

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023-24 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	Littletown Primary Academy
Number of pupils in school	389 (Plus 42 in Nursery) - Total 431
Proportion (%) of pupil premium eligible pupils	14.1% (61 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	David Perkins
Pupil premium lead	Rebecca Jackson
Governor / Trustee lead	Michelle Ings

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,805
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£95,805

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A
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Part A: Pupil premium strategy plan

Statement of intent

We continue to use pupil premium funding to combine specific targeted strategies for disadvantaged pupil groups and individuals, with part subsidy of highly impactful whole school approaches which increase academic progress and wellbeing for all children including the disadvantaged. The ultimate aim is that disadvantaged pupils, like all pupils, attend well, enjoy school and make excellent progress across the curriculum whilst gaining enrichment and additional opportunities bespoke to their needs.

Our key principles of using high-quality curriculum resources and learning vehicles, quality-first teaching delivered by excellent teachers and support staff, are within our core school values, giving our disadvantaged pupils the best chance to succeed across the curriculum and in wider school life.

Challenges

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

Challenge number	Detail of challenge
1	<u>Learning needs and Progress gain</u> - With a continuing focus on supporting children's attainment through targeted support, increased school technology and increased Speech and Language intervention in the Early Years.
2	<u>Supporting parents</u> - Focus on encouraging, supporting and sustaining parental engagement and parenting skills
3	<u>Physical readiness to learn</u> - focus on increasing the attendance of those children who are persistently absent and below 85%.
4	<u>Self-esteem and self self-belief</u> - with a focus on supporting and developing the Mental wellbeing of PP pupils through access to a variety of sporting clubs and activities and providing access to child-initiated outdoor play through OPAL.
5	<u>Pupils safety - Physical and emotional Security and Stability</u> - with a focus on emotional and behaviour strategies/ interventions in order for pupils to participate in school routines.

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 (list and measurement)
<p>Increase in Attainment (progress gains). (Challenge - <u>Learning needs and Progress gain</u>)</p>	<p>Monitored through termly data conversations using INSIGHT assessment platform and SIM updates. Children will increase their attainment from just below ARE to At or Above ARE through:</p> <ul style="list-style-type: none"> -National College - Increase into attainment due to targeted external CPD for all staff -Power Maths – to improve progress and attainment rates of all PP pupils in Maths - Accelerated Reading approach comprehension - to improve progress and attainment rates of all PP pupils in Reading - Read Write Inc. including RWI tutoring for individual target children - Literacy attainment and progress improved with more children at/above ARE and passing the Year 1 Phonics Test - Curriculum 22 - Children continue to express an increased enjoyment and engagement in their learning, evident through Pupil Conferencing where children are able to confidently articulate their learning. -WellComm will be used to assess all children in Nursery to identify areas which require further support. An additional adult will then deliver and monitor WellComm for Nursery early speech and language support in Nursery. <i>Currently 45% of Nursery are below ARE in Communication and Language. Projected attainment to 90% AT ARE</i> Monitored through termly conversations using the WellComm assessment materials. -Speech link will be used to assess all Foundation children in Reception to identify areas which require further support. An additional adult will then deliver and monitor Speech and Language Link in Reception. <i>Currently 36 % of Reception are below (with 16% of these working at 0-3 years).</i> Monitored through termly conversations using the Speech and Language Link assessment materials. -Provision of EY SEN assistant in order to identify needs earlier and ensure appropriate referrals are made to ensure children are able to overcome barriers to learning as early as possible. EY SEN assistant to also establish an Early Years Network with other Early Years providers in the area to support this and provide parity between settings. -Pathways to Progress - aimed at pupils who were working just below expected in summer term assessments. More children will be at or above ARE by the end of KS2

	<p>-LBQ (Learning by Questions) - An app using curriculum-aligned question sets with immediate feedback. Give instant insight for effective interventions. Covers all subjects and abilities. Will enable teachers to assess children's knowledge, and tailor next steps/interventions to each child's precise needs.</p> <p>-Access to increased technology for in school learning - Chromebook per child to support learning Yrs 2-6</p>
Supporting parent engagement and parenting skills (Challenge - <u>Supporting parents</u>)	<p>Further improve parental engagement, expectation and understanding for PP pupils</p> <p>Family Support Worker available to speak with, support and offer courses to families.</p> <p>Increase in the number of parents who attend meetings and parent workshops throughout the year. Ultimately impacting upon attainment.</p>
Improving Attendance (Challenge - <u>Physical readiness to learn</u>)	<p>The monitoring and support offered to families from the Attendance Officer will ensure an increase in attendance.</p> <p>-Children with attendance of below 85% will increase to school overall attendance of 95-97%.</p> <p>Successfully subsidising Breakfast club provision also improved the attendance of some PP children.</p> <p>- The offer of Breakfast and Afterschool club will ensure an increase in attendance as well as improvement in class attainment and behaviour as children will be present at the start of all lessons.</p> <p>Subsidised school uniform and replacement book bag for targeted PP children</p> <p>- Children will be dressed comfortably and appropriately, so they are not distracted from their learning because of feeling different to their peers. Children will have the means to take their reading books home, which will result in a direct impact on their reading attainment.</p>
Improving mental wellbeing and behaviour of pupils (Challenge - <u>Self-esteem and self self-belief</u>)	<p>Children from the prior academic year who required Thrive and Nurture support will be assessed using the Graduated Response.</p> <p>-Children's attainment will improve as behaviour in the classroom will settle through 1:1 nurture and lunchclub attendance.</p> <p>Support for Music Tuition, Sports Clubs and Residential trips for FSM disadvantaged children to raise aspirations by developing self esteem, motivation and self-efficacy and allow full participation.</p> <p>OPAL programme will improve playtimes for all children. The OPAL programme rationale is that "... better, more active and creative playtimes can mean happier and healthier children, and having happier, healthier, more active children usually results in a more positive attitude to learning in school, with more effective classroom lessons, less staff time spent resolving unnecessary behavioural problems, fewer playtime accidents, happier staff and a healthier attitude to life."</p> <p>Outdoor Learning and Enrichment Spaces - Targeted 'Forest School Club', supporting identified children. Behaviour and emotional responses will improve and develop. Children will be able to self-regulate and focus more on their everyday learning. Self-esteem and ability to work as part of a group will increase.</p>

Improved emotional wellbeing and self-esteem of targeted children (Challenge - Physical and Emotional Security and Stability)	<p>Provision of Young Carers and Little Troopers Group for Military children.</p> <ul style="list-style-type: none"> - Improved emotional wellbeing and self-esteem of targeted children. <p>Provision of access to after-school sports clubs and HAF club for Pupil Premium children - Children's self-esteem and self-belief is improved because of access to extracurricular sports/holiday clubs they would otherwise be unable to attend.</p> <p>Provision of support group with programmes to be followed, to support any children with current or recent safeguarding concerns/involvement</p> <ul style="list-style-type: none"> - Children will feel more emotionally secure and stable in school, enabling them to access and participate better in class. Ultimately impacting upon attainment.
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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: **£2400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
The National College Offsetting multiple years of little pedagogical external CPD (Part of a 3 year plan as recommended)	https://www.besa.org.uk/insights/importance-continued-professional-development-teachers/ <i>'CPD has been shown to increase teacher motivation, confidence and commitment to teaching. Learning new skills and applying them in the classroom can lead to a more stimulating and effective teaching environment'.</i>	1

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

Budgeted cost: **£27,475**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Power Maths – to improve progress and attainment rates in all PP pupils in Maths Children make increased progress in Maths through responding to increased challenges. More children achieving GD by the end of KS1/2	https://www.pearson.com/international-schools/british-curriculum/primary-curriculum/power-maths.html?tab=is-it-for-me%253F <i>Power Maths is built on a world-class and unique mastery teaching model created by leading educational experts from the UK and China. Built around a child-centred lesson design that models and embeds a growth mindset approach to maths and focuses on helping all children to build a deep understanding of maths concepts.</i>	1

(Part of a 3 year plan as recommended)		
<p>Continued use of Accelerated Reading approach comprehension - Reading comprehension levels improved and progress increased. More children achieve ARE or GD by the end of KS1/2.</p> <p>(Part of a 3 year plan as recommended)</p>	<p>Education Endowment Foundation: ‘Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.’</p>	1
<p>Read Write Inc. Continuing purchase of programme for rollout across the school. A scheme proved particularly effective with the lower 20% of attainers. -Literacy attainment and progress improved with more children at/above ARE and passing the Year 1 Phonics Test</p> <p>Additionally RWI Tutoring for individual target children.</p> <p>(Part of a 3 year plan as recommended)</p>	<p>Education Endowment Foundation: ‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.’</p> <p><u>Education Endowment Foundation: EEF Early Years toolkit</u> <i>The Feb 2023 EY toolkit suggests ‘early literacy approaches typically increase children’s learning by about four months. Approaches that develop literacy skills and knowledge can have an important effect on early reading. The evidence for the positive impact of early literacy approaches is extensive. Early literacy interventions seem to have impacts that transfer to other areas of the curriculum such as mathematics, where the average impact is + two months progress.’</i></p>	1
<p>Curriculum 22 - Children continue to express an increased enjoyment and engagement in their learning.</p> <p>(Part of a 3 year plan as recommended)</p>	<p>Pupil conferencing last year demonstrated that children were engaged and enthusiastic about their learning across the curriculum, improving outcomes.</p> <p>The new and updated ‘Curriculum 22’ has been rolled out across the school, from Yrs 1-6.</p>	1
<p>Speech and language intervention – using Speech Link in Reception and WellComm in Nursery. Children make progress towards achieving their targets through the employment of a TA to deliver 1:1 Speech and Language intervention</p> <p>(Part of a 3 year plan as recommended)</p>	<p>Recommended by Speech and Language Therapist.</p> <p>Education Endowment Foundation: The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. The studies in the Toolkit indicate that language interventions with frequent sessions over a sustained period may have a larger impact, overall. Approaches that are delivered one to-one also have larger impacts. <u>Education Endowment Foundation: EEF Early Years toolkit</u> <i>The Feb 2023 EY toolkit suggests the average impact of Oral language interventions is approximately an additional seven months’ progress over the course of a year. ‘The studies that have taken place in settings with a higher proportion of children experiencing socio-economic disadvantage tended to have above average effects suggesting that this is likely to be a beneficial approach for this group.’</i></p>	1
<p>Provision of EY SEN assistant. Children’s needs will be identified earlier and appropriate referrals made to ensure children are able to overcome barriers to learning as early as possible. An Early Years Network with other Early Years</p>	<p>Our post-COVID cohorts entering both Nursery and Reception have often started with many children who have a variety of barriers to learning and needs having not been identified prior to them starting with us. This has resulted in a delay to us being able to make referrals due to the need to gain evidence first. An EY SEN assistant would support the school SENCO on identifying these children early, working with both parents and other childcare settings to ensure referrals are made either prior to them starting at Littletown or as soon as is appropriate after they start with us.</p>	1

providers in the area will support this and provide parity between settings.		
Pathways to Progress <i>Pathways to Progress</i> is a writing intervention programme designed to be delivered in addition to pupils' English lessons. The programme is predominately aimed at pupils who were working just below expected in summer term assessments. (Part of a 3 year plan as recommended)	<u>Education Endowment Foundation:</u> 'Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding.'	1
LBQ - (Learning by Questions) - An app using curriculum-aligned question sets with immediate feedback. Give instant insight for effective interventions. Covers all subjects and abilities. Will enable teachers to assess children's knowledge, and tailor next steps/interventions to each child's precise needs. (Part of a 3 year plan as recommended)	<u>Education Endowment Foundation:</u> 'Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding.'	1

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

Budgeted cost: **£65,941**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to increased technology for in school learning Chromebook per child for all children Y2 - Y6 for continual availability/learning immersion	<u>Education Endowment Foundation:</u> 'There is clear evidence that digital technology approaches are more beneficial for writing and mathematics practice than spelling and problem solving, and there is some evidence that they are more effective with young learners'	1
Family Support Worker available to speak with, support and offer courses to families. Empower parents to be able to support their children with key learning.	<u>Education Endowment Foundation:</u> 'The association between parental engagement and a child's academic success is well established and there is a long history of research into parental engagement programmes'. 'By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their	2

<p>Relationships with school and family developed and improved.</p> <p>(Part of a 3 year plan as recommended)</p>	<p>children's learning or their self-regulation, as well as specific skills, such as reading.'</p> <p>Education Endowment Foundation: EEF Early Years toolkit <i>The Feb 2023 EY toolkit suggests 'Parental engagement approaches have, on average, a positive impact of five months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. There is extensive evidence on the positive impact of parental engagement approaches.'</i></p>	
<p>Attendance: Provision of an Attendance Officer Will target families where attendance has fallen below 80% initially, meeting with children and parents to support and ensure an increase in attendance.</p> <p>Improving Attendance through the provision of subsidised Littletown Laurels Breakfast or Afterschool club Attendance and punctuality improved. Access to education improved. Better results for those underachieving due to poor attendance.</p>	<p>Education Endowment Foundation:</p> <p>Rapid evidence assessment on attendance interventions for school aged pupils EEF: <i>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</i></p> <p>DFE report evidence: 'There is a clear link between poor attendance at school and lower academic achievement'</p>	3
<p>Subsidised school uniform including the replacement of book bag for targeted PP children - Children are dressed appropriately for school and for all weathers. Children have a book bag and access to a reading book at home and at school daily.</p>	<p>Children are coming to school without appropriate uniform or school shoes. Some children are feeling different to their peers and this can distract them from their learning. Children without book bags are not reading at home and this is having a direct impact on their reading attainment.</p>	3
<p>Support for Music Tuition for FSM disadvantaged children - By exposing children to new opportunities it will raise their aspirations by developing general self-esteem, motivation, or self-efficacy.</p>	<p>By exposing children to new opportunities it will raise their aspirations by developing general self-esteem, motivation, or self-efficacy</p>	4
<p>Subsidised educational trips and visits Year 6 residential for FSM disadvantaged children Children participate fully in all school educational visits and trips.</p>	<p>Charging and remissions policy (Review September 2020)) <i>"When parents are informed about a forthcoming visit, it will be made clear that parents who can prove they are in receipt of any of the following benefits will be exempt from paying the cost of board and lodging.</i> <i>The governors have agreed that children who are not covered by the Remissions Policy above may be subsidised in accordance with need as identified by the HT, so no child is discriminated against"</i></p>	4
<p>Free access to after school Sports Clubs - PP children are able to access sports clubs improving their aspirations,</p>	<p>By exposing children to new opportunities it will raise their aspirations by developing general self-esteem, motivation, or self-efficacy</p>	4

general self-esteem, motivation and self-efficacy.		
OPAL - Outdoor Play and Learning The OPAL programme rationale is that "... better, more active and creative playtimes can mean happier and healthier children, and having happier, healthier, more active children usually results in a more positive attitude to learning in school, with more effective classroom lessons, less staff time spent resolving unnecessary behavioural problems, fewer playtime accidents, happier staff and a healthier attitude to life."	'Play, in its many forms, represents a natural age-appropriate method for children to explore and learn about the world around them...Through play children acquire knowledge and practice new skills, providing a foundation for more complex processes and academic success.' (Fisher and others, 2008).	4
Outdoor Learning and Enrichment Spaces - Development of pond and woodland classroom areas. Targeted 'Forest School Club', supporting identified children. Behaviour and emotional responses will improve and develop. Children will be able to self-regulate and focus more on their everyday learning. Self-esteem and ability to work as part of a group will increase.	Education Endowment Foundation: "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 physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes."	4
Emotional Support – Children to be assessed using the Graduated Response to pinpoint individual needs - Group and Individual Nurture Support Behaviour and emotional responses improved. Children are able to self-regulate and focus more on their everyday learning.	Education Endowment Foundation: "Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment."	4
To provide a lunch club to support behaviour and relationship building Behaviour and emotional responses improved. Children are able to self-regulate and focus more on their everyday learning. Lunchtime Nurture Club provided 4 days a week	Education Endowment Foundation: "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. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils."	4

Support for after school Sports Clubs for FSM disadvantaged children	<p>Education Endowment Foundation: ‘Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p>When considering hosting sports activities that may require contributions from parents, schools should consider whether places could be provided free of charge or subsidised for disadvantaged pupils.’</p>	5
HAF Club in holidays	<p>Education Endowment Foundation: ‘Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p>When considering hosting sports activities that may require contributions from parents, schools should consider whether places could be provided free of charge or subsidised for disadvantaged pupils.’</p>	5
<p>Provision of Young Carers Weekly check-ins for Young Carers plus a weekly lunchtime craft club.</p> <p>Provision of Little Troopers Group for Military children. Weekly check-ins for Little Troopers plus a termly meet. Supporting resources such as books when required.</p>	<p>Young carers have opportunities to talk about their home situation. Where appropriate New referrals to be made to DYC Improved Mental health of Targeted groups. (SDP - Mental Health strategy)</p> <p>Improved emotional wellbeing and self-esteem of targeted children.</p> <p>“Young Carers experience particular challenges that impact on their capacity to achieve and enjoy their time at school” ‘Carers Trust’</p> <p><i>‘Military children - anxiety can lead to disrupted learning and this is especially relevant if parents are deployed’.</i> <i>Daniel Sobol</i></p>	5
<p>Provision of support group with programmes to be followed, to support any children with current or recent safeguarding concerns/involvement Weekly group support following a given programme, targeting their area of trauma/ circumstances/ experiences</p>	<p>Targeted children, within a group of children with similar trauma/ experiences/ circumstances, will have opportunities to talk following a specialist programme. Adult leading will work closely alongside Safeguarding Lead/Deputy</p> <p>Improved Mental health of Targeted groups. (SDP - Mental Health strategy)</p> <p>Improved emotional wellbeing and self-esteem of targeted children.</p>	5
<p>Provision of PP Champion</p>	<p>To coordinate the administration of PP spending, as well as coordinating PP funded interventions and support in order to ensure maximum impact on all children.</p>	

Total budgeted cost: £95,816

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023-24 academic year.

End of Year Data for PP Children 2023-24 - Years 1- 5

Reading			
PP Children	45%@ ARE	27% above ARE	72% @/Above ARE
Non-PP	42%@ ARE	25% above ARE	67% @/Above ARE
Writing			
PP Children	45%@ ARE	7% above ARE	52% @/Above ARE
Non-PP	42%@ ARE	8% above ARE	50% @/Above ARE
Maths			
PP Children	48%@ ARE	20% above ARE	68% @/Above ARE
Non-PP	49%@ ARE	20% above ARE	69% @/Above ARE

End of Year Data for PP Children 2023-24 - Years 6

Reading			
PP Children	60%@ ARE	10% above ARE	60% @/Above ARE
Non-PP	58%@ ARE	16% above ARE	74% @/Above ARE
Writing			
PP Children	50%@ ARE	0% above ARE	50% @/Above ARE
Non-PP	56%@ ARE	12% above ARE	68% @/Above ARE
Maths			
PP Children	30%@ ARE	20% above ARE	50% @/Above ARE
Non-PP	48%@ ARE	16% above ARE	64% @/Above ARE

At the start of the year, and periodically throughout the year, teachers and teaching staff, supported by the Pupil Premium Champion have RAG rated all PP children's needs in 6 areas in order to identify children and families most in need of additional support, attention and resources. This constant monitoring has meant that we have been able to both plan support in advance, but also to act reactively as children's and families' circumstances and needs have changed. The Pupil Premium Champion has also been part of data conversations with class teachers, alongside SLT, throughout the year in order to monitor the progress of PP children and to ensure that targeted support is put in place for these children.

After significant success over the last 2 years, having a designated on-site attendance officer, this was continued this year. The attendance officer has devised a robust system of monitoring families' persistent absences, where attendance has dropped below the National Average, and is relentless in engaging with these families, offering support and focus on improving these children's attendance. Due to the success of this strategy, this will continue in 2024-25

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly positively impacted by our wide variety of strategies focusing on this area. The impact was particularly effective for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils and families and targeted interventions through 1:1 and group nurture support. We also ran our Timid to Tiger parental workshop for families which was well attended and feedback from which was extremely positive with regards to parents feeling they had a better understanding of their children, felt empowered as parents, and felt equipped with new and effective strategies for parenting their children. Our Family Support Worker and Pastoral Lead had a huge impact

for many of our disadvantaged families and children, and further engaged and supported the partnership between home and school. One of our most positive impacts this year has been our new Safeguarding Support Group. Early in the year we identified a strong correlation between children who had safeguarding concern and them being PP. We were able to group many of these children into groups where there was a particular need for support. Others needed more individual support. We have been able to access specialised training for our Family Support Worker who now runs our Safeguarding Support Groups. The impact on these children has been significant, improving their wellbeing, their sense of safety and security and their ability to concentrate and thrive in the classroom. It has at time also identified further safeguarding concerns.

Our Literacy strategies had a huge impact last year and will continue to be a focus in the coming year. We will continue to build on this approach by funding programmes such as Well Comm, Language and Speech Link, Pathways to Progress, School-Led Tutoring, Accelerated Reading and Read, Write Inc.

End of Year Data for PP Children 2023-24 - Foundation Stage

Listening, Attention and Understanding			
PP Children	50%@ ARE	10% above ARE	60% @/Above ARE
Non-PP	72%@ ARE	18% above ARE	90% @/Above ARE
Speaking			
PP Children	70%@ ARE	10% above ARE	80% @/Above ARE
Non-PP	78%@ ARE	16% above ARE	94% @/Above ARE
Comprehension			
PP Children	40%@ ARE	10% above ARE	50% @/Above ARE
Non-PP	66%@ ARE	22% above ARE	88% @/Above ARE
Word Reading			
PP Children	20%@ ARE	10% above ARE	30% @/Above ARE
Non-PP	63%@ ARE	20% above ARE	83% @/Above ARE
Writing			
PP Children	30%@ ARE	0% above ARE	30% @/Above ARE
Non-PP	71%@ ARE	9% above ARE	80% @/Above ARE
Maths			
PP Children	20%@ ARE	10% above ARE	30% @/Above ARE
Non-PP	73%@ ARE	12% above ARE	85% @/Above ARE

We were also able to support a number of disadvantaged families with subsidised school uniform, music tuition, subsidised residential school trips, and breakfast/after school club. This supported these children by allowing them access to new opportunities, raising their aspirations by developing general self-esteem, motivation, and self-efficacy.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>This academic year has seen our service children reduce to only 3 children. During the year, for 2 of these children, their service parent has been away on active service and so it was decided that these children were best supported with 1:1 dedicated time and nurture support from their class teacher and class teaching assistant.</p> <p>Resources for emotional support (such as books and links to websites) have been purchased and shared.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Teachers successfully monitored the emotional wellbeing and academic progress of service children in their class. As these children were successfully supported in class last year we will continue to offer support in this way for this academic year.</p>

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.