

Pupil premium strategy statement

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

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Castle Hill Primary School
Number of pupils in school	645
Proportion (%) of pupil premium eligible pupils	19.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2024/25 – 2027/28
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	John Martin, Head Teacher
Pupil premium lead	Trish Lund, Assistant Headteacher
Governor / Trustee lead	Christine Bagan

Funding overview

Detail	Amount
Total budget for this academic year	£212,040

Part A: Pupil premium strategy plan

Statement of intent

At Castle Hill Primary School, our intention, underpinned by our core value of 'Aiming for Excellence', is to create an environment which gives our pupils the opportunity, irrespective of their background or the challenges they face, to achieve their full potential in all areas of the curriculum. We aim for our pupils to thrive academically and socially and to be ready for life after school by recognising and building on their own strengths as a learner. We believe that our school is a community where 'Manners Matter' and support our pupils to feel that they belong and are valued in the class and the wider school community.

In line with the Education Endowment Foundation's model, our strategy is directed at three key areas:

- High Quality Inclusive Teaching (HQIT) – all teaching staff are trained to deliver a cohesive, engaging curriculum that ensures all pupils feel academic success with high expectations from the adults.
- Targeted academic support – all pupils needing extra support receive small group teaching and interventions both in and outside the classroom
- Wider strategies - that promote emotional well-being, good attendance and readiness to learn.

Building on our strategy over previous years, we will continue to focus on high quality teaching as we know that research proves that strong teaching has the most positive impact on pupil success. Through continued professional development of staff, the school relentlessly strives for a higher percentage of disadvantaged pupils working at ARE (Age Related Expectations) across the curriculum, but particularly in writing. To ensure that our strategy is effective, we will:

- Identify the challenges and set targets that the whole school understands and work towards
- Ensure disadvantaged pupils are both challenged and supported to achieve their best both academically and emotionally
- Act early to intervene when a need is identified.

Challenges

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

Challenge number	Detail of challenge
1	<p>Disadvantaged pupils find the fundamentals of writing difficult and achieve less well than their peers.</p> <p>Evidence that supports this includes:</p> <ul style="list-style-type: none"> • Data analysis (KS2 SATs results; EOY data; Pupil Progress Meetings) • Classroom observations • Pupil conferencing • Work samples
2	<p>Disadvantaged pupils do not understand themselves as learners as well as their peers and are more likely to be dependent on adult support and show less resilience.</p> <p>Evidence that supports this includes:</p> <ul style="list-style-type: none"> • Classroom observations • Assessments/Pupil progress meetings – discussions with teachers • Pupil conferencing • Work samples
3	<p>Staff confidence in delivering HQIT and the impact this has on workload, with decreasing additional staff to support the increasing pupil need.</p> <p>Evidence that supports this includes:</p> <ul style="list-style-type: none"> • Staff wellbeing survey & feedback survey • SEND Clinic discussions • Classroom observations
4	<p>Pupils with speech and language (S&L) difficulties do not always understand what is being said to them or what they are supposed to do. Staff are not always confident in how to make adaptations to support this.</p> <p>Evidence that supports this includes:</p> <ul style="list-style-type: none"> • Pupil Conferencing • Classroom conferencing • Teacher staff feedback in SEND Clinics, pupil progress meetings and performance management.
5	<p>Attendance of our disadvantaged pupils (92%) is not as good as our non-disadvantaged pupils (96%) and is behind national averages. A small number of our disadvantaged pupils are also regularly late into school and so missing core learning.</p> <p>Evidence that supports this includes:</p> <ul style="list-style-type: none"> • Attendance Data

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
For disadvantaged pupils to achieve ARE in writing in KS2 SATs in line with national attainment.	<ul style="list-style-type: none"> - Y6 internal assessments show % of disadvantaged pupils achieving ARE is increasing. - Internal moderation in all year groups show that % of disadvantaged pupils working at ARE is increasing. - Internal assessments show that disadvantaged pupils are making at least expected progress from their baseline. - Disadvantaged pupils attaining ARE in KS2 SATs for writing is in line with National and Hampshire figures.
For staff to be confident in delivering HQIT for all so that disadvantaged pupils experience the same level of support in all classrooms.	<p>Staff will:</p> <ul style="list-style-type: none"> - Ensure universal provision is readily available in their classroom - Ensure targetted provision is implemented to support disadvantaged pupils - Be able to articulate a clear, shared definition of HQIT <p>In lessons, pupils will experience:</p> <ul style="list-style-type: none"> - Tasks that are adapted and/or scaffolded to enable them to achieve well - Tasks that are designed to challenge their learning - Flexible working groups that support their participation - Resources that support their independence
Pupils develop personal executive function skills that enable them to say what makes them a good learner.	<p>Pupils will:</p> <ul style="list-style-type: none"> - Be able to talk about themselves as a learner (referring to the school's 4Cs – Compassion, Collaboration, Confidence, Creativity) - Be less reliant on adult support and show greater independence.
Pupils with S&L difficulties understand what is being asked of them and settle quickly to learning.	<p>In class:</p> <ul style="list-style-type: none"> - Pupils will settle quickly to their learning and show engagement throughout the lesson - Pupils will be able to say what they are learning and why - Adults will adapt their language when talking and will design tasks that pupils know how to do. - Pupils will be able to explain tasks to others.
Disadvantaged pupils will be in school on time and have improved overall attendance.	<p>Improved attendance will be seen by:</p> <ul style="list-style-type: none"> - Overall attendance of disadvantaged pupils will be better than national (target 94%) to close the gap to non-disadvantaged. - Lateness of disadvantaged pupils will improve so that pupils are attending all of their lessons. - Phonics attainment in Y1 will improve as all pupils will be in on time to attend the sessions.

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: £55,509

Activity	Evidence that supports this approach	Challenge number(s) addressed
HIAS Course – Implementing an Effective Whole-School Strategy (for DH and new PP Lead) that enables leaders to develop a cohesive strategy that informs the whole school SDP.	The positive impact of strong leadership and a co-ordinated strategy on outcomes for disadvantaged pupils is well supported by research evidence (see EEF, Sutton Trust, NFER, Marc Rowland). Experience in school of where co-ordinated strategy planning and good communication has led to effective implementation of actions and more effective monitoring	1, 2, 3, 4, 5
HIAS TED Network meetings (3 per year) – for PP Lead/PP Champion to remain up-to-date with latest good practice.	Education Policy Institute (EPI) report, 19 Feb 2020 – High-quality CPD for teachers has a significant effect on pupils’ learning outcomes; teacher CPD may be a cost-effective intervention for improving pupil outcomes. https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/	1, 2, 3, 4, 5
Pupil Premium Conference 2024-25 – for PP Lead to remain up-to-date with latest research and developments that informs the strategy.	Education Policy Institute (EPI) report, 19 Feb 2020 – High-quality CPD for teachers has a significant effect on pupils’ learning outcomes; teacher CPD may be a cost-effective intervention for improving pupil outcomes. https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/	1, 2, 3, 4,5
Assistant Headteacher Networks for 2 new leaders.	The positive impact of strong leadership and a co-ordinated strategy on outcomes for disadvantaged pupils is well supported by research evidence (see EEF, Sutton Trust, NFER, Marc Rowland). Experience in school of where co-ordinated strategy planning and good communication has led to effective implementation of actions and more effective monitoring	1, 2, 3, 4,5
Designated Teacher Conference – for DTs to remain up-to-date regarding	Education Policy Institute (EPI) report, 19 Feb 2020 – High-quality CPD for teachers has a significant effect on pupils’ learning	1, 2, 3, 5

LAC and PLAC research and developments that informs the strategy.	<p>outcomes; teacher CPD may be a cost-effective intervention for improving pupil outcomes.</p> <p>https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p>	
Wellbeing training for all staff (Jonathan Hannan) to develop self-help skills to manage their own wellbeing more successfully, and so support teachers and retention.	<p>The impact of teacher wellbeing on teacher-student relationships and student academic achievement is highlighted in a growing number of research studies.</p> <p>The World Economic Forum post-pandemic report (2022) into teacher wellbeing states that ‘for better learning outcomes, we must prioritize teacher wellbeing’.</p> <p>https://www.weforum.org/agenda/2022/10/teachers-well-being-and-empowerment-learning-recovery-acceleration/</p>	3
Training for school leaders (Jonathan Hannan) to develop their ability to manage their own workload whilst also leading the teams around them Key focus will be on radical candor, and giving staff the opportunity to grow in confidence.	<p>The impact of teacher wellbeing on teacher-student relationships and student academic achievement is highlighted in a growing number of research studies.</p> <p>The World Economic Forum post-pandemic report (2022) into teacher wellbeing states that ‘for better learning outcomes, we must prioritize teacher wellbeing’.</p> <p>https://www.weforum.org/agenda/2022/10/teachers-well-being-and-empowerment-learning-recovery-acceleration/</p>	1,2, 4, 5
Every member of staff to be offered a “Care Day”. At the discretion of the Headteacher, staff are able to request an extra day’s additional leave. The initiative is in response to SLT’s recognition that staff wellbeing is vital in order to support retention and to enable good staff attendance.	<p>The impact of teacher wellbeing on teacher-student relationships and student academic achievement is highlighted in a growing number of research studies.</p> <p>The World Economic Forum post-pandemic report (2022) into teacher wellbeing states that ‘for better learning outcomes, we must prioritize teacher wellbeing’.</p> <p>https://www.weforum.org/agenda/2022/10/teachers-well-being-and-empowerment-learning-recovery-acceleration/</p>	3
Whole school staff INSET on co-regulation and de-escalation (delivered by PBS) to ensure all staff understand the importance of how we talk to and support pupils with a high emotional need.	<p>Education Policy Institute (EPI) report, 19 Feb 2020 – High-quality CPD for teachers has a significant effect on pupils’ learning outcomes; teacher CPD may be a cost-effective intervention for improving pupil outcomes.</p> <p>https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p>	1,2,3,4,5

<p>Half-termly staff meetings & INSET time by the SENDCo to deliver CPD (including HIAS Transforming SEND modules) and focusing on in-class universal, and targeted provision; out-of class interventions; how to support broad areas of need.</p> <p>Half-termly SEND clinics for staff to seek advice.</p>	<p>Education Policy Institute (EPI) report, 19 Feb 2020 – High-quality CPD for teachers has a significant effect on pupils’ learning outcomes; teacher CPD may be a cost-effective intervention for improving pupil outcomes.</p> <p>https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p>	<p>1,2,3,4</p>
<p>Regular staff training by English Lead to improve writing outcomes for all pupils, with a focus on disadvantaged pupils.</p>	<p>Education Policy Institute (EPI) report, 19 Feb 2020 – High-quality CPD for teachers has a significant effect on pupils’ learning outcomes; teacher CPD may be a cost-effective intervention for improving pupil outcomes.</p> <p>https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p>	<p>1, 2, 3,</p>
<p>CPD for English leads and Maths lead to improvement standards in core subjects.</p>	<p>Education Policy Institute (EPI) report, 19 Feb 2020 – High-quality CPD for teachers has a significant effect on pupils’ learning outcomes; teacher CPD may be a cost-effective intervention for improving pupil outcomes.</p> <p>https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p>	<p>1, 2, 3</p>
<p>Maths Lead – 2 x day course “Inclusive classroom – adaption planning for maths.”</p>	<p>Education Policy Institute (EPI) report, 19 Feb 2020 – High-quality CPD for teachers has a significant effect on pupils’ learning outcomes; teacher CPD may be a cost-effective intervention for improving pupil outcomes.</p> <p>https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p>	<p>1, 2, 3</p>
<p>Purchase of “Spelling Shed” – a new approach to spelling to improve spelling throughout the school.</p> <p>INSET to train staff and ongoing support from the English lead.</p>	<p>Research has found that spelling, reading, writing and comprehension skills are all closely linked. A research study by L C Ehri for the Scientific Study of Reading (Ehri, 2005) found that spelling instruction improves reading ability, as it builds a learner’s knowledge of the alphabetic system as it is used in reading.</p> <p>https://www.prim-ed.co.uk/blog/post/why-it-s-important-to-teach-spelling/</p>	<p>1, 2, 3,</p>
<p>Purchase of “Smartgrade”, new whole school diagnostic assessments.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct support through interventions or teacher instruction.</p>	<p>1, 2, 3, 4</p>

Training of staff to ensure assessments are interpreted and administered correctly.	Standardised tests assessing and monitoring pupil progress education endowment foundation EEF	
Ongoing subscription of Widgeo – whole-school communication tool.	Research shows that a co-ordinated approach across school benefits all pupils. Widgeo symbols support teaching and learning throughout the primary curriculum to ensure that children can access and understand texts within lessons.	1, 2, 3, 4
Thrive subscription – to embed the Thrive approach throughout the school to support pupils in becoming better learners. Thrive practitioner training to support pupils still at the early stages of emotional development.	EEF Teaching and Learning Toolkit: Social and emotional learning – moderate impact (+4 months progress). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Attachment Theory – well supported by research evidence. (Bath Spa University, 2015) Impacts of ATAS include significant improvements in reading, English and maths achievement; improvement in behaviour and decrease in sanctions; 90%+ professionals reported improvements in professional practice and increased confidence at discussing pupil's emotional wellbeing through Emotion Coaching. https://www.bathspa.ac.uk/media/bathspaac/education-/research/attachment-aware/Attachment-Aware-Evaluation-Report-BNES.pdf The Thrive Approach – growing case study evidence of its positive impact in schools on behaviour, attendance and attainment. In school, several children have been identified as having complex social and emotional needs and whose attendance, behaviour and academic progress is of concern. These children need a targeted approach that supports their emotional development.	1,2,3,4,5 1,2,4,5
TALA Conference and supervisions – 3 LSAs	Effective pastoral care is linked to academic engagement and performance (Furrer & Skinner, 2003), fostering friendly relationships among learners. These factors have been identified as solutions to improve truancy and other forms of absenteeism (Reid, 2003) and enhance resilience and, hence, academic outcomes in learners (Best, 2014).	1, 2, 4, 5

ELSA Conference and supervisions – 3 LSAs	The positive impact of ELSA is well established in educational research. EEF Teaching and Learning Toolkit: Social and emotional learning – moderate impact (+4 months progress). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 4, 5
HLTA Apprenticeship training. CPD for an LSA who will lead on specialised academic support throughout the school and mentor less experienced LSAs.	Research shows that maximising the impact of teaching assistants improves TA deployment and practice and has a positive impact on pupil engagement and independence. https://www.maximisingtas.co.uk/impact	1, 2, 3, 4
School trips funded - £40 per child, to ensure access to a rich and varied curriculum.	Residential learning experiences ‘provide opportunities, benefits and impacts that cannot be achieved in any other context or setting’ (York Consulting). It is well documented that school trips provide valuable learning and enrichment opportunities and contribute to cultural capital.	1, 2

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

Budgeted cost: £82,926

Activity	Evidence that supports this approach	Challenge number(s) addressed
Highly skilled SEND practitioners (class-based LSAs) to support named disadvantaged pupils with writing, reading and maths.	EEF Teaching and Learning Toolkit: Phonics – high impact (+5 months progress). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics Small group tuition – moderate impact (+4 months progress). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Teaching Assistant Interventions – moderate impact (+4 months progress). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3, 4

HLTAs (non-classed based LSAs) who work alongside staff to make adaptations to support disadvantaged pupils make better progress. HLTAs act as mentors to support staff under direction of the SENDCo.	Research shows that maximising the impact of teaching assistants improves TA deployment and practice and has a positive impact on pupil engagement and independence. https://www.maximisingtas.co.uk/impact	1, 2, 3, 4
LSAs to deliver & monitor 1:1 and small group interventions to improve literacy skills (eg Pre-teaching, precision teaching, bespoke curriculum groups such as spellings; Lego Therapy)	Small group intervention + 4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Teaching Assistant interventions + 4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 3, 4
HLTA to deliver small-group teaching to support identified disadvantaged pupils in Y5 & Y6 make better progress	Small group intervention + 4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 4
Members of SLT to deliver booster groups in Y6 during Spring & Summer terms.	Small group intervention + 4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 4
NELI intervention running in Early years.	Oral language intervention + 6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	3, 4
Intervention rooms - resources to enable small-group teaching and 1:1 interventions that require a dedicated space (eg S&L programmes)	Small group tuition + 4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Teaching Assistant Interventions – moderate impact (+4 months progress). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 4
HLTAs to develop, run and monitor outdoor learning provision that enables development early language and social interaction skills.	Meta-cognition +7 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Collaborative learning approaches +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	1,2,4,5

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

Budgeted cost: £73,605

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Dedicated Pastoral Team (3 x HLTAs) – support for vulnerable families. Key responsibilities:</p> <ul style="list-style-type: none"> - Parental liaison to promote engagement - Attendance - 1:1 pupil emotional support (Thrive/ELSA/TALA) - 1:1 behavioural support and advice for staff 	<p>Parental engagement – +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>The impact of poor attendance on academic attainment is widely reported, e.g: ‘Missing school for just a few days a year can damage pupils’ chances of gaining good GCSEs, according to a new report published by the Department for Education today (24 March 2016).’ https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</p>	<p>1, 2, 4,5</p>
<p>2 x ELSAs</p>	<p>The positive impact of ELSA is well established in educational research. EEF Teaching and Learning Toolkit: Social and emotional learning – moderate impact (+4 months progress). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1, 2, ,4, 5</p>
<p>2 x TALAs</p>	<p>Effective pastoral care is linked to academic engagement and performance (Furrer & Skinner, 2003), fostering friendly relationships among learners. These factors have been identified as solutions to improve truancy and other forms of absenteeism (Reid, 2003) and enhance resilience and, hence, academic outcomes in learners (Best, 2014).</p>	<p>1, 2, 4, 5</p>
<p>Breakfast Club at both sites</p>	<p>EEF (reviewed 2019) “improved attendance and behaviour and ensure that no child has to learn when they’re hungry”. https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</p>	<p>1,2, 5</p>
<p>Clubs funded - £160 per child</p>	<p>Internal anecdotal evidence – children who attend after school clubs show an increase in confidence and resilience.</p>	<p>1, 2, 5</p>

	<p>Children who participate in organised sports and physical activities had better social, emotional and behavioural skills than those who did not (NatCen Social Research Institute, Newcastle University and ASK Research).</p> <p>https://www.natcen.ac.uk/news-media/press-releases/2016/april/out-of-school-activities-improve-children%E2%80%99s-educational-attainment,-study-reveals/</p>	
Coffee Mornings for parent/carers with invited guest speakers.	<p>Parental engagement – +4 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1, 2, 5
<p>Other resources:</p> <ul style="list-style-type: none"> - to support emotional wellbeing activities (e.g. den building equipment, resources for Thrive/TALA) - to support families (e.g. uniform, leavers hoodies) - To resource nurture rooms/spaces 	<p>The value of nurture groups is well documented. Research by NurtureUK, finds that ‘nurture groups can help manage...detrimental cognitive, affective or behavioural styles by helping children and young people develop the social emotional skills, resilience and positive behaviours they need to do well in school and in life.’</p> <p>https://www.nurtureuk.org/wp-content/uploads/2021/10/Nurture-Groups-Booklet-Dec-2019.pdf</p>	1, 2, 3, 4

Total budgeted cost: £212,040

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.

Academic Outcomes 2024

EARLY YEARS (6 Pupils)

% of FSM pupils achieving GLD (Good Level of Development)	
Castle Hill Primary	33%
National	52%
Hampshire	52%

Of the 6 disadvantaged pupils, 1 pupil had an EHCP and 2 pupils were on SEND Support. The pupils were less developed in communication and language and literacy skills, compared to disadvantaged pupils nationally and in Hampshire.

Y1 Phonics Screening (7 Pupils)

% of FSM pupils passing phonics screening	
Castle Hill Primary	71%
National	68%
Hampshire	64%

Of the 7 disadvantaged pupils, 1 pupil had an EHCP and 2 pupils were on SEND Support. Despite this, the % of our disadvantaged pupils that passed the phonics screening was above national and Hampshire attainment. The implementation of the new phonics scheme (Essential Letters and Sounds) in 2022 has had a positive impact.

KS2 SATs 2024 (31 Pupils)

% of FSM pupils achieving ARE (expected standard)	Reading	Writing	Maths	R/W/M combined
Castle Hill Primary	71%	59%	71%	48%
National	62%	72%	59%	
Hampshire	58%	72%	52%	54%

Of the 31 disadvantaged pupils, 2 pupils had an EHCP (one of whom was disapplied from the tests) and 5 pupils were on SEND Support. Overall, our disadvantaged pupils performed above national and Hampshire levels in reading and maths. However, our pupils were less successful in their writing. This gap in the attainment of our pupils in writing is being targeted in our strategy for the next 3 years.

Review of our 2023 – 24 strategy:

Intended Outcome	Key Actions	Outcome	Impact
Children will be able to manage their emotions so that they are ready to learn.	Whole-school Thrive.	All classes now have “Time to Thrive lessons.”	Still embedding. Continue and focus next year.
	2 more ELSAs trained	More pupils having ELSA time.	Maintain.
	Nurture rooms resourced on both sites & staffed by HLTAs	Pupils have a safe space with dedicated adult to de-escalate	Pupils are learning de-regulation strategies and not disrupting class learning. Maintain
	Emotional Check-ins	Well-established in all classrooms and pupils readily talk about their feelings.	Maintain
	Training and funding of different practitioners (ELSA/TALA/ Thrive)	An established team with different emotional support strategies means that more pupils have been targeted. Stakeholders report that pupils are more regulated and ready for classroom learning.	Maintain
	Emotion coaching & staff-modelling	Pupils report that staff sharing their emotions makes them understand that they are not unusual to experience differing emotions.	Maintain
Children will be supported through a range of resources and scaffolding to fully access the learning in class	Breakfast Clubs	Identified disadvantaged pupils who struggle to be in school on time have benefitted from these clubs and their attendance has improved.	Maintain
	Introduction of multi-Sensory phonics & staff training.	More pupils are successful using this approach.	Continue.
	Regular staff training by subject leads	Pupils are using a wider variety of resources and are starting to self-select.	Continue
	Working Walls	All classrooms now have established working walls that the pupils can refer to. However, not all children are regularly using them.	Continue

Children will develop a broader vocabulary, enabling them to better access learning.	Book Nooks established on both sites.	Pupils are using these to read for pleasure at break/lunchtimes.	Maintain
	NELI intervention in early years	Identifying pupils with language need. More of these pupils showing GLD at end of year.	Maintain
Other actions/changes during course of this year.	New PP Lead (also SENDCo) to review current strategy and ensure new strategy is closely aligned to the whole school priorities.	The need for a new senior leadership structure identified and new team in place for September 2024. A new strategy building on successes and addressing on-going challenges has been prioritised as part of this review.	Maintain
	Per pupil funding of: - PP - LAC/PLAc - Service premium	New leaders for tracking this spend established for 2024-5. Clearer understanding for staff and parents on the best use of this funding.	Maintain
	Establishment of outdoor provision on both sites.	Staffing and resourcing of the provision established over the course of the year. Pupils benefitting from this provision are showing more regulated behaviour and are developing their communication skills. Priority for next year.	Continue

For the last 3 years, post COVID, the PP strategy has been focused on the emotional wellbeing of our pupils and staff and identifying on working on educational gaps that widened during lockdown (eg vocabulary development and communication skills). With a new strategic lead, the school has recognised that our disadvantaged pupils do not write as well as pupils nationally and this will now inform our strategy for the next 3 years.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NELI	The Nuffield Foundation
Essential Letters & Sounds	Oxford University Press
Smartgrade Assessment	Smartgrade3

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?	In collaboration with identified families, service premium is spent to support the emotional wellbeing of pupils.
What was the impact of that spending on service pupil premium eligible pupils?	Only 3 pupils were in receipt of SSP and the families did not take up the funding in 2023-24.