

Alexandra Primary School

Pupil premium strategy statement 2024-2027

This statement details the school's use of pupil premium funding to help improve the attainment of disadvantaged pupils.

It outlines the pupil premium strategy, how school intends to spend the funding in this academic year.

School overview

Detail	Data
Number of pupils in school	668
Proportion (%) of pupil premium eligible pupils	11% (71 pupils)
Academic year / years that the current pupil premium strategy plan covers (this is a 3 year plan with the previous years review)	2024-27 – with annual update
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	John Norton
Pupil premium lead	Jo Mansfield
Governor lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115, 440 Post LAC £2,500
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0

Part A: Pupil premium strategy plan

Statement of intent

It is the schools intention that all pupils, irrespective of their background or the challenges they face, aspire to have high aspirations of themselves, perform to the best of their abilities, and succeed to become responsible citizens. The focus of the pupil premium strategy is to support disadvantaged pupils to achieve these goals through providing opportunities to both support and offer challenge so that children make progress.

APS, recognises that disadvantaged pupils can face a wide range of barriers which may impact on their learning such as:

- Low starting points at baseline upon entry to Nursery / Reception due to English being an additional language.
- Difficulties with families applying for Pupil Premium, school works to develop parent understanding in this area, although this is a challenge
- 67% of pupils discussed at weekly DSL meetings, are disadvantaged
- 52% of identified young carers in school are disadvantaged pupils.
- Barriers to learning created by low income, family circumstances and recourse to public funding
- Pupils' social and emotional well-being and poor resilience.
- Limited access to a wide range of opportunities to develop pupil's knowledge and understanding of the world.

Quality first teaching is at the heart of the school's approach, with a focus on areas in which disadvantaged pupils require the most support. Focus areas are identified through assessments, both formative and summative and the outcomes of their work. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils.

The school approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment, and not making assumptions about the impact of disadvantage.

The objectives are:

- To support children's health and wellbeing to enable them to access learning and become successful so they are ready for the next stages in education.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

To ensure they are effectively met, school will:

- Ensure disadvantaged pupils are challenged in the work that they are 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' progress and raise expectations of what they can achieve.
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- Monitor the progress and outcomes for children
- Ensure that APS provides wider opportunities for disadvantaged pupils to broaden their experiences.
- Support families with payment for activities, clubs, educational visits and any residential.
- Ensure children have first-hand experiences to use in their learning in the classroom.
- Access any behaviour support where necessary.

All activities to address these challenges will follow the three-tiered approach to Pupil Premium provision:

1. Quality First Teaching
2. Targeted support
3. Wider strategies leading to increased engagement and broader experiences.

Challenges

This table details the key challenges that school has identified for the disadvantaged pupils.

Challenge number	Detail of challenge
1: Oral language and vocabulary	Assessments, observations, and discussions with pupils highlight underdeveloped oral language skills and vocabulary gaps in many disadvantaged students. These challenges are noticeable from Reception through to Key Stage 2 and are generally more pronounced among disadvantaged pupils compared to their peers. This is partly due to the school context, where 96% of pupils come from minority ethnic backgrounds. School's self-evaluation states that 96% of the pupils are from minority ethnic groups with approximately 55 first languages other than English. The largest ethnic groups are Indian (46%), White Eastern European (12%) and Pakistani (7%). While school celebrates the diverse languages spoken by students with the recognition of the importance of providing structured support to help them grasp the formalities of the English language. Many parents find it difficult to model the English language at home.
2: Multiple barriers to learning	Assessments, observations, and discussions with pupils indicate that disadvantaged students tend to face more challenge achieving the Greater Depth Standard compared to their peers. Data indicates that a significant proportion of families experience deprivation, with overcrowded housing being a common issue. Additionally, numerous families face external challenges due to their ineligibility for public funds because of their immigration status, which widens the gap between Pupil Premium (PP) and Non-PP students in terms of aspirations and access to opportunities outside of school. Houses of multiple occupancy are often unsafe and can contribute to children unable to find space for to read or for homework or indeed opportunities to explore learning through play. The high volume of domestic abuse cases in Hounslow also presents a barrier to learning.
3: Wellbeing	Assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to issues in the home such as domestic violence, financial difficulties due to a rise in the cost of living, and therefore, resulting in a lack of enrichment opportunities being able to be provided by the parent. These challenges particularly affect disadvantaged pupils, including their attainment. 67% of pupils discussed at weekly DSL meetings are disadvantaged pupils. 52% of young carers in school are disadvantaged pupils. Teacher referrals for support remain relatively high. 5 out of the 6 pupils who currently require additional support with social and emotional needs through ELSA are disadvantaged pupils. In addition to this, 3 out of the 6 pupils who receive counselling through play therapy are disadvantaged pupils.
4: Attendance	School's attendance rate is currently 95.9%, assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Term time leave is an unauthorised absence but the percentage of families taking term time leave is relatively high. 21 disadvantaged pupils have an attendance of 96% or below, which equates to 30% of disadvantaged pupils. Out of the 21 pupils, 12 are currently working below year group expectations.
5: Parental engagement / Readiness for learning	A number of disadvantaged pupils are unsupported at home. The home may lack resources for learning, reading books etc. and pupils may not receive reading modelled to them, other than at school. The children may not have adequate support for homework.

Intended outcomes

This explains the outcomes school is aiming for **by the end of the current strategy** and how these will be measured to see if they have been achieved.

Intended outcome	criteria
<p>1: Improved oral language skills and vocabulary among disadvantaged pupils. Structured talk activities and vocabulary development is seen through lesson walks and via pupil voice, particularly during the early years and Key Stage 1.</p> <p>Pupils from disadvantaged backgrounds exit the EYFS with language and communication skills comparable to their peers.</p> <p>Data shows that identified children achieve age expected for CLL early learning goal.</p>	<p>Significantly improved oral language demonstrated by disadvantaged pupils. Evident when triangulated with books, learning walks, engagement in lessons, book scrutiny, ongoing formative assessment and discussions with staff and pupils.</p> <p>The impact of Oracy strategies will be evident through pupil voice and teacher confidence in creating more opportunities for talk in the classroom, which leads to increased attainment at data check points.</p> <p>As a result of oral language interventions and by promoting oracy in the classroom; pupils make accelerated progress but are at least in-line with all other pupils nationally; pupils' confidence to engage in speaking activities increases and are speaking with more confidence.</p>

<p>2: To reduce the disadvantaged gaps between PP pupils and their peers achieving the Greater Depth Standard for RWM combined.</p>	<p>Outcomes show that more disadvantaged pupils achieve the national average progress scores and attainment for the Greater Depth standard Reading, Writing and Maths combined and for the gap to non-disadvantaged is reduced to below 10% by 25/26.</p> <p>In 2024, 74% of Pupil Premium achieved RWM combined at the expected standard compared to 69% all pupils. 4% Pupil Premium achieved RWM combined at the Greater Depth standard compared to 16% Non-Pupil Premium.</p>
<p>3. Opportunities created that support pupils' overall well-being by enhancing their self-confidence and fostering high aspirations.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a reduction in incidents on CPOMS regarding behaviour • Aspirational role models will be provided for pupils in need of support, with timely interventions to help them achieve successful outcomes.
<p>4. To sustain improved attendance of PP pupils.</p>	<p>Improved Overall Attendance Rate</p> <p>The attendance percentage of all Pupil Premium pupils is at least 96.3%, currently 95.84%, aligning with or exceeding national averages.</p> <p>Short-term success:</p> <ul style="list-style-type: none"> • Attendance rates of disadvantaged pupils improve by at least 1-2% per term, moving towards the 96.3% target. <p>Long-term success:</p> <ul style="list-style-type: none"> • Sustained attendance of 96.3% or higher for disadvantaged pupils over multiple academic years. <p>Reduction in Persistent Absenteeism</p> <p>The Persistent absence rate of PP pupils is currently 10% Target: Reduce the percentage of disadvantaged pupils classed as persistent absentees (i.e., those attending less than 90% of the time).</p> <p>Short-term success:</p> <ul style="list-style-type: none"> • A 3-5% reduction in the number of disadvantaged pupils falling below the 90% attendance threshold within the first year. <p>Long-term success:</p> <ul style="list-style-type: none"> • Persistent absenteeism among disadvantaged pupils aligns with or falls below the school's overall rate, ideally below 10%.
<p>5. Improved readiness for learning with parents and teachers having an up-to-date awareness of how best to support disadvantaged children.</p>	<p>Even stronger partnerships between parents and the school, ensuring that parents understand the school aims and how to best support their children academically and their wellbeing. This collaboration will help create a supportive home-school environment that promotes learning, completion of homework and a shared understanding of how to best support children leading to improved academic outcomes and well-being.</p>

Activity in this academic year 2024-25

This details how the school intends to spend pupil premium (and recovery premium) funding this academic year to address the challenges listed above.

Teaching, for example, CPD, recruitment and retention

Budgeted cost: £85000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality Teaching</p> <p>CPD and regular monitoring to ensure all staff teach with consistency across the school.</p>	<p>A model for SEND from the EEF is applicable to all pupils including Pupil Premium pupils. The ‘Five-a-day’ principle is applied across the school in all year groups to support all pupils in the classroom.</p>	1, 2, 3, 5
<p>Teaching Assistant support (TAs)</p> <p>Additional key year group support in Year 1 and 5</p>	<p>Trained Teaching Assistants working alongside teachers in the classroom or delivering specific interventions, ensuring PPG pupils get the help they need to grasp challenging concepts. Based on the EEF’s Making best use of Teaching Assistants, APS adopts the principles that are demonstrated in the recommendations. Any work that Teaching Assistants do with children outside of the classroom environment is consistent and integrates learning as connections are made between everyday classroom teaching and structured interventions.</p>	2, 5
<p>Nuffield Early Language Intervention (NELI) in Reception, training and ongoing support for EYFS staff.</p>	<p>Independent controlled trials show that the children who received NELI made significantly more progress in their language skills, compared with children who hadn’t received the programme. (The equivalent of +3 additional months’ progress in oral language skills compared to children who did not receive NELI. Children also made more progress in early word reading (+2 months) and children with English as an additional language benefited just as much from the programme as native English speakers.)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1, 2 All PPG in EYFS and KS1
<p>Purchase of PiXL for robust assessment of all pupils, including the disadvantaged to create personalised learning checklists to support gap identification and filling.</p> <p>CPD for staff to use PiXL to promote opportunities for Oracy activities in the classroom.</p>	<p>School have selected several strategies in The EEF’s Teaching and Learning Toolkit to raise standards across the school, providing all pupils with quality first teaching and interventions to support with their learning.</p> <p>PiXL assessments provide us with an in-depth analysis for each child. Gaps identified and filled quickly through PiXL therapies and flexibility to teach small group therapies and whole class therapies with class teacher or teaching assistants. Bridging the gap adaptations / activities for those pupils who require additional support and Personalised learning for SEND pupils.</p>	2, 3
<p>Oracy</p> <p>More opportunities for Oracy in the classroom.</p> <p>Further develop Reading for Pleasure pedagogy in the classroom to further promote oracy.</p> <p>Development of the Writers Toolbox and Get Hounslow Reading and Writing initiatives to link increased speaking and listening to reading and quality writing.</p> <p>Staff to receive training and English lead and SLG to monitor the impact of this initiative.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Vocabulary in Action</p> <p>PiXL Oracy Mats</p> <p>Science concept cartoons</p> <p>Writers Toolbox</p> <p>Het Hounslow Reading / Writing programmes</p> <p>More training this academic year for ECT’s and TA’s to ensure that all staff are providing opportunities for talk and improved oracy skills in the classroom.</p>	1, 2, 3, 5

<p>Retrieval strategies to help children improve their memories and build on their knowledge and understanding. INSET time and time to monitor outcomes.</p>	<p>The school has developed the use of retrieval strategies and this is already having an impact using KWL grids and Knowledge Mats.</p> <p>The Improving working Memory report from the EEF demonstrates a case study where a project was undertaken by Teaching assistants with children to improve their working memory.</p> <p>It is also important to take account of the prior knowledge that children bring to lessons and to help them to build upon this understanding. School has achieved this through KWL grids, flashback four, quizzes and double page spreads.</p> <p>Additionally, anticipating common misconceptions, and using diagnostic assessment to uncover them, is an important way to support pupils.</p>	<p>1, 2, 6</p>
<p>Reading and Writing for Pleasure –</p> <p>UKLA / OU Reading for Pleasure Quality Mark (GOLD) has allowed school to audit current practice and train staff on RfP pedagogy bringing improvements to the reading culture.</p> <p>Develop writing across the curriculum, including writing for pleasure. A Writing for pleasure approach with <i>Get Hounslow Writing</i>, alongside Writers Toolbox to improve Writing outcomes.</p> <p>Use PiXL and Writers toolbox using developments in oracy and reading, drama into writing.</p> <p>Participate in Get Hounslow Writing, in conjunction with St Mary's University at both KS1 and 2 with leads disseminating to staff.</p>	<p>The school has been awarded the UKLA / Open University GOLD Reading for Pleasure Quality Mark. Staff have been promoting a love of reading with all pupils, to especially include those who may not have access to quality literature at home. School provides quality texts and reading role models.</p> <p>Research evidence on Reading for pleasure from GOV.UK. Disadvantaged children do not have the same opportunities to visit places of interest and may not have the same wide range of books to choose from at home than their peers who are Non-disadvantaged. Therefore, it is important that at school is able to provide children with opportunities to discuss their book choices, preferences and promote reading for pleasure through dedicated reading time that includes teachers reading with children.</p> <p>The CLPE Reading for Pleasure report also supports this activity. The research shows us that if you are a literate child who reads for pleasure then this has more impact on your future life chances than any other factor. Encouraging reading for pleasure is a social justice issue.</p> <p>New research from the National Literacy Trust (NLT) highlights the declining number of young people reading for pleasure. School is working to ensure this is not the case so that children develop reading habits that enable and to enjoy reading for life. High quality texts used in school help to reflect the pupil culture and lives but also open new worlds, places and opportunities broadening their experiences.</p> <p>Reading for pleasure has provided motivation, engagement and impact on attainment and now a focus on Writing alongside Reading will prove to drive even better outcomes in Writing. NLT have produced some materials which supports a whole-school exploration of writing for pleasure. More can be read with NLT's 'A Writing for Pleasure manifesto.'</p>	<p>2, 3, 4, 5</p>

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

Budgeted cost: £20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Third Space learning – Maths tutoring for Year 6 disadvantaged pupils.</u></p> <p>Phased prioritisation during the academic year where intervention time is shared more widely in the Summer term.</p>	<p>The EEF trial report on affordable online Maths tuition demonstrates the worthiness of such a programme for disadvantaged pupils. The provision begins in Year 6 for PP pupils and then in the Summer Term this changes to Year 5 to ensure there is a smooth transition from Year 5 Maths to Year 6 Maths.</p> <p>Third Space have been acknowledged as a NTP programme.</p> <p>Data shows that over the last few years, most pupils who have participated in Third Space tutoring have made expected or accelerated progress compared to before the programme.</p>	2, 5
<p><u>Additional Phonics sessions</u> targeted at disadvantaged pupils who require further phonics support from Year 1 upwards.</p> <p>Appropriate phonic interventions for children not making progress including the lowest 20%.</p> <p>New staff trained to be in line with the high expectations for the Phonics programme used in school.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>The APS Phonics curriculum is embedded and has had an impact on the outcomes for Year 1 children. Consistently 90%+ for the past 4 years. Disadvantaged pupils are in line with their peers. APS will continue to monitor the outcomes and maintain the high standard set. All staff have high expectations for Phonics and there is clear progression. Interventions are supportive of pupils who might not yet be meeting the expectation throughout the year.</p> <p>ECT's and new staff take part in the training that all staff have received.</p>	1, 2, 3 and 5.
<p><u>Targeted groups for vulnerable pupils</u> (PiXL B2, E2 and A2)</p> <p>Children are supported in flexible interventions, which help bridge the gaps in their learning.</p>	<p>Targeted support in core subjects where gaps in learning are addressed if below the year group expectation. PiXL resources support bridging the gap interventions.</p> <p>Pupil Premium Pupils are discussed as a focus group in Team Around a Year Group Meetings. Teachers discuss the progress their class are making with leaders and actions are set to support both the pupils and the staff.</p>	1, 2, 5

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

Budgeted cost: £20000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Social and emotional support intervention:</u></p> <p>ELSA</p> <p>Staff members trained in ELSA to lead sessions across the school. Each ELSA-trained staff represents different phases / key stages.</p> <p>Regular monitoring including feedback from pupils and parents in liaison with the SENDCO, Pastoral Lead and DHT.</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. The EEF have produced a document regarding SEL and Why Social and Emotional interventions work</p> <p>63% of pupils who currently require additional support with social and emotional needs through ELSA are disadvantaged pupils.</p> <p>ELSAs are trained teaching assistants who provide targeted interventions to help students develop emotional literacy, which includes skills like understanding and managing emotions, building self-esteem, coping with social situations, and improving resilience.</p> <p>The support can be delivered through one-on-one sessions or small groups, focusing on issues such as anxiety, anger management, loss, friendship difficulties, and self-esteem. The goal is to help students become more emotionally aware and capable of managing their feelings, thereby improving their overall readiness for learning.</p>	2, 3, 5
<p><u>Flourishing Minds</u> is designed to support and enhance mental health and emotional well-being. It typically focuses on fostering positive mental health, resilience, and emotional development, helping individuals to thrive academically, socially, and personally.</p>	<p>83% of pupils who receive flourishing minds support are disadvantaged pupils.</p> <p>Flourishing Minds can offer the following: a positive impact on Mental Health; Improved Academic outcome; Resilience building; Social skills and well-being; Positive school climate and attitude towards school and Improvements in behaviour.</p>	2, 3, 5
<p><u>Young Carers.</u> Pupils who attend the school who provide regular and ongoing care to a family member who has a physical or mental illness, disability, or addiction. This caregiving role can involve tasks such as helping with personal care, administering medication, cooking, cleaning, or providing emotional support to the person they care for.</p>	<p>52% of young carers in school are disadvantaged pupils. Young carers often take on significant responsibilities at home, which can impact their well-being, education, and social life. The level of caregiving can vary greatly, with some young carers providing a substantial amount of care, while others may offer more limited support.</p> <p>They may experience stress, isolation, and difficulties in balancing school and caregiving responsibilities.</p>	2, 3, 5
<p><u>Social skills groups</u></p> <p>These groups focus on teaching the social behaviours and strategies necessary for positive, effective communication and relationships with others. They are especially beneficial for individuals who may struggle with social anxiety, autism, ADHD, or other challenges that make social interactions difficult.</p>	<p>Key areas of focus of social skills groups include communication skills, building relationships, conflict resolution, empathy and emotional understanding and turn-taking and group dynamics.</p> <p>"Interventions which focus on improving social interaction tend to be more successful (+6months) than those focusing on personal and academic outcomes (+4 months)</p> <p>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</p> <p>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. 'Social and emotional learning – EEF'</p>	2, 3, 5

<p>Sensory Circuits</p> <p>A structured series of activities designed to help children regulate their sensory processing, improve focus, and prepare them for learning.</p>	<p>The benefits of sensory circuits are discussed in this research from ‘Learning through Movement’. These circuits are typically used in educational settings, especially for children with sensory processing difficulties, autism, ADHD, or other conditions that affect the way they interact with sensory stimuli.</p>	<p>2, 3, 5</p>
<p>Extra-curricular activities and cultural capital</p> <p>Clubs offered to disadvantaged pupils and part funding offered for residential and some trips and visits. Pupil voice is sampled.</p> <p>Register of take-up for PPG and trips.</p> <p>Previously LAC invited to clubs after school.</p>	<p>Children regularly attend clubs which develop life skills and enhance experiences outside the classroom.</p> <p>Rock Steady Scholarship places offered to Pupil Premium pupils.</p> <p>Voice in a Million, parents in receipt of pupil premium could buy the T-shirts at a reduced cost and the rest have been subsidised by the school.</p>	<p>4</p>
<p>Parental involvement with children’s learning. There are 4 recommendations from the EEF report:</p> <ol style="list-style-type: none"> 1. Critically review how school works with parents of disadvantaged children 2. Provide practical strategies to support learning at home 3. Tailor school communications to encourage positive dialogue about learning 4. Offer more sustained and intensive support where needed. 	<p>The EEF report on parental engagement provides 4 recommendations to ensure parental involvement has an influence on pupil outcomes. Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes.</p> <p>Parent workshops on supporting learning at home, behaviour strategies, or well-being + phonics/numeracy support, behaviour and eating.</p> <p>Regular communication about children’s progress and well-being</p> <p>Signposting Family support services to help parents access external resources (e.g., financial advice, mental health support)</p> <p>Expectations communicated to parents. Reading books available, monitored and used. Devices allocated and in use for those that require them. Teacher induction and training as part of INSET plan and include effective pedagogy, deeper subject knowledge, trauma training, behaviour management and working effectively with parents and carers.</p>	<p>1, 2, 3, 4, 5</p>
<p>Attendance</p> <p>Review attendance of all PP pupils half termly.</p> <p>Meetings held with parents if the desired level of attendance falls.</p> <p>Classes rewarded with Mufti day for 100% attendance for the week.</p>	<p>Research from the EEF notes the impact that persistent absence has on learning, especially for disadvantaged pupils.</p> <p>Attendance and reading - key barriers to disadvantaged pupils</p> <p>Six themes to support an attendance strategy.</p> <p>Attendance strategy</p> <p>Pastoral Lead and Attendance Administrator to engage parents and address barriers to regular attendance.</p> <p>Tracking and monitoring of families. Meetings with targeted families occur regularly to keep monitoring attendance.</p>	<p>2, 4</p>

Total budgeted cost: £125000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Internal data and performance measures for 2023-24 indicate that pupil premium pupils are out-performing Non-Pupil Premium for Reading, Writing and Maths combined at the expected standard. However, it is evident that more able Pupil Premium pupils are currently underachieving and this is a focus for 24-25.

In Reading, 91% of Pupil Premium pupils met the expected standard

In Writing, 91% of Pupil Premium pupils met the expected standard

In Maths, 82% of Pupil Premium pupils met the expected standard

These outcomes show an improvement in standards for Pupil Premium pupils and they are outperforming the Non-Pupil Premium Pupils at the expected standard. (However, school must consider the number of pupils in relation to each other.)

74% Pupil Premium achieved RWM combined at the expected standard compared to 69% Non-Pupil Premium.

4% Pupil Premium achieved RWM combined at the Greater Depth standard.

Teaching:

Phonics provision ensured all disadvantaged pupils passed the Phonics Screening Test. Interventions allowed staff to target support more rigorously for disadvantaged children by bridging the gap and for disadvantaged children with SEND receiving personalised learning interventions.

Targeted support:

Outcomes of the provision of Third Space Learning for Maths for Year 6 disadvantaged pupils demonstrated that all pupils who took part made expected or accelerated progress.

Wider strategies:

Increased participation of disadvantaged pupils in after-school clubs, including free Summer Sports Club places offered to disadvantaged pupils, supported the drive on pupil well-being. ELSA support across the school has enabled children an opportunity to talk and share their feelings. More staff have been ELSA trained to support need.

School will continue to build on the activities detailed in this plan for 24-27 with an annual review of the Pupil Premium Strategy.

Externally provided programmes

Programme	Provider
TT Rockstars	Maths Circle Ltd
Talk for Writing	Talk for Writing
Reading Plus	Reading Plus
Bug Club	Pearson
Lexia	Lexia
PiXL interventions	PiXL Club
Doodle	Doodle
Pobble	Pobble
Third Space learning	Third Space learning