

# Pupil premium strategy statement – Cayton Primary School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

## School overview

Detail	Data
School name	Cayton School
Number of pupils in school	208 (2024 – 2025)
Year 1 2024 – 2025 Proportion (%) of pupil premium eligible pupils (Taken from October 2024 Census)	FSM 41 children = 19.61% Service Children 03 = 1.43% PLAC 5 Children = 2.39% 49 Children = 23.44%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 - 2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Mrs. C. Tindall
Pupil premium lead	Mrs. J. Monaghan
Governor / Trustee lead	Mrs. B. Habberley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2024 – 2025 = £63,750 (From October 2023 Census)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	2024 – 2025 = £63,750

# Part A: Pupil premium strategy plan

## Statement of intent

At Cayton School, it is our intention that all children, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We have high aspirations for all our children and we believe no child should be left behind. We are determined to ensure all our children are given every opportunity to realise their maximum potential, ensuring the highest expectations for all. At Cayton School Pupil Premium funding represents a good proportion of our school budget and we are committed to ensuring it is spent to maximum effect.

### **Ultimate objective for our disadvantaged pupils**

- Our key objective in using the Pupil Premium grant is to narrow the gap between pupil groups.
- Through quality first teaching, targeted interventions and increased opportunities we are working to eliminate barriers to learning and progress.
- To reduce the number of absences through close monitoring and action in relation to overall attendance.

### **How our current pupil premium strategy plan works towards achieving our objectives**

- Staff are provided with CPD for specifies interventions to be run with targeted groups of children (NELI, First Number at Maths, Phonics catch up, Lego Therapy, Autism Group).
- We have a range of small group interventions to support progress in key areas.
- We provide a range of extra-curricular activities and before school sessions to support children
- All children take part in Forest School and Beach School sessions to improve mental health and wellbeing. Denzel (our well-being dog) supports all children, particularly our most vulnerable.

### **Key principles**

All stakeholders recognise that supporting the well-being and mental health of our children is equally as important as raising attainment. Our priorities are centred around meeting the needs of the whole child. High self-esteem and confidence prepares them for their learning journey at Cayton School and beyond.

- Improved curriculum offer throughout school, enhancing and improving outcomes for all children.
- Quality CPD around Adaptive Teaching to provide high expectations for all children.
- Pupils will be able to access a wide range of enrichment experiences both in and out of school, thus impacting positively on their academic achievement and well-being.
- We will aim for disadvantaged pupils to improve their attendance (persistent absenteeism) at school, therefore closing the gap between themselves and non-disadvantaged pupils. Enabling them to experience the full learning experience at Cayton School.
- We will ensure disadvantaged pupils have access to a range if intervention in school to meet their SEND needs.
- We will provide an intensive pastoral support service for pupils and parents, identified as vulnerable or in need.

## Challenges

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

Challenge number	Detail of challenge																																																																																																				
1	<p>Assessments, observations, and discussions with children throughout school evidences poor oral communication and language skills and vocabulary gaps among many disadvantaged pupils (this can be linked to limited life experiences and lack of high quality texts in the home environment).</p> <p>May 2024 Census:- 8.65% of children have an identified Language and Communication need. 11 children PP disadvantaged have Sp&amp;L and communication needs (11/40 = 27%)</p> <p><b>Summer Term 2024</b> Children with SEN Support = 28 children = Percentage of School Roll = 13.46% Children with Statement of S.E.N. / Health Care Plan= 05 Percentage of School Roll = 02.40% Total number of pupils with SEN = 33 children = Percentage of School Roll = 15.86% Sp&amp;L and Communication Need = 15 Primary/ 03 Secondary+ (18) Percentage of School Roll = 08.65% Sp&amp;L and Communication need 2.28% increase from 06.37% (Spring 2024) to 08.65%</p>																																																																																																				
2	<p>Assessment throughout school in Reading, Writing and Maths indicates that fewer disadvantaged children attain the Expected+ standard compared to Non-PP children. Whilst this gap has started to close over time and throughout the year, sustaining this and ensuring that all disadvantaged pupils make expected progress is still a priority for Cayton School.</p> <p><b>2024 Summer Term Analysis Y1 – Y6</b></p> <p><b>Summer Term Data Analysis</b> <b>% of children on track (point 4 or more) Pupil Premium and Non-Pupil Premium</b></p> <table border="1"> <thead> <tr> <th>Year Group</th> <th>Number</th> <th>Maths PP</th> <th>Maths Non-PP</th> <th>Reading PP</th> <th>Reading Non-PP</th> <th>Writing PP</th> <th>Writing Non-PP</th> </tr> </thead> <tbody> <tr> <td rowspan="2">1</td> <td rowspan="2">6</td> <td>4/6</td> <td>21/25</td> <td>4/6</td> <td>20/25</td> <td>3/6</td> <td>20/25</td> </tr> <tr> <td>67%</td> <td>84%</td> <td>67%</td> <td>80%</td> <td>50%</td> <td>80%</td> </tr> <tr> <td rowspan="2">2</td> <td rowspan="2">7</td> <td>4/7</td> <td>22/23</td> <td>4/7</td> <td>23/23</td> <td>3/7</td> <td>19/23</td> </tr> <tr> <td>58%</td> <td>96%</td> <td>57%</td> <td>100%</td> <td>43%</td> <td>83%</td> </tr> <tr> <td rowspan="2">3</td> <td rowspan="2">3</td> <td>2/3</td> <td>21/27</td> <td>2/3</td> <td>21/27</td> <td>2/3</td> <td>20/27</td> </tr> <tr> <td>67%</td> <td>78%</td> <td>67%</td> <td>78%</td> <td>67%</td> <td>74%</td> </tr> <tr> <td rowspan="2">4</td> <td rowspan="2">4</td> <td>3/4</td> <td>21/25</td> <td>3/4</td> <td>21/25</td> <td>2/4</td> <td>19/25</td> </tr> <tr> <td>75%</td> <td>84%</td> <td>75%</td> <td>84%</td> <td>50%</td> <td>76%</td> </tr> <tr> <td rowspan="2">5</td> <td rowspan="2">6</td> <td>3/6</td> <td>22/23</td> <td>5/6</td> <td>22/23</td> <td>3/6</td> <td>21/23</td> </tr> <tr> <td>50%</td> <td>96%</td> <td>84%</td> <td>95%</td> <td>50%</td> <td>92%</td> </tr> <tr> <td rowspan="2">6</td> <td rowspan="2">6</td> <td>4/6</td> <td>20/22</td> <td>5/6</td> <td>19/22</td> <td>5/6</td> <td>18/22</td> </tr> <tr> <td>66%</td> <td>91%</td> <td>84%</td> <td>86%</td> <td>84%</td> <td>82%</td> </tr> <tr> <td></td> <td></td> <td>20/32=63%</td> <td>127/145=88%</td> <td>21/32=66%</td> <td>126/145=87%</td> <td>18/32=56%</td> <td>117/145=80%</td> </tr> </tbody> </table>	Year Group	Number	Maths PP	Maths Non-PP	Reading PP	Reading Non-PP	Writing PP	Writing Non-PP	1	6	4/6	21/25	4/6	20/25	3/6	20/25	67%	84%	67%	80%	50%	80%	2	7	4/7	22/23	4/7	23/23	3/7	19/23	58%	96%	57%	100%	43%	83%	3	3	2/3	21/27	2/3	21/27	2/3	20/27	67%	78%	67%	78%	67%	74%	4	4	3/4	21/25	3/4	21/25	2/4	19/25	75%	84%	75%	84%	50%	76%	5	6	3/6	22/23	5/6	22/23	3/6	21/23	50%	96%	84%	95%	50%	92%	6	6	4/6	20/22	5/6	19/22	5/6	18/22	66%	91%	84%	86%	84%	82%			20/32=63%	127/145=88%	21/32=66%	126/145=87%	18/32=56%	117/145=80%
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Year	Attendance	Absence	FSM	Service	SEND	EHCP	Reason
Y5	89.7%	10.3%					37 – 34 Aut H/ 3Ill
EYFS	89.1%	10.9%					39 – 37 Un H/ 2Ill
Y2	86.7%	13.3%					48 – 38 ill/ 10M
Y1	87.5%	12.5%					45 – 12 Un H/ 32 ill/ 1M
Y6	86.9%	13.1%					47 – 14 Aut H/ 29 ill/ 4M
Y6	88.9%	11.1%					38 – 9 Un H/ 29 ill
EYFS	85.8%	14.2%					51 – 14 Un H/ 21M/ 16 ill
Y5	84.4%	15.6%					56 – 51 ill/ 5M
Y6	82.2%	17.8%					64 – 56 ill/ 6C
EYFS	89.1%	10.9%					39 – 10 Un H/ 6C/ 20 ill/ 3M
Y4	90.0%	10.0%					36 – 10 Un H/ 23 ill/ 3M

5/11 (45%) children are PP disadvantaged. The main for absence is due to illness/ medical for our PP disadvantaged children. The PP disadvantaged children on the PA list have also got SEND needs.

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Many of our PP children also fit into another vulnerable group such as having an additional special educational/ emotional need. PP include children in receipt of FSM, FSM6/ PLAC/ Service.

Year	PLA	LAC/Young car	Service	FSM	SEN Status	Need Type Desc
Year1	Yes			F	No Special Educational Need	
Year1				T	No Special Educational Need	
Year1				T	No Special Educational Need	
Year1				T	SEN Support	Speech, Language
Year1	Yes			F	No Special Educational Need	
Year1	Yes			F	No Special Educational Need	
Year1			Yes	F	SEN Support	Speech, Language
Year1				T		
Year2		Yes		F	SEN Support	Speech, Language
Year2				T	SEN Support	Speech, Language
Year2				T	SEN Support	Speech, Language
Year2		Yes		T	No Special Ed	Speech, Language
Year2				T		
Year2				T		
Year2				T	No Special Educational Need	
Year3			Yes	F	Education, He	Social, Emotional ar
Year3				T	SEN Support	Speech, Language
Year3				T	SEN Support	Speech, Language
Year3				T		
Year3				T		
Year3				T		
Year4				T	Education, He	Speech, Language
Year4				T		
Year4				T		
Year4				T		
Year5			Yes	F		
Year5			Yes	F	SEN Support	Moderate Learning
Year5				T	SEN Support	Moderate Learning
Year5				T	SEN Support	Social, Emotional ar
						Moderate Learning
						Speech, Language
Year5	Yes			T	SEN Support	Moderate Learning
Year5				T	SEN Support	Other Difficulty/Disa
						Speech, Language
						Autistic Spectrum D
						Social, Emotional ar
Year5				T	No Special Ed	Social, Emotional ar
Year5				T	No Special Ed	Speech, Language
Year5				T	SEN Support	Speech, Language
Year6				T		
Year6				T	No Special Ed	Speech, Language
Year6				T	SEN Support	Social, Emotional ar
						Autistic Spectrum D
Year6	Yes			F		
Year6				T	SEN Support	Moderate Learning
Year6				T		
Year6				T		
YearR	Yes			F	No Special Educational Need	
YearR				T		
YearR				T		

As of May 2024 Census = 45 children PP (FSM/LAC/PLAC/Service) – 17/45 SEND/ EHCP = 38% of PP children have an SEND need. The main need is Speech Language and Communication (linked to priority 1).

42% (14/33) children on the SEND/ECHP list are disadvantaged.

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Our assessments, observations and discussions with children and families have identified social and emotional issues for many pupils, notably due to financial difficulties, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.

Sep 23 – Sep 24 - DSL referrals for support remain relatively high. 13 pupils (3 of whom are PP) required additional support with social and emotional needs (pastoral).

Sep 24 – Nov 24 – 3 pupils (3 of whom are PP).

## 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
<p><i>Assessments, observations, and discussions with children throughout school evidences poor oral communication and language skills and vocabulary gaps among many disadvantaged pupils (this can be linked to limited life experiences and lack of high quality texts in the home environment).</i></p> <p>1. Identified children are supported by speech and language therapist (SALT)</p> <p>1. Children are exposed to a greater amount of vocabulary and quality texts.</p> <p>1. Whole class guided reading (use of Literacy Leaves) leads to improved progress scores in Reading at the end of KS2.</p>	<ul style="list-style-type: none"> <li>• Positive impact due to speech and language intervention (SALT)</li> <li>• Children have a wider vocabulary exposure which allows them to have greater understanding of and participation in the whole curriculum.</li> <li>• Children’s confidence levels improve through access to pre-teaching of vocabulary and reading skills and exposure to texts.</li> <li>• Development of NELI in EYFS.</li> <li>• Pupils’ spoken language will be strengthened so that they can communicate ideas, ask questions and engage effectively with others across the curriculum and in social situations, in line with expected attainment and progress for their chronological age.</li> </ul>
<p><i>Assessment throughout school in Reading, Writing and Maths indicates that fewer disadvantaged children attain the expected+ standard compared to Non-PP children. Whilst this gap has started to close over time and throughout the year, sustaining this and ensuring that all disadvantaged pupils make expected progress is still a school priority.</i></p> <p>2. Improved Reading, Writing and Mathematics scores at the end of KS2 for disadvantaged children.</p> <p>2. Closing the gaps in Reading, Writing and Mathematics expected + for disadvantaged children.</p>	<ul style="list-style-type: none"> <li>• The in-school gaps between disadvantaged and non-disadvantaged children have narrowed in Reading, Writing and Mathematics.</li> <li>• The gap between disadvantaged pupils and their peers Nationally in Reading, Writing and Mathematics has narrowed. I</li> <li>• Increase in the % of PP pupils working at ARE or above across school in Reading, Writing and Mathematics.</li> <li>• Reading - Children acquiring a 'love of reading'.</li> <li>• Reading - Children talking positively about reading and able to talk confidently about what they enjoy to read.</li> <li>• Reading - Children able to access the whole curriculum due to their appropriate standard of reading skills.</li> <li>• Reading - Introduction of whole class reading throughout school using Literacy Leaves.</li> <li>• Reading - Purchase and use of outdoor Reading Shed during play and lunch times to support reading.</li> <li>• Children prepared for the next stage in their education.</li> </ul>
<p><i>Our attendance data from 2023 (latest ASP) evidences:-</i>  <i>PP = 7.9% Absence/ Non-PP 4.1% Absence</i>  <i>PP = 32.1% PA/ Non-PP 5.3% PA</i></p> <p><i>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</i></p>	<ul style="list-style-type: none"> <li>• Attendance gap between disadvantaged and non-disadvantaged pupils narrowed and the % of disadvantaged pupils who are PA to have decreased and better than National.</li> <li>• Close monitoring of the attendance and persistent absenteeism register brings about an increase in attendance (Office Manager (Miss</li> </ul>

<p>3. Improvements evidenced in the attendance and persistent absenteeism data (Above National Averages).</p>	<p>Clough) and Attendance officer (Mr M Vasey).</p> <ul style="list-style-type: none"> <li>• Development of robust system of response to absence.</li> <li>• Close monitoring of 'leave of absence' requests.</li> <li>• Incentives for high attendance children.</li> </ul>
<p><i>Many of our PP children also fit into another vulnerable group such as having an additional special educational/ emotional need. PP include children in receipt of FSM, FSM6/ PLAC/ Service</i></p> <p>4. A strong professional dialogue and communication will be ascertained between all class teachers/ SENDCo/ SLT</p>	<ul style="list-style-type: none"> <li>• Class teachers will keep an updated overview sheet regarding PP SEN Vulnerable children and the support they are receiving.</li> <li>• Half Termly Pupil Progress meetings with the Headteacher and SENDCo to discuss support and its impact.</li> </ul>
<p><i>Our assessments, observations and discussions with children and families have identified social and emotional issues for many pupils, notably due to financial difficulties, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. DSL referrals for support remain relatively high. X pupils (X of whom are disadvantaged) currently require additional support with social and emotional needs, with X (X of whom are disadvantaged) receiving small group interventions. Children/ families identified as displaying Social, Emotional and Mental Health needs.</i></p> <p>5. Children to be supported to feel happy and safe at school and engage in their learning.</p>	<ul style="list-style-type: none"> <li>• Pupil voice/ Parent surveys and Gunny report evidence children feel happy and safe at school and feel comfortable to talk about their feelings, anxiety and worries.</li> <li>• Teachers' development and pupil PSHE provision enables a whole school ethos for improving outcomes for PP children.</li> <li>• Children are more confident, have better attendance and approach their work positively. Parents support their children effectively at home.</li> <li>• Assessments demonstrate positive changes in pro-social behaviour and emotional literacy. The voice of the child, monitoring of teaching and learning and feedback from reviews demonstrate that children are engaging positively in school life and the opportunities offered to them, particularly for your disadvantaged children. All pupils are given the opportunity to be physically and mentally well and flourish.</li> </ul>

## 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:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD – Literacy Leaves - WCR and vocabulary development throughout school (on-line from Literacy Leaves and in school by English Leader)</p> <p>Training and Resources Supply cover £3000</p> <p>CPD – Reading training (accessed through Scarborough Teaching Alliance)</p> <p>£200 Supply £400</p> <p>CPD – All staff trained in embedding 'Twinkl' phonics scheme</p> <p>Supply/ cover for ER/Ph Leader to carry out monitoring and coaching throughout the year</p> <p>£2500</p> <p>Subscription of phonics scheme £1000</p> <p>Replenishment of Reading Resources £1000</p> <p>CPD – Support from the English Hub (Teacher release time) £1000</p>	<p><b>EEF</b> – <i>Improving Literacy in KS1 Develop pupils' speaking and listening skills and wider understanding of language – activities which extend pupils' spoken and receptive vocabulary</i></p> <p><b>EEF</b> – <i>Improving Literacy, supporting oral language development. 'A child's core language acquisition occurs between one and four years old, with children acquiring basic phonology, syntax, and vocabulary during this period1. Evidence indicates that success in literacy relies on the secure development of language2, and that these skills are amongst the best predictors of educational success1.</i></p> <p><b>EEF</b> – <i>Improving Literacy in KS2 – 'activities that extend pupils' expressive and receptive vocabulary; collaborative learning activities where pupils can share their thought processes; pupils articulating their ideas verbally before they start writing.'</i></p> <p><b>Rose Report</b> – <i>highlights the importance of language development in order to access not only literacy but the whole curriculum.</i></p>	1,2,4
<p>CPD – for Lead Teachers '<u>Reading Ambition for All</u>' - Teaching children who need the most support, including those with SEND</p> <p>Evidence based leadership CPD for</p>	<p><b>EEF</b> - <i>Early Years Toolkit estimates that children who take part in early literacy approaches make, on average, four months' additional progress. Using multiple approaches together could aid children's literacy development as literacy approaches appear to be mutually reinforcing.</i></p>	2,4

<p>mainstream leaders, teachers and SENDCO.</p> <p>Supply and time for follow up sessions – monitoring/ CPD for other staff</p> <p>£2000</p>	<ul style="list-style-type: none"> <li>• Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</li> <li>• Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</li> <li>• A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently. <b><u>EEF- Reading comprehension strategies</u></b></li> </ul>	
<p>CPD Mastering Number at Reception and KS1 project (on-line, face-to-face and visits)</p> <p>Maths Hub Resources</p> <p>Supply costs and resources</p> <p>£4000</p>	<p><b><u>EEF</u></b> - Early mathematical development is important for children's current achievement and also for their future learning and life success (Duncan et al., 2007; Watts, Duncan, Siegler, &amp; Davis-Kean, 2014). Therefore, as educators, it is important to be aware of the typical development of mathematical skills and concepts in order to understand what may be appropriate for teaching children in the Early Years and Key Stage 1.</p>	2,4
<p>CPD support for improving attendance.</p> <p>Local Authority training and support. Office Manager to work with Attendance Officer to analyse attendance data and generate regular reports.</p> <p>Office Manager time</p> <p>£1000</p>	<p>Deployment of administrative and pastoral staff to support families to improve attendance and eradicate persistent absenteeism – <a href="http://www.Gov.uk/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.Gov.uk/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>.</p> <p><b><u>EEF</u></b> - Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how you will maintain parental engagement as children get older. For example, providing flexible communications (e.g. short sessions at flexible times).</p>	2,3
<p>SENDCo (BW) and PP lead (JM) will work together to identify any support staff who would benefit from further CPD (NELI, Language Links, Phonics)</p> <p>Leadership time</p> <p>£1000</p>	<p>Staff who feel skilled and confident leading an intervention will achieve better outcomes for children.</p> <p><b><u>EEF</u></b> – Moderate impact for moderate cost based on limited evidence.</p> <p>'Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition.'</p>	1,2,4
<p>CPD – Training for Governors</p> <p>£500</p>	<p>Governors feel confident and able to hold the school to account regarding provision for PP children.</p>	1,2,3,4,5

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

Budgeted cost:



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>SALT (speech and language therapy)</b></p> <p>Leadership time ½ day per week SALT provision £8000</p> <p>Leadership time ½ day per week £1800 X2 mornings per week support teacher £2500</p>	<p><b>EEF</b> – Moderate impact for very low cost, based on extensive evidence.</p> <p><i>‘Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both.’</i></p> <p>This intervention programme will ensure that a higher proportion of pupils are secure with their receptive language, expressive language and accurate formation of speech sounds enabling greater progress both academically and socially.</p>	1,2,4
<p><b>‘Adaptive Teaching Programme’</b></p> <p>Meeting the needs of pupils with SEND</p> <p><b>‘Pathfinder Teaching School Hub’</b></p> <p>X4 Twilight training sessions for all teachers £400 Supply for CPD/ follow up £1300</p>	<p><b>Pathfinder Teaching School Hub</b> <i>‘In having high expectations for all learners, ‘teaching to the middle’ becomes ‘teaching to the top’, where challenging and measurable intended learning outcomes are clarified and shared, with scaffolding for those who might require additional or supportive progression steps to access the same ambitious curricula.</i></p> <p>Standard 5 of the <b>‘Teachers’ standards’</b> requires that teachers <b>“adapt teaching to respond to the strengths and needs of all pupils”</b>. This is further described in the ‘ITT core content framework’ (for Initial Teacher Training) and the ‘Early career framework’ (ECT), which unpack it with evidence informed statements and crucially, marry it with standard 1 to <b>“set high expectations which inspire, motivate and challenge pupils”</b>.</p> <p><b>Ofsted</b> give examples of the difference between differentiation and adaptive teaching in their ‘Education inspection framework: overview of research’, describing the latter as being <b>“responsive”</b>.</p> <p><i>The adaptations involve effective planning prior to the lesson, as well as the continual adjustments made to learning and teaching throughout the lesson.</i></p> <p><i>Good adaptive teaching is thus rooted in, and reliant upon, good formative assessment.</i></p>	1,2,4
<p><b>NELI</b></p> <p>Supply cover for training X3 TA’s and 1 Teacher £1000</p> <p>HLTA to carry out intervention x3 sessions per week £1500 x3 sessions per week £1500</p>	<p><b>EEF</b> – Moderate impact for very low cost, based on extensive evidence.</p> <p><b>NELI</b> is a <b>Nuffield Foundation</b> initiative and was developed by leading academics in the field of language and literacy development. The aim was to design an evidence-based early intervention programme that could be easily delivered by schools to address children’s language needs. Several robust evaluations has led to NELI being the most well-evidence early language programme available to schools in England.</p>	1,2,4
<p><b>1:1 Pupil Progress meetings with class teachers/ SENDCo and Headteacher</b></p> <p>Supply cover X3 meetings per year – all class teachers £2000</p>	<p>Time for ongoing professional dialogues regarding further support for these children will ensure this is a priority. There is a collected responsibility for PP children’s progress throughout school. Staff have a class overview sheet, which identifies who the child is, their barriers to learning and strategies needed to meet their educational and emotional needs.</p>	1,2,3,4,5

<p>Support groups will run to accommodate a personalised curriculum. £2500 X2 mornings per week support teacher £3500 Lego therapy resources £894 Support teacher £1000</p>	<p>Small group work shows personalised gains (previous catch up impact evidenced this). <i>EEF – Moderate impact for moderate cost based on limited evidence.</i> <i>‘Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition.</i></p>	2,4
<p>Pastoral support teacher(s) to provide support and guidance to vulnerable children and their families. HLTA 11:30 – 12:00 daily/ Wednesday afternoon sessions per week £1500</p>	<p>Improved communication with parents. Support given to help families support children’s needs. <i>EEF – Moderate impact for moderate cost based on moderate evidence.</i> <i>‘Interventions which target social and emotional learning (SEL) seek to improve pupils’ interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.’</i> <i>‘On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in schools. They also have an average overall impact of four months’ additional progress on attainment.’</i></p>	4,5

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Officer to monitor attendance and persistent absenteeism. Communication with parents to support them in ensuring children are at school. Celebrating attendance during awards assembly. ¼ day per week £2000 Plus supply costs - £1080</p>	<p><i>Deployment of administrative and pastoral staff to support families to improve attendance and eradicate persistent absenteeism – <a href="http://www.Gov.uk/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.Gov.uk/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>.</i></p> <p><i>EEF - Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how you will maintain parental engagement as children get older. For example, providing flexible communications (e.g. short sessions at flexible times).</i></p>	2,3,4,5
<p>Educational visits, residential (Y4 and Y6), first hand experiences - Forest</p>	<p>Children who are exposed to these experiences have an enhanced knowledge and understanding of the world.</p>	1,2,4,5

<p>Schools/ Beach Schools and visitors to school planned to enhance the curriculum and improve vocabulary opportunities.</p> <p>Beach School £2000 Supply cost £1080</p> <p>Residential visits supply costs/ additional adults attending £1096</p>	<p><b>EEF</b> – ‘Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.’ Moderate impact for moderate cost, based on moderate evidence.</p>	
<p>Extra-curricular activities and subsidise paid music lessons (orchestra sessions for Y5 children)</p> <p>£1500</p>	<p><b>EEF</b> - research shows that participation in extra curricular activities can positively impact on attainment, increase a pupil's positive identification with school, and build self-confidence and resilience. Research also shows that children that do not have access to these opportunities fall behind, lack confidence, and fail to develop career aspirations</p>	2,4,5
<p>Development of our Reading offer, including outdoor Reading area/ shed to be used during play and lunch times.</p> <p>Purchase of new books - £4000 Outdoor shed/ area - £2000</p>	<p>Children who enjoy reading are motivated to read more frequently and make better progress.</p> <p><b><u>The reading framework Teaching the foundations of literacy July 2021 - Rt Hon Nick Gibb MP, Minister of State for School Standards</u></b></p> <p>‘Over the last two decades, there has been a deepening recognition of the fundamental importance of improving reading standards on a child’s future academic achievement, wellbeing and success in life. The reading and writing of Standard English, alongside proficient language development, is the key to unlocking the rest of the academic curriculum. Pupils who struggle to read struggle in all subjects and the wonders of a knowledge-rich curriculum passes them by unread. Fluency of reading is also a key indicator for future success in further education, higher education and employment’.</p>	1,2,4
<p>Further development and use of a bespoke ‘Nurture Room’ to support children with Social, Emotional and Mental Health needs.</p> <p>School to have a trained senior Health and Wellbeing Leader</p> <p>Senior Mental Health Lead release time to support staff/ training. £2000</p> <p>Support from our well-being dog, Denzel Training and Insurance £1000</p>	<p>Children who feel safe and secure are more able to talk about their feelings and accept support.</p> <p><b>EEF</b> – Moderate impact for moderate cost based on moderate evidence.</p> <p>‘Interventions which target social and emotional learning (SEL) seek to improve pupils’ interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.’</p> <p>‘On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in schools. They also have an average overall impact of four months’ additional progress on attainment.’</p>	4,5

**Total budgeted cost:**



## 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 2024 to 2025 academic year.

1	
2	
3	
4	
5	

### Externally provided programmes

Programme	Provider
School Plan	TT Rockstars
Full Package	Phonics Tracker
Full Package	CPOM's
Primary PSHE/ Health and wellbeing	Jigsaw
English	Literacy Leaves
English	Mighty Writer
Language and Communication	NELI

**Further information (optional)**

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