



Pupil Premium Strategy		
Intended outcome	Jan 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"> December PA for PP has risen to 17% this relates to 15 children and is 10% than Non PP School is now paying for 5 children to attend Breakfast club to support attendance and school readiness. Overall attendance is 95.4% for PP which is 1% lower than non PP. 	<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"> Purchased SATs revision guides for all Y6 children SLT focus on DA when monitoring Graduated response written and children who are 1 point behind their peers are monitored by English leader now Pupil Progress meeting discussion centre on DA cohort so that CT take responsibility for progress 	<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"> • 71% DA pass rate in Y2 phonic screener in December 2021 which is inline with national DA rate. • Focus is now on Y1 DA to ensure they received the necessary intervention to ensure success. 	<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"> • Deb Wilshaw (Speakwrite) is supporting the school for 1 day per week until the Summer. She is delivering interventions for groups and individuals. She has provided training for TAs and is involving staff in sessions to ensure that they can replicate the sessions daily to maximise impact. • MW is delivering Jungle Journey – a Physical Development intervention alongside our Squiggle while you wiggle to improve physical skills. 	<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, <i>Evidence me</i> 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"> • Marking conferences have been introduced in KS1 and 2 to ensure pupils 	<p>Sustained high levels of participation in pupil conferences and marking and feedback from 2024/25 demonstrated by:</p>



	<p>are aware of their next steps and support their self assessment.</p> <ul style="list-style-type: none"> • Highlighters have been purchased in order that pupils are more actively involved in self and peer assessment in class. 	<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>Regular attendance of disadvantaged parents in a wide variety of school engagement activities</p>	<ul style="list-style-type: none"> • Parents evening – week beginning 7/2/22 – School to monitor parental involvement • Workshops are planned for Spring term, these will be uploaded to the website to maximise parental involvement 	<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 • JR is monitoring DA involvement in clubs for Spring term • Music lessons have also been paid for KS2 individuals 	<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>

