

Aiskew, Leeming Bar CE Primary Pupil Premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Aiskew, Leeming Bar CE Primary School
Number of pupils in school	50
Proportion (%) of pupil premium eligible pupils	28% (FSM & Post LAC) 4% (Service)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 – completed (see review in red) 2022/2023 – completed (see review in blue) 2023/2024
Date this statement was published	November 2021 Republished Sept 22 Republished Nov 23
Date on which it will be reviewed	July 2022 Sept 2023 October 24
Statement authorised by	Bethany Stanley, Headteacher
Pupil premium lead	Bethany Stanley, Headteacher
Governor lead	Jane Gibson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,760
Recovery premium funding allocation this academic year	£1000
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	£20,760

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including ensuring those who have the potential to be high attainers reach this goal by the end of Y6 despite the interruption to their education that they have faced due to Covid-19.

We will consider the challenges faced by vulnerable pupils, such as those who have Early Help involvement, those who are young carers and those who are EAL, in addition to the number of children who join our school mid-year/mid-key stage: we have 20% of our school who have joined within the last year. 26% of our KS2 cohort who have come from other schools within the last academic year. 32% of the KS2 cohort have not attended the school from the start of EYFS. The activities we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our ultimate objectives are:

- To ensure disadvantaged pupils attain the expected standard in reading, writing and maths.
- To ensure that all children read competently and develop a life-long love for reading irrespective of their starting point and have access to a wide range of literature; they are then able to draw upon the richness of language, sentence structures and literary features and use these appropriately in their writing.
- For a proportion of disadvantaged pupils in school to attain the higher standard, despite the interruption to their education through Covid-19.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level and ensure that attendance at school improves, as well as providing support for parents/carers so that home-life can be less stressful for families.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Where high-quality teaching within the normal classroom is insufficient, children will benefit from additional small group or 1:1 support for disadvantaged learners to enable a 'keep up not catch up' approach.

Children are unable to learn when they are not feeling safe, secure and happy or if they have worries therefore well-being is prioritised.

How does your current pupil premium strategy plan work towards achieving those objectives?

- Our disadvantaged pupils do not always have oracy and language skills required therefore EYFS/Y1 pupils will access NELI and Talking through Stories (part of RWI) as a language intervention.
- Implement Read, Write Inc phonics scheme across EYFS and Key Stage 1 (and into Key Stage 2 as required) to ensure all our pupils are competent, fluent readers, irrespective of their starting point.
- Develop reading spines from Y2 – Y6 and purchase the appropriate books and to purchase a new reading scheme for children to access once they have completed RWI.
- Provide CPD for all staff across the school to improve subject knowledge for the teaching of reading, writing and maths.
- Provide additional small group or 1:1 support for disadvantaged learners to enable a 'keep up not catch up' approach for reading, writing and maths.
- Purchase learning platforms like TTRS, Maths Shed and Reading Eggs to promote maths and reading and provide time during the school day when children can access these programmes if they are unable to at home and have support from adults in school.
- Support wellbeing and mental health both for pupils and parents/carers through teaching Building Learning Power, using meditation techniques from Striver and PE lessons, plus mindful spaces around school and the sensory garden/new outdoor space as well as promoting the 5 ways to well-being within our school community. We will develop a Renew Well-being space called Renew4U which will support mental health and well-being for parents/carers as well as practical parenting skills.

Yellow: On going

Green: Completed and successful in 2022/23 but will still need to be continued to ensure objectives are met.

Additional objectives for 2023/24

- To ensure pupils receive regular, high quality feedback. To be successful with this, school will employ more support staff.
- To ensure all pupils have access to technology to support learning.

What are the key principles of your strategy plan?

- That teaching and learning meets the needs of all pupils in reading, writing and maths.
- To provide quality first teaching for children eligible for the pupil premium grant, ensuring that these children achieve at least age-related expectations in reading, writing and maths.
- To provide challenge for the more able disadvantaged learners to meet their full potential.
- To foster a life-long love of reading and ensure all pupils have access to high quality texts so that what pupils read, impacts their writing.
- That gaps in mathematical understanding are swiftly identified and appropriate intervention is used to fill the gap.
- That all learners have opportunity to access effective learning platforms.
- Offer a well-being space to parents/carers and pupils.

Challenges

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

Challenge number	Detail of challenge
1	50% of our disadvantaged pupils do not get support with reading at home compared with 25% of our non-disadvantaged pupils.
2	A number of our disadvantaged children moved to this school after Y1 therefore did not receive RWI as their early reading phonics programme which has led to them not having a secure phonics foundation.
3	Our youngest children enter EYFS low in language.
4	Disadvantaged children who are high ability are not attaining the higher standard in reading and writing (based on internal assessment carried out summer 21 and autumn 21)

5	Internal assessments (autumn 21) indicate that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
6	Internal assessments (autumn 21) indicate that maths attainment among disadvantaged pupils is slightly below that of non-disadvantaged pupils. Some of our disadvantaged pupils also have SEND and have specific difficulties around maths and mathematical language.
7	Attendance of our disadvantaged pupils is below that of non-disadvantaged 13.62% v 2.35%. This impacts on both the education and wellbeing of a number of our disadvantaged pupils. This has resulted in them missing key steps in learning.
8	From our discussions with pupils and families we have identified that there are mental health issues which impact negatively on children's well-being and can stop children accessing their learning. Parents require school to support them with a number of parenting issues as they do not meet the threshold for early help or choose not to have the support. 26% of pupils benefit from regular support. 40% of these are disadvantaged.
9	Some of our disadvantaged pupils also have SEND, including more than 1 area of need and have multiple barriers. Assistive technology can really help to overcome this.

Intended outcomes across the 3 year plan

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. EYFS pupils' NELI scores with show that they are at least in line with national average by the end of the programme.
Improved reading attainment among disadvantaged pupils.	All EYFS disadvantaged pupils attain ELGs within Literacy. All disadvantaged Y1 pupils attain the expected standard in the phonics screening check each year.

	<p>All disadvantaged KS1 pupils attain the expected standard.</p> <p>KS2 reading outcomes in 2024/25 show that all disadvantaged pupils met the expected standard and all those who were deemed high ability attain the higher standard.</p> <p>A number of pupils who are disadvantaged also have SEND needs. For their specific learning needs to be assessed accurately by a specialist teacher and for school to carry out suggested intervention(s) to enable these pupils to make rapid progress.</p>
Improved writing attainment among disadvantaged pupils at the end of KS2.	<p>KS2 writing outcomes show that 75% of disadvantaged pupils met the expected standard and 100% of all those who were deemed high ability attain the higher standard.</p> <p>A number of pupils who are disadvantaged also have SEND needs. For their specific learning needs to be assessed accurately by a specialist teacher and for school to carry out suggested intervention(s) to enable these pupils to make rapid progress.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>KS2 maths outcomes show that 85% of disadvantaged pupils met the expected standard.</p> <p>A number of pupils who are disadvantaged also have SEND needs. For their specific learning needs to be assessed accurately by a specialist teacher and for school to carry out suggested intervention(s) to enable these pupils to make rapid progress.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys, teacher observations and CPOMS entries • regular attendance of parents/carers at our renew well-being sessions • For children with SEMH needs who are also disadvantaged to rate school as an average of 5 throughout the year on a scale of 1 – 10.
To achieve and sustain improved attendance for all	<p>Sustained high attendance from 2024/25 demonstrated by:</p>

<p>pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none">• the overall absence rate for all pupils being no more than 3.5%, and the current attendance gap between disadvantaged pupils and their non-disadvantaged peers to be reduced by 8.07%.
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Activity in this academic year

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: **£2395**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching assistant will have dedicated time to carry out the NELI programme and Talk through Stories. Training for Talking through Stories accessed from Ruth Miskin.</p> <p>£930</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:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>(Up to 6 months)</p>	3, 4, 5
<p>New TAs to receive CPD on Mastering number</p> <p>£139.50</p>	<p>On going evidence from NCETM</p> <p>Supporting Research, Evidence and Argument NCETM</p>	6
<p>We will fund teacher and TA release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>£1325.5</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p>	6

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

Budgeted cost: **£14622**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Undertake NELI and Talking through Stories to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>£ - see above section</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>(Up to 6 months impact)</p>	<p>1, 3</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support – 'fast track phonics' intervention RWI</p> <p>£1511.25</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>(Up to 5 months impact)</p>	<p>2</p>
<p>Reading strategies will be taught to small groups of children.</p> <p>£2418</p>	<p>Reading comprehension strategies taught 2 hours per week Y1 – Y6.</p> <p>Reading interventions either 1 to 1 or in small groups (no more than 5): reading comprehension – VIPERS</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>4</p>

<p>£3836</p> <p>£ - see above costing</p>	<p>(Up to 6 months impact)</p> <p>Smaller class sizes with the support of TAs in order to improve feedback to pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>(Up to 2 months impact)</p> <p>High quality, regular feedback by teachers and TAs.</p> <p>Feedback EEF</p> <p>(Up to 6 months impact)</p>	
<p>TAs will work with small groups of children (or 1:1 as required) to carry out specific writing interventions</p> <p>£453</p>	<ul style="list-style-type: none"> • Word Wasp spelling intervention – as advised from a SEND specialist teacher; Lois Addy handwriting interventions; 'bubble writing' intervention; and 1:1 feedback on longer pieces of writing. <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>(Up to 4 months impact)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>(Up to 6 months impact)</p>	<p>4, 5</p>
<p>TA will work with either 1:1 or small groups for maths interventions.</p> <p>£5723.75</p>	<p>Maths interventions which will include additional learning time to ensure children have mastered a maths topic using ; pre-teaching maths; Number stacks; and use of specific digital technology to learn specific maths facts e.g. through targeted time spent on Times Table Rock Stars and Maths Shed. KS1 20 mins per day x 3 to</p>	<p>6</p>

<p>£ - included in the above costing</p>	<p>engage with the Mastering Number project. Y3 – Y6 will follow the Maths hub's timetable programme.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk) (Up to 5 months impact)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF (Up to 4 months impact)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning (Up to 5 months impact)</p>	
<p>An additional ATA/GTA to be shared between both classes to add further capacity to all the above.</p> <p>£ - included in the above costings</p>	<p>See all above.</p>	<p>1, 2, 4, 5 and 6</p>
<p>School to employ the services of YesRichmond to carry out diagnostic tests on SEND pupils.</p> <p>£680</p>	<p>Children's barriers to learning will be identified and specific interventions set by a specialist teacher and carried out.</p>	<p>9 2,4,5 and 6</p>

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

Budgeted cost: **£1000**

Activity	Evidence that supports this approach	Challenge number(s)
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		addressed
<ul style="list-style-type: none"> • Staff are trained in Zones of Regulation and 'Sensory not behaviour' training • Mindfulness is practised as and when pupils need to regulate their emotions. • Pupils have safe, calm areas within school where they can take time out to self-regulate (this is developed and maintained by the TAs). • When pupils return from being absent from school, staff to take time to check on their well-being and support them back into school. • The outdoor learning space is enhanced so pupils can benefit from the outdoors and an outdoor activity is offered as an after school club and as a playtime/lunchtime activity choice. Pupils can also access this area with a TA to support self-regulation. • TAs are always available at the start of the day to help children settle into school and self-regulate quickly so that no learning time is lost. <p>£1000</p>	<p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>(Up to 4 months impact)</p>	7, 8

Total budgeted cost: £18017

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 2021 to 2022 academic year and 2022 to 2023 academic year.

Review of Pupil Premium Spend 2021-2022	
Review of Pupil Premium Spend 2022 -2023	
Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. EYFS pupils' NELI scores with show that they are at least in line with national average by the end of the programme.</p> <p>2021/21 review: Progress was made from starting point but still below national. Talk Boost will be used in 2022/23 to further support language development.</p> <p>2022/23 review: Disadvantaged pupils in EYFS met their ELGs and attained a GLD. Their profiles for 'Speaking' indicate that they have widened their vocabulary as a result of NELI and are able to speak with confidence. This is very good progress from their baseline.</p>
Improved reading attainment among disadvantaged pupils.	<p>All EYFS disadvantaged pupils attain ELGs within Literacy.</p> <p>2021/22 review: 100% attained. 100% also attained GLD. 100% Service children attained too, including attaining GLD.</p> <p>2022/23 review: 100% attained. 100% also attained GLD.</p> <p>All disadvantaged Y1 pupils attain the expected standard in the phonics screening check each year.</p> <p>2021/22 review: no children are disadvantaged. 100% Service children attained the standard.</p>

2022/23 review: This has not been attained for disadvantaged children. 100% service children attained the standard.

All disadvantaged KS1 pupils attain the expected standard.

2021/22 review: no children are disadvantaged.

2022/23 review: no children are disadvantaged.

KS2 reading outcomes in 2024/25 show that all disadvantaged pupils met the expected standard and all those who were deemed high ability attain the higher standard.

2021/22 review: Y6 = 100% of disadvantaged attained the expected standard. 50% attained the higher standard but weren't deemed high ability based on KS1 levels.

Y3 100% disadvantaged attained the expected standard. 100% Service pupils attained the higher standard.

Y4 67% attained the expected standard (33% were below at KS1). 33% attained the higher standard. 100% service pupils attained the higher standard (the KS1 scores suggested the expected level).

Y5 100% service pupils attained the expected standard. 50% service pupils attained the higher standard.

2022/23 review:

71% disadvantaged pupils in KS2 attained at least the expected standard in reading.

A number of pupils who are disadvantaged also have SEND needs. For their specific learning needs to be assessed accurately by a specialist teacher and for school to carry out suggested intervention(s) to enable these pupils to make rapid progress.

2021/21 review: 2/3 pupils who are SEND/FSM have been assessed this year. Their IEPs have been amended to reflect the suggested interventions and appropriate access arrangements put in place for all assessments. Both pupils have made rapid progress and have attained a higher assessment band than what they were at KS1.

2022/23 review:

	<p>33% of SEND who were assessed this year also were Service children. They achieved the expected standard in reading.</p>
<p>Improved writing attainment among disadvantaged pupils at the end of KS2.</p>	<p>KS2 writing outcomes show that 75% of disadvantaged pupils met the expected standard and 100% of all those who were deemed high ability attain the higher standard.</p> <p>2021/22 review:</p> <p>71% of disadvantaged pupils attained the expected standard (29% who didn't were below at KS1).</p> <p>100% of service pupils attained the expected standard. 25% of pupils were working towards the expected standard at KS1.</p> <p>0% of disadvantaged pupils attained the higher standard but their KS1 levels were at best the expected standard.</p> <p>50% service pupils attained the higher standard. Their KS1 levels indicated they needed to attain the higher standard.</p> <p>2022/23 review:</p> <p>Y3 – Y5 33% disadvantaged pupils attained the expected standard. Out of the children who didn't, 75% were working towards at KS1. Their writing assessment shows that although they are working towards still, they have lots of elements of working at the standard but not yet enough evidence to be secure. 75% have made at least expected progress, if not better.</p> <p>Y6 100% disadvantaged pupils attained the expected standard. 100% Service pupils attained the expected standard. 67% of Service pupils attained greater depth.</p> <p>A number of pupils who are disadvantaged also have SEND needs. For their specific learning needs to be assessed accurately by a specialist teacher and for school to carry out suggested intervention(s) to enable these pupils to make rapid progress.</p> <p>2021/22 review: 2/3 pupils who are SEND/FSM have been assessed this year. Their IEPs have been amended to reflect the suggested interventions and appropriate access arrangements put in place for all assessments. One pupil is working towards the expected standard which is in line with KS1 levels however has made rapid progress from the starting</p>

	<p>point of the beginning Y3 through the use of assistive technology to support writing. The other pupils has made rapid progress and is now working at a higher attainment band than that of the KS1 levels. This child attained the expected standard in writing.</p> <p>2022/23 review:</p> <p>3 pupils assessed. 2/3 attained the expected standard. 1/3 attained working towards with lots of elements of the expected standard. This meant this child had better than expected progress.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes show that 85% of disadvantaged pupils met the expected standard.</p> <p>2021/22 review:</p> <p>71% disadvantaged pupils attained the expected standard in maths. Based on KS1 levels, only 57% needed to attain the expected standard.</p> <p>100% service pupils attained the expected standard.</p> <p>2022/23 review:</p> <p>In Y3-5, 83% (5/6) disadvantaged pupils attained the expected standard in maths. Only 33% of this group needed to be at the expected standard based on KS1 data. 50% of pupils have moved up a PAG, including 1 child who has moved from working towards to greater depth.</p> <p>A number of pupils who are disadvantaged also have SEND needs. For their specific learning needs to be assessed accurately by a specialist teacher and for school to carry out suggested intervention(s) to enable these pupils to make rapid progress.</p> <p>2021/22 review: 2/3 pupils who are SEND/FSM have been assessed this year. Their IEPs have been amended to reflect the suggested interventions and appropriate access arrangements put in place for all assessments. One pupil is working towards the expected standard which is in line with KS1 levels however has made rapid progress from the starting point of the beginning Y3 and narrowly missed attaining the expected standard. The other pupils has made rapid progress and is now working at the expected standard which is above the KS1 attainment band.</p> <p>2022/23 review:</p> <p>These children did not make the expected standard.</p>

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys, teacher observations and CPOMS entries <p>2021/22 review: Pupils who have suffered low mood/anxiety have been less anxious and very few cases of low mood. They are able to articulate their feelings and can draw upon a range of strategies to improve their own well-being; they know what to choose.</p> <p>Pupils who have SEMH needs have been given a range of strategies/adaptations to support them in the classroom. Although there may still be issues with anger outbursts, pupils are demonstrating that they are able to reregulate better.</p> <p>Through pupil voice, they have reported that they have less anxiety.</p> <p>See incidents on CPOMS.</p> <p>2022/23 review:</p> <p>Staff have rated 96% of pupils demonstrating improved mood/less anxiety etc. Pupils can be evidenced regularly using adaptations/strategies that support their well-being e.g. asking for a brain break, using time out or using mindful colouring.</p> <p>Reduction of incidents on CPOMS regarding anxiety.</p> <p>Pupils are able to articulate strategies to support themselves.</p> <ul style="list-style-type: none"> • regular attendance of parents/carers at our renew well-being sessions <p>2021/22 review: 43% of disadvantaged pupils have had parents/carers attend the renew well-being sessions.</p> <p>2022/23 review:</p> <p>33% of disadvantaged pupils have had parents/carers attend the renew well-being sessions.</p> <ul style="list-style-type: none"> • For children with SEMH needs who are also disadvantaged to rate school as an average of 5 throughout the year on a scale of 1 – 10.
<p>To achieve and sustain improved attendance for all</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p>

<p>pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 3.5%, and the current attendance gap between disadvantaged pupils and their non-disadvantaged peers to be reduced by 8.07%. <p>2021/22 review: This has not been achieved.</p> <p>2022/23 review:</p> <p>Current absence for all pupils is 3.42% therefore just achieved.</p> <p>Disadvantaged absence is 4.18% and non-disadvantaged is 3.05% therefore the gap between the 2 groups has significantly decreased.</p>
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Externally provided programmes

Programme	Provider
Not applicable	

Service pupil premium funding (optional)

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p>	<p>£3015</p> <p>Time spent with TA/teacher to talk about any problems.</p> <p>Additional lessons offered after school/before school to support learning and ensure any gaps from lockdown were eliminated.</p> <p>Specific small group intervention to ensure gaps in learning are filled.</p> <p>Work with families and child around behaviour and to support well-being. Time out to do well-being activities.</p> <p>School leadership have spent time with these pupils outside of class time to support the development of interests and talents e.g. a plant club and the Playground Managers club.</p>

<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Review July 2022</p> <p>All children have attained at least ARE with some attaining GD as predetermined by their EYFS/KS1 attainment.</p> <p>Parents have reported that their pupils are happy at school and during time of parents being deployed, pupils have been settled.</p> <p>Significant improvement in behaviour and well-being of children, allowing pupils to attain at the higher standard (internal teacher assessment) and make better than expected progress.</p> <p>Review July 2023</p> <p>All children (Y1 – Y5 and Y6 just for writing) have attained at least ARE with some attaining GD as predetermined by their EYFS/KS1 attainment. 3 pupils have moved from ARE to GD in at least 1 area of learning.</p> <p>Parental feedback has been that pupils in Y6 don't want to leave due to being so settled.</p> <p>Books tailored to pupils' needs which discuss parents away on active duty and pupils given opportunity for them to share with peers what this means for them and the opportunity for them to talk about their feelings.</p> <p>Very few (or none) CPOMS entries for children's behaviour/poor mental health.</p>
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