the end of KS2.</p> <p>Disadvantaged pupils in Year 2 achieve working at standard in all three subjects (RWM).</p> <p>Disadvantaged pupils across the school achieve a standardised score over 100</p>			
<p>Provide a bespoke well-being and mental health intervention from Learning Mentor.</p>	<p>Improved emotional stability and self-regulation of disadvantaged pupils.</p>	<p>Success criteria met. The emotional stability and self-regulation of all disadvantaged children has significantly improved, leading to significantly less disruption during unstructured times. As such, children are better prepared for learning.</p> <p>The decision to place the Learning Mentor in Year 6 every morning to support the high number of disadvantaged children in the class was effective and had a significant impact on ensuring their emotional wellbeing and regulation in the important last year of school.</p> <p>The Learning Mentor has continued to develop the partnership with Healthbox this year and there has been an increase in pupil focused workshops and interventions such as Marvin and transition support for Year 6. Disadvantaged children were given priority access. Children engaged incredibly well and feedback from families has been very positive.</p>	<p>More disadvantaged children are engaged more of the time, impacting attitudes to learning considerably. When incidents or patterns of concerning behaviour occur they are analysed and dealt with swiftly allowing learning to continue with minimum disruption to the disadvantaged children and their peers. As a result attainment for disadvantaged children has continued to improve.</p> <p>Practice will now be further enhanced through a prioritization of trauma informed approach at all levels.</p>	<p>£5181.50 (cost of Learning Mentor)</p>

Further Learning Mentor Training	Increased capacity to support disadvantaged pupils social and emotional wellbeing. Improved emotional stability and self-regulation of disadvantaged pupils.	The Learning Mentor has continued to increase her capacity to support pupils through Healthbox mental health training, Next Steps training, ELSA supervision and other CPD.  This has enabled her to provide enhanced support to disadvantaged pupils.	Practice will now be further enhanced through a prioritization of trauma informed approach at all levels.	£190
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**ii. Targeted support** £12,825.86

<b>Action</b>	<b>Desired Outcome/ Success Criteria</b>	<b>Impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
Additional targeted support in lessons allowing for increased opportunities for feedback at point of teaching to increase the number of PPG children achieving the expected standard, or higher standard based on their prior attainment.	At least 75% of disadvantaged pupils' average percentile ranks and SGP rates are in line or above non-disadvantaged pupils.  At least 75% of disadvantaged pupils achieve the expected standard or higher in writing (80%+)  At least 75% of disadvantaged pupils achieve a positive progress score by the end of KS2	*See full overview of outcome in Impact 2023-24 section above.  A teacher handbook has been put together and was distributed to staff on the INSET day in September. This included all previously shared guidance on inclusive practice, how to create an inclusive and enabling environment and our feedback policy and protocols.  The school has prioritised phonics this year and ensured that the phonics subject leaders have had RWInc leadership training. The RWInc online portal and all additional support materials were purchased and a development day for all staff was held. All assessments are now through the online portal to ensure consistency and this has had a significant impact on ensuring accelerated progress. The Geography/History coordinator has researched and	Phonics progress has significantly improved across EYFS and KS1 and the progress of disadvantaged pupils needs to continue to be carefully tracked. If required, disadvantaged pupils will be prioritised for 1:1 tuition.  Continued teacher development on understanding the barriers for disadvantaged pupils and how to privilege them to ensure the gap between disadvantaged and non-disadvantaged pupils is closed.	£12,825.86

	<p>Disadvantaged pupils in Year 2 achieve working at standard in all three subjects(RWM)</p> <p>Disadvantaged pupils across the school achieve a standardised score over 100</p>	<p>implemented a feedback system for History, Geography and Science in line with child engaged assessment, habits of creativity and 7 Cs. Entry and Exit Tickets were successfully introduced in foundation subjects as a first step towards child engaged assessment and in upper KS2, the Creativity lead in school worked with teachers to develop pupil's language and understanding of the habits of creativity.</p> <p>The implementation of White Rose Science has begun to ensure a mastery approach is being adopted by teachers but this will need further development and teacher training.</p>		
Teaching assistant deployment and interventions	<p>Teaching Assistants deployment is based on careful analysis of need.</p> <p>Teaching Assistants supplement, not replace, teachers.</p> <p>Interventions are targeted, evidence-based and time limited.</p>	<p>Deployment of TAs has been based on supporting children with EHCPs. The decision was made to timetable the Learning Mentor to more with disadvantaged pupils who were not making expected or better than expected progress are being provided with additional, targeted support in core lessons.</p> <p>The decision to place the Learning Mentor in Year 6 every morning to support the high number of disadvantaged children in the class was effective and had a significant impact on ensuring their emotional wellbeing and regulation in the important last year of school. Thus in turn, supported and improved their academic performance.</p>	<p>A budget prioritisation for 2024-25 was to ensure the permanency of current TAs and increase TA support in KS1. With this in place, the school feels it is now time to engage in the MITA Project (Maximising the Impact of Teaching Assistants) through the trust.</p> <p>Read Write Inc phonics 1:1 interventions to prioritise disadvantage pupils.</p>	
<b>iii. Other approaches</b> £1,700				
<b>Action</b>	<b>Desired Outcome/ Success Criteria</b>	<b>Impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</b>	<b>Lessons learned (and whether you will continue with this</b>	<b>Cost</b>

			<b>approach)</b>	
Financial assistance to participate in after school clubs and wraparound care.	Financially disadvantaged children are offered opportunities to attend after school activities and clubs.	A range of clubs have been offered with free spaces. We continue to work with outside providers to negotiate free places for families in receipt of FSM for some after school and holiday activities/clubs Some have also been funded by school.	To be continued	£500
Residential Trips- Outdoor Learning including day trips	Families of financially disadvantaged (FSM) children can attend trips and residential.	Families in receipt of FSM are given financial support towards the cost of trips and residential. This is done automatically on school payment systems.	To be continued	£1000
Purchase of resources for use within teaching and learning.  Financial assistance with uniform purchases.	Financially disadvantaged pupils have access to additional resources to support engagement and improve outcomes.  Families of financially disadvantaged (FSM) children are able to provide school uniform for their children	Resources and uniform are purchased as and when needed to support disadvantaged pupils. This has mostly been through the purchasing of PE kits so that children can fully partake in activities in appropriate clothing that does not differentiate them from their peers.	To be continued	£200

