# Pupil premium strategy statement 2024 - 2026

## This statement details our school’s use of pupil premium (for the 2024 to 2026 academic years) funding to help improve the attainment of our disadvantaged pupils.

## It outlines our pupil premium strategy, how we intend to spend the funding in these academic years and the outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| School name | Franche Community Primary School |
| Number of pupils in school | (R-6) 695 |
| Proportion (%) of pupil premium eligible pupils | 25.37% (204/695 pupils) |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2024-26 |
| Date this statement was published | July 2024 |
| Date on which it will be reviewed | July 2025/26 |
| Statement authorised by | Mrs E Dixon (Headteacher) |
| Pupil premium lead | Mrs R Minogue (AHT) |
| Governor / Trustee lead | Miss J Mee |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ **286,080** |
| 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**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ **286,080** |

# Part A: Pupil premium strategy plan

## Statement of intent

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| **Our vision for Pupil Premium**    At FCPS we recognise that not all of the children in our care are arriving at school with their simplest needs having been met at home. We feel very strongly that, as studies have shown, until a child’s basic needs have been met and their self-esteem and confidence have grown, they will not be able to access their full academic potential. We also recognise that not all families have the means to enhance their child’s educational journey or may not have the skills themselves to support their child’s academic needs effectively.  Our passionate aim is to overcome these limiting factors and impact positively on each and every child in our care. We want to ensure that every child has high attendance and is provided their legal right to a suitable education. We aim to work closely with families to identify any barriers in place and support parents and children to overcome these in order to reach their full potential. We want to enrich their lives fully, supporting not only rapid progress in their academic development but also encouraging personal growth, nurturing skills and talents and helping children to grow into confident, happy and resilient adults. We focus our support on developing their skills alongside shaping their social, emotional, spiritual and moral development. We strive to do this by offering a diverse range of opportunities for children to participate in and reflect upon, in addition to a rich and creative curriculum. By guiding our children in this way, we hope that they become resilient, respectful citizens who are well prepared to face the challenges of daily life. We want our children to contribute positively to the local community and to society, demonstrating tolerance and understanding of all others.  Our intention is that all pupils, irrespective of 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 good progress for those who are already high attainers.  High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit all pupils including, disadvantaged high attainers.    Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help our 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 |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Attainment gap between disadvantaged pupils and non-disadvantaged pupils (within school and when compared with National):   * GLD (good level of development) in EYFS * Phonics in Year 1 and Year 2 * Reading, Writing and Maths at end of KS1 and KS2 |
| 2 | Entry levels to Reception are well below age-related expectations which means that attainment may not be in line with national by the end of Reception |
| 3 | Communication skills in Early Years are below age-related expectations which impacts on attainment across other areas of learning. Higher than average percentage of pupils starting school under SALT. |
| 4 | Impact of mental health concerns and social and emotional wellbeing of children on learning, progress and attainment.  Of the number of pupils who have been identified to have struggles with Mental Health and/or well-being, over a third are eligible for pupil premium. Of the interventions on offer from our MH and well-being team, over half of them are taken up by pupil premium pupils. 42% of 2023 - 2024 EMHP referrals were for pupils eligible for PP. |
| 5 | Attendance rates for pupils eligible for PP are lower than their non-PP peers with the gap remaining consistently around 3% in the last couple of years. 23-24 figures suggest the gap has widened by 2%, with fewer PP pupils achieving an avg attendance of equal to or greater than 95% for the year.  Poor attendance reduces their access to teaching and can lead to slower rates of progress. In Primary schools less than 65% of children achieve good resultsin English and Maths with an average of 15 days absence a year compared to almost 90% where the average is less than 8 days. |

## 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.

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| Intended outcome | Success criteria |
| Improved attainment and closing of the gap between disadvantaged and other pupils with:   * GLD at end of Reception * Phonics at end of Y1 and then end of Y2 * Reading, Writing, Maths at end of KS1 and KS2 | • In school gap between disadvantaged and other children is reducing.  • Disadvantaged pupils attain at least in line with disadvantaged pupils nationally  • Progress is accelerated from children’s individual starting points.  *Note – this outcome relates to ALL year groups but national data is only available for cohorts identified in left column* |
| Children end Reception broadly in line with age related expectations. | * Children make accelerated progress through early years so that they are closer to age related expectations by the time they leave Reception. * Children have raised self-esteem * Children have secured early developmental concepts, so they are ready to learn in KS1 |
| Children are able to communicate at an age-appropriate level | * WellComm screening is in place to quickly identify children in need of communication support * Intervention is provided for identified children so that they are able to communicate appropriately with their peers and familiar adults (attention, listening and talking) * Early identification of needs leads to rapid and effective intervention. Evidence supported by SAL Team. * % of children discharged from SALT before end of KS1 increases. |
| Children are ready to learn, have good self-esteem and interact well with both their peers and adults in school. | * Children settle into a school routine and engage well in their learning. * Children are able to access their learning and achieve their potential. * Children access extra-curricular opportunities that build their confidence and self-esteem * Children feel safe and supported because pastoral support is appropriate to their needs (internal and external). |
| Continue to improve attendance of PP pupils in line with non-PP pupils. | % of PP pupils with attendance greater than 95% increases.  Gap closes between PP and Non PP pupils. |

## 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: £185, 000 approx

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| Activity | Evidence that supports this approach | Challenge number(s) addressed | |
| Use of TED days and weekly staff meetings to ensure all relevant staff (including new staff) have received training to/on:   * deliver the validated phonics scheme effectively * online reading resources for additional support at home and in school. * knowledge and understanding of early reading, including ke whole school strategies and resources. * develop daily practice of adaptive teaching, both planned and responsive, to increase the number of children making accelerated progress across all subjects, but particularly in Maths. * External training and staff meetings to support the lower school maths lead to embed ‘mastering number’ (glowhub) into Reception-Year 1. | |  | | --- | | EEF: What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development. |   EEF: The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.  EEF: What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. | 1, 2, 3 | |
| Regular AHT support and training to ensure staff are using evidence-based teaching interventions effectively, with thorough evaluations to inform next steps |
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| Additional support for identification, planning, review of provision for PP pupils from Curriculum Leader (SLT) and/or Phase AHT | |  | | --- | | EEF: What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development. |   EEF: The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.  EEF: What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. | 1, 2, 3 | |
| Timetabling protected time to allow for staff professional development. Additional time using non-class based specialists to facilitate team teaching, monitoring, staff development in key areas. |
| Contributions to core budgets; Maths, English, Science |
| Specialist PE staff team Additional specialist swimming TA.  PE/physical wellbeing has a higher profile, pupils develop and experience the benefits of aspiration through sports competition. Staff receive regular training and team-teaching opportunities ensuring all staff are upskilled and the delivery of PE and additional sports clubs etc. are effective.  % of PP pupils reaching NC requirements for swimming and water safety by the end of year 6 increases. | EEF: The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.  AfPE: High quality physical education is vital to ensuring all children are given the opportunity to develop a healthy active lifestyle. | 1, 2 | |
| Curriculum Leader providing effective support to year-bands in PPA. Monitoring consistency and quality and providing guidance and support. | EEF: It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods. | 1, 2, 3 | |

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

Budgeted cost: £53,000 approx

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Year band academic interventions- spotlight children | EEF: Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.  EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils’ progress. | 1, 2, 3 |
| Use of strategic seating arrangements to focus 1:1 support and individualised instruction for targeted children in core subjects | EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils’ progress.  A number of studies indicate that teaching assistants can support individualised approaches effectively. | 1, 2, 3 |
| WellComm – screening informs interventions | EEF- Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make seven months’ additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds. | 3 |
| Targeted individuals receive weekly 1:1 sessions from Thrive and TIS practitioners  Mental Health First Aiders and Mental Health Team interventions  Trained staff delivering ‘Thrive’ sessions to specific pupils, including ‘Lego Club’  Targeted pupils receive self-esteem and well-being interventions  ELSA Trained TA | EEF- Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower social and emotional skills are linked with poorer mental health and lower academic attainment.  Interventions in education are shown to improve social and emotional learning and 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. | 1, 2, 3, 4 |

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

Budgeted cost: £ 48, 000 approx

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Weekly meetings of the Vulnerability team to discuss high profile children (DSL, DDSLs, AHTs, SENDCO, Tots manager, TIS and Thrive Practitioners)  Implementation of targeted support (informed by in school menus of approaches and Franche Supporting Families Offer) | EEF- ‘Understanding the context of pupils will inform decisions about which strategies are most appropriate and suited to needs within your school and community.’ Edivence suggests that by sharing relevant information you can build a rich picture of the child’s needs. | 4, 5 |
| 2x Trained Forest School Leaders  Additional timetabled curriculum sessions for PP pupils  Additional ‘Thrive’ based sessions for vulnerable pupils | EEF: 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 |
| Training to ensure that a robust, vigilant and targeted approach to well-being and mental health is embedded across the curriculum and school to support all staff and children.  Training for key staff on impact of trauma on disadvantaged pupils. | The government Green Paper 'Transforming Children and Young People’s Mental Health Provision' (December 2017) found that appropriately trained teachers /teaching assistants can achieve results comparable to those of trained therapists. To quote,  "There is evidence that appropriately-trained and supported staff such as teachers, school nurses, counsellors, and teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems” | 4 |
| Updated TIS training and attendance at Worcs Network meetings and conference. | The government Green Paper 'Transforming Children and Young People’s Mental Health Provision' (December 2017) found that appropriately trained teachers /teaching assistants can achieve results comparable to those of trained therapists. To quote,  "There is evidence that appropriately-trained and supported staff such as teachers, school nurses, counsellors, and teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems” | 4 |
| Subsidised trips and visitors  High % of PP pupils attending trips. Curriculum enhancement  Providing a real-life context Develop pupils’ cultural capital and exposure to a range of different experiences  Develop social and emotional skills  Discounted Y6 residential costs | EEF: 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. | 1, 2, 3 ,4 |
| Half price after school clubs for PP pupils | [The Nuffield Foundation](https://www.natcen.ac.uk/media/1135440/CLS-WP-2016-Out-of-school-activities-during-primary-school-and-KS2-attainment.pdf): NatCen Social Research and Newcastle University 2016; looking at the academic progress of around 6,400 students born between 2000-2001. When comparing the findings of disadvantaged students who attended the after school programmes, and those from similar backgrounds who did not, it was found that those who did attend the activities made significantly more progress by the age of 11. | 4 |
| Attendance officer to improve attendance across the school with a particular focus on disadvantaged pupils. Regular meetings with DSL to implement targeted support for families in line with Franche’s Supporting Families Offer.  patterns of irregular attendance/punctuality are monitored and parents are supported overcome barriers and to get their children into school. | DfE 2011: Improving attendance at school  Children with the worst attendance in the early years tend to come from the lowest socio-economic groups where attainment on entry to primary schools is often already notably lower than that of their peers. By ensuring that the parents of these children get into good attendance habits, schools will be able to do the work required to narrow this gap. One of the most effective ways that schools can improve achievement is by improving attendance. Even the very best teachers struggle to raise the standards of children who are not in school regularly. Schools that relentlessly pursue good attendance also get better overall attainment and behaviour. | 5 |
| Lunchtime and after school Well-being Clubs | The government Green Paper 'Transforming Children and Young People’s Mental Health Provision' (December 2017) found that appropriately trained teachers /teaching assistants can achieve results comparable to those of trained therapists. To quote,  "There is evidence that appropriately-trained and supported staff such as teachers, school nurses, counsellors, and teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems” | 4 |
| Subsidised music lessons | EEF: Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Improved outcomes have been identified in English, mathematics and science. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. | 1, 2, 3, 4 |
| Individual support for families eg. Uniform, food, equipment, PE kit, swim kit | Removing barriers to participation by ensuring all children have the right equipment and uniform can positively impact self-esteem and confidence. Ensuring all children have what they need can positively impact attendance. | 1, 4, 5 |

**Total budgeted cost: £** £286,000 approx

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

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| Outcomes   * EYFS: in all areas of learning, apart from PSED, the % PP pupils at ARE has increased since baseline. * EYFS: The ARE gap between PP and non PP has decreased since baseline in reading, maths and communication and language. * Increase from entry in Y1 PP % at ARE in Reading, writing and Maths and increase in % at GD in Reading. * The Y1 PP/Non PP ARE % gap is closing in writing and Maths – In Maths there is only 8% difference compared to 26% on entry. * Increase from entry in Y2 PP % at ARE in Reading, writing and Maths and increase in % at GD in Reading and Maths. * Year 2 closed the gap between PP and Non PP in Reading, writing and maths * Increase from entry in Y3 PP % at ARE in Reading, Writing and maths. Increase in % at GD in Reading and Maths. * Increase from entry in Y4 PP % at ARE in Reading and Writing and Maths and increase in % at GD in all areas. * The Y4 PP/non PP ARE % gap is closing in Reading, writing and maths * Increase in Y5 PP % at GD in Reading and Maths. * The Y5 PP/Non PP ARE % gap is closing in all areas. * The Y6 PP/non PP ARE % gap is closing in Reading.   Teaching  Monitoring of the implementation of our curriculum intent and staff confidence in teaching to the new EYFS and using Little Wandle scheme for phonics in EYFS and KS1 indicates that staff practice is consistent and effective.  In recent Annual Performance Reviews, areas of strength were identified. The curriculum was described as a: “Strong, deeply cohesive and planned curriculum; aspirational and inspirational.” “Phonics lessons and Reading Practice sessions that were observed were strong. This is supported by good subject knowledge, having a consistent approach and staff who are used appropriately to enable pupils to make progress.” “There are strong systems to support less able readers. All Y2 teachers spoken to are very knowledgeable about Y2 pupils who did not pass the phonics screening check”. “Progress is supported by strong teaching as a result of CPD that supports subject knowledge”. “Teachers have good subject knowledge and use questioning well which leads to high levels of pupil engagement”. With specific regards to Pupil Premium and SEND: “Experienced, knowledgeable leaders were skilled in their ability to effectively summarise the knowledge they hold on their lead areas in order to present a strong picture of provision. They are easily able to present the school’s position on provision, knowledge of staff, strengths and areas of development. They held highly detailed knowledge of the children and their needs, describing the complexity of need for pupils and the adapted provision across the school”  Curriculum CPD delivered by the Curriculum Leader has enabled staff to evaluate their knowledge and understanding of attainment and the quality of teaching within their subject area. Teaching staff were coached and given additional time to monitor the key areas of: how their subject is sequenced; how ambitious their curriculums were for *all* learners as well as focusing on how it meets the need of our disadvantaged learners; how well children are learning in their subject. From this, subject leaders generated data and short, medium and long term actions have been set for next academic year in line with the SDP and in response to our barriers to learning as a result of our school context. Staff feedback was positive and many reported they felt that the training had impacted positively on the delivery of their subject across the school. A specific focus on effective questioning to ensure key content is remembered long term and that pupils are making links to prior learning has been impactful, “Teachers have good subject knowledge and use questioning well which leads to high levels of pupil engagement”. Monitoring across Y1-6 shows that the majority of pupils are now confident in using/responding to 3 specific questioning techniques.  Targeted academic support  A significant portion of our Pupil Premium budget is used to facilitate effective academic intervention for those not on track to meet ARE. In-year monitoring of our Step 6 documents and observation of interventions as part of the monitoring schedule, alongside termly pupil progress meetings, indicate that intervention for Pupil Premium pupils is for the most part effective. In the few cases where it is not, teachers were able to document the barriers to learning and the actions they have taken to address this.  Wider strategies  In the school’s Virtual School monitoring visit, areas of strength were identified. It was commented that “The Franche values could be observed as part and parcel of school life (Family, Respect, Aspiration, Nurture, Creativity, Health and Enjoyment)” and that “Family and home-school links are clearly prioritised through the many opportunities offered to engage families”.  Monitoring of our safeguarding software, behaviour logging software and general observations indicate that pupil behaviour, wellbeing and mental health issues continue to be prevalent for our Pupil Premium pupils. This year we have continued to use Pupil Premium funding to provide wellbeing support for all pupils, and targeted interventions were implemented where required. This is an area we are continuing to develop for all pupils as part of our whole school development plan. A substantial amount CPD has been funded for staff at all levels to ensure we are tackling this growing issues at a whole-school level eg. Emotion coaching training (all teachers and TAs).  There has been a further increase in Pupil Premium families needing financial support with funding trips and residential visits and we have also seen an increase in families being directed to Early Help resources. There has been a significant increase in year bands/faculties requesting support from £PP budget to be able to run their curriculum focused trips, visits, clubs etc. The amounts being requested are significantly higher and are predominantly down to the notable rise in coach prices and insurance costs. For example, the cost of coaches for a local trip to Worcesters Cathedral has almost doubled from roughly £900 last year to £1800 this year. Parental Contributions vary wildly from year band to year band. We average 60-70% of parents paying for their child’s trip, which depending on the trip- can be a significant shortfall.   * Attendance rates for pupils eligible for PP are lower than their non-PP peers with the gap remaining consistently around 3% in the last couple of years. 23-24 figures suggest the gap has widened by 2%, with fewer PP pupils achieving an avg attendance of equal to or greater than 95% for the year.  |  |  | | --- | --- | | Intended outcome | Success criteria | | |  | | --- | | PP pupils make at least expected or accelerated progress from initial assessment point in EYFS  (Baseline). | | All relevant staff (including new staff) have received updated training to deliver the EYFS  Monitoring indicates a consistent approach to teaching in our EYFS departments. Reception assessment data indicates good or better progress for PP pupils. | | PP pupils make at least expected or accelerated progress from initial assessment point in Phonics   |  | | --- | | For PP pupils to achieve national expected standard in the PSC | | All relevant staff (including new staff) have received \*updated\* training to deliver the validated phonics scheme effectively (including roll out to Nursery)  Monitoring indicates a consistent approach to teaching of Phonics. Assessment data indicates that PP pupils are making good or better progress in Phonics and Reading.   |  |  |  | | --- | --- | --- | | **PSC passed** | % PP | % non PP | | Year 1 | 65% | 78% | |  | % PP | % non PP | | Year 2 resit | 50% | 41% | | | PP pupils make at least expected or accelerated progress from initial assessment point in Maths | All staff are taking a rigorous approach to the teaching of basic skills in Maths so that children are efficient in their use of mental strategies  Monitoring indicates a consistent approach to teaching of Maths. Data indicates that PP pupils are making good or better progress in Maths. (Y1-4)  One year-band cohort will need to be focused on going into 2024-25 as the EOY % progress of PP pupils was a concern, alongside % at ARE. | | Short-term gaps in learning are addressed and at least expected or accelerated progress is made over a time-specific period for targeted PP pupils. | All staff have support and training to identify barriers, introduce short term, specific targets that clearly identify progress opportunities.  Step 6 monitoring indicates good or better progress in relation to specified targets.  Data indicates good or better progress for PP pupils. The % of PP pupils making expected or better progress is good (70% or higher) in Y1-4 in all areas.  There has been an increase in % PP at GD in a number of areas (Y2 and Y3 Reading and Maths,Y4 Reading, Writing and Maths) | | SALT interventions are effective and address areas for development that would otherwise impact negatively on pupils’ access to their learning.  PP pupils with SALT make expected progress or accelerated progress in spite of their needs. | To combat low starting points and develop speech, communication and language skills are made a priority across our EYFS phase.  Early identification of needs leads to rapid and effective intervention.  Step 6 monitoring indicates good or better progress in relation to specified targets.  % of children discharged before end of KS1 increases. | | To ensure pupil mental health and wellbeing is prioritised.  To develop our pastoral team identifying links to curriculum and ensuring a holistic approach to supporting our vulnerable children and families eligible for PPG funding. | Use of TIS UK resources and trained staff leads to positive impact on mental health, self-esteem, confidence etc. evidenced through ‘snapshots’  Occurrences of dysregulated behaviour decrease following implementation of effective intervention, as evidenced through monitoring of our safeguarding software- individual case studies and long term monitoring. | | Continue to improve attendance of PP pupils in line with non-PP pupils. | % of PP pupils with attendance greater than 95% increases.  Number of PP 100% attenders increases.  Gap closes between PP and Non PP pupils.  Attendance rates for pupils eligible for PP are lower than their non-PP peers with the gap remaining consistently around 3% in the last couple of years. 23-24 figures suggest the gap has widened by 2%, with fewer PP pupils achieving an avg attendance of equal to or greater than 95% for the year. | |

## 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*

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| Programme | Provider |
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## Service pupil premium funding n/a for previous years

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| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
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| **The impact of that spending on service pupil premium eligible pupils** |
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**Further information (optional)**

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| **Additional activity**  Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:   * utilising the funded training opportunities provided by the Worcestershire Virtual School to continue our journey towards embedding TIS practices and values, growing our bank of TIS trained practitioners and resources to effectively support the growing number of children struggling with the impact of trauma in their lives.   **Planning, implementation, and evaluation**  In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.  We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF’s families of schools database to view the performance of disadvantaged pupils in schools similar to ours.  We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the lasting impact of the Covid-19 pandemic on disadvantaged pupils and specifically focused on loal contextual data to help us to unpick the barriers our disadvantaged pupils are facing and might face in the future to ensure our curriculum intent was responding to these.  We have put a robust evaluation framework in place and will adjust our plan over time to secure strong outcomes for pupils. |