



Pupil Premium Strategy		
Intended outcome	April 2022 Update	End of 3yr Plan Success criteria
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • Current PA data for PP is 14.3% which equates to 12 children. The % has reduced by 2.7% (3 children have improved) since December 2021. • This compares to 9.2% of Non PP PA attendance • Overall current attendance for PP is 96.7%, however year to date (YTD) is 94.9%. Non PP is 96.4% however YTD is 95.4%. Both YTD figures are below national. 	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 8.2% (national) and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is beginning to reduce • the percentage of all pupils who are persistently absent being below national figure of 8.2% and the figure among disadvantaged pupils being more inline than their peers
Improved writing attainment among disadvantaged pupils at the end of KS1 and KS2	<ul style="list-style-type: none"> • Graduated response written and children who are 1 point behind their peers are monitored by English leader now • Triple A Clinics have been held to discuss DA on an individual basis to discuss barriers and support. • EYFS have undertaken squiggle in to a writer training to support with fine motor skills ready for writing • Specialist assessment support bought to help diagnose and support cognition and learning difficulties in 	<p>KS1 and KS2 Writing outcomes in 2024/25 show that an increased % of disadvantaged pupils met the expected standard. Internal tracking will predict and maintain ambitious flightpaths for disadvantaged children</p>



<p>Improved reading attainment among disadvantaged pupils including phonics at the end of KS1 and KS2.</p>	<ul style="list-style-type: none"> • DA Reading attainment Data March 2022 (OT and Above) • YR 64% (This has risen from 10% in Nov) • Y1 38% Y2 60% • Y3 71% Y4 43% (7% above) • Y5 58% Y6 50% • The majority of these have remained static except in Y5 where it has fallen • Predictions for Y1 Phonics data 11/13 85% DA 	<p>Phonics Screenings data, KS1 and KS2 Reading outcomes in 2024/25 show that an increased % of disadvantaged pupils met the expected standard. Internal tracking will predict and maintain ambitious flightpaths for disadvantaged children</p>
<p>Improved oral language, physical, personal and social development skills providing the platform for more formal learning in KS1</p>	<ul style="list-style-type: none"> • Reception Staff continue to deliver Jungle Journey – a Physical Development intervention alongside our Squiggle while you wiggle to improve physical skills. • EYFS staff have undertaken squiggle in to a writer training to support with fine motor skills ready for writing 	<p>Assessments and observations indicate significantly improved oral language, physical, personal and social development among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, Evidence me and ongoing formative assessment.</p>
<p>Improved self assessment, motivation and belief in their learning capabilities among disadvantaged pupils</p>	<ul style="list-style-type: none"> • Knowing more, remembering more' & Metacognition – Closing the attainment gap training delivered to staff to promote 	<p>Sustained high levels of participation in pupil conferences and marking and feedback from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations <p>a significant increase in participation in assessment and learning activities, particularly among disadvantaged pupils</p>



	<p>independence and self reflection and assessment in lessons</p>	
<p>Regular attendance of disadvantaged parents in a wide variety of school engagement activities</p>	<ul style="list-style-type: none"> • Forest School parental engagement activities planned for each year group for Summer term 	<p>Records show:</p> <ul style="list-style-type: none"> • An increased engagement in activities • Increased completion of parent surveys • Thriving PTFA committee • Use of social media to promote the school and parental events
<p>Increases attendance of disadvantaged pupils on trips, residentials, school run extra-curricular clubs and external local sporting membership</p>	<ul style="list-style-type: none"> • Paid for to attend Laches Wood residential • Music lessons have also been paid for KS2 individuals - taster sessions 	<p>Increased number of disadvantaged children on registers for clubs, trip, residentials</p> <p>School is represented in local sporting clubs by disadvantaged pupils</p>