

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 |
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| School name | Coppull Primary School and Nursery |
| Number of pupils in school | 242 (286 including nursery pupils) |
| Proportion (%) of pupil premium eligible pupils | 40.5% (98 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2023-2026 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | M Chambers |
| Pupil premium lead | L Parkinson |
| Governor | Beccy Wetton |

Funding overview

| Detail | Amount |
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| Pupil premium funding allocation this academic year | £142,080 |
| Recovery premium funding allocation this academic year | £6670 |
| 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 | £148,750 |

Part A: Pupil premium strategy plan

Statement of intent

Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. (Education Endowment Foundation EEF).

Coppull Primary School and Nursery recognises the barriers and issues that affect all of our pupils and we strive to try to break down and support children and their families in overcoming these barriers. Many of our disadvantaged pupils face multiple deprivation factors and as a result can present with behavioural challenges, have high rates of absence and lateness and fail to receive parental support outside of school. Many have limited life experiences outside of their immediate environment and are unaware of local and world events. These children have limited access (if any) to extracurricular activities including sporting, musical or memberships to clubs, libraries and societies. Many children and their parents have an over-reliance on screen culture which negatively impacts speech and language, concentration, sleep patterns and social interactions. Parents report behavioural issues, sleep issues and as a school, we see this impacting their ability to concentrate and to be able to cope with the routine of the school day. Families rely heavily on school support in the absence of children's centres and we continue to provide the support to both the children in our care and the family as a whole. Many of our disadvantaged pupils are not supported in completion of homework and reading and we have found that speech and language is severely impaired in many of our nursery children and this continues as they make their journey through school. Language acquisition is affected due to children having less conversational opportunities outside of those at school. This affects both the modelling of early speech and language and in turn, affects our children's knowledge and use of expressive and receptive vocabulary as they move through school. *Poor oral language and communication skills have consistently illustrated this gap on school entry which, left unchallenged, coupled with a narrower vocabulary remain a barrier for many throughout the primary years (Findings from the Aspire Educational Trust EEF).*

Coppull Primary School and Nursery's aim for our disadvantaged pupils is the message at the heart of our school. We want pupils to feel and be safe, be happy and then to learn. The safety element encompasses both the safeguarding elements both internal and external and those day to day issues that may occur in the classroom and playgrounds. The 'feel happy' of course relates to the general wellbeing and mental health of all pupils. Many of our pupils are receiving therapy, support and a variety of interventions delivered by our Wellbeing Team and through external provision. A huge amount of emphasis is placed the mental wellbeing of our pupils and this extends to staff and the wider school community of families and governors. Our objective is to ensure that our disadvantaged (and in turn, all pupils) receive quality first teaching with targeted academic support delivered to individuals and groups. School is committed to ensuring that all staff are given the opportunity to receive effective CPD. A programme of training is planned each year and subject leaders meet with other colleagues within our school cluster to share best practice, effective resources and strategies. *Ensuring an effective teacher is in front of every class and that every teacher is supported to keep improving, is the key ingredient of a successful school (EEF).*

We want all of our pupils to have access to the pastoral support that they might need and our dedicated Wellbeing Team are employed through our pupil premium funding to provide this support. Through various therapies, interventions, group and 1:1 sessions, they ensure that any reactive issues children face on a day to day basis are handled, as well as providing support for more complex issues. Due to some of our children having limited opportunities, we aim to tailor our curriculum to ensure that they have the knowledge and understanding required in order for them to be able to succeed and leave us as well-rounded individuals. We offer a wide range of trips and visits so that children are exposed to new and exciting experiences and so that they come across different religious beliefs, cultures, experience of a healthy diet, competitive sports, local community events and any other opportunities that we feel would be beneficial. We want to encourage all pupils to attend school and to arrive on time as well as to receive support for any home learning such as reading etc. We have many rewards and incentives on offer for children which work in conjunction with our Good to be Green behaviour management policy. There are many rewards on offer for example, completing our 'Read 4 the Stars' initiative and more.

In summary, we are passionate about providing children with a full range of both academic, pastoral care and wider school life experiences so that they both succeed and have the potential to discover a new talent that might have otherwise been left undiscovered. Our vision for all pupils as they leave us, is that we ensure that they leave as well rounded individuals and we focus on the whole child rather than one element. We want to ensure that our disadvantaged pupils' future outcomes are given the best start, equal to that of their peers and this is at the very heart of the ethos at Coppull Primary School and Nursery.

Our Pupil Premium Strategy outlines in more detail how each of these approaches ensure that the Pupil Premium Funding is targeted in the areas where we feel that it would have the greatest impact on our disadvantaged pupils. We commit to a small number of specific foci which enables us to be both realistic in our approach and to be able to measure the impact of each area. The key principles of quality first teaching, targeted academic support and the wider strategies outlined above are detailed further in both this report and the pupil premium strategy (2023-2026).

Challenges

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

| Challenge number | Detail of challenge |
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| 1 | Higher than average numbers of pupils with special educational needs (45.3% school support /15.3% Lancs/17.1% England) inclusive of 2.8% EHCP school 3.2% Lancs 3.0% England) (inclusive of nursery). |
| 2 | Poor speech and language skills in children starting nursery and school (school 10.5% Lancashire 4.6%) (15.2% of children receiving speech and language therapy 2024) |
| 3 | Significant numbers of disadvantaged pupils presenting with poor mental health (School 12.6% Lancashire 2.7%) |

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| 4 | Higher than average number of disadvantaged pupils who are not achieving in line with their peers (School 62.5%/Lancs 40.9% England 39%) |
| 5 | Attendance and punctuality- school 94.2% overall Lancashire 94.5% England 94%. Persistent absence and lateness- (school 18.2% Lancashire 15.3% England 17.3%) |
| 6 | Significant issues with families facing multiple barriers and factors impacting their mental health and affecting children adversely (see extended services report). |

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 |
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| <p>Correct banding to be applied for all children on SEND register by ensuring that accurately costed provision maps are in place in particular for EHCP children. All necessary resources in place and this to be included on class provision mapping for all SEND children. Children on EHCPs supported in class with recommendations in plans being adhered to. SEND register up to date (with categories EHCP/high need/school support/SEND monitoring) to ensure a full and clear picture is constantly available.</p> <p>SENCOs to identify next layer of high needs within school children on the pathway for statement/diagnosis/EHCP sought. All ISPs completed and shared with both child and family and reviewed and updated every term (or more frequently where required e.g. for EHCP/high need categories). SEND register regularly reviewed with children being added/removed where necessary. SENCOs to meet frequently with SLT to update on current situation with individual children and progress of any referrals or meetings with professionals.</p> <p>Progress of children on PIVATs or other intervention programmes shows a positive trend.</p> | <ul style="list-style-type: none"> • ISPs to be checked by SENCOs once submitted to ensure that targets are SMART and achievable. • SEND children to continue making progress which is tracked and monitored by class teachers and SENCOs. • SEND children to be targeted to make at least 3 terms progress. • Interventions in place to ensure children have mastered basic skills in subjects particularly English and maths and to work on individual ISP targets. • Whole school SEND data tracked by SENCOs. Pupil progress meetings have taken place to monitor progress. • Quality first teaching for all observed throughout school. • Planning and work to be specifically targeted at level of child and adapted accordingly. • PIVATs to be used to track progress for identified children which are reviewed at identified points in the year to track progress. |
| <p>Many of the children attending our nursery provision are demonstrating low levels of speech and language acquisition and development. Children are starting nursery with poor language skills and this then continues on into school. Many of our older children in school are not being exposed to conversation and then present with poor vocabulary which causes them issues when</p> | <ul style="list-style-type: none"> • Speech and language therapist employed by school to support identified children. Half termly report provided by therapist for school to detail progress of individuals. • Staff better equipped with speech and language strategies to support children in class. • WEL COMM used to assess and deliver targeted interventions in Nursery, Reception |

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| <p>reading and this then impacts on the quality of their writing. Our priority for school is to provide high quality intervention alongside specialist speech and language support for identified children in order to equip them with strategies and skills needed. A speech and language therapist is employed directly by school to work with children identified as needing the most support with the need being so high. Teaching staff will expose children to high quality texts with a real push on developing their vocabulary. Subject specific vocabulary should be shared with children and revisited throughout the unit of work to encourage the use of this within their writing with the hope that writing attainment and general speaking and listening skills will be positively impacted across school.</p> | <p>and Year 1 shows progression made by children.</p> <ul style="list-style-type: none"> • Parental support obtained and maintained for identified children. • Referrals to specialist speech and language processed for identified children. • Other intervention programmes such as IDL used to supplement speech and language work. • Teachers throughout school to try to expose children to high quality texts with guided reading to have a focus on vocabulary. |
| <p>The pressure on services is increasing and both school and specifically the Wellbeing Team are finding that more and more issues are being referred back into school to manage. These issues ordinarily would have been picked up by other services. Ongoing work, coupled with regular reactive work is engaging our Wellbeing Team in more work. Groups or individuals that the team are working with are on a time measured basis in the hope that as many children and families needing support are offered this.</p> <p>The overall aim is to ensure that children are safe first and foremost which will then lead to children being ready to learn and able to make progress. The overall hope is that we have a reduction in the number of children needing ongoing support. Containment is incredibly important to allow children the space to be able to discuss any concerns and then move on into class.</p> <p>Children should be equipped with strategies that they can use for self help detailed on wellbeing plans where necessary which should hopefully have a positive impact on children's academic progress and attainment.</p> | <ul style="list-style-type: none"> • Children presenting with emotional difficulties referred to Wellbeing Team. Any issues arising recorded on CPOMS so that a chronology is kept for each child. • Wellbeing Team running individual and targeted support for children to improve and support their mental wellbeing. • Interventions and therapies carried out and outside agency support sought where necessary. • Wellbeing Team to record number of children receiving both reactive and proactive support (Extended services committee report to show number of children being impacted). • TAF and CAF process in place for most vulnerable children and families. Referrals to agencies carried out where needed relevant to the need and service provided. • Wellbeing plans in place for targeted individuals. • Children equipped with strategies to use in class • Extended services report to detail number of children, families and agencies we are working with each term. |
| <p>Disadvantaged pupils to close the gap with their peers. Any barriers to learning are identified and where possible, remedied. Children requiring academic support receiving this through intervention groups, teacher/TA support, ISP targets. Pupils identified and tracked by teachers across all subjects using internal data tracking system. Pupil progress meetings, monitoring and</p> | <ul style="list-style-type: none"> • All children to receive quality first teaching-measured through the monitoring process. • Teaching assistants to conduct interventions with disadvantaged pupils. • ISPs to be kept up to date and reviewed termly or sooner dependent upon point in process. |

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| <p>moderation ensure teaching and learning is effective and enabling disadvantaged pupils to succeed. Increased number of families accessing Mini Breakfast to ensure that children are having a healthy breakfast before starting school and are able to have time to settle with their peers before starting lessons. One member of the Wellbeing Team in school when breakfast clubs start to monitor and pick up any issues for children coming into school.</p> | <ul style="list-style-type: none"> • Disadvantaged children make accelerated progress to close the attainment gap. • Disadvantaged children achieve broadly in line with their peers. • Disadvantaged children accessing trips, visits and after school clubs/events to ensure their whole school experience is positive. • Reduction in number of children receiving support and therapy from the Wellbeing team. • Children equipped with strategies to use in class which should be detailed on ISPs and wellbeing plans. |
| <p>Reduction in percentage of persistent absence. Our overall absence percentage for 2023-2024 was 5.8% Persistent absenteeism (absent for more than 10% or more sessions) was 19.08%. There is currently no data published to compare this with Lancashire or England. We will continue to work with children and families to reduce persistent absence and the number of late sessions. The Wellbeing Team play a vital role in this and this is monitored and shared with the SLT. We have a stepped process to deal with families who are persistently absent. We also have the pupil attendance support team meet with us to review individual families to understand and remedy any barriers that may be affecting them. Mini breakfast is offered to families who are persistently late which has had some success over the year.</p> | <ul style="list-style-type: none"> • Number of children who are persistently absent reduced. • Children using funded places at mini breakfast club. • Families who are persistently late brought into school to discuss effects on children. • Any barriers for family contributing to absence/lateness are being supported by school via Wellbeing Team/ SLT/Pupil Attendance Support Team. • New absence guidelines for families shared and resent to families who are near the trigger points. • All holiday requests are reviewed on an individual basis and a decision made about referral for further action. • |
| <p>Over the last couple of years, we have seen a dramatic rise in families leaning on schools for emotional, practical, financial and more general support with day to day living. This puts an increasing amount of strain on our Wellbeing Team and other staff members and can take time away from working with the children. The difficulties and barriers that are facing many of our families have increased in severity recently and this is having a huge impact on children and their behaviour for learning. Our Wellbeing Team have limited capacity time wise which can be problematic when their time is timetabled elsewhere. Children's Social Care are not taking on cases that are put through at both Section 17 (referral with consent) and Section 47 (referral with no consent needed).</p> | <ul style="list-style-type: none"> • Other services to take ownership of issues that come under their remit rather than pushing it back onto school. • Families signposted to services and enabled to seek out support through other channels. • Referrals in place for identified families for more specialist support. |

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: £19,400

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Professional development | <p><i>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</i></p> <p>At Coppull Primary and Nursery, we are committed to ensuring our children have high quality teaching and learning delivered every day.</p> <p>All staff members are fully supported with their CPD requirements and are actively encouraged to seek training that will further enhance their own practice and the school as a whole. Any CPD undertaken should benefit both the individual and the staff team.</p> | CPD for year 2023-2024 -£7,450 |
| Recruitment & Retention | <p>The recruitment process is rigorous and as an SLT and governing body, we commit to seeking the best quality candidates and those who will fit in with the values and ethos of the school. We take on both experienced teachers and teaching assistants and those starting out in their career to have a range of experience and new ideas and initiatives on our staff team.</p> <p>All staff are valued and school operates with a very democratic undercurrent. Wellbeing is high on the agenda for SLT to ensure that all staff and their wellbeing is high on the agenda. Governors are very supportive of our recruitment and retention procedures and, they too, are very appreciative of what all of the staff at Coppull Primary School and Nursery offer to our children. They are heavily involved in the recruitment process helping us to ensure that we recruit the best possible candidates for our very unique school.</p> | £1,950 |

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| Resources and teaching aids | <p>We are fully committed to ensuring that all teaching staff and children have access to the resources to enable effective teaching and learning to take place. This has meant investing heavily in IT equipment, purchasing new resources where deemed necessary. A priority for school is to ensure that every child has access to high quality reading materials and school values keeping the reading books stocked and up to date. This also works alongside helping children learning the skills of reading as the books are largely phonics based and range from books to share with an adult to early readers all through to the top end of school with more complex and challenging texts.</p> <p>Subject leaders have been tasked with ensuring that school holds the necessary resources to enable the planned lessons to take place and to ensure that the National Curriculum objectives are covered. We also commit to buying any other resources required by individual children such as many of the SEND resources which are in excess of the allocated SEND funding.</p> | £10000 (teaching resources purchased so far). |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £49,639

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Speech and language interventions both in school and through bought in services | <p>Many of the children attending our nursery provision are demonstrating low levels of speech and language development. Our nursery teachers and support staff expose the children to stories, nursery rhymes, phase 1 phonic activities and lots of talk during structured and unstructured play.</p> <p>Teachers throughout school are finding that when sharing recommended, age appropriate class novels with the children, they can struggle to understand the context of the story due to the amount of unfamiliar vocabulary that they come across. This is a huge focus for school and in classrooms, key vocabulary is shared through teaching and on displays. We are planning to extend this further by introducing knowledge banks in children's</p> | <p>Number of pupils identified: Welcomm-23 Aimee Hill Speechmasters 3 hours per week, 38 weeks £7000 Targeted interventions (varying numbers in each class)</p> |

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| | <p>books at the start of each new topic which includes key vocabulary.</p> <p><i>One barrier faced by disadvantaged pupils is common across the majority of our schools – poor oral language and communication skills. Our data – based on diagnostic assessment tools to assess pupil’s language skills – has consistently illustrated this gap on school entry. Left unchallenged, this and a narrower vocabulary, remain a barrier for many throughout the primary years. (EEF)</i></p> | |
| <p>Targeted academic interventions</p> <p>Includes 1:1 / group interventions/ booster groups and purchase of supporting materials.</p> | <p><i>Good literacy skills—the ability to read, write, and communicate confidently—are foundational to learning. They unlock access to all areas of the curriculum, enabling students to discover and pursue their individual talents and interests. (EEF)</i></p> <p>The downturn in the economic climate has negatively impacted many people’s financial situation meaning free school meal numbers have risen. We have seen a marked increase in speech and language issues, high levels of both parental and child anxiety and lots of children who struggle to separate from parents in the morning alongside refusal to come to school.</p> <p>Alongside the negative impact that this has had on learning, we have identified that higher expectations need to be placed into some of our classrooms to ensure that children are making accelerated progress and achieving their age-related expectations. Provision maps, ISPs and interventions need to be SMART and demonstrate high levels of impact. The booster groups carried out with the children in Year 6 prior to SATs, demonstrated high levels of impact which coupled with quality first teaching, saw many children achieve and, in some cases, surpass their predicted outcomes. This evidence shows that high quality teaching and interventions really can have a positive impact on a child. We committed to keeping our class size as small as possible so that teacher-pupil time was maximised and, in some cases, we need to develop teaching and learning to reflect this.</p> <p><i>The economic impact of Covid-19 led to higher numbers of pupils qualifying for</i></p> | <p>Booster groups: 32 pupils, 1 hour x 15 weeks x 4 groups £4,500 (To run January to May)</p> <p>TA interventions: £42,240 (All classes at 1.5 hours per TA per day, 5 days a week)</p> <p>IDL: 116 children accessing currently £ 399</p> <p>WELCOMM: 23</p> |

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| | <p><i>pupil premium. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils. The repercussions of the months of lost learning during the pandemic are devastating and will be felt for a lifetime, especially by those from low-income backgrounds.</i></p> <p>Booster groups will take place for Year 6 pupils once again to target identified individuals to revisit key skills in maths and reading. They will run from January-May 2025.</p> <p>Teaching assistants and teachers carry out individual/group interventions on a daily basis to address misconceptions and plug knowledge gaps for children.</p> | |
| Parental engagement | <p><i>We know that levels of parental engagement are consistently associated with children's academic outcomes. We also know that a parent's job, education and income matters less to their child's development than what they actually do with them.</i></p> <p>At Coppull Primary, we have worked very hard on parental engagement ensuring that communication is regular and clear. Information evenings have been very poorly attended so much of the communication we send is through online platforms which seems to be our families preferred form of contact.</p> <p>We try to incentivise children which, will in turn, encourage parents to want to support their child.</p> <p>The use of Class Dojo provides an instant messaging service for teacher-parent communication and this has proven to be very effective.</p> <p>In our Nursery and Reception classes, information is provided on reading with younger children and providing ways to both model speech and language activities but supporting with early maths and English opportunities.</p> <p><i>In the early years, the evidence supports the importance of parents' reading to/with their children (and associated interactions)</i></p> | <p>The challenge we face are those hard to reach parents who don't connect to Class Dojo. This is where we involve the Wellbeing Team to make contact to try to encourage communication and support for parents.</p> |

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| | <p><i>and support for learning (creating a supportive home learning environment). For school-aged children the evidence supports the importance of home-school partnership and parental interest in children's academic activities (EEF)</i></p> | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £88,685

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Wellbeing Team proactive interventions and targeted support packages alongside reactive concerns. | <p>One of the ways that Coppull Primary School and Nursery is unique is our Wellbeing Team. They provide support for all of our children and families and staff members with therapies, interventions, signposting to other organisations, NLP strategies and various whole school/class programmes e.g. Kidsafe. They provide an invaluable service to our school and work hard to ensuring that children are ready to learn.</p> <p>Safeguarding and preserving a child's mental wellbeing are of the utmost priority for us and the Wellbeing Team play a pivotal role in promoting our be/feel safe, be happy, enjoy learning ethos.</p> <p>Much of the Wellbeing Team's work is reactive and they support many children daily with issues/incidents which may have occurred and then successfully settle them into class. A large proportion of their work is spent supporting parents and carers which still has an impact on the child but we have found that this has increased ten-fold in the last few months. Many other services are directing families to school to help to sort issues such as housing, funding, food parcel referrals and filling in paperwork to support families where Children's Social Care will not take the family on board. We are finding that this is taking time away from working directly with the children but there is no perceivable solution.</p> <p><i>There is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better-off</i></p> | <p>Targeted support (intervention work with identified children)</p> <p>Spring (latest data -51 pupils (26 pupil premium).</p> <p>Continuum of Need spring term (latest data)</p> <p>Level 1 - 146 pupils Level 2 - 9 pupils Level 3 - 7 pupils Level 4 - 11 pupils</p> <p>CPOMS Spring Latest data - reported incidents 1045</p> <p>See Extended Services termly report for further information- (Updated termly so the above figures are the most up to date).</p> <p>Included to give a picture of impact numbers.</p> |

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| | <i>peers. A recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement. This project is therefore a promising solution to what appears to be a major problem for disadvantaged pupils. (EEF)</i> | |
| Attendance and punctuality | <p>Attendance and Punctuality is monitored very closely and all late arrivals and non-attendance are followed up by Wellbeing Team.</p> <p>We have worked extremely hard on improving attendance but we are still seeing high numbers of pupils missing school though illness or authorised absences. Increasing numbers of families are taking extended holidays in term time which has had a huge impact on our attendance percentage. We have made referrals to the Pupil Attendance Support Team and whilst this saw some success with some families, we still have a core of children who are persistently absent. Going forward, we will continue to work through our stepped approach and work alongside our named pupil attendance support team member to target these families. The new attendance guidelines have been shared with the whole school community and this is then re-issued to families reaching the trigger point. All holiday requests are reviewed on an individual basis and a decision is made whether to refer on for further action.</p> <p>Our Mini Breakfast club offers free places to families on low income/in receipt of PP funding. There is a huge take up of these places so this continues to be good use of the pupil premium funding. This used to be run via a charity and heavily subsidised but when the funding was withdrawn, we chose to continue running and financing this ourselves.</p> <p><i>Recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of pupil premium funding) to create, build and maintain systems and performance. (DfE)</i></p> | <p>2024-2025-Year to date (summer 1 2025)</p> <p>51 children with absence below 90%</p> <p>51 with persistent absence</p> <p>Total overall absence: 6.4%</p> <p>Mini Breakfast club funded (free) places: spring term (latest data) 696 places (daily average 12).</p> |
| Behaviour Approaches | <i>While most pupils in most lessons are well-behaved, it's a major cause of stress for</i> | All pupils |

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| | <p><i>teachers and can have a lasting impact on the outcomes of the pupils in the class. There's a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons. (EEF)</i></p> <p>We have worked hard to develop a clear, consistent and easy to follow behaviour management policy that follows the school's 5 simple golden rules. Children are very familiar with the Green, stop and think, yellow and red card system and the consequences attached to them. They also understand the gold, platinum and privilege cards for exceptionally good behaviour. Each of these carry rewards chosen by the children. Children who remain on green for a full half term receive a Good to be Green treat such as ice cream van visit, bouncy castle, visit to local park etc. and the incentives work really well. Some children require further individualised behaviour interventions and support which school leaders discuss with families and effective home school communication is maintained.</p> <p><i>A clear school behaviour policy, consistently and fairly applied, underpins effective education. School staff, pupils and parents should all be clear of the high standards of behaviour expected of all pupils at all times. The behaviour policy should be supported and backed-up by senior staff and the head teacher.</i></p> | |
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Total budgeted cost: £157,724

Pupil premium strategy outcomes. This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Children eligible for pupil premium close the gap on non-pupil premium pupils.

Pupils eligible for pupil premium on track to achieve end of term milestones in reading, writing, maths and phonics.

Our Year 1 phonics data is disappointing this year and is well below the national average of 80% (unvalidated). Three pupils have significant special educational needs and whilst two of these made good progress, they were considerably behind the 32 pass mark. One child has significant speech and language needs and could not access the test. Pupil premium children didn't perform as well as their peers. Nine children took the re-test with only 1/3 pupil premium child achieving the standard and 2/6 non-pupil premium children passing with 32.

Key stage 1 data was also not favourable. The number of children achieving the expected standard was significantly below the floor standard. The table below shows the whole cohort data and the following page breaks this down to pupil premium/non-pupil premium children. In all subjects, non-pupil premium children outperformed their peers – reading (0%/42%), writing (13%/38%), maths (32%/50%). This was apparent in all other year groups with the exception of maths in Year4 where the two groups were broadly similar (60%/65%) and writing in Year 3 (44%/29%). All children receive the same quality of teaching and identified children have been taking part in various interventions where there is an identified need.

Our Key stage 2 data was fantastic and we have exceeded the national data in all subjects which we are incredibly proud of. The progress made by the children is incredible when compared to their data on entry and at various points through the year. Whilst non-pupil premium children outperformed their peers in all areas in attainment, significantly greater numbers of pupil premium children made good and very good progress than the non-pupil premium children.

End of Year Data

Phonics June 2025

| Year 1 Test | |
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| All pupils: 63% (27) | |
| Pupil Premium | Non-Pupil Premium |
| 44% (10) | 72% (18) |
| Year 2 retake | |
| All pupils: 33% (9) | |
| 33% (1) | 33% (2) |

Key Stage 1 Data July 2025 (32)

| Reading | Writing | Maths | GPS | Combined |
|-------------------|----------|----------|----------|----------|
| Expected Standard | | | | |
| 32% (11) | 32% (11) | 44% (15) | 29% (10) | 27% (10) |
| Greater Depth | | | | |
| 6% (2) | 0% (0) | 9% (3) | 0% (0) | 0% (0) |

Key Stage 2 Data July 2025 (40)

| Reading | Writing | Maths | GPS | Combined |
|-------------------|----------|----------|----------|----------|
| Expected Standard | | | | |
| 75% (30) | 80% (32) | 80% (32) | 75% (30) | 63% (25) |
| Greater Depth | | | | |
| 25% (10) | 7.5% (3) | 15% (6) | 20% (8) | 2.5% (1) |

Whole School Data – Pupil Premium v Non-Pupil Premium Children Attainment

Reading

| | PUPIL PREMIUM | | | | | | | NOT PUPIL PREMIUM EXPORT TO EXCEL | | | | | | |
|--------------------|---------------|-----------------|-----------------|-----------------|-----------------|---------------|-----------|------------------------------------------------|-----------------|---------------|-----------------|-----------------|-----------------|-----------|
| | P-Scale | Below PoS | Emerging | Dev | Secure | Secure+ | Above PoS | P-Scale | Below PoS | Emerging | Dev | Secure | Secure+ | Above PoS |
| Year 1 (27) | 40% (4) | | | 10% (1) | 50% (5) | | | 24% (4) | | | 24% (4) | 53% (9) | | |
| Year 2 (32) | 29% (2) | 29% (2) | | 29% (2) | | 14% (1) | | | 24% (6) | 4% (1) | 24% (6) | 44% (11) | 4% (1) | |
| Year 3 (44) | | 36% (9) | 8% (2) | 8% (2) | 36% (9) | 12% (3) | | 5% (1) | 16% (3) | | | 58% (11) | 21% (4) | |
| Year 4 (42) | | 21% (4) | 5% (1) | 16% (3) | 53% (10) | 5% (1) | | | 9% (2) | 9% (2) | 13% (3) | 52% (12) | 17% (4) | |
| Year 5 (32) | | 44% (8) | 17% (3) | 17% (3) | 11% (2) | 11% (2) | | | 14% (2) | | | 29% (4) | 57% (8) | |
| Year 6 (40) | | 7% (1) | 29% (4) | 21% (3) | 36% (5) | 7% (1) | | | 4% (1) | 4% (1) | 12% (3) | 69% (18) | 12% (3) | |
| Total (217) | 6% (6) | 26% (24) | 11% (10) | 15% (14) | 33% (31) | 9% (8) | | 4% (5) | 11% (14) | 3% (4) | 13% (16) | 52% (65) | 16% (20) | |

Reading has been an area of focus for school and attainment is mixed across school. A higher number of children were assessed as performing significantly below age related expectations in Year 3 (35% v 16%), Year 4 (21% v 9%) and in Year 5 (44% v 14%). Non-pupil premium children achieving secure at the end of the year outperformed pupil premium children in Year 3 (58% v 36%), Year 5 (29% v 11%), (69% v 36%). In Year 1 and Year 4, children achieving the expected standard were broadly in similar.

Writing

| | PUPIL PREMIUM | | | | | | | NOT PUPIL PREMIUM EXPORT TO EXCEL | | | | | | |
|--------------------|---------------|-----------------|-----------------|-----------------|-----------------|---------------|-----------|------------------------------------------------|-----------------|---------------|-----------------|-----------------|----------------|-----------|
| | P-Scale | Below PoS | Emerging | Dev | Secure | Secure+ | Above PoS | P-Scale | Below PoS | Emerging | Dev | Secure | Secure+ | Above PoS |
| Year 1 (27) | 20% (2) | | 10% (1) | 60% (6) | 10% (1) | | | 41% (7) | | | 24% (4) | 35% (6) | | |
| Year 2 (32) | 29% (2) | 43% (3) | 14% (1) | | 14% (1) | | | 4% (1) | 24% (6) | 16% (4) | | | | |
| Year 3 (44) | 4% (1) | 36% (9) | 8% (2) | 8% (2) | 44% (11) | | | 5% (1) | 16% (3) | | 26% (5) | 37% (7) | 16% (3) | |
| Year 4 (42) | | 21% (4) | 11% (2) | 42% (8) | 26% (5) | | | | 13% (3) | 9% (2) | 22% (5) | 43% (10) | 13% (3) | |
| Year 5 (32) | | 56% (10) | 17% (3) | 17% (3) | 11% (2) | | | | 14% (2) | 7% (1) | 21% (3) | 43% (6) | 14% (2) | |
| Year 6 (40) | | 36% (5) | 7% (1) | | 50% (7) | 7% (1) | | | 4% (1) | | 4% (1) | 85% (22) | 8% (2) | |
| Total (217) | 5% (5) | 33% (31) | 11% (10) | 20% (19) | 29% (27) | 1% (1) | | 7% (9) | 12% (15) | 6% (7) | 18% (22) | 49% (61) | 8% (10) | |

In every year group, pupil premium children are working significantly behind age related expectations and have exceeded the numbers of their non-pupil premium peers. In Year 6, both groups of children achieved similarly at greater depth and higher numbers of non-pupil premium children achieved secure in all year groups except in Year 3 where this was below pupil premium children.

Maths

| | PUPIL PREMIUM | | | | | | | NOT PUPIL PREMIUM | | | | | | | EXPORT TO EXCEL | |
|-------------|---------------|-----------|----------|----------|----------|---------|-----------|-------------------|-----------|----------|----------|----------|----------|-----------|-----------------|--|
| | P-Scale | Below PoS | Emerging | Dev | Secure | Secure+ | Above PoS | P-Scale | Below PoS | Emerging | Dev | Secure | Secure+ | Above PoS | | |
| Year 1 (27) | 20% (2) | | 10% (1) | 10% (1) | 60% (6) | | | 24% (4) | | | 12% (2) | 65% (11) | | | | |
| Year 2 (32) | 14% (1) | 29% (2) | | 14% (1) | 43% (3) | | | 4% (1) | 12% (3) | 8% (2) | 16% (4) | 48% (12) | 12% (3) | | | |
| Year 3 (44) | | 24% (6) | 8% (2) | 28% (7) | 32% (8) | 8% (2) | | 5% (1) | 5% (1) | 5% (1) | 5% (1) | 47% (9) | 32% (6) | | | |
| Year 4 (42) | | 21% (4) | 5% (1) | 26% (5) | 42% (8) | 5% (1) | | | 13% (3) | | 17% (4) | 48% (11) | 22% (5) | | | |
| Year 5 (32) | | 61% (11) | 11% (2) | 11% (2) | 11% (2) | 6% (1) | | | 14% (2) | 14% (2) | 14% (2) | 14% (2) | 43% (6) | | | |
| Year 6 (40) | | 21% (3) | 14% (2) | 21% (3) | 36% (5) | 7% (1) | | | 8% (2) | | 19% (5) | 69% (18) | 4% (1) | | | |
| Total (217) | 3% (3) | 28% (26) | 9% (8) | 20% (19) | 34% (32) | 5% (5) | | 5% (6) | 9% (11) | 4% (5) | 15% (18) | 51% (63) | 17% (21) | | | |

In maths, the data shows more parity between the two groups. In Year 1, Year 2, Year 3 and Year 4, children performed broadly similarly in attaining secure. Year 1- (60%/65%), Year 2 – (43%/48%), Year 3-(42%/48%), Year 5-(11%/14%). In greater depth, non-pupil premium children significantly outperformed their peers in Year 6- 36%/69%).

GPS

| | PUPIL PREMIUM | | | | | | | NOT PUPIL PREMIUM | | | | | | | EXPORT TO EXCEL | |
|-------------|---------------|-----------|----------|----------|----------|---------|---------------|-------------------|-----------|----------|----------|----------|---------|-----------|-----------------|--|
| | P-Scale | Below PoS | Emerging | Dev | Secure | Secure+ | Above PoS | P-Scale | Below PoS | Emerging | Dev | Secure | Secure+ | Above PoS | | |
| Year 1 (27) | 20% (2) | | 10% (1) | 40% (4) | 30% (3) | | | 35% (6) | | | 18% (3) | 47% (8) | | | | |
| Year 2 (32) | 29% (2) | 29% (2) | 14% (1) | 14% (1) | 14% (1) | | | | 28% (7) | | 36% (9) | 36% (9) | | | | |
| Year 3 (44) | | 36% (9) | 4% (1) | 16% (4) | 40% (10) | 4% (1) | | 5% (1) | 16% (3) | | 5% (1) | 63% (12) | 11% (2) | | | |
| Year 4 (42) | | 21% (4) | 5% (1) | 42% (8) | 32% (6) | | | | 13% (3) | 9% (2) | 13% (3) | 52% (12) | 13% (3) | | | |
| Year 5 (32) | | 61% (11) | | 22% (4) | 11% (2) | 6% (1) | | | 14% (2) | | 21% (3) | 29% (4) | 36% (5) | | | |
| Year 6 (40) | | 14% (2) | 14% (2) | 29% (4) | 36% (5) | 7% (1) | | | 4% (1) | | 19% (5) | 65% (17) | 12% (3) | | | |
| Total (217) | 4% (4) | 30% (28) | 6% (6) | 27% (25) | 29% (27) | 3% (3) | Pupil Premium | 13% (16) | 2% (2) | 19% (24) | 50% (62) | 10% (13) | | | | |

In GPS, non-pupil premium children out performed their peers in every year group to achieve secure and greater depth. Higher numbers of children are significantly behind their age-related expectations in Year 3, Year 4 and Year 5.

We have carried out monitoring exercises in English and have found gaps in coverage of some of the grammar aspects and key basics in maths. This will be more closely monitored next academic year with staff meeting time to be used to moderate and monitor English coverage and reading triangulation (reading book band/phonics ability/data). There needs to be a bigger focus on the grammar coverage that is both on the end of year expectations and the grammar that is specific to each of the genres covered within each year group.

Progress Reading

| Academic Year | PUPIL PREMIUM | | | | | NOT PUPIL PREMIUM | | | | | EXPORT TO EXCEL |
|--------------------|---------------|----------------|---------------|-------------------|-----------------|-------------------|----------------|---------------|-----------------|-----------------|-----------------|
| | Weak | Below expected | Expected | Good | Very good | Weak | Below expected | Expected | Good | Very good | |
| Year 1 (19) | | | | 83% (5) | 17% (1) | | | 8% (1) | 62% (8) | 31% (4) | |
| Year 2 (28) | | | 25% (1) | | 75% (3) | 4% (1) | | 17% (4) | 8% (2) | 71% (17) | |
| Year 3 (32) | | | | Pupil Premium (1) | 88% (14) | | | | 6% (1) | 94% (15) | |
| Year 4 (40) | | | | 29% (5) | 71% (12) | | | | 4% (1) | 96% (22) | |
| Year 5 (31) | | | 18% (3) | 12% (2) | 71% (12) | | | 7% (1) | | 93% (13) | |
| Year 6 (38) | | | 8% (1) | 31% (4) | 62% (8) | | | | 44% (11) | 56% (14) | |
| Total (188) | | | 7% (5) | 25% (18) | 68% (50) | 1% (1) | | 5% (6) | 20% (23) | 74% (85) | |

More non-pupil premium children made very good progress than pupil premium children. This was apparent in Year 1 (15%/31%), Year 3 (86%/ 94%), Year 4 (71%/96%/) and Year 5 (71%)/ 93%). In year 2, the two groups were broadly similar (75%/71%) and in Year 6, 62% of children made very good progress against 56% of non-pupil premium children. Overall, 68% of all pupil premium children and 74% of non-pupil premium children made very good progress.

Writing

| Academic Year | PUPIL PREMIUM | | | | | NOT PUPIL PREMIUM | | | | | EXPORT TO EXCEL |
|--------------------|---------------|----------------|---------------|-----------------|-----------------------|-------------------|----------------|---------------|-----------------|-----------------|-----------------|
| | Weak | Below expected | Expected | Good | Very good | Weak | Below expected | Expected | Good | Very good | |
| Year 1 (18) | | | 25% (2) | 13% (1) | 63% (5) | | | | 50% (5) | 50% (5) | |
| Year 2 (25) | | | | 67% (2) | 33% (1) | | 5% (1) | 18% (4) | 18% (4) | 59% (13) | |
| Year 3 (32) | | | | 20% (3) | 80% (12) | | 6% (1) | | 12% (2) | 82% (14) | |
| Year 4 (40) | | | 6% (1) | 29% (5) | 65% (11) | | | 4% (1) | 22% (5) | 74% (17) | |
| Year 5 (31) | | 12% (2) | 12% (2) | 41% (7) | Pupil Premium 35% (6) | | 7% (1) | | | 93% (13) | |
| Year 6 (38) | | | | 15% (2) | 85% (11) | | | | 44% (11) | 56% (14) | |
| Total (184) | | 3% (2) | 7% (5) | 27% (20) | 63% (46) | | 3% (3) | 5% (5) | 24% (27) | 68% (76) | |

In writing more pupil premium children made very good progress in writing than non-pupil premium children in Year 1 (63%/50%), Year 6 (85%/56%) and in Year 3, both groups performed similarly (80%/82%). Non-pupil premium children outperformed pupil premium children in Year 2 (33%/59%), Year 4 (65%)/74% and Year 5 (35%/93%). Overall, 63% of pupil premium children and 68% of all non-pupil premium children made very good progress.

Maths

| Academic Year | PUPIL PREMIUM | | | | | NOT PUPIL PREMIUM | | | | | EXPORT TO EXCEL |
|---------------|---------------|----------------|----------|----------|-----------|-------------------|----------------|----------|----------|-----------|-----------------|
| | Weak | Below expected | Expected | Good | Very good | Weak | Below expected | Expected | Good | Very good | |
| Year 1 (21) | | | | 38% (3) | 63% (5) | | | | 77% (10) | 23% (3) | |
| Year 2 (26) | | | | | 100% (4) | 5% (1) | | 5% (1) | 14% (3) | 77% (17) | |
| Year 3 (36) | | | | 6% (1) | 94% (17) | Pupil Premium | | | 6% (1) | 94% (17) | |
| Year 4 (40) | 6% (1) | | 6% (1) | 18% (3) | 71% (12) | | | 4% (1) | 4% (1) | 91% (21) | |
| Year 5 (31) | | | 24% (4) | 35% (6) | 41% (7) | | 7% (1) | 7% (1) | 14% (2) | 71% (10) | |
| Year 6 (38) | | | | 8% (1) | 92% (12) | | | | 24% (6) | 76% (19) | |
| Total (192) | 1% (1) | | 6% (5) | 18% (14) | 74% (57) | 1% (1) | 1% (1) | 3% (3) | 20% (23) | 76% (87) | |

More pupil premium children made very good progress than their peers in Year 1 (63%/23%), and Year 2 (100%/77%) and Year 6 (92%/76%). Children in Year 3 performed similarly (80%/82%). Non-pupil premium children out performed pupil premium children with more children making very good progress in Year 4 (91%/71%), Year 5 (71%/41%). Overall 74% of pupil premium and 76% non-pupil premium children made very good progress in maths.

GPS

| Academic Year | PUPIL PREMIUM | | | | | NOT PUPIL PREMIUM | | | | | EXPORT TO EXCEL |
|---------------|---------------|----------------|----------|----------|-----------|-------------------|----------------|----------|----------|-----------|-----------------|
| | Weak | Below expected | Expected | Good | Very good | Weak | Below expected | Expected | Good | Very good | |
| Year 1 (19) | | | | 63% (5) | 38% (3) | | | | 64% (7) | 36% (4) | |
| Year 2 (25) | | | | 33% (1) | 67% (2) | | | 14% (3) | 45% (10) | 41% (9) | |
| Year 3 (32) | | | | 13% (2) | 87% (13) | | | | 12% (2) | 88% (15) | |
| Year 4 (40) | | | | 29% (5) | 71% (12) | | | 4% (1) | 17% (4) | 78% (18) | |
| Year 5 (31) | | | 29% (5) | 12% (2) | 59% (10) | | | 7% (1) | | 93% (13) | |
| Year 6 (38) | | | | 15% (2) | 85% (11) | | | | 44% (11) | 56% (14) | |
| Total (185) | | | 7% (5) | 23% (17) | 70% (51) | Pupil Premium | | 4% (5) | 30% (34) | 65% (73) | |

In both groups, children performed similarly in Year 1 (38%/36%) and Year 3 (87%/88%). More pupil premium children in Year 2 made very good progress in GPS than their peers (67%/41%) and Year 6 (85%/56%). Non-pupil premium children made more progress than their peers in Year 4 (71%/78%) and Year 5 (59%/92%). Overall, 70% of all pupil premium children made very good progress and 65% of non-pupil premium.

Persistent absence reduced

Absence continues to be of concern. We are seeing more families taking holidays in term time despite the updated absence policy and subsequent penalties. As a school, we have never issued fines and have taken this year as a transition year to assess how the new policy impacts our attendance data. Through discussions with governors, we have taken the decision to review cases on an individual basis and then fine where appropriate. We have some families who have taken multiple holidays in the year which obviously contravenes the guidelines and acceptable absence.

Despite our best endeavours, our attendance is still below the 96% target at 93.6% (up to and including summer term 1). Authorised absence is 4.7% and unauthorised is 1.7% which are both incredibly high. Term time holidays are affecting our attendance and some families have had multiple holidays and have called children in sick rather than being honest. At this point in the year, we have only 15 children who have not had a day off since the start of September. 51 children have

remained on red throughout the year. These families have been through the absence process with meetings had and documented. Our school attendance officer is aware of the families and the individual circumstances around them.

Further increase the impact of the Wellbeing Team in providing vulnerable children and families the necessary support to ensure children are ready to learn.

This year, more than ever, we have seen an increased amount of pressure on the Wellbeing Team both from families experiencing issues and problems to external agencies and other professionals referring children and families back to school. School is here primarily to educate children but we are being asked and expected to undertake roles and tasks that are not within our remit. This is putting immense strain on the Wellbeing Team and the senior leaders of the school. We are seeing an ever-increasing number of children who are struggling with separation in the mornings, refusing to come into school for parents and those who are struggling with home situations or other issues related to their own mental health. The Wellbeing Manager (and DSL) is dealing with a lot of complex family issues on a daily basis. This has a negative impact on her own wellbeing due to the situations and conversations that she is having. The team are undertaking home visits to families where children haven't arrived in school plus conducting numerous meetings and conferences alongside dealing with reactive issues on a daily basis. They do an incredible job and without them in post, we would struggle to deal with the volume of work. Alongside the work with families, the team also run Kidsafe sessions throughout school, run various individual and group therapy sessions and make many referrals to other agencies and professionals.

In a bid to ensure that children are ready to learn, we also continue to run the mini breakfast club (8.15am-8.40am) in addition to the main breakfast club. This allows parents the opportunity to drop children off slightly earlier avoiding the gate and helping them to settle with their peers before being in class. This year, we were accepted onto the National Breakfast Scheme where we receive subsidised breakfast items (at 25% of the total cost) which provides a healthy breakfast for children. This is priced very reasonably at £1.00 per session and is free for those in receipt of free school meals. It is always well attended and it allows working parents the time to be able to drop their child and make it to work.

School staff can also access support from the Wellbeing Team and training is given to the whole staff team in safeguarding and other sessions in staff meeting/Inset time. The Second team member also has shared responsibility for managing attendance and chases up any absent children where no contact has been made. She also coordinates the volunteer programme which provides invaluable support in school.

Without the wellbeing team in place, we would find it incredibly difficult to manage and support children and families in their place. A breakdown of their work is detailed in the Extended Services Committee meeting and report which is carried out termly. This evidences the justification for having a Wellbeing Team in school funded by our Pupil Premium grant.