



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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Delph Side Community Primary School
Number of pupils in school (Reception - Year 6)	206
Proportion (%) of pupil premium eligible pupils	57%
Academic years that our current pupil premium strategy plan covers	2024-2025 – 2026-2027
Date this statement was published:	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Liz Ormerod
Pupil premium lead	Liz Burton
Governor	Karen Hayes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£201,240.83
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£201,240.83



Part A: Pupil premium strategy plan

Statement of intent

At Delph Side it is our aim to ensure that disadvantaged pupils have access to the same opportunities and experiences as their non-disadvantaged peers. We are committed to ensuring that no child is left behind and is given every opportunity to achieve and succeed. The attainment and progress of disadvantaged pupils is regularly monitored and tracked to ensure that gaps identified between themselves and their peers are closed.

We will consider the challenges faced by our vulnerable pupils, such as those who have social workers or are considered young carers. What is outlined in this statement is 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. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils attending Delph Side. 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.

Challenges

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

Challenge number	Detail of challenge
1	<p>Data shows that attendance and punctuality of disadvantaged pupils is lower than their non-disadvantaged peers</p> <p>2023 – 2024 – disadvantaged attendance 93.6% vs non-disadvantaged 95.3% - difference of -1.7%</p> <p>2023 – 2024 – disadvantaged late marks 405 vs non-disadvantaged 116 – difference of 289 more late marks</p>



2	<p>Baseline assessments and observations show that disadvantaged pupils start school with below average speech, language and communication.</p> <p>WellComm Assessments completed in September 2024 showed:</p> <p>45% of Reception children were achieving green at their level (55% not on track)</p> <p>25% of Pre-School children were achieving green at their level (75% not on track)</p> <p>14% of Nursery children were achieving green at their level (86% not on track)</p>																																
3	<p>Pupil voice questionnaires and observations inform that many of our disadvantaged pupils do not have access to experiences outside school that their non-disadvantaged peers do. Pupils require a rich curriculum and cultural experiences.</p>																																
4	<p>A number of our disadvantaged children have experienced ACES that have impacted their emotional well-being and ability to thrive. There is a high percentage of CLA children and children with social care and early intervention.</p>																																
5	<p>Both internal and external data from the academic year 2023 - 2024 shows that attainment in reading, writing and maths of disadvantaged pupils, is significantly below that of their non disadvantaged peers.</p> <p>Reading Summer 2024:</p> <table border="1" data-bbox="639 1357 1129 1693"> <thead> <tr> <th></th> <th colspan="3">Reading</th> </tr> <tr> <th></th> <th>Dis</th> <th>Non</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>26.3%</td> <td>75.0%</td> <td>-48.7%</td> </tr> <tr> <td>Y2</td> <td>44.4%</td> <td>85.7%</td> <td>-41.3%</td> </tr> <tr> <td>Y3</td> <td>26.3%</td> <td>45.5%</td> <td>-19.2%</td> </tr> <tr> <td>Y4</td> <td>60%</td> <td>61.5%</td> <td>-1.5%</td> </tr> <tr> <td>Y5</td> <td>46.7%</td> <td>90.9%</td> <td>-44.2%</td> </tr> <tr> <td>Y6</td> <td>87.5%</td> <td>80.0%</td> <td>7.5%</td> </tr> </tbody> </table>		Reading				Dis	Non	Diff	Y1	26.3%	75.0%	-48.7%	Y2	44.4%	85.7%	-41.3%	Y3	26.3%	45.5%	-19.2%	Y4	60%	61.5%	-1.5%	Y5	46.7%	90.9%	-44.2%	Y6	87.5%	80.0%	7.5%
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Writing Summer 2024:

	Writing		
	Dis	Non	Diff
Y1	21.4%	50.0%	-28.6%
Y2	33.3%	85.7%	-52.4%
Y3	26.3%	36.4%	-10.1%
Y4	45.0%	38.5%	6.5%
Y5	20.0%	63.6%	-43.6%
Y6	81.3%	86.7%	-5.4%

Maths Summer 2024:

	Maths		
	Dis	Non	Diff
Y1	47.4%	75.0%	-27.6%
Y2	38.9%	85.7%	-46.8%
Y3	52.6%	54.5%	-1.9%
Y4	65.0%	61.5%	3.5%
Y5	60.0%	81.8%	-21.8%
Y6	75.0%	80.0%	-5.0%

Combined Summer 2024:

	Combined		
	Dis	Non	Diff
Y1	21.1%	50.0%	-28.9%
Y2	33.6%	85.7%	-52.1%
Y3	15.8%	36.4%	-20.6%
Y4	45.0%	38.5%	6.5%
Y5	20.0%	63.6%	-43.6%
Y6	68.8%	80.0%	-11.2%



6	Ofsted identified that some pupils struggle to use the vocabulary that they have been taught to confidently explain what they know. This means they find it difficult to explain their thinking as well as they should. The school should prioritise the development of oracy throughout the curriculum to enable pupils to talk more effectively about their learning and wider development.
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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
To ensure that disadvantaged pupils attendance and punctuality is high priority and the gap between disadvantaged pupils and their peers closes.	<ul style="list-style-type: none"> • Disadvantaged pupils attendance % increases on a 3 year trend • Gap between disadvantaged attendance and non-disadvantaged attendance narrows • Disadvantaged pupils attend regularly and are punctual. • Number of disadvantaged pupils classed as PAs decreases. • Parents of disadvantaged pupils engage with school processes to support them.
To ensure that disadvantaged pupils have access to high quality speech and language intervention and provision at the earliest opportunity.	<ul style="list-style-type: none"> • All EYFS pupils to be assessed regularly. • Pupils in the EYFS to make progress towards Wellcomm sections • The percentage of disadvantaged pupils reaching the Communication and Language early learning goal is in line with their non-disadvantaged peers.



	<ul style="list-style-type: none"> • Disadvantaged pupils finish EYFS ready to move on to Key Stage 1 • Identified pupils work 1:1 towards Wellcomm targets
<p>To provide disadvantaged pupils with high quality enrichment opportunities</p>	<ul style="list-style-type: none"> • A carefully planned enrichment calendar for all classes is developed each year to enrich the curriculum. • Disadvantaged pupils #enjoy #embrace and #evolve enrichment opportunities • All pupils have the opportunity to participate in a residential visit away from home during their time in KS2 • Pupils draw on their experiences and this has a positive impact on their curriculum learning. • Establish Forest School Provision and outdoor learning opportunities. • Trained sports coach to lead PE in school offering high quality sports teaching and access to competitive and non-competitive sports • School vehicle/minibus to make trips, visits and enrichment more accessible for all • Access to a wider 'creative curriculum' enabling all children the opportunity to excel
<p>To ensure that ACES children have experienced are identified and addressed and children have access to the correct support to move forward</p>	<ul style="list-style-type: none"> • Pupils access counselling in school if they require it • Pupils access Lego and Play Therapy opportunities • Identified children participate in 'Confident Me' sessions



	<ul style="list-style-type: none"> • Children are equipped with the skills to 'cope', learn and make progress academically. • Access to a trained ELSA • Trained Thrive practitioners • Thrive established across school
<p>To close the gap between disadvantaged pupils and non-disadvantaged pupils for reading, writing and maths in Key stage 1 and 2</p>	<ul style="list-style-type: none"> • Targeted virtual and face to face tutoring for identified pupils who have fallen furthest behind • The percentage difference between attainment of disadvantaged pupils and non-disadvantaged pupils decreases in all year groups. • The progress measure for disadvantaged pupils is in line with National
<p>To develop the pupils oracy skills so that they are able to articulate their learning</p>	<ul style="list-style-type: none"> • Children are able to articulate their learning • Successful implementation of an oracy programme • Oracy embedded throughout all areas of the curriculum • Focus on speech and language in the EYFS continues throughout the rest of the school • High quality oracy education will have a positive impact on educational outcomes • Children have improved social, emotional and interpersonal skills, including self-confidence, self-awareness, resilience and empathy



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: £46,455.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High quality CPD for teachers and TAs</p> <p>£7810.00</p>	<p>In the EEF research document 'making the most effective use of teaching assistants' One of the key recommendations is 'ensuring teaching assistants are prepared for their role, including them in the same CPD opportunities as teaching staff.</p> <p>Teachers and Support staff all feel more confident in delivering interventions when they have had access to high quality CPD. Staff regularly review the CPD that they have accessed and share best practice with other.</p>	<p>2, 5, 6</p>
<p>Delivery of Read Write Inc across KS1</p>	<p>EEF +6 Reading Comprehension Strategies</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and</p>	<p>2, 5, 6</p>



<p>£3185.00</p>	<p>involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Many of the approaches can be usefully combined with Collaborative learning techniques and Phonics activities to develop reading skills. The use of techniques such as graphic organisers and drawing pupils' attention to text features are likely to be particularly useful when reading expository or information texts.</p>	
<p>Maths Mastery (White Rose) taught Reception to Year 6</p> <p>£3960.00</p>	<p>EEF +5</p> <p>Mastery approach</p> <p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p> <p>There is a lot of variation behind this average. It seems to be important that a high bar is set for achievement of 'mastery' (usually 80% to 90% on the relevant test). By contrast, the approach appears to be much less effective when pupils work at their own pace.</p> <p>Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress</p>	<p>5</p>



<p>Year 6 Easter boosting club for 1 week.</p> <p>£1500.00</p>	<p>EEF +3</p> <p>There is some evidence to suggest that disadvantaged pupils might benefit more from additional school time.</p> <p>To increase the likelihood of additional school time benefitting disadvantaged pupils, school leaders should consider how to secure engagement and attendance among those from disadvantaged backgrounds. It is possible that if targeted tuition or enrichment activities are offered universally, those who could benefit the most would be the least likely participate or engage.</p>	<p>5</p>
<p>Specialist teachers teaching a more 'creative curriculum' in the purpose built art studio offering high quality arts participation.</p>	<p>EEF +3</p> <p>Arts Participation</p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational</p>	<p>3, 4, 5, 6</p>



£30,000.00	attainment. Where the arts are being taught as a means to boost academic achievement for those eligible for the pupil premium, schools should carefully monitor whether this aim is being achieved.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £55,905.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group teacher led tutoring for identified learners £9957.00	EEF +4 Small group tuition The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	5
TA in class support for 1:1 and small group interventions	EEF +4 The average impact of the deployment of teaching assistants is about an additional four months'	2, 5



<p>£26,268.00</p>	<p>progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures.</p> <p>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching</p>	
<p>Speech and Language therapist and Occupational therapist 1 day per half term</p>	<p>EEF +7</p> <p>Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p>	<p>2, 5, 6</p>



	<p>Some types of communication and language approaches appear, on average, to be more effective than others. There is consistent evidence that reading to young children, and encouraging them to answer questions and talk about the story with a trained adult, is an effective approach. A number of studies show the benefits of programmes where trained teaching assistants have supported both oral language and early reading skills.</p> <p>A number of studies comment on the importance of training and professional development, and supporting early years professionals with the implementation of different approaches. There are indications that settings should use a range of different approaches to developing communication and language skills, as it is unlikely that one approach alone is enough to secure young children's development and progress.</p> <p>The evidence base includes multiple high-quality studies from the UK. A 2016 randomised controlled trial found a positive impact of four months' additional progress for the Nuffield Early Language Intervention – a programme designed to improve the spoken language ability of</p>	
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<p>£9,480.00</p>	<p>children during the transition from nursery to primary school.</p> <p>The evidence is relatively consistent, suggesting that communication and language approaches can be successful in a variety of environments. Less is known about the long-term impact of communication and language approaches, so additional evidence about whether, and how to ensure that, benefits are maintained once children start school would be valuable.</p>	
<p>Speech and Language intervention delivery to small groups - Wellcomm</p>	<p>EEF +7</p> <p>Overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>Some types of communication and language approaches appear, on average, to be more effective than</p>	<p>2, 5, 6</p>



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<p>£5,000.00</p>	<p>language approaches can be successful in a variety of environments. Less is known about the long-term impact of communication and language approaches, so additional evidence about whether, and how to ensure that, benefits are maintained once children start school would be valuable.</p>	
<p>Daily access to Sensory diet for those that require it to enable them to calm and access the curriculum.</p> <p>£3,500.00</p>	<p>EEF +4 – Behaviour interventions</p> <p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across programmes.</p>	<p>3, 4, 5</p>
<p>Forest schools' provision delivered across school from Reception to Year 6</p>	<p>EEF – The EEF does not have enough evidence to monitor the impact of this on academic progress however, as a school we recognise the impact this has on children's resilience and well being. The EEF states:</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging</p>	<p>3, 4, 5</p>



<p>£1,700.00</p>	<p>physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. However, the evidence base linking non-cognitive skills and pupil attainment is weak and schools should therefore carefully evaluate the impact of outdoor learning interventions on pupil achievement, if this is the intended outcome.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £98,880.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A member of staff leading the first day response along with tracking and monitoring of attendance</p> <p>£11,500.00</p>	<p>School has acknowledged that having a member of staff dedicated to improving of school attendance is imperative. Having one person responsible for the first day response, completing EHAs and providing support alongside challenge.</p>	<p>1, 3, 5</p>



<p>Pastoral Team to implement interventions – Lego Therapy, Confidence, Play Therapy,</p> <p>£11,500.00</p>	<p>EEF +4</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p>	<p>1, 3, 4, 5</p>
<p>Mapped enrichment activities for every class.</p> <p>£5,200.00</p>	<p>EEF +3 Arts participation</p> <p>At Delph Side, we recognise that many of the children do not access activities that will broaden their cultural experiences. Experiences and enrichment opportunities are carefully mapped by the whole staff team to enhance the curriculum.</p>	<p>3, 4, 5, 6</p>
<p>Family Wellbeing Coordinator to implement daily nurture support (Mornings and lunchtimes)</p>	<p>EEF +4</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the</p>	<p>1, 3, 4, 5</p>



<p>£16,500.00</p>	<p>academic or cognitive elements of learning.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p>	
<p>Trained counsellor in school 1 day per week</p> <p>£5,000.00</p>	<p>As a school we identify that many of our children have ACES to deal with that affect the mental health and consequently their ability to access the curriculum. By addressing these early and providing counselling support children are able to move on and make progress in school.</p>	<p>4</p>
<p>Purchase of Ukuleles for all upper KS2 children allowing them to participate in music lessons and take home to keep so that pupils value the learning, encouraging practise and engagement</p>	<p>EEF +3</p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or though extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>There is some evidence to suggest a causal link between arts education and the use of arts-based approaches with overall educational attainment. Where the arts are being taught as a means to</p>	<p>3, 4 and 5</p>



£800.00	boost academic achievement for those eligible for the pupil premium, schools should carefully monitor whether this aim is being achieved.	
Free Breakfast club daily from 7.45am £9,880.00	EEF +2 Breakfast Club As a school we acknowledge that many of our families struggle with morning routine and often come to school either late, or without having had breakfast. Offering free breakfast club means that children have time to relax and eat before they start the academic school day.	1, 3
Subsidised annual school residential visit for UKS2 £2,000.00	It has been recognised that many of our disadvantaged pupils are unable to access residential visits before leaving primary school. These experiences have helped children build resilience and self-confidence over the years. By subsidising these visits they are accessible to all families.	3, 4, 5
Encouraging parental engagement by offering coffee mornings and adult art classes	EEF +4 The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. There is some evidence that supporting parents with their first child will have benefits for siblings. Parents' aspirations also appear to be important for pupil outcomes, although there is limited evidence to show that intervening to change parents' aspirations will raise their	1, 4, 5



<p>£3,000.00</p>	<p>children's aspirations and achievement over the longer term.</p> <p>The EEF has tested a number of interventions designed to improve pupils' outcomes by engaging parents in different types of skills development. The consistent message from these has been that it is difficult to engage parents in programmes. By contrast, a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost.</p>	
<p>Designated sports coach offering high quality PE lessons, extra-curricular activities and enabling access to competitive and non-competitive sports</p>	<p>EEF +1</p> <p>There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.</p> <p>Impact on attainment varies considerably between different interventions, and participation in sports does not straightforwardly transfer to academic learning. It is likely that the quality of the programme and the emphasis on or connection with academic learning may make more difference than the specific type of approach or activities involved.</p>	<p>3</p>



<p>£15,500.00</p>	<p>Planned extra-curricular activities which include short, regular, and structured teaching in literacy and mathematics (either tutoring or group teaching) as part of a sports programme, such as an after-school club or summer school, are more likely to offer academic benefits than sporting activities alone.</p> <p>There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.</p>	
<p>Procurement of a school vehicle so that sporting events and additional enrichment activities can be accessed along with the collection of PA pupils in the morning</p> <p>£15,000.00</p>	<p>A number of children in receipt of Pupil Premium funding fall into the 'Persistent Absentee' category due to being late after the register closes. To be able to offer morning transport to Disadvantaged pupils would mean that fewer were classed as PA and missed learning (particularly first thing in the morning) would be reduced.</p>	<p>1, 3, 4</p>
<p>Participation in Voice 21 project to develop Oracy throughout the curriculum and across school</p>	<p>EEF +6</p> <p>Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities.</p> <p>Oral language interventions are based on the idea that</p>	<p>2, 5, 6</p>



<p>£3,000.00</p>	<p>comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p> <p>Oral language approaches might include:</p> <ul style="list-style-type: none"> • targeted reading aloud and book discussion with young children; • explicitly extending pupils' spoken vocabulary; • the use of structured questioning to develop reading comprehension; and • the use of purposeful, curriculum-focused, dialogue and interaction. <p>Oral language interventions have some similarity to approaches based on Metacognition (which make talk about learning explicit in classrooms), and to Collaborative learning approaches which promote pupils' interaction in groups.</p>	
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Total budgeted cost: £201,240.00



Part B: Review of outcomes in the previous academic year (Previous Strategy – 2021-2024)

Outcomes for disadvantaged pupils

Aim	Review																														
<p>To ensure that disadvantaged pupils attendance and punctuality is high priority and the gap between disadvantaged pupils and their peers closes.</p>	<p>Attendance of Disadvantaged pupils is still lower than that of Non-Disadvantaged pupils however, 2021-2022 the difference was -2%. For 2022-2023, the difference was -0.9%.</p> <table border="1" data-bbox="715 748 1358 869"> <thead> <tr> <th></th> <th>Dis</th> <th>Non-Dis</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>2022-2023</td> <td>93.9%</td> <td>94.8%</td> <td>-0.9%</td> </tr> </tbody> </table> <p>2023-2024</p> <table border="1" data-bbox="715 1070 1358 1191"> <thead> <tr> <th></th> <th>Dis</th> <th>Non-Dis</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>2023-2024</td> <td>93.6%</td> <td>95.3%</td> <td>-1.7%</td> </tr> </tbody> </table>		Dis	Non-Dis	Difference	2022-2023	93.9%	94.8%	-0.9%		Dis	Non-Dis	Difference	2023-2024	93.6%	95.3%	-1.7%														
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<p>To ensure that disadvantaged pupils have access to high quality speech and language intervention and provision at the earliest opportunity.</p>	<table border="1" data-bbox="724 1352 1348 1733"> <thead> <tr> <th colspan="5">Reception Good Level of Development Tracking 2022/2023</th> </tr> <tr> <th></th> <th>Start of Year</th> <th>Autumn End</th> <th>Spring End</th> <th>Summer End</th> </tr> </thead> <tbody> <tr> <td><u>Whole Class</u></td> <td>23%</td> <td>33%</td> <td>40%</td> <td>57%</td> </tr> <tr> <td><u>Girls</u></td> <td>25%</td> <td>33%</td> <td>42%</td> <td>58%</td> </tr> <tr> <td><u>Boys</u></td> <td>22%</td> <td>33%</td> <td>39%</td> <td>56%</td> </tr> <tr> <td><u>Pupil Premium</u></td> <td>15%</td> <td>23%</td> <td>31%</td> <td>56%</td> </tr> </tbody> </table> <p>2022-2023 Wellcomm Assessments</p>	Reception Good Level of Development Tracking 2022/2023						Start of Year	Autumn End	Spring End	Summer End	<u>Whole Class</u>	23%	33%	40%	57%	<u>Girls</u>	25%	33%	42%	58%	<u>Boys</u>	22%	33%	39%	56%	<u>Pupil Premium</u>	15%	23%	31%	56%
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	On track Sep 2022	On track July 2023	Difference
Pre-School	14%	48%	+34%
Reception	50%	70%	+20%

All children across the EYFS are baseline assessed and then on a termly basis using Wellcomm.

In September 2021 only 23% of the class were 'on track' using Wellcomm assessments. In July 2022, 60% of the children were 'on track'

In September 2021 47% of the Pre-School children were 'on track' using Wellcomm assessments. In July 2022, 57% of the children were on track.

Children across EYFS, and those with an identified SLCN in other classes further up the school, will continue to be baselined, access intervention and assessed using Wellcomm.

2023-2024

Reception Good Level of Development 2023-2024				
	<u>Start of Year</u>	<u>Autumn End</u>	<u>Spring End</u>	<u>Summer End</u>
Whole Class	26%	32%	47%	60%
Boys	12%	12%	25%	50%
Girls	43%	57%	71%	71%
Dis	30%	30%	47%	60%

2023 – 2024 Wellcomm Assessments

	On track Sep 2023	On track July 2024	Difference
Pre-School	48%	73%	+25%
Reception	39%	70%	+31%



<p>To provide disadvantaged pupils with high quality enrichment opportunities</p>	<p>Staff meetings have been held to ensure that enrichment opportunities are clearly mapped in line with the curriculum and also show progression. Teachers and Senior leaders have looked carefully at the enrichment provision and shared it with parents. A 'Delph Side' offer/promise is now provided to all parents so they know what to expect of each year group in terms of enrichment, trips, visits and residential.</p> <p>Curriculum is enhancing classroom learning making it meaningful.</p> <p>Forest school is delivered to all classes over the course of the year. Case studies are completed for identified children to measure impact.</p> <p>New 'residential' visits have been completed and rebooked for the next academic year with the addition of a day trip to Belfast in Summer 2024 to 'broaden horizons' of Year 6 pupils</p> <p>Of the parent and child art sessions, 63% of the families that have attended are Disadvantaged.</p> <p>Residentials 2022-2023</p> <p>79% of Disadvantaged children in Year 5 attended the residential visit to Lindesfarne and Berwick Upon Tweed.</p> <p>80% of Disadvantaged children in Year 6 attended the residential visit to Blenheim Palace and Harry Potter Studios.</p> <p>2023-2024</p> <p>72% of Pupil Premium children went on the Belfast visit in Summer 2024</p> <p>100% of Pupil Premium children attended the Year 6 residential to Blenheim Palace and Warner Brother Studios.</p>
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	<p>81% of Pupil Premium children in Year 5 attended the Year 5 residential to Eden Camp, Berwick-Upon Tweed and Lindisfarne.</p>
<p>To ensure that ACES children have experienced are identified and addressed and children have access to the correct support to move forward</p>	<p>Counsellor in school for a day every week supporting numerous children. Many children have completed a successful block of counselling and this has had a positive impact on their wellbeing and learning.</p> <p>Families have been supported by the school counsellor also.</p> <p>Family Wellbeing lead is offering Lego therapy and Confident me sessions. Referral system set up so that logs and impact are documented. Progress shared with parents/carers</p> <p>Additional member of staff working within the pastoral team for 2023-2024 as the need to support children SEMH and Wellbeing remains high.</p> <p><u>2023-2024</u></p> <p>Large pastoral team now in place offering different layers of support. Trained ELSA now offering 1:1 support.</p> <p>Family Wellbeing lead providing 1:1 nurture support, Self-Esteem and Confidence group sessions and Lego Therapy.</p> <p>Counsellor continues to work 1 day a week providing support. 81% of the children seen to date are Pupil Premium.</p>
<p>To close the gap between disadvantaged pupils and non-disadvantaged pupils in combined attainment. This is in</p>	<p>Virtual and face to face tutoring has been completed.</p> <p><u>July 2023 SATS data</u></p>



conjunction with the School Development Plan.

KS2 SATs	Reading	Writing	Maths	Combined
% Dis At or above	70%	85%	80%	65%
% Non-Dis At or Above	84.6%	92.3%	84.6%	84.6%
% Difference	-14.6%	-7.3%	-4.6%	-19.6%
% Dis Working Higher	20%	5%	20%	0%
% Non-Dis working Higher	38.5%	53.8%	30.8%	15.4%
% Difference	-18.5%	-48.8%	-10.8%	-15.4%

Whole School July 2023

Year	On Track ARE Autumn 2022	On Track ARE July 2023	Disadvantaged ARE Autumn 2022	Disadvantaged ARE July 2023
1	43% 13/30	52% 15/29	36% 9/25	47% 9/19
2	28% 8/29	42% 13/31	11% 3/28	37% 7/19
3	32% 10/31	36% 12/33	28% 5/18	35% 7/19
4	39% 9/23	40% 10/25	21% 3/14	27% 4/15
5	24% 7/29	28% 9/32	16% 3/19	26% 5/19
6	50% 17/34	73% 24/33	37% 7/19	65% 13/20

2023-2024 Baseline

Year	% Dis on track for combined September 2023	% Non- Dis on track for combined September 2023	Diff
1	56%	57%	-1%
2	41%	86%	-45%
3	37%	50%	-13%
4	35%	36%	-1%
5	27%	60%	-33%
6	26%	31%	-5%

2023-2024

Year	% Dis on track for combined September 2024	% Non- Dis on track for combined September 2024	Diff
1	60%	60%	0
2	21%	50%	-29%
3	38.9%	85.7%	-46.8%
4	16.7%	44%	-27.3%



5	47.4%	38.5%	+8.5%
6	21.4%	70%	-48.6%

	DELPH SIDE	YEAR 6 CLASS ONLY	NATIONAL
COMBINED WA+	74%	79%	61%
COMBINED GD	13%	14%	
READING WA+	84%	90%	74%
READING GD	23%	24%	
WRITING WA+	84%	90%	72%
WRITING GD	26%	28%	
MATHS WA+	77%	83%	73%
MATHS GD	16%	17%	
GPS WA+	74%	79%	72%
GPS GD	32%	34%	

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
TT Rockstars	Maths Circle Ltd
Read Write Inc	Ruth Miskin Training
White Rose Maths	White Rose Education
Doodle Maths	Discovery Education
Accelerated Reader	Rennaisance.com
Reading Plus	Dreambox Learning