

Year 1 - 2024-25

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data	
Number of pupils in school	SWIS 236	HAI 319
Proportion (%) of pupil premium eligible pupils	SWIS 9%	HAI 13%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027	
Date this statement was published	October 2024	
Date on which it will be reviewed	October 2025	
Statement authorised by	Gabby Howells	
Pupil premium lead	Helen Lees	
Governor / Trustee lead	Stuart Mason Laura Pearce	

Funding overview

Detail	Amount (Est based on current numbers)	
Pupil premium funding allocation this academic year	HAI £ £62,460 (£70,170 inc PLAC spent separately)	SWI £25,530
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£16,395	
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£112,095	

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. We aspire to have pupils who thrive academically, physically, socially and emotionally. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, disruptive home life, very low income families and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. The class teacher (practitioner) is the priority 'intervention' and we aspire to lead a team of staff united with a collective understanding of roles. This approach 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

We adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. We look at the 2 following groups:

Disadvantaged with no special educational needs

Disadvantaged and with special educational needs

This strategy aligns closely with our whole federation development plan (FDP) through which Inclusion threads. The FDP has 3 goals which can be summarised as:

Excellent curriculum

Excellent outcomes

Excellent Leaders

Challenges

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

Challenge number	Detail of challenge
1	PP pupils' attendance is not in line with non PP pupils. PP pupils who are also SEN have particularly poor attendance.

2	A high proportion of PP pupils are working just below the ARE in one or more of the core subjects
3	Some PP pupils are working at greater depth in one or more subject but their attendance is low
4	Pupils on EHAP and CIN plans with ACEs and adverse social backgrounds are all PP pupils
5	PP pupils who excel in wider curriculum areas are not purposefully guided to further develop talents

Intended outcomes pupils

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
All PP pupils' attendance will be in line with non PP	Attendance data
PP who have no identified SEN will be working at ARE or above in the core subjects	Reading, writing and maths data
PP pupils who receive SEN provision will achieve short term and long term outcomes on plans	EHCP and SEN Support plan reviews
PP pupils who are working at greater depth in one core area will be given opportunities to be greater depth in more than one subject.	Reading, writing and maths data
PP pupils on EHAPs and CIN plans will have actions related to their academic outcomes	Plan reviews
PP pupils who are talented in wider curriculum subjects will have opportunities to develop their skills	Wider curriculum data Participation at extra curricular clubs

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: **£41,927**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continuing professional development with class teachers being the key practitioners in the pupil's journey</i> (Relationships) NO COST	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching?utm_source=/support-for-schools/school-planning-support/1-high-quality-teaching&utm_medium=search&utm_campaign=site_search&search_te	1,2,3,4,5

Whole Federation Oracy Project linked to teacher appraisals NO COST	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21?utm_source=/projects-and-evaluation/projects/voice-21&utm_medium=search&utm_campaign=site_search&search_term=oracy	2
Retaining Parent Link role	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/parental-engagement	1,4
Retaining TA running HAJ Breakfast/nurture club	https://www.nurtureuk.org/research-evidence/	1,4

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

Budgeted cost: **£62,260**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher interventions	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support	2,3
TA interventions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/teaching-assistant-interventions	2.3
Specialist teacher intervention	https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support	2,3
Forest skills interventions	https://www.marjon.ac.uk/professional-development-for-teachers/better-forest-school/	1,4,5

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

Budgeted cost: **£5000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Residential trips	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-to-olkit/outdoor-adventure-learning	4.5
Termly attendance reviews and staged meetings involving Parent Link then EWO where needed	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/summary-of-evidence?utm_source=/education-evidence/lea	1

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Promotion of extra curricular clubs to disadvantaged pupils		5

Total budgeted cost: £ 109,187

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

SWI

Improved phonic, reading and maths attainment among disadvantaged pupils PP/Non SEN Y1 and Y2 ARE	
2022-23 (9) Phonic Y1 80% (5) Y2 100% Reading 78% Writing 67% Maths 89%	2023-24 (12) Phonic 57% (7) Y2 100% Reading 74% Writing 75% Maths 83%
Y2 retake pupils had teacher led tutoring	
Disadvantaged pupils that have SEND have been clearly identified and appropriate assessments and provisions are in place and regularly monitored. Pupil profiles and SEN Support plans clearly identify double disadvantage. Support plans are reviewed 3x within the year Class teachers now take responsibility of review meetings with parents Inclusion Leader monitors impact of provisions and identifies pupils need further outside involvement e.g EHCNA	
Improved punctuality and attendance for disadvantaged pupils. 2022-23 PP attendance 93.8% Non PP 95.2% 2023-24 PP attendance 92.4% Non PP 95.8%	
Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Positive case studies for PP pupils and parents accessing Parent Link support, including improved attendance as an impact of improved well being	

HAI

Improved oral language skills and vocabulary among disadvantaged pupils (link to writing) Writing data 2022-23 - 52% ARE or above 2023-24 - 43% ARE or above
Improved reading attainment among disadvantaged pupils. Reading data 2022-23 - 53% ARE or above 2023-24 - 67% ARE or above
Improved punctuality and attendance for disadvantaged pupils. Persistent absence amongst disadvantaged learners is significantly reduced and attendance is above 95% for all pupils.

Attendance data

2022-23 - 93%

2023-24 - 93%

PP Persistent

2022 - 23 - 25.7% (9 pupils)

2023-24 - 23% (12 pupils)

To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Positive case studies for PP pupils accessing early morning nurture group including improved attendance as an impact of improved well being