

# Bobbing Village School

## Pupil Premium Strategy Statement

This statement details our Trust'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 25/26

Detail	Data
School name	Bobbing Village School
Number of pupils in school	193
Proportion (%) of pupil premium eligible pupils	8.8% (20 children)
Academic year/years that our current pupil premium strategy plan covers	2024-2026
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Termly
Statement authorised by	Mr S Johnson
Trust Pupil premium lead	Mrs T Wood
Governor / Trustee lead	Mr J. White

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,600
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£30,600

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the entire curriculum whilst developing a love for reading and continuing to learn. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including ensuring support and progress for those who are already high attainers.

We consider the challenges faced by all vulnerable pupils, such as those who have a social worker, are young carers, those adopted from care, and those who are facing hardship such as homelessness or living with poverty. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

Starting in 25/26 we will be establishing a working group to focus on the individual children in the school and how we can target their needs more tightly. This will consist of a number of roles of staff across the school so that the different challenges our children face can be identified and support put into place. This includes our service children, LAC/PLAC and SEND children, as well as those who are in receipt of free school meals. We will be working with other Trust schools and Trust leaders to develop an early identification assessment tool to gain help and support as soon as possible.

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 (<http://visible-learning.org/hattiehttp://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/ranking-influences-effect-sizes-learning-achievement/>) and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We believe that our curriculum must be accessible for all children and bring equity so that all children can widen their cultural capital and take advantage of wider opportunities. The curriculum continues to be reviewed annually for its impact on all pupils.

The Reading Framework (<https://www.gov.uk/government/publications/the-readingframework-teaching-the-foundations-of-literacy>) states that "Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success...pupils who find it difficult to learn to read are likely to struggle across the curriculum". Our intention is that, every child, as they leave Key Stage 1, is a fluent reader. Any child who has wider barriers that impact on reading fluency will be identified at the earliest opportunity and additional support put in place to ensure that all children are successful fluent readers.

Research from a range of sources states that vocabulary underpins educational success. Our intent is that the deliberate teaching of oracy starting in Early Years will enable children to develop vocabulary and understanding of language, supporting the building of relationships (EEF toolkit), [https://fdslive.oup.com/www.oup.com/oxed/wordgap/How\\_Schools\\_are\\_Closing\\_the](https://fdslive.oup.com/www.oup.com/oxed/wordgap/How_Schools_are_Closing_the)

[Word Gap Oxford Language Report%202021-22.pdf?region=uk](#) The Reading Framework supports this by stating “Becoming a fluent, skilled and attentive reader starts at the earliest stages, before children encounter a book for the first time, partly driven by the quality of their parents talk with them that expands their vocabulary”.

Vocabulary has an impact on how our children write, as well as wider barriers to learning and lack of life experiences. Research (particularly Hart & Risley's seminal 1995 study) and evidence shows that the ‘vocabulary gap’ between our disadvantaged and non-disadvantaged students can be incredible high (potentially into the millions) so it is imperative we work to close this gap. We will use wider methods of encouraging writing such as using technology as well as focussing on closing writing gaps.

We have an attendance gap for our disadvantaged pupils, although attendance is above national average (94.8%). Attendance for disadvantaged pupils was 95.4% and non-disadvantaged pupils was 96.2% in 2024/25. We will use the funding to ensure that all children and families are supported to attend school daily and on time.

Children with additional needs such as SEND, those working out of year group, LAC/PLAC, service children can struggle with emotional regulation as well as forming friendships. This has an impact on their self esteem and on their learning over time. It can also impact on their desire to come to school and show as EBSA. Using some funding to educate, support and develop social and emotional skills will be a part of the work we do, particularly utilising the support within the school and Trust such as Trauma teacher, ELSA, drawing and talking, play therapy and external counselling and NELFT.

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

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

### **Context**

Bobbing Village School is A 1FE Primary School and part of Bourne Alliance Multi Academy Trust, consisting of 3 mainstream Primary Schools and a Specialist Provision, all situated within close proximity, situated in the west part of Sittingbourne, in the borough of Swale.

Whilst Swale has a higher deprivation than the average in England, Bobbing Village School has a lower than national proportion of disadvantaged pupils.

Within our figure of disadvantaged pupils, 20% of them are also SEND, 15% are Looked After Children (3 pupils), none are classed as EAL.

## Challenges

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

Challenge number	Detail of challenge
1.	<p><b>Teaching &amp; Curriculum</b></p> <p>To enable our children to succeed in all aspects they need equitable access to all so that children are highly engaged and motivated and can “know more and remember more”.</p> <p>High quality teaching is underpinned by evidence informed practice supported by regular CPD opportunities for subject specific knowledge and pedagogy.</p> <p>To increase opportunities for Cultural Capital “the best that has been thought and said”, by ensuring that all children can attend trips, events and visits.</p> <p>Subject leaders, senior leaders and those who are Trust senior subject leaders must focus on the impact of the curriculum on the most vulnerable children.</p> <p>Ensuring that all class staff are focussed on precision teaching and closing gaps in knowledge so that all children can do their best in all areas of the curriculum</p> <p>Ensuring that foundational knowledge in the curriculum is clear so that teachers are focussed closing gaps for this especially where children have additional barriers or reduced time tables for wellbeing/reintegration.</p>
2.	<p><b>Speech and Language</b></p> <p>A number of children joining the school have a more complex combination of speech and language needs. This is becoming more common place, particularly in our youngest children.</p> <p>Long waiting list for NHS speech and language support means that children are in school for a period of time before that can be assessed or support put in place. Clear identification of issues required before specific interventions are put in place at the earliest possible opportunity.</p> <p>Ensuring that staff are confident to deliver SALT plans and provide feedback to the S&amp;L therapists involved with the children.</p>
3.	<p><b>English</b></p> <p><i>Reading &amp; phonics</i></p> <p>Across the school, disadvantaged children are underperforming compared to their peers in reading and phonics, both at age related expectations and at greater depth.</p> <p>Continue to develop reading for pleasure by ensuring that there are texts which are engaging for children’s interests, are fully inclusive and make links into the curriculum</p> <p>Support parents in reading with their children by providing resources which set out Little Wandle teaching processes.</p> <p>Research shows that children need to know 95% or more of the words in a text to truly understand it, a benchmark often missed by those with smaller vocabularies and therefore a challenge for our disadvantaged children.</p> <p><i>Writing</i></p>

Challenge number	Detail of challenge
	<p>Despite taking part in daily Literacy sessions, some children have little motivation or lack the stamina to write at length, or to find a purpose to write. Lack of life experiences can lead to an inability to be able to imagine a setting, or to empathise with particular characters.</p> <p>There are also a number of children who still do not use basic skills of writing including punctuation e.g. capital letters and full stops, on a consistent basis.</p> <p>Some children have additional barriers which impact on their engagement with writing such as dyslexia.</p> <p>Vocabulary gap between our disadvantaged and non-disadvantaged peers impacts use of varied vocabulary within writing.</p>
4.	<p><b>Maths</b></p> <p>Ongoing work on maths has improved foundational knowledge in maths through Mastering Early Number and Maths mastery. This will continue to be embedded and gaps closed, particularly for children who struggle to apply their learning in more complex problems.</p> <p>Parents confidence in Maths, and ability to support them with any learning they do at home, especially as the methods used have changed.</p>
5.	<p><b>Well-being, Mental Health, friendship skills and Self Regulation</b></p> <p>More support needed for younger children who are unable to access 'formal' counselling, including Drawing and Talking, ELSA, Play Therapy and Lego Therapy. Access to our Trust Trauma Teacher who supports individual pupils, the class and families.</p> <p>Use of Blue Sky 'Talk time' sessions with further extended counselling available when required.</p> <p>Poor focus, low confidence in class and struggles to self regulate have a significant impact on our vulnerable children. They can particularly struggle in un-structured times such as break time. This impacts on forming positive friendships which further impacts on wellbeing and learning.</p> <p>Looked after children, or those previously looked after can have significant additional challenges around their wellbeing, self regulation, social skills and trauma so additional support for them is crucial to enable them to access the curriculum.</p> <p>SEND children with specific needs such as ASD can struggle with areas including regulation, sensory needs and increasing focus. The additional supports they need to access learning such as teaching regulation, attention and addressing sensory needs mean that children are then ready to learn.</p> <p>Ensuring that all staff have access to additional CPD for SEND barriers such as supporting sensory needs, co-regulation and specific diagnoses such as ASD/ADHD</p> <p>Service children can struggle with friendships and their wellbeing when a parent is deployed or from moving schools</p> <p>Some children struggle with the actions of other children, especially where they feel there is injustice.</p>

Challenge number	Detail of challenge
6.	<p><b>Attendance &amp; Punctuality</b></p> <p>Children need to attend school regularly to make good progress and to ensure that they don't miss parts of their learning. Some families have difficulties with routine, meaning that some children are late to school and miss early work, or are persistent absentees.</p> <p>23/24 PP attendance 94% (national PP 89.2% peers 95.9% (national 93.5%))  24/25 PP attendance 93.89% (national PP 89.2%) peers 95.96% (national 93.5%)</p> <p>Attendance at after-school activity clubs is also significantly lower for our disadvantages pupils despite previous efforts.</p>

To help us to identify the barriers we used the Diagnostic assessment -

[https://educationendowmentfoundation.org.uk/public/files/Diagnostic\\_Assessment\\_Tool.pdf](https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf)

### 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.

### School plan links:

- Curriculum & Teaching – writing and developing subject leaders
- Achievement – phonics, attainment in years 3-5, evidence of pupil work, % of children achieving GLD
- Inclusion
- Attendance and behaviour
- Personal development and wellbeing - clubs and OPAL provision
- EYFS – oracy development through child and staff interaction

Intended outcome	Success criteria
<p>1. All pupils, irrespective of their background or the challenges they face, make good or accelerated progress and achieve well across the entire curriculum</p> <p>SDP link: Curriculum &amp; teaching – Achievement – Inclusion - EYFS</p>	<ul style="list-style-type: none"> <li>• Those pupils who working just below age expected expectations in reading, writing, phonics and maths close their gaps to move to age expected</li> <li>• Those pupils working significantly below have personalised support and make steady, small steps of progress which can be measured against an ILP or other specific targets</li> <li>• All classroom-based staff receive ongoing, regular CPD to develop subject specific knowledge, pedagogy and the most up to date information regarding new initiatives or schemes.</li> <li>• Subject leaders in the school are focussed on the impact of the curriculum for all children, but with a strong focus on the impact it has for those who are vulnerable to ensure that their subject drives increasing knowledge and improving achievements</li> </ul>

Intended outcome	Success criteria
	<ul style="list-style-type: none"> <li>Teaching Assistants learn from and share best practice from others within the Trust, promoting collaboration and supporting as part of the team.</li> <li>Appropriate scaffolding and a range of resources are in place to support learning when required as evidenced in monitoring</li> <li>Outcomes in all statutory assessments are at least in line or above National averages</li> </ul>
<p>2. Children's language and vocabulary is broadened and used appropriately</p> <p>SDP link: Curriculum &amp; teaching - Inclusion</p>	<ul style="list-style-type: none"> <li>From early on in the Year R classroom and beyond, children are more confident to speak in front of the class as an audience. For children who have a speech issue, there is an understanding of the challenges they are facing.</li> <li>Technology in school provides cross curricular opportunities for children to develop and showcase their language and vocabulary</li> <li>The curriculum provides cross curricular opportunities for drama, debate, sharing work and discussions so that all children can develop and practice a broad vocabulary</li> <li>NELI assessments, SpeechLink and LanguageLink systems are used to identify specific targets for children within their speech, and their understanding and use of language, leading to targeted interventions.</li> <li>Teachers are not correcting pupil use of English, but model it throughout the day.</li> <li>Teacher feedback and Writing across the curriculum demonstrates that children are using the correct vocabulary in a range of contexts or when topics are revisited. Evidence also shown through retrieval activities within home learning.</li> <li>Reading outcomes in year 6 are similar to their peers and are at least at national expected attainment showing that they can understand and use the challenging vocabulary at the end of year 6</li> </ul> <p>2025 Y6 Reading PP 83% Age expected+</p> <p>6 PP chn – 5 achieved AE+ and 2 achieved greater depth</p>
<p>3. Children are able to use a range of skills, including their phonic knowledge, to read and write with confidence.</p> <p>All children leave KS1 as fluent readers.</p> <p>Any child who is not fluent by the end of KS1 receives targeted support in order to reach this point as soon as possible.</p>	<ul style="list-style-type: none"> <li>At least 85% of children leaving EYFS working achieve the ELG for both Word Reading and Comprehension.</li> <li>At least 85% of children leaving EYFS achieving the ELG for Writing.</li> <li>Phonics in Y1 is at least in line with national average, with vulnerable pupils achieving in line with their peers</li> <li>Children in Y2- who score lower than the Trust expectation of 36+ in phonics screening meet the 36+ expectation so they have embedded their phonics knowledge</li> </ul>

Intended outcome	Success criteria
<p>Quality of Writing improves across a range of genre in all year groups.</p> <p>SDP link: Curriculum &amp; teaching – Achievement - Inclusion - EYFS</p>	<ul style="list-style-type: none"> <li>• Pupils with significant barriers make good progress on the Little Wandle SEND programme to support their early reading skills</li> <li>• Increased AR scores/ZPD including the Reading accuracy score at the end of a book. Once the vulnerable children access AR, at least 85% have a comprehension age greater than their chronological age.</li> <li>• Pupil voice evidences high levels of engagement in reading for pleasure across a wide range of genre, matched to their interests.</li> <li>• Termly formative assessment and gap analysis provides focused teaching to fill gaps in learning, including basic skills where needed.</li> <li>• Use of current technology has increased the motivation and stamina for Writing. This can include apps to dictate their ideas, creating scripts for podcasts/news reports, video stimuli etc.</li> <li>• Pupil voice demonstrates an increased enthusiasm for Writing.</li> <li>• Vulnerable children who are assessed as working below close gaps to reach age expected so they are at least in line with national averages</li> <li>• Vulnerable children who are assessed as significantly below make good progress on their targets</li> </ul>
<p>4. Children’s knowledge and application of Maths increases and is adaptable across a range of contexts</p> <p>SDP link: Curriculum &amp; teaching – Achievement – EYFS - Inclusion</p>	<ul style="list-style-type: none"> <li>• Maths SATs/NfER scores &amp; Teacher assessment increases within Maths.</li> <li>• TTRockstar Soundcheck scores increase each term for all groups of pupils, especially Pupil Premium children.</li> <li>• At least 85% of children to reach 22/25 or more in the Multiplication Tables Check at the end of Year 4 with 50% achieving 25/25 - and these levels remains evident throughout Year 5 and 6.</li> <li>• Children have a range of strategies, both written and mental to solve reasoning questions.</li> <li>• Gap analysis shows that the children are able to apply the knowledge from the units which they have already covered in their year group, with some able to answer questions from other units using previous learning.</li> <li>• Girls to make accelerated progress in Maths across Key Stage 2 classes, to close the gap to the boys.</li> <li>• Children who find maths the most difficult, despite the mastery curriculum, are targeted and their gaps are closing to accelerate their progress over time</li> </ul>
<p>5. Increased levels of well-being &amp; improved mental health</p> <p>Improved friendships and social skills</p>	<ul style="list-style-type: none"> <li>• Pupil/Parent feedback demonstrates that the counselling had a positive impact on the well-being of the children who take part.</li> <li>• Evidence of positive impact from wider agencies and in house supports</li> <li>• Feedback from class staff indicates that the children are making more of a contribution to class discussions/ activities.</li> </ul>

Intended outcome	Success criteria
SDP link: Personal development & wellbeing – Attendance & behaviour	<ul style="list-style-type: none"> <li>• Pupil voice indicates that children feel safe when they are at school.</li> <li>• OPAL provision continues to develop and supports social skills and physical activities for children</li> <li>• CPOMS behaviour logging allows staff to unpick, discuss and plan for adjustments for children who struggle through TAC reviews and wellbeing &amp; behaviour plan reviews</li> <li>• Internal and external suspensions drop compared to previous year</li> <li>• Service children have access to appropriate friendship skills groups and interventions to develop skills and broaden friendships</li> <li>• Establish a club which is led by a group of children from different year groups who plan and deliver the club through fund raising. They lead assemblies and promote the safe running of the club.</li> <li>• Working alongside local partners (EWT) to support a wide range of pupils.</li> </ul>
6. All children attend school regularly and on time. Increased participation in extra curricular activities.  SDP link: Attendance & behaviour – Personal Development & Wellbeing	<ul style="list-style-type: none"> <li>• Gap between the attendance of disadvantaged children and their peers is closing.</li> <li>• Families who are identified as persistently late or absent receive support from our FLO with strategies to support the attendance to improve.</li> <li>• Attendance continues to improve and remains above national average in all pupil groups</li> <li>• All children are able to take part in extra-curricular activities both after school and during lunchtimes, but the percentage of disadvantaged children who attend an extra-curricular activity increases.</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.

In our school we utilise the EEF Pupil Premium toolkit for guidance about the most effective ways to use our funding.

### Teaching

EEF Pupil Premium recommends focussing this funding on:

1. Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of the pupils
2. Professional development to support the implementation of evidence-based approaches
3. Mentoring and coaching for teachers
4. Recruitment and retention of teaching staff
5. Technology and other resources to support high quality teaching and learning

Budgeted cost:

## 1. Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of the pupils

Activity	Evidence that supports this approach	Challenge number(s) addressed
a. Mastery approach to teaching maths Continue to close gaps in maths knowledge through mastery curriculum.	EEF toolkit (Mastery Learning +5 months) EEF Guidance Reports – Improving Mathematics in EY, KS1 and KS2. EEF tiered approach: high quality teaching - develop.. broad and balanced knowledge based curriculum EEF tiered approach: targeted academic support – targeted interventions to support numeracy	1, 4
b. Reading books across all abilities and throughout all year groups to inspire and support age related development, linked to the curriculum foci for each year group	There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006). An important factor in developing reading for pleasure is choice; choice and interest are highly related (Schraw et al, 1998; Clark and PhythianSence, 2008) EEF tiered approach: high quality teaching - develop.. broad and balanced knowledge based curriculum	3
c. Target rising attainment in Writing across the school. Use of Drawing Club to support the transition from early mark making to recognisable writing and to increase confidence. Use technology effectively to engage pupils in writing and allow all children to record and share writing	EEF tiered approach: targeted academic support – targeted interventions to support literacy	3

## 2. Professional development to support the implementation of evidence-based approaches

Activity	Evidence that supports this approach	Challenge number(s) addressed
a. CPD of staff	EEF toolkit <ul style="list-style-type: none"> <li>• Feedback +6 months</li> <li>• Mastery learning +5 months</li> <li>• Phonics +5 months</li> <li>• TA intervention +4 months</li> <li>• Behaviour +4 months</li> </ul> EEF Guidance Report – Effective Professional Development EEF tiered approach: high quality teaching – developing high quality teaching EEF tiered approach – TA deployment and interventions	1,2,3,4,5

### 3. Mentoring and coaching for teachers

Activity	Evidence that supports this approach	Challenge number(s) addressed
a. Bourne to Teach programme continues to support ECTs and other teachers who are new to the Trust	EEF Guidance report: Professional development report EEF tiered approach: mentoring and coaching teachers	1, 2, 3, 4, 5

### 4. Recruitment and retention of teaching staff

Activity	Evidence that supports this approach	Challenge number(s) addressed
a. A thorough induction and probation programme ensures new members of staff receive tailored support to their role.	EEF Guidance report: Professional development report EEF tiered approach: mentoring and coaching teachers	1,2,3,4,5

### 5. Technology and other resources to support high quality teaching and learning

Activity	Evidence that supports this approach	Challenge number(s) addressed
a. Use of current technology, including apps, to develop Writing opportunities, engagement and stamina. Using technology in times tables learning	EEF tiered approach: high quality teaching - technology and other resources to support high quality teaching and learning EEF tiered approach: high quality teaching – develop broad and balanced knowledge based curriculum	1, 3

Activity	Evidence that supports this approach	Challenge number(s) addressed
b. Extend the curriculum and range of after school activity clubs offered	EEF tiered approach: wider strategies – extracurricular activities EEF tiered approach: high quality teaching - technology and other resources to support high quality teaching and learning EEF tiered approach: high quality teaching – develop broad and balanced knowledge based curriculum	1, 3, 4, 6

## Targeted academic support

EEF Pupil Premium recommends focussing this funding on:

1. One to one, small group or peer academic tuition
2. Targeted interventions to support language development, literacy and numeracy
3. Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND
4. Teaching assistant deployment and interventions

### **Budgeted cost:**

#### **1. One to one, small group or peer academic tuition**

Activity	Evidence that supports this approach	Challenge number(s) addressed
a. Use funding from Virtual Schools where appropriate to provide one to one tuition for LAC/PLAC children to close gaps	EEF toolkit – one to one tuition +5m	1 3 4 5

#### **2. Targeted interventions to support language development, literacy and numeracy**

Activity	Evidence that supports this approach	Challenge number(s) addressed
a. Continuing with Nuffield Early Language Intervention (NELI) into EYFS classrooms	There is strong clear evidence that shows that children who access the NELI programme, when starting school make 4+ months development in their overall communication skills and when accessing the 30-week programme as an intervention, children retained this skill into Year 1 (making 7+months progress overall.) EEF tiered approach: targeted academic support – targeted interventions to support language development EEF toolkit: oral language interventions +6m <a href="https://teachneli.org">Home   Nuffield Early Language Intervention (NELI) (teachneli.org)</a>	2, 3
b. Increase the range of high quality texts for the children to select from, across different genre, to develop reading skills and a love for reading.	EEF toolkit <ul style="list-style-type: none"> <li>• Reading Comprehension Strategies +6 months</li> <li>• Phonics (+5 months)</li> </ul> EEF tiered approach: developing teaching -developing... broad and balanced curriculum that responds to the needs of pupils EEF tiered approach: targeted academic support – targeted interventions to support literacy	3

#### **3. Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND**

Activity	Evidence that supports this approach	Challenge number(s) addressed
a. Enhance children's ability to function each day through OT services	<p>Ensuring access for the children with additional needs to the OT so that intervention can be put into place to support them and enable greater access to the curriculum</p> <p>EEF tiered approach: targeted academic support – targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND</p>	1, 5, 6
<p>b. A dedicated Play therapist to support referred pupils across the school to develop SEMH, mental health and dysregulation</p> <p>Access to the Trust Trauma Teacher to support individual pupils and their families especially those with ASD</p>	<p>“The evidence suggests that how SEL is adopted and embedded really matters for children's outcomes.”</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p>“Children can play what they struggle to say, children can play to explain their way. Through play children can discover and rehearse different ways of understanding and coping with difficult feelings, leading to a healthier and happier way of being.”</p> <p><a href="http://www.playtherapy.org.uk">www.playtherapy.org.uk</a></p> <p>EEF tiered approach: wider strategies – supporting pupils social, emotional and behavioural needs</p> <p>EEF tiered approach: targeted academic support – targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND</p>	5
c. Speech and Language therapy support for children through external SALT access	<p>“In schools, specifically targeting language through a small group intervention can give children with delayed language the boost they need to narrow the gap between them and their peers” Mary Hartshorne, head of evidence at I CAN.</p> <p>If children know more words and understand more words they have greater access to the curriculum and can learn more things.</p> <p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. (EEF toolkit)</p> <p>EEF tiered approach: targeted academic support – targeted interventions to support language development</p>	2

#### 4. Teaching assistant deployment and interventions

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>a. Write individual timetables for teaching assistants to ensure they are deployed to meet the greatest level of need.</p> <p>b. Focused number of interventions run which are regularly reviewed.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	1, 2, 3, 4, 5 – due to varied interventions and children.



## Wider strategies

EEF Pupil Premium recommends focussing this funding on:

1. Supporting pupils' social, emotional, and behavioural needs
2. Supporting attendance
3. Extracurricular activities
4. `Breakfast clubs and meal provision
5. Communicating with, and supporting, parents

### ***Budgeted cost:***

#### **1. Supporting pupils' social, emotional, and behavioural needs**

Activity	Evidence that supports this approach	Challenge number(s) addressed
a. Talk time, counselling sessions and Self Regulation	<p>Better emotional wellbeing at age 7 is a significant predictor of higher academic progression from Key Stage 1 to Key Stage 2. (The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes. DFE)</p> <p>Pupils with better health and wellbeing are likely to achieve better academically.</p> <p>Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. (The link between pupil health and wellbeing and attainment - Public Health England)</p> <p>EEF tiered approach: wider strategies: supporting pupils social, emotional and behavioural needs</p>	5, 6
b. A dedicated Trauma and Attachment Specialist Teacher, support referred pupils across the school and provide strategies or training for staff working with them in class.	EEF tiered approach: wider strategies – supporting pupils social, emotional and behaviour needs	1, 5

<p>c. Supporting SEMH children to regulate and access learning. Upskill staff in co-regulation Use Trauma Teacher (ASD specialist) and Aspire Special school to support with strategies Support for developing friendships through pupil led club and friendship groups</p>	<p>Often, we see unstructured times cause a high rise in accidents, behaviour issues and boredom. Interventions. OPAL help in resolving issues at playtime, including boredom, high levels of accidents and playground incidents, lack of respect for supervisors and a constant stream of low-level behaviour problems, as well as a desire to improve the quality of children’s play experience in school.</p> <p>Schools expected the resolution to lie in better occupation for the children such as playground games, behaviour management training for the supervisors or more equipment for the children. Having space and purpose gives the children the freedom they need.</p> <p>When planned effectively, taught to develop a skill set and monitored children can make 7+ months progress within their abilities to complete a task, pulling on other knowledge and skill. They then build a positive association to learning.</p> <p>Continue to develop OPAL offer to support emotional regulation, friendship skills and social skills</p> <p>Create club led by pupils in Y4 and Y6 to offer to other children across the school, supported by adults. Teach children how to lead, problem solve and deliver the club including fund raising</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p> <p><a href="https://www.forestschoools.com/blogs/forest-school-blog/what-is-forest-schools-and-how-did-it-change-my-life">https://www.forestschoools.com/blogs/forest-school-blog/what-is-forest-schools-and-how-did-it-change-my-life</a></p> <p>EEF tiered approach: wider strategies – extracurricular activities</p> <p>EEF tiered approach: wider strategies – supporting pupils social emotional and behavioural needs</p> <p><a href="https://outdoorplayandlearning.org.uk/wp-content/uploads/2021/10/The-Case-For-Play-In-Schools-web-1-1.pdf">https://outdoorplayandlearning.org.uk/wp-content/uploads/2021/10/The-Case-For-Play-In-Schools-web-1-1.pdf</a></p> <p>EEF tiered approach: wider strategies – supporting pupils social, emotional and behaviour needs</p> <p><a href="https://outdoorplayandlearning.org.uk/why-do-schools-need-great-play/">https://outdoorplayandlearning.org.uk/why-do-schools-need-great-play/</a></p> <p><a href="https://www.gov.uk/government/publications/theimpact-of-pupil-behaviour-and-wellbeing-oneducational-outcomes">https://www.gov.uk/government/publications/theimpact-of-pupil-behaviour-and-wellbeing-oneducational-outcomes</a></p>	<p>5</p>
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**2. Supporting attendance**

See section 6

### 3. Extracurricular activities

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>a. Pupil premium funds subsidises or pays for clubs, visits, visitors and residential journeys so that no child is disadvantaged.</p>	<p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes (EEF toolkit)</p> <p>The Guardian.com (21st July 2019) discussed the negative impact of cutting back on school trips on enriching the curriculum and in providing long term experiences and memories for children. Pupil premium is therefore used to reverse this so that school can fund disadvantaged pupils to access a wider curriculum e.g., to live performances, museums, parks etc. as well as fund resources/visitors that come to school to enhance the curriculum</p> <p>EEF tiered approach: wider strategies – extracurricular activities</p>	<p>1, 5, 6</p>

### 4. Breakfast clubs and meal provision

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>a. Supporting the costs for children to have wraparound provision to support parents to work. Funding for disadvantaged families allocated to help reduce persistent absentees and improve the attendance of key children.</p>	<p>Evidence suggests that significant persistence absence and lateness impacts on a pupil's mental health, friendship/social groups as well as their academic achievements</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>EEF tiered approach: wider strategies - supporting attendance</p> <p>EEF tiered approach: wider strategies – communicating with and supporting parents</p> <p>EEF tiered approach: wider strategies – breakfast clubs and meal provision</p> <p>EEF Toolkit Parental engagement +4m</p> <p>Magic Breakfast research (<a href="https://www.magicbreakfast.com/blog/measuring-and-monitoring-school-survey-2021">https://www.magicbreakfast.com/blog/measuring-and-monitoring-school-survey-2021</a>)</p>	<p>5, 6</p>

## 5. Supporting attendance and communicating with, and supporting, parents

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>a. Family Liaison Officer to work with vulnerable families supporting the wellbeing of families as well as supporting their attendance.</p> <p>Families are supported with PE kits and uniform using vouchers. Support for vulnerable families such as with sudden homelessness.</p> <p>Offering breakfast to vulnerable children who arrive without having eaten, working closely with their families to offer support and links to other agencies to help</p>	<p>Better emotional wellbeing at age 7 is a significant predictor of higher academic progression from Key Stage 1 to Key Stage 2. (The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes. DFE)</p> <p>Pupils with higher attainment at KS2 and KS4 had lower levels of absence over the key stage compared to those with lower attainment.</p> <p>Generally, the higher the percentage of sessions missed across the key stage at KS2, the lower the level of attainment at the end of the key stage.</p> <p>The link between absence and attainment at KS2 and KS4 – DFE</p> <p>EEF tiered approach: wider strategies - supporting attendance</p> <p>EEF tiered approach: wider strategies – communicating with and supporting parents</p> <p>EEF tiered approach: wider strategies – breakfast clubs and meal provision</p>	1, 5, 6

### Externally provided programmes

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

Programme	Provider
Little Wandle	<a href="http://www.littlewandlelettersandsounds.org.uk">www.littlewandlelettersandsounds.org.uk</a>
NELI Programme	<a href="http://Home   Nuffield Early Language Intervention (NELI) (teachneli.org)">Home   Nuffield Early Language Intervention (NELI) (teachneli.org)</a>
Forest Schools Education	<a href="http://www.forestschoools.com">www.forestschoools.com</a>
Accelerated Reader	Renaissance Learning
Power Maths	Pearson Schools
Letter Join	<a href="http://Letter-join whole school handwriting scheme (letterjoin.co.uk)">Letter-join whole school handwriting scheme (letterjoin.co.uk)</a>
TT Rockstars	<a href="http://Times Tables Rock Stars – Times Tables Rock Stars (trockstars.com)">Times Tables Rock Stars – Times Tables Rock Stars (trockstars.com)</a>

## 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 2024-2025 academic year.

Intended Outcome	End of Summer Term/Year
All pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the entire curriculum.	<p>21 pupils in school – 172 pupils non disadvantaged</p> <p><i>Attainment:</i>            Reading: PP 57% AE+                      Non: 71% AE+            Writing: PP 43% AE                        Non: 58% AE+            Maths: PP 62% AE+                        Non: 73% AE+</p> <p><i>Progress:</i>  <i>Reading:</i> PP 94% expected+ with 41% making accelerated progress            Non PP: 93% expected + with 17% making accelerated progress  <i>Writing</i> PP: 88% expected + with 47% making accelerated progress            Non PP: 96% expected+ with 23% making accelerated progress  <i>Maths:</i> PP 100% expected+ with 35% making accelerated progress            Non PP: 91% making expected+ with 15% making accelerated progress</p> <p>This progress data evidence shows that PP children are starting to close gaps as a result of the tight focus on their gaps to drive rising attainment</p>
Children's language and vocabulary is broadened and used appropriately.	<p>Teachers and monitoring evidences improving vocabulary for all pupils.</p> <p>Y6 outcomes            Reading PP: 83% AE+    Non PP: 82% AE+            Writing PP: 83% AE      Non PP: 96% AE+            SPAG PP: 67% AE+      Non PP: 100% AE+</p> <p><i>Progress:</i>            Reading Y6 PP: 100% expected+ with 50% making accelerated progress in year            Non PP: 100% expected+ with 36% making accelerated progress in year            Writing Y6 PP: 100% expected+ with 83% making accelerated progress            Non PP: 95% expected+ with 45% making accelerated progress            SPAG Y6 PP: 100% expected+ with 17% accelerated progress            Non PP: 95% expected+ with 27% making accelerated progress</p>
<p>Children are able to use their phonic knowledge to read and write with confidence.</p> <p>All children leave KS1 as fluent readers.</p> <p>Any child who is not fluent by the end of KS1 receives targeted support.</p>	<p>Phonics outcomes            Y1: PP 3 children – none met the expected standard</p> <p>Y2 retakes: 6 children did retakes (2 were PP) – 1 child made progress but is still below the expected standard. 3 non PP children then met the expected standard</p> <p>There are 3 children overall in KS2 who have not met the expected standard or the 36+ marks – 2 are PP and SEND.</p> <p>Year 2            Phonics – 2 PP children – 1 has met the expected standard            Reading &amp; writing – neither are at age expected</p>

Intended Outcome	End of Summer Term/Year
<p>Children's knowledge and application of Maths increases and is adaptable across a range of contexts</p>	<p>Maths mastery curriculum continues, along with Mastering Early number in EYFS and KS1 to secure early maths skills.</p> <p>Outcomes for 21 PP pupils, 172 non            Maths: PP 62% AE+                      Non: 73% AE+            Further analysis shows gaps are closing with 1 child being significantly below, 7 children now below and all others at age expected or greater depth</p>
<p>Increased levels of well-being &amp; improved mental health</p>	<p>The children were supported by FLO, Trauma Teacher, Play Therapist and other internal supports such as Drawing and Talking, LEGO, ELSA and external agency support include counselling and Talk Time</p> <p>Behaviour plans have been adapted to include wellbeing foci for children where this is the key issue for behaviour. These are having some good success for children.</p> <p>FLO continues to work with children and families – supporting attendance, wider agency support for a range of issues and direct work with the children.</p> <p><b>Work on this will continue into the next year due to the individual circumstances of the children.</b></p>
<p>All children attend school regularly and on time.            Increased participation in extra curricular activities.</p>	<p>Pupil Premium attendance in 24-25 was 95.2% which was higher than national at 94.8%            2 pupils were persistently absent and actions were taken to improve this            Unauthorised absence was 1.5% with the majority of absence being linked to illness            Attendance in 23-24 was 93.7% showing that attendance has risen over time and unauthorised absence was also higher at 2.1%</p> <p>Attendance at after school clubs remains a challenge with low levels of uptake despite a range of clubs being available. Some of this challenge is where children are in multiple year groups and don't all want to attend a club offered, or clubs are on different nights. To address this, lunchtime clubs and OPAL provision is continuing to be developed to make provision universally available, using pupil voice wherever possible</p>