

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the **2023 to 2024** academic year funding to help improve the attainment of our disadvantaged pupils. This is year three of a three year strategy.

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 (at September 1 st 2024)
School name	Bourton Meadow Academy
Number of pupils in school	544 (excludes Nursery)
Proportion (%) of pupil premium eligible pupils	65 (11%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23 to 2024/5 Year 3 of 3
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Lucy Berry Headteacher
Pupil Premium lead	Sarah Harrison Assistant Headteacher
Governor / Trustee lead	Rob Askham Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,400
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	£75,400

Part A: Pupil Premium Strategy Plan

Statement of intent

At Bourton Meadow Academy, our vision is to 'nurture every child to fulfil their whole potential'. We recognise that every child is unique. As our mission statement clearly sets out, we believe that by nurturing the children with love and care, we develop the best conditions for them to grow. There is no limit to the expectations we have of any of our children. We believe in the potential of each one of our children and we are always thinking of ways we can adapt our practice to enable each child to excel.

Children are at the heart of everything we do and we measure our success on their happiness, how far they have come and that they are prepared with all the skills to take the next step on their journey.

Our intent for our pupil premium children fits entirely within the framework we have for all of our children: to fulfil their whole potential. However, we recognise that some children face a wider range of barriers which may impact on their ability to learn and therefore affect their ability to achieve their whole potential. We therefore target our pupil premium grant on addressing those barriers alongside areas we have robustly identified as part of our ongoing school improvement journey.

Our objectives ensure our disadvantaged pupils engage actively with learning, have full access to our curriculum with a breadth and wealth of opportunities and receive quality cultural capital. We aim for high attendance and high quality teaching driven year on year by our School Improvement Priorities. We monitor and support children's wellbeing, developing their resilience and ability to learn so that our nurturing vision is fulfilled.

Our school has been on a rapid journey of improvement since September 2021. Clearly demonstrated through the significantly improving KS2 outcomes over the last three years. Whilst we have above National outcomes for combined expected and combined greater depth in KS2 we recognise that our focus needs to be on our disadvantaged. We have ambitious aspirations which aim to enable our disadvantaged children to achieve outcomes at least in line with National expectations by the end of KS2 so that they are secondary school ready.

Challenges

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

Challenge number	Detail of challenge
1	Key Stage 2 Reading Through analysis of our reading data (July 2022), we could see that in Years 4 to 6, the percentage of disadvantaged children achieving the expected standard was significantly behind that of the cohort. We understand the impact of reading on children being able to access the whole curriculum and have therefore prioritised this as a key challenge to be addressed through our pupil premium strategy.

	In July 2022, 11 of 24 Pupil Premium children were working at the expected standard in Years 4 to 6. In July 2023, 21 of 36 disadvantaged children achieved the expected standard for reading in KS2. In July 2022, our data indicated that in Key Stage 1 there was no attainment gaps between our pupil premium children and the cohort for early reading and the acquisition of phonics. We have continued to monitor this and at the end of 2022-23 there was no gap in the % of children at expected standard for reading between children eligible for Pupil Premium and those not eligible in Year 3. This is a key metric that we will continue to track to monitor outcomes for disadvantaged children remain at least in line with those for our other children.																				
2	Key Stage 2 Writing Through analysis of our writing data (July 2022), we can see that in each year group in Key Stage 2, the percentage of pupil premium children achieving the expected standard was significantly behind that of the none pupil premium cohort. The size of the gaps was significant particularly in the current years 5 and 6. During 2022-23, there has been an increase in the % of PP children age related expectations for writing and this has reduced this gap between the PP and non PP children achieved age related expectations in Key Stage 2. <table><tr><th>Current Year Group (Sept 2022)</th><th>Gap Non-PP vs PP % of children at expected standard July 2022</th><th>Gap Non-PP vs PP % of children at expected standard July 2023</th><th>Gap Non-PP vs PP % of children at expected standard July 2024</th></tr><tr><td>Year 3</td><td>3%</td><td>2%</td><td>28%</td></tr><tr><td>Year 4</td><td>25%</td><td>14%</td><td>+13%</td></tr><tr><td>Year 5</td><td>53%</td><td>30%</td><td>25%</td></tr><tr><td>Year 6</td><td>24%</td><td>30%</td><td>37%</td></tr></table> Data in July 2022 indicated that in Key Stage 1 there was not a gap between disadvantaged and none disadvantaged children for writing. We will continue to monitor this and adjust this strategy should any gaps begin to arise. We have continued to monitor this and at the end of 2022-23 there was no gap in the % of children at expected standard for writing between children eligible for Pupil Premium and those not eligible in Year 3. This is a key metric that we will continue to track and monitor closely with the aim of ensuring outcomes for our disadvantaged children are at least in line with those for our other children.	Current Year Group (Sept 2022)	Gap Non-PP vs PP % of children at expected standard July 2022	Gap Non-PP vs PP % of children at expected standard July 2023	Gap Non-PP vs PP % of children at expected standard July 2024	Year 3	3%	2%	28%	Year 4	25%	14%	+13%	Year 5	53%	30%	25%	Year 6	24%	30%	37%
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Year 5	53%	30%	25%																		
Year 6	24%	30%	37%																		

3	Attendance In 2021-22 weekly attendance data indicated that average attendance for PP children was usually between 2 and 4% lower than for non-pupil premium children. The level of attendance for some of our disadvantaged children is lower than other children in the school and there were more cases of PP children being persistently absent than non PP children.
4	Key Stage 2 Maths Through analysis of our maths data (July 2022), we can see that in each year group in Key Stage 2, the percentage of pupil premium children achieving the expected standard was significantly behind that of the non-pupil premium cohort. The size of the gaps was significant particularly in the current years 5 (gap is 42%) and Year 6 (gap is 22%). Data from July 2023 shows a small increase overall in the number of PP children achieving age related expectations in Maths in KS2 (17 of 32 children in 2022 compared to 20 of 36 children in 2023).
5	Social and emotional wellbeing We know that many of our disadvantaged children fit into another vulnerable group. Over 80% of our pupil premium group qualify for free school meals, a higher proportion are not white British (24% of PP compared to 8% of cohort) and a higher proportion have SEN support plans (23%) than the rest of the cohort (9%). It is important that early identification of emerging SEMH needs is robust across the school and that strategies are in place to remove these barriers.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (Yr 3 of 3)** and how we will measure whether they have been achieved. These outcomes are aligned with our School Improvement Plan for 24-25.

Intended outcome	Success criteria
1. Improve reading attainment amongst disadvantaged children at the end of Key Stage 2	- At least 60% of disadvantaged children meet the expected standard by the end of Key Stage 2. - At the end of KS2 disadvantaged children at BMA achieve the same average scaled score as disadvantaged children nationally. - Pupil progress meeting and data analysis shows the difference between % of pupil premium children and non-pupil premium children reaching the expected standard is diminishing in each year group to below 20%.

2. Improve writing attainment amongst disadvantaged children at the end of Key Stage 2	• At least 50% of pupil premium children meet the expected standard by the end of Key Stage 2. • Pupil progress meeting and data analysis shows the difference between % of pupil premium children and non-pupil premium children reaching the expected standard is diminishing in each year group to below 20%.
3. To achieve and sustain improved attendance for all children, particularly our persistent absentee disadvantaged children	• The attendance of the whole school is at least in line with attendance nationally. • The attendance of non-pupil premium children is in line with pupil premium children (measured by weekly attendance data). ☐ The number of pupil premium children who are persistently absent has fallen to less than 5% of the pupil premium cohort.
4. Improve maths attainment for disadvantaged pupils at the end of Key stage 2	☐ At least 60% of pupil premium children meet the expected standard by the end of Key Stage 2. ☐ At the end of KS2 disadvantaged children at BMA achieve the same average scaled score as disadvantaged children nationally. ☐ Pupil progress meeting and data analysis shows the difference between % of pupil premium children and non-pupil premium children reaching the expected standard is diminishing in each year group to below 20%.
5. To improve the SEMH / well-being of key pupil premium children as identified through Cpoms analysis.	☐ All key PP children to have a baseline Boxall Profile (BP) score by end of September 2024. ☐ Pupil premium children whose BP score identifies that SEMH intervention is needed to have an action plan to address this by October 2024. ☐ Termly plan for revised BP screening for key pupil premium pupils in place by July 2024. ☐ BP results show improvements to pupils SEMH and wellbeing.

Activity in this academic year (2024 – 2025)

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality lesson planning and delivery using Rosenshine's principles which enables all children to be challenged to make maximum progress.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. EEF Guide to Implementation Putting Evidence to Work - A School's Guide to Implementation EEF (educationendowmentfoundation.org.uk) Rosenshine's Principles of Instruction Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT (teachertoolkit.co.uk) EEF research into evidence based support and high quality teaching EEF Blog: Five evidence-based strategies to support... EEF (educationendowmentfoundation.org.uk) High-quality teaching EEF (educationendowmentfoundation.org.uk) EEF research into feedback Feedback EEF (educationendowmentfoundation.org.uk)	1,2,4

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £42,000 (Curriculum development, CPD, fluency resources)

Sharply aligned CPD events to equip staff with the skills and knowledge to implement Rosenshine's Principles of instruction, live marking and feedback and our writing approach.	Teacher development is a key mechanism for developing teaching quality. Research shows that when designed effectively, professional development can have a positive impact on teacher practice and pupil learning. Education Endowment Foundation (2021). Toolkit Education Endowment Foundation (2021) Effective professional development guidance report Darling-Hammond L., Hyler, M.E., and Gardner, M., (2017). Effective teacher professional development. Palo Alto, CA: Learning Policy Institute. Fletcher-Wood, H., & Zuccollo, J. (2020). The effects of high-quality professional development on teachers and students: A rapid review and meta-analysis. Wellcome Trust.	4,5
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Consolidation of fluency teaching of Maths in all Year groups using Fluency Bee in KS1 and Number Sense in KS2. Use of Fluency Bee as a targeted intervention in KS1 and KS2.	The consolidation of maths fluency teaching helps to develop children's number sense, and increase their confidence. It enables children to: • recall key mathematical facts • think flexibly, and make connections This then helps children to; Choose the most appropriate method for the task at hand, and be able to apply a skill to multiple contexts. Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) Teaching mathematics in primary schools - GOV.UK (www.gov.uk) Improving Mathematics in Key Stages 2 and 3	4,5
The continued enhancement of our maths teaching and curriculum planning in line with DfE AND EEF guidance.	Work with Maths leads to embed and monitor the progressive maths curriculum to ensure children's component gaps have been identified and closed to achieve the planned composite of each unit of work. Include Teaching for Mastery training. Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) Teaching mathematics in primary schools - GOV.UK (www.gov.uk) Improving Mathematics in Key Stages 2 and 3	4, 5
The continued implementation of the reviewed writing curriculum across school	A review carried out by English Lead in 2023 – 2024 identified areas for development from which an implementation plan was created. This needs further time to deliver intended actions and embed. EEF Guide to Implementation Putting Evidence to Work - A School's Guide to Implementation EEF (educationendowmentfoundation.org.uk) EEF review of Talk for Writing Talk for Writing EEF (educationendowmentfoundation.org.uk) EEF Review of Writing Approaches Writing Approaches in Years 3 to 13 Evidence Review.pdf (educationendowmentfoundation.org.uk) EEF Improving Literacy in Key stage 1 and 2 Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	2, 5

Cascade best practice from Y6 in the teaching of reading.	Reading is the foundational tool enabling all children to access the full curriculum. To complement the implementation of the Little Wandle SSP in Key Stage 1, the Big Cat Collins strategy will be used to improve the reading outcomes for children in Key Stage 2. EEF Guide to Implementation Putting Evidence to Work - A School's Guide to Implementation EEF (educationendowmentfoundation.org.uk) Big Cat Collins reading strategy Primary Primary English Collins Big Cat Reading Bands	1,2,5
Embedding a 'reading for pleasure' – developing a school culture where reading is planned systematically to nurture pupils' desire to read.	The Organisation for Economic Co-operation and Development (OECD)'s Programme for International Student Assessment (PISA) said as recently as 2021 that 'PISA data consistently shows that engagement in reading is strongly correlated with reading performance and is a mediator of gender or socio-economic status'. Building a Reading For Pleasure Curriculum: Teaching Approaches that Support Rich Discussion and Book Talk https://clpe.org.uk/blog/building-reading-pleasure-curriculum-teaching-approaches-support-rich-discussion-and-book-talk The reading framework https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf Literacy EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1,2,5

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

Budgeted cost: £18,000 (TA CPD, Booster groups/intervention – some costs for these activities (e.g CPD) are already accounted for in the section above.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-One and Small Group Tutoring Strategy: Providing intensive, personalised tutoring sessions either one-on-one or in small groups.	Evidence: Education Endowment Foundation (EEF): One-to-one tuition has a positive impact on average (+5 months' additional progress). The approach is particularly effective for younger learners who are behind their peers and is more effective when delivered over a sustained period. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,2,4,5
Reading Comprehension Strategies Strategy: Teaching specific strategies to improve reading comprehension, such as predicting, questioning, clarifying, summarising, and visualising.	Evidence: EEF: Reading comprehension strategies have a high impact (+6 months) on average. These strategies are particularly effective when taught using a well-structured program and when teachers are trained to deliver the approaches effectively. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&utm_medium=search&utm_campaign=site_search&search_term=reading	1
Targeted Academic Support with teacher / TA to improve outcomes for those identified through diagnostic assessment in Maths	Evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3?utm_source=/education-evidence/guidance-reports/maths-ks-2-3&utm_medium=search&utm_campaign=site_search&search_term=Maths	4
Structured CPD programme to develop pedagogy to ensure high quality teaching	Having a sharp, well-defined repertoire of approaches will help ensure high expectations for all. Evidence: https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send	1,2,4

implementing Rosenshine's Principles of Education.		
Structured CPD programme to make the best use of teaching assistants	Having highly trained Teaching Assistants can provide a large positive impact on learner outcome. Evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2,4
Improve the quality of social and emotional strategies to improve well-being.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Using the Leuven scale can help determine children's emotional well-being which in turn impacts their engagement with learning. Evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel https://learningjournals.co.uk/what-is-the-leuven-scale-and-how-to-use-it/	5

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

Budgeted cost: £15,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and Emotional support Embedding of INSET whole school training on STEPS positive behaviour management approach.	Emotional well-being is particularly important for children. If children feel confident in their surroundings they are more likely to learn productively and develop in a healthy way. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Steps is a therapeutic-thinking and trauma-informed approach to behaviour. This means that staff understand what causes positive and helpful as well as difficult or dangerous behaviour. They recognise that all behaviour is communication and unpick what the behaviours are telling us. https://bucksprimarypru.co.uk/steps-1/	5

Attendance Strategy Continue to implement robust attendance monitoring cycles. Use incentives with targeted pupils and follow the procedures set out in the school's attendance policy.	Research has shown that poor attendance is linked to poor academic outcomes (Balfanz & Byrnes, 2012; London et al 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon & Nugent, 2001) Working together to improve school attendance - GOV.UK (www.gov.uk) Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)	5,1,2,4,3,
Continue to provide free access to (a minimum of) one free after school club for each PP child to expand their range of enrichment opportunities,	Life skills and enrichment EEF (educationendowmentfoundation.org.uk) Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	5, 3
Continue to offer financial support to families of PP children to ensure all PP children have the opportunity to participate in all school	Life skills and enrichment EEF (educationendowmentfoundation.org.uk)	5,3
trips, including residential trips in Years 5 and 6.		
Continue to provide breakfast, lunch and after school care to targeted pupils	Nutrition and adequate food are integral to the growth, development and behaviours of all children. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/603946/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf https://www.aber.ac.uk/en/media/departmental/sell/pdf/wellbeinghealth/What-is-the-relationship-between-child-nutrition-and-school-outcomes-2006.pdf	1,2,3,4,5,

Continue the purchasing of school uniform and PE kit for specific PP children.	“There is a general belief in many countries that school uniform supports the development of a whole school ethos and therefore supports discipline and motivation.” https://educationendowmentfoundation.org.uk/e3_evidence_summaries/teaching-learning-toolkit/school-uniform/	3, 5
Increase in school mental health support by creating a team of well-being specialists.	Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK (www.gov.uk)	3, 5
Continue to offer our Outdoor enrichment programme including a range of activities tailored to the children's age groups including: • trying out some new sports (such as golf, bowls and korfbal), • developing their skills in some sports they may already enjoy (such as football, basketball and tennis) • taking part in some team building games, and forest school activities	Life skills and enrichment EEF (educationendowmentfoundation.org.uk) Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	3, 5

Total budgeted cost: £75,400

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2023 to 2024** academic year.

Context

When considering the outcomes for our children eligible for Pupil Premium, it is important to understand some of the differences in this group of children when compared to our whole cohort, as these children often have additional and multiple barriers impacting their educational progress and outcomes. For example; 14% have an SEN Support Plan and further 8% have an EHCP; this compares to 14% of our non PP children having an SEN Support Plan and 3% having an EHCP. Our Pupil Premium cohort has slightly higher percentages of EAL children 15% compared to 14%). *(All data sourced from Insight using July 2024 data)*

Target 1: Improve reading attainment amongst disadvantaged children at the end of Key Stage 2

Improving reading attainment across school has been promoted through the activities set in this strategy plan.

- In July 2024 57% of children eligible for Pupil Premium in KS2 achieved the expected standard for reading compared to 58% (of children eligible for PP) in July 2023.
- In Years 4 and 6 the number of disadvantaged children reaching expected standard for reading has either been maintained from the prior year or increased.
- In July 2024 57% of children eligible for Pupil Premium in Year 3 achieved the expected standard compared to 86% of non-disadvantaged;
- The number of disadvantaged children achieving the expected standard fell in Year 5 compared to July 2023.

Conclusion In response to the data we have included reading on the School Improvement plan to address fluency and comprehension. We have appointed a reading lead to work alongside the English lead who from September 2024, will cascade training to staff on the delivery of BIG Cat Collins reading lessons with a sharp focus on disadvantaged pupils. Tracking their progress across the year.

Average Point Scores

PP

Attainment Overview for Pupils (from 2023-2024) in Year 6, who are pupil premium - 2023-2024 Summer 2 - SAT Scaled Score

Print

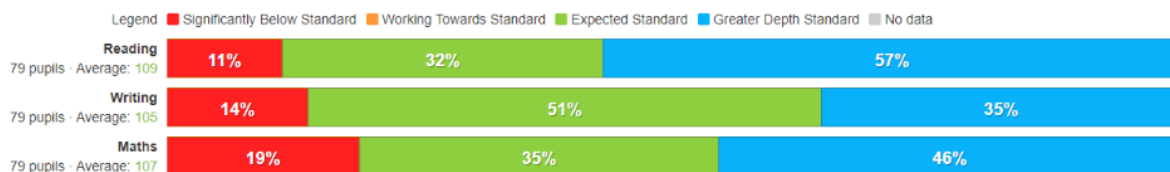


Non PP

Not pupil Premium:

Attainment Overview for Pupils (from 2023-2024) in Year 6, who aren't pupil premium - 2023-2024 Summer 2 - SAT Scaled Score

Print



READING	July 2022		July 2023		July 2024	
	Pupil numbers	% at expected standard EXS	Pupil numbers	% at expected standard EXS	Pupil numbers	% at expected standard EXS
	PP/cohort		PP/cohort		PP/cohort	
Year 3	8/82	87% (7)	10/80	80% (8)	14/85	57% (8)
Year 4	8/79	50% (4)	8/82	50% (5)	10/88	80% (8)
Year 5	7/79	43% (3)	9/92	56% (5)	11/90	45% (5)
Year 6	9/76	44% (4)	9/81	33% (3)	9/88	44% (4)

20% Diminishing Gap

Reading	July 2024		
	PP	Non PP	Difference
Year 3	57%	86%	- 29%
Year 4	80%	74%	+6%
Year 5	45%	81%	-36%
Year 6	44%	89%	-45%

Target 2: Improve writing attainment amongst disadvantaged children at the end of Key Stage 2

Writing attainment data from July 2024 shows that the % of disadvantaged children achieving the expected standard in writing increased in years 4 and 5. A total of 6 Year 4 children moved to expected from below expected. In years 3 and 6 only 1 child's data dropped from expected to below expected.

Writing	July 2022		July 2023		July 2024	
	Pupil numbers PP/cohort	% at expected standard EXS	Pupil numbers PP/cohort	% at expected standard EXS	Pupil numbers PP/cohort	% at expected standard EXS
Year 3	8/82	63% (5)	10/80	70% (7)	14/85	43% (6)
Year 4	8/79	37% (3)	8/82	25% (2)	10/88	80% (8)
Year 5	7/79	14% (1)	9/82	44% (4)	11/90	45% (5)
Year 6	9/76	33% (3)	9/81	56% (5)	9/88	44% (4)

20% Diminishing Gap

Writing	July 2024		
	PP	Non PP	Difference
Year 3	43%	77%	-34%
Year 4	80%	65%	+15%
Year 5	45%	73%	-28%
Year 6	44%	86%	-42%

Target 3: To achieve and sustain improved attendance for all children, particularly our disadvantaged children

Attendance	2021 – 22	2022- 23	Change 2021-22 to 2022-23	2023- 2024	Change 2022/3 2023/4
Non – PP cohort	93.64%	95.09%	+1.45%	95.21%	+ 0.69%
PP cohort	91.79%	93.31%	+1.52%	91.89%	- 1.42%
Gap PP cohort to non PP cohort	-1.85%	-1.78%	+0.7	-3.32%	- 5%

Overall the attendance of the whole school is above the national average which lies at 6.7% compared to BMA at 5.16%

Average attendance for disadvantaged pupils this academic year is at 91% compared to non-disadvantaged pupils at 95.21% with a gap of 3.32%. This continues to be a challenge as several of the children have SEND including EBSA which has impacted on data.

We have continued to develop our new attendance policy which targets persistent absentees shown under 90% attendance. Persistent absences continue to be a priority for the school with 11% of pupil premium children falling into this category at the end of July 2024: however, this is an improvement of 5% compared to the start of the academic year. This will be monitored to ensure a continued upwards trajectory for the new academic year with each of these children being placed on an attendance plan. The school's Attendance Officer will continue to work closely with families to increase the attendance of these individual pupils. This includes providing free breakfast clubs to facilitate multiple drop offs, regular check ins and when necessary home visits and transport to school for particular children.

Ongoing work with external professionals, including health and social care continue to support attendance for out pupil premium children.

Target 4: Improve maths attainment for disadvantaged pupils at the end of Key Stage 2

Maths attainment data from July 2024 shows that we made good progress against this outcome in Years 3 and 4. Maths memory and recall continues to be a focus area next year to ensure the attainment gap is reduced with a relentless focus on Quality First Teaching combined with Rosenshine's principles of instruction embedded. Targeted support with same day interventions will impact on better outcomes for all children but especially our pupil premium cohort.

Maths	July 2022		July 2023		July 2024	
	Pupil numbers PP/cohort	% at expected standard EXS	Pupil numbers PP/cohort	% at expected standard EXS	Pupil numbers PP/cohort	% at expected standard EXS
Year 3	8/82	63% (5)	10/80	70% (7)	14/85	64% (9)
Year 4	8/79	50% (4)	8/82	38% (3)	10/88	80% (8)
Year 5	7/79	43% (3)	9/82	56% (5)	11/90	36% (4)
Year 6	9/76	56% (5)	9/81	56% (5)	9/88	44% (5)

20% Diminishing Gap

Maths	July 2024		
	PP	Non PP	Difference
Year 3	64%	93%	-29%
Year 4	80%	76%	4%
Year 5	36%	73%	-37%
Year 6	44%	86%	-42%

Target 5: To achieve and sustain improved wellbeing for all children in our school particularly our disadvantaged children

Wellbeing across the school has been promoted through the activities set out in this strategy plan. Our wellbeing and mental health leads have continued to ensure that targeted support is available to and given to any child who is on need of emotional support. Social skills groups, lego therapy, forest school and nurture clubs have regularly supported these children.

We have continued to offer one free after school club place to each of our PP children to allow them the opportunity to develop new skills in a setting they are comfortable with. This year 35 of our children eligible for PP have attended at least once club. We have extended our offer to provide additional enrichment opportunities led by our sports coach. The aim of this is to build confidence and have the opportunity to experience new games, sports and other outdoor activities whilst also developing social skills, communication and teamwork.

We continued to prioritise our Pupil Premium children for enrichment opportunities such as participating in cycling proficiency award schemes.

We have continued to provide support to children attending residential trips and other out of school trip, providing financial support for the families of several children to allow these children to attend. We have also purchased school uniform, shoes and sports kits for a number of children. We gave priority appointments to our Pupil Premium children at Parent's Consultation Evenings to ensure these families have every opportunity to meet with their child's teachers and to promote home / school contact.

During 2023 we invested in tools to better understand the SEMH needs of our PP cohort through the purchase of Boxall profile screening and some associated CPD. Our next step is to implement the identification system so that we can measure the impact of our interventions effectively.

Externally provided programmes

Programme	Provider
n/a	n/a
n/a	n/a

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Time allocated by the HT and DHT to support the wellbeing of service children and their families. Provision of uniform and coats to support school attendance.
What was the impact of that spending on service pupil premium eligible pupils?	Secure relationships developed between school and all service families in school, impacting positively on school attendance, pupil progress and wellbeing.

Further information (optional)

n/a