



REPORT

Pupil premium grant expenditure: report to governors

NUMBER OF PUPILS AND PUPIL PREMIUM GRANT (PPG) RECEIVED 24-25	
Total number of pupils on roll	385 (24-25)
Total number of pupils eligible for PPG	72 children (24-25)
Amount of PPG received per pupil	£1480 £2570 for LAC or PLAC
Total amount of PPG received	£ 107,360

PREVIOUS PERFORMANCE OF DISADVANTAGED PUPILS

(pupils eligible for free school meals, in local authority care for at least 6 months, or children of service personnel)

	Previous year 22-23	Previous year 23-24	Current Year 24-25
% of pupils making expected progress in English <i>Data source: Ofsted Inspection Data Summary</i>	KS2 End of KS cohort 12 children Reading Expected Standard All Pupils 76% National 73% Disadvantaged 50% National Disadv. 60% National Non-Disadv. 78%	KS2 End of KS cohort 11 children Reading Expected Standard All Pupils 79% National 74% Disadvantaged 45% National Disadv. 62% National non-Disadv. 80%	KS2 End of KS cohort 10 children Reading Expected Standard All Pupils 83% National 75% Disadvantaged 90% National Disadv. 63% National non-Disadv. 81%
	Writing Expected Standard All Pupils 64% National 71% Disadvantaged 25% National Disadv. 58% National Non-Disadv. 77%	Writing Expected Standard All Pupils 75% National 72% Disadvantaged 45% National Disadv. 58% National Non-Disadv. 78%	Writing Expected Standard All Pupils 53% National 72% Disadvantaged 10% National Disadv. 59% National Non-Disadv. 78%
	Grammar, Punctuation & Spelling Expected Standard All Pupils 79% National 72% Disadvantaged 33% National Disadv. 59% National Non-Disadv. 78%	Grammar, Punctuation & Spelling Expected Standard All Pupils 75% National 72% Disadvantaged 45% National Disadv. 59% National Non-Disadv. 78%	Grammar, Punctuation & Spelling Expected Standard All Pupils 77% National 73% Disadvantaged 70% National Disadv. 60% National Non-Disadv. 79%

PREVIOUS PERFORMANCE OF DISADVANTAGED PUPILS

(pupils eligible for free school meals, in local authority care for at least 6 months, or children of service personnel)

% of pupils making expected progress in Maths	Maths Expected Standard All Pupils 78% National 73% Disadvantaged 42% (12 children) National Disadv. 59% National Non-Disadv. 79%	Maths Expected Standard All Pupils 74% National 73% Disadvantaged 45% (11 children) National Disadv. 59% National Non-Disadv. 79%	Maths Expected Standard All Pupils 74% National 74% Disadvantaged 40% (10 children) National Disadv. 61% National Non-Disadv. 80%

Context:

Cohort of 10 children eligible for Pupil Premium in Year 6 (24-25)

Of those 10 children:

5 SEN (incl 1 EHCP)

4 EAL

3 MPA (mid-phase admissions)

1 PLAC (post-looked after child)

The data demonstrated that outcomes for children eligible for PP at the end of KS2 were:

Reading - good with 90% meeting expected standard - above previous years and above national

Writing (teacher assessment) - below expectations with 10% meeting expected standard - significantly below previous years and below national

Grammar Punctuation and Spelling - good with 70% meeting expected standard - above previous years and above national

Maths - below expectations with 40% meeting expected standard - significantly below previous years and below national

Based on all the information above, the performance of our disadvantaged pupils **did not meet expectations**, and we are at present **not on course** to achieve the outcomes we set out to achieve by 2027/28, as stated in the 'intended outcomes' section below.

Our evaluation of the approaches delivered last academic year indicates that:

Reading

Alongside the emphasis on reading and high quality teaching of reading, the Reading Plus programme, in which all children eligible for PP participated, had a positive impact on reading attainment and we intend to continue with this in 2025-6.

Writing

Our approach to writing was not effective, and writing attainment is lower for all pupils as well as children eligible for PP. We are reviewing our approach to writing across the school, which includes approaches for disadvantaged children. Relevant aspects to develop as identified by English Lead include (See English SEF):

Complexity of writing units

- Stripping back context-heavy units is still required: keeping the high quality text but changing the writing focus, *e.g. read explanations for evolution (Y6 Darwin unit) but write explanations about a more familiar topic*

Transcriptional inaccuracies persist

- Improved accuracy in isolation (as reflected in SPAG results) but need to provide greater opportunities to apply in 'free writing'

Inaccurate editing

- While more structured, directed 'editing stations' and opportunities were created to break down the process and reduce cognitive load, this also led to over-reliance on adult/peer prompting, so some children were less independent. Editing often took place at the end of a unit which presented a challenge for a cohort who demonstrated lower motivation in writing - aiming to integrate editing within the process of a unit more in 2025-6

Grammar, Punctuation and Spelling

The improvement in attainment in this aspect of English may reflect the impact of the whole school emphasis on spelling and grammar, as we have focused on the 'basics' of writing as a way in to improving writing as a whole. All children also regularly use Spelling Frame (online) as a way of practising spelling., and it may be that an online activity is engaging for children and so means regular and repeated practice. Consistent use of SPAG Ninja and Vocab Ninja programmes in English lessons provided a familiar format for retrieval practice, as did increased use of sentence level games in lessons - a 'low threat' approach to increasing engagement in lessons for disadvantaged children who are reluctant to participate.

It may also be the case that, for children eligible for PP, the more concrete (right/wrong) nature of spelling and punctuation facilitates success more readily than the multiple aspects required for writing as a whole. Most children in the PP cohort were able to produce writing with strengths in one aspect at a time, but found it harder to combine them all at once in the same piece.

Maths

Our approach to maths was not effective, and the gap in maths attainment between disadvantaged and non-disadvantaged has widened. Children eligible for PP in upper KS2 were supported in Maths with the use of focused interventions aimed at closing the gaps in Maths knowledge and application, making use of the NCETM 'Ready to Progress' materials for Years 4 and 5. While this is important for children's longer term success with Maths, where gaps in learning from previous years need to be addressed before moving on, it does not result in immediate results at Y6. Given the success of Reading Plus, we will research the same company's recently released Maths programme as this may be of use.

It is worth noting that the 2024-25 cohort had a higher than usual proportion of disruptive behaviour stemming from high needs which resulted in a permanent exclusion and another temporary suspension.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget in 2025-26.

SUMMARY OF PPG SPENDING

Intended Outcomes in spending PPG:

- 1** Improved Reading, Writing and Maths attainment among children in receipt of PP at the end of KS2 so that children meet ARE
- 2** Improved levels of oracy, particularly attention and active listening
- 3** Children will be supported in learning, remembering and being able to retrieve core knowledge for a topic or subject area.
- 4** Improved progress for PP children in reading fluency in line with non-PP peers, according to individual starting points
- 5** Children in receipt of PP will have the opportunity to access a rich and engaging creative curriculum, including being exposed to and participating in cultural, social, learning and sporting experiences
- 6** PP children's attendance will be in line with non-PP children and will be at or above 95%

Summary 2024-25:

Ongoing projects funded:

Teaching Assistant provision

Provision of specialist music teacher to facilitate teacher/pupil conferencing in KS2

Reading Plus - online fluency programme for KS2

Scholars programme for children in Y5 (x12 children annually)

Financial assistance offered for additional activities (trips, events)

Brilliant Makers club to promote wider engagement and participation

Support offered for individuals as needed -e.g. Breakfast club places, strategies to support attendance

Cool Milk - milk provided for children eligible for PP.

Outcomes to date:

TA Provision

- Most TA provision directed and children with SEN/ higher needs -these may or may not also be eligible for PP, but often children eligible for PP have layers of need, and will benefit from additional focused adult support. TAs also deliver intervention programmes aimed at closing the attainment gap.

EYs - 5 PP of which 3 SEN
1 SEN not PP in cohort

Year 1 8 PP of which 3 SEN (incl 1 EHCP)
5 SEN not PP in cohort, including 1 EHCP (high behaviour needs)
and 1 EHCP in progress

Year 2 10 PP of which 3 SEN (incl 1 with high behaviour needs)
7 SEN not PP in cohort, including 1 EHCP (high behaviour needs)
and 1 EHCP in progress

Year 3 14 PP of which 3 SEN
5 SEN not PP incl 1 EHCP (medical)

Year 4 15 PP of which 5 SEN (incl 1 EHCP)
6 SEN not PP incl 2 EHCPs and 1 EHCP in Progress

Year 5 9 PP of which 2 SEN (1 early concern)
8 SEN not PP incl 1 EHCP (high needs)

Year 6 12 PP of which 6 SEN incl 1 EHCP and 1 EHCP in progress (high behaviour needs)
9 SEN incl 1 EHCP

- 25-26 Need to ensure targeted TA support is also allocated to children eligible for PP with no SEN (Inclusion team pilot on scaffolding and feedback should make a contribution to this as picked up by Interim SENCo)

PP Pupil conferencing

- Teachers clear on learning focus of their PP groups & individuals
- Main focus on Writing and Maths
- Children able to articulate impact additional support has had on their learning
- PP Lead to continue to monitor this in 25-26

Reading Plus

- Good take up of project in Year 4, 5 and 6 with GR slots used for delivery of programme regularly
- Outcomes for borderline children positive (Year 6 reading SATs and seen in progress made in other year groups)
- Need to ensure good take up for Year 3 in 25-26 (teacher PD, access to devices etc)

Scholars Programme

- 6 of 8 children eligible for PP participated
- One child's work selected for publication by Scholars Programme (achieving a 'First')
- Children reported enjoyment in the programme
- Teachers reported some improvements in writing (largely dependent on child engagement and participation)

Brilliant Makers Club

- Children invited from EYs- Y6 with approx 64% take up
- Higher take up in KS1 than Y3/4 (25% take up) and Y5/6 (50% take up)
- Displayed work at whole school Open Evening in June

Financial Assistance for Year 6 residential

- 7 out of 11 attended, of those 7, 4 requested financial assistance, with all being offered
- 3 children did not attend - x2 did not want to go, x1 behaviour prevented attendance
- 8 children in 25-26 to consider for possible financial assistance

Strategies to promote engagement and attendance - breakfast club places

- Places offered to 4 children from 4 families with the majority of places offered at Breakfast Club
- Reduction in number as Homework Club has not run this year owing to TA overtime not being available for this
- Some places also offered at ASC - usually for short term emergencies (fewer than 10 sessions).
- Places often offered as a response to a safeguarding or wellbeing need so offer is not necessarily predictable, but remains important to have.

SUMMARY OF PPG SPENDING

For 25-26:

Continue with those aspects of plan which are having a noticeable impact on learning and increasing engagement in school and breadth of 'cultural capital' for children:

- Pupil conferencing KS2 (during Music sessions)
- Reading Plus for KS2
- Scholars Programme for Y5
- Brilliant Makers EYs-Y6
- Financial assistance for trips and visits, including Yr6 residential
- Individual support (Breakfast/After School Club provision) for vulnerable children as needed e.g. where attendance or behaviour is a particular support
- Note - schools now able to refer to CCC for food & fuel bank vouchers (2 applied for at start of 2025-6)
- Re-establishment of PP Lead/Teacher meetings to focus teacher attention on provision for PP children

To research and consider for 25-26:

Most effective use of TA support - especially for children eligible with PP without SEN

Use of Daisy Learning Maths programme (liaise with new Maths Lead)

RECORD OF PPG SPENDING BY ITEM/PROJECT

Item/project	Cost	Objective	Outcome
Teaching Assistant provision	82209	Improved Reading, Writing and Maths attainment Improved levels of oracy, particularly attention and active listening Children will be supported in learning, remembering and being able to retrieve core knowledge for a topic or subject area.	Lower adult:child ratios mean that teachers have increased capacity to support disadvantaged children in class TAs are trained and able to deliver targeted intervention programmes Any additional adult time is also used for regular reading with children who do not read regularly at home.
Music Specialist time to be used for class teachers in Yr4-6	12 234 spent	To facilitate 1:1 pupil conferences providing targeted feedback for PP children	Teachers and children able to refer to impact on learning progress week-to-week Teacher focus has been on pre-teaching texts enabling greater access in Y5 & Y6 Individualised support - writing feedback; fluency in reading and maths

RECORD OF PPG SPENDING BY ITEM/PROJECT

Reading Solutions (Daisy Learning) online Reading Plus fluency programme for relevant KS2 PP children	5400 spent	To improve reading fluency of children KS2	Programme delivered in Year 6, 5 and 4 Increased fluency impacted on reading progress (see above) <i>Note - 24-25 improved take up Y3-6 Maintain in next PP Strategy Plan</i>
Scholar's Programme (Year 5)	3000 spent	Increase challenge for Y5 writers	12 children participate annually, with 6 of the 8 children eligible for PP participating. Children reported enjoying the programme, with one child's work being selected for publication. Teachers reported some improvements in writing - but not easily attributable solely to Scholars Programme
Brilliant Makers weekly art club by invitation for PP/disadvantaged children	£250 materials £180 spent	To increase participation and access a rich and engaging creative curriculum, including being exposed to and participating in cultural, social, learning and sporting experiences	PP children participated from EYs-Y6 in after school art club between December & July with approx 60% take up <i>Note - Reduce £250 budget to £200 for 25-6</i>
Financial assistance provided for Year 6 residential	3000 allocated 820 <i>Reduce allocation in 2025-6</i>	As above	4 out of 7 provided with financial assistance, offered to all 7 attending 8 children in 25-26 to consider for possible financial assistance
Strategies to promote engagement and attendance Funding of breakfast club places	2000 allocated 716 spent <i>Reduce allocation in 2025-6</i>	to facilitate punctuality and increase attendance alongside other attendance monitoring procedures (letters, meetings etc)	Places offered to 4 children from 4 families with the majority of places offered at Breakfast Club The reduction in numbers of places offered reflects the fact that Homework Club did not run in 24-25, so places were not offered to siblings when one was attending Hwk Club. <i>Reduce allocation in 2025-6</i>
Cool Milk	924 spent		

RECORD OF PPG SPENDING BY ITEM/PROJECT

Additional spend in financial year 24-5/academic year overlap	8.055		
Wellbeing Lead (part year)	333		
Premier Sport places part year	955		
Homework Club (stopped in academic year 24-5)			

TOTAL PPG RECEIVED	£107 360
TOTAL PPG EXPENDITURE	107360 planned 103 826 spent
PPG REMAINING	3534 Remaining funds were used for TA provision