

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Rowlatts Mead Primary Academy
Number of pupils in school	378 (34 Nursery) Total 412
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Jennie Henson
Pupil premium lead	Jennie Henson
Governor / Trustee lead	Gary Aldred

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158,360
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£158,360 + EY Pupil premium

# Part A: Pupil premium strategy plan

## Statement of intent

At Rowlatts Mead, we are dedicated to providing all students, regardless of their background, with the support and opportunities they need to succeed. We understand that children from disadvantaged backgrounds face additional challenges in reaching their potential, and we are committed to using the Pupil Premium funding to close the attainment gap between disadvantaged and non-disadvantaged pupils. This funding is essential for overcoming barriers to learning and ensuring that all pupils have the chance to achieve their best.

The context of our school and the specific challenges faced by our disadvantaged pupils will always be at the heart of our decisions on how to allocate Pupil Premium funding. In line with research from the Education Endowment Foundation (EEF), we acknowledge the key barriers to learning that many disadvantaged children face, including limited support at home, poor language and communication skills, lack of confidence, behavioural difficulties, and issues with attendance and punctuality. Additionally, complex family situations may hinder some children's progress. We recognize that these challenges are varied and require a tailored approach.

### **Our objectives for the use of Pupil Premium funding are as follows:**

\*\* To narrow the gap in attainment and progress between disadvantaged and non-disadvantaged pupils both nationally and within our own school.

\*\* To ensure that all disadvantaged pupils exceed nationally expected progress rates, particularly in English and Mathematics, in order to achieve age-related expectations by the end of Year 6 and subsequently progress to success at GCSE level.

\*\* To consider carefully the barriers faced by our vulnerable pupils, such as those who have a social worker or those who have faced Adverse Childhood Experiences

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### **To achieve these objectives, we will:**

Ensure that teaching and learning opportunities meet the diverse needs of all pupils, with a focus on high-quality, inclusive teaching.

Ensure appropriate provision is in place for vulnerable groups, including those with additional needs or complex family situations.

Allocate Pupil Premium funding following a comprehensive needs analysis, which will identify priority classes, groups, or individuals who require additional support.

Address other barriers to learning, such as poor attendance and low academic achievement, by implementing targeted interventions and support strategies.

By involving all teaching staff in the analysis of pupil data and the identification of those requiring additional support, we will ensure that our approach to using Pupil Premium funding is both effective and responsive to the needs of our students. We will continuously monitor and evaluate the impact of our strategies to ensure that every pupil, regardless of their background, has the best possible chance of achieving success in their education.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>QFT (Quality-First Teaching)</b></p> <p>The impact of COVID-19 on pupil development has created significant learning gaps, particularly in cohorts that were disproportionately affected by school closures and lockdowns. Specifically, Year 6 pupils have experienced a delay in acquiring key skills due to extended periods of disrupted learning. To address these learning gaps, we recognise the need for bespoke approaches tailored to the specific needs of Year 6 and other affected cohorts. High-quality, Quality First Teaching will be central to our strategy. This means providing structured, engaging lessons that are responsive to the individual learning needs of pupils plus higher levels of staff to children ratio.</p>
2	<p><b>Language Proficiency and Communication Barriers</b></p> <p>Many disadvantaged pupils, particularly those for whom English is an additional language (EAL), face challenges with underdeveloped oral language skills and vocabulary gaps. This is particularly evident in the EYFS and Key Stage 1, where pupils have limited opportunities to hear rich language models outside of school. As a result, language development remains a barrier to their academic progress. The lack of exposure to varied language experiences, combined with a diverse demographic of EAL learners, makes it more challenging to close these gaps, particularly for disadvantaged pupils. These language difficulties affect not only their speaking and listening but also their ability to access learning across the curriculum.</p>
3	<p><b>Social, Emotional, and Cultural Barriers</b></p> <p>Limited access to diverse experiences outside school impacts the cultural capital, well-being, and attainment of many pupils, particularly disadvantaged ones. A significant proportion of pupils requiring pastoral interventions, including mentoring and trauma-informed support, are classified as pupil premium, highlighting the need for focused social, emotional, and mental health support.</p>
4	<p><b>Early Learning Gaps and Reading Challenges</b></p> <p>Pupil Premium (PP) children often enter the Early Years Foundation Stage (EYFS) with low levels of attainment, significantly affecting foundational skills such as reading, comprehension, and spelling. Limited access to resources, less supportive home environments, and a lack of early learning experiences contribute to these gaps. These challenges hinder literacy development and require targeted, inclusive strategies to ensure pupils can access the curriculum and achieve their potential.</p>
5	<p><b>Attendance</b></p> <p>Over the past three years, attendance data has shown that Pupil Premium (PP) children consistently have lower attendance rates compared to the wider cohort. A significant number of PP pupils identified as Persistent Absentees have sporadic attendance patterns. In the 2023/24 academic year, the attendance of PP children was 91.9%, compared to 4% for the whole school. We are committed to further improving the attendance of PP pupils to support</p>

	their academic achievement and overall progress, with the aim of bringing attendance in line with the national average, which was 94.3% last year.
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## 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.

Intended outcome	Success criteria
PP children make accelerated progress towards meeting Age-Related Expectations	<p>The intended outcome is to close the learning gaps caused by COVID-19, particularly for Year 6 and other affected cohorts, by providing high-quality, Quality First Teaching. This approach will ensure that pupils make accelerated progress towards meeting age-related expectations, particularly in reading.</p> <ul style="list-style-type: none"> <li>- By 2027, our goal is for a significant increase in the percentage of disadvantaged pupils meeting these expectations, with every child leaving Year 6 with at least a reading age of 9 years old, enabling them to access the KS3 curriculum and continue their academic journey successfully.</li> </ul>
To achieve and sustain improved oral language skills and vocabulary of PP children at Rowlatts	<ul style="list-style-type: none"> <li>- Closing the gaps in oral language skills and vocabulary, with accelerated progress for disadvantaged pupils, particularly those with English as an additional language.</li> <li>- Increased confidence in oral communication, demonstrated by greater participation in class discussions and activities, and improved speaking and listening skills.</li> <li>- Staff being well-trained in diverse methods of communication to support pupils with additional needs, ensuring all pupils can engage effectively in learning.</li> <li>- Regular progress in reading and writing, with pupils demonstrating stronger vocabulary and comprehension skills, supporting their academic development.</li> <li>- Parents being more equipped to support their children's language development at home, with school providing effective strategies and resources to strengthen this partnership.</li> </ul>
Enhance the cultural capital, well-being, and attainment of children at Rowlatts by providing increased access to diverse experiences and focused pastoral support	<p>By addressing the social, emotional, and mental health needs of pupils, particularly those classified as pupil premium, we aim to improve their overall development and academic outcomes. Pupils will benefit from targeted interventions, including mentoring and trauma-informed support, which will help them build resilience and better engage with their learning.</p> <p>Success will be measured by:</p>

	<ul style="list-style-type: none"> <li>- Increased engagement in extracurricular and enrichment activities, leading to greater confidence and improved social skills.</li> <li>- There will be measurable improvements in pupil well-being, supported by assessments, pupil surveys, and teacher observations.</li> <li>- Academic attainment will show clear progress, particularly in core areas like reading, writing, and mathematics, for disadvantaged pupils.</li> <li>- Additionally, pupils receiving targeted pastoral interventions will demonstrate improved behaviour, emotional resilience, and a greater ability to focus on learning.</li> <li>- Finally, strengthened collaboration with families, supported by our Family Support Worker, will empower parents to better support their children's development, fostering a more connected school community and a holistic approach to pupil success.</li> </ul>
<p>To close the early learning gaps for Pupil Premium (PP) children, particularly in reading, comprehension, and spelling, by providing targeted, inclusive strategies that address the barriers to learning</p>	<p>Success will be measured by</p> <ul style="list-style-type: none"> <li>- Significant progress in reading, comprehension, and spelling for Pupil Premium (PP) children, as evidenced by regular assessments and tracking of their literacy development. This will include the effectiveness of small group interventions designed to close the attainment gap, where targeted phonics, reading comprehension, and oral language approaches are implemented both in class and in focused small groups.</li> <li>- Pupils will demonstrate improved phonics skills through ongoing assessments, with a noticeable impact on their reading fluency and comprehension.</li> <li>- Increased engagement with resources such as Spelling Shed, Grammar Shed, and Accelerated Reader will show higher levels of independent reading and practice at home and school.</li> <li>- Additionally, monitoring of reading age progression will indicate that all PP pupils are making measurable progress towards age-related expectations in reading.</li> <li>- By the end of the academic year, the gap between disadvantaged pupils and their peers will have narrowed, with improvements in overall literacy outcomes across all year groups.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained and improved levels of high attendance demonstrated by:</p> <ul style="list-style-type: none"> <li>- Attendance gap between disadvantaged and non-disadvantaged will reduce</li> </ul>

	<ul style="list-style-type: none"><li>- Attendance of disadvantaged pupils will be at least in line with national average</li><li>- -The percentage of all pupils who are persistently absent (2023-2024 21.7%) is 2/3 of that found nationally (2023-2024 19.4%) taking into account demographic context and the figure among disadvantaged pupils being below the school wide % in comparison to their peers.</li></ul>
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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: £89,655

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Deployment of additional teaching assistants to deliver targeted language development and oracy interventions, focusing on disadvantaged pupils, particularly those with English as an additional language (EAL).</i></p>	<p>There is strong evidence from the Education Endowment Foundation (EEF) highlighting that pupils from lower socioeconomic backgrounds are more likely to lag behind their peers in developing early language and speech skills. These gaps can significantly impact their learning and progress throughout their school years.</p> <p>Oral language interventions, particularly when delivered by trained staff such as teaching assistants in one-to-one or small group settings, have been shown to accelerate progress for disadvantaged pupils, helping them to close the gap with their peers. According to the EEF, these targeted approaches are particularly effective in supporting pupils with English as an additional language (EAL) and those with limited exposure to rich language models.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2, 4</p>
<p><i>Employment of an additional Year 6 staff member to enable a higher staff-to-student ratio, facilitating tailored Quality-First Teaching and targeted support to address learning gaps caused by the impact of COVID-19.</i></p>	<p>Evidence from the Education Endowment Foundation (EEF) suggests that reducing class sizes or increasing the staff-to-student ratio can improve outcomes, particularly for disadvantaged pupils, as it allows for more individualised support and targeted intervention.</p> <p>This approach is especially beneficial in addressing significant learning gaps, such as those caused by the disruption of COVID-19, where pupils require additional attention to recover lost learning and master key skills.</p> <p>Research also highlights that effective use of additional staff, when focused on high-quality, targeted teaching, can accelerate progress and help close attainment gaps, particularly in critical transition years like Year 6. This aligns with evidence that smaller group sizes allow teachers to tailor their instruction more precisely to the needs of pupils, enhancing engagement and academic outcomes. (EEF, Small Group Tuition and Class Size Reduction Strategies).</p>	<p>1</p>
<p><i>Expand the capacity and role of the reading team by providing additional release time to embed</i></p>	<p>Research from the Education Endowment Foundation (EEF) indicates that targeted reading interventions and consistent approaches to reading strategies can significantly improve literacy outcomes, particularly for disadvantaged pupils. <b>The Accelerated Reader program</b> has been shown to improve reading comprehension and foster a love of reading, with studies demonstrating that it can have a positive impact on both</p>	<p>2, 4</p>

<p><i>consistent reading strategies across the school, including the implementation of Accelerated Reader to enhance reading engagement and comprehension.</i></p>	<p>reading fluency and motivation when implemented consistently.</p> <p>Providing dedicated release time allows staff to focus on embedding these strategies, ensuring high-quality implementation and regular monitoring of pupil progress. Evidence suggests that consistent, school-wide reading approaches improve outcomes, especially when coupled with robust tracking systems to inform targeted support. (EEF, Improving Literacy in Key Stage 2; Accelerated Reader Impact Study).</p>	
<p><i>Purchasing a range of books to support the reading development, curriculum understanding, and overall literacy of Pupil Premium children.</i></p>	<p>Research indicates that access to a wide variety of books and resources significantly enhances children's literacy and comprehension skills. According to the <i>Education Endowment Foundation (EEF)</i>, reading books, particularly those that reflect the diversity and interests of students, fosters engagement and improves outcomes in both reading and writing. A study by <i>The National Literacy Trust</i> found that children from disadvantaged backgrounds who have access to books at home or through school libraries are more likely to make higher progress in literacy. Providing additional reading materials ensures that Pupil Premium children have the resources they need to develop their language skills, close the achievement gap, and access the curriculum effectively.</p>	<p><b>1, 2, 3, 4</b></p>
<p><i>Focused staffing and CPD</i></p> <p><i>Ensuring that all staff have access to targeted CPD, followed by support during INSET days, such as mastering reading, writing, and mathematics strategies.</i></p>	<p>The Education Endowment Foundation (EEF) emphasises that high-quality teaching is one of the most effective ways to close the disadvantage gap. Well-designed CPD, particularly when it is tailored to the specific needs of teachers and linked to evidence-based strategies, has been shown to improve teaching practices and, in turn, pupil outcomes.</p> <p>Regular, targeted CPD ensures that staff are equipped to address the diverse needs of pupils, including those from disadvantaged backgrounds, ultimately improving their learning experiences and attainment (EEF, Effective Professional Development).</p>	<p><b>1, 2, 4</b></p>



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

Budgeted cost: £46,816

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Targeted academic support through small group tutoring for Pupil Premium children in Year 6, including high attainers, in the lead-up to SATs.</i></p>	<p>Research from the Education Endowment Foundation (EEF) shows that small group tutoring is an effective intervention to support disadvantaged pupils, particularly when it targets specific areas of need, such as preparing for high-stakes assessments like SATs.</p> <p>Studies indicate that small group tutoring can lead to significant improvements in academic outcomes, especially when delivered by skilled tutors and aligned with the school's curriculum. Additionally, the EEF highlights that tutoring can have a positive impact on pupils' long-term academic success, with evidence showing improvements in both cognitive and non-cognitive outcomes, particularly for pupils who are at risk of falling behind (EEF, Small Group Tuition and Impact of Tutoring).</p>	<p>4</p>
<p><i>TA-led interventions provided to support Pupil Premium and vulnerable pupils, particularly those who are lower attainers or have fallen behind, especially following the disruption caused by the pandemic.</i></p>	<p>Research from the Education Endowment Foundation (EEF) shows that targeted interventions led by teaching assistants can be highly effective in addressing gaps in learning, particularly for disadvantaged pupils.</p> <p>By providing focused support in a small group or individual setting, teaching assistants can deliver tailored instruction that meets specific needs, helping to close achievement gaps and accelerate progress for pupils who are at risk of falling behind. This approach is particularly beneficial for pupils affected by disruptions to their education, as it provides opportunities for additional support and catch-up.</p>	<p>1, 2, 4</p>
<p><i>Subsidised School Trips &amp; Residential</i></p>	<p>Children from low-income households more than 4x more likely to miss out on social interactions. (University of Leeds 2018) Exacerbated by the closures of all services during the Pandemic.</p>	<p>2, 3</p>

<p><i>Provision of laptops/ chromebooks to Pupil Premium children to support home learning and ensure equal access to digital resources.</i></p>	<p>Studies indicate that access to technology plays a vital role in narrowing the achievement gap for disadvantaged students. Providing Pupil Premium children with laptops or Chromebooks ensures they can engage in home learning, access digital resources, and complete assignments, particularly during periods of remote learning.</p> <p>Research shows that when students have the tools to continue learning outside of school, they are more likely to maintain academic progress, with technology acting as a bridge to greater opportunities for self-directed learning and support. This initiative helps level the playing field for students who might otherwise lack access to essential digital resources at home.</p>	<p><b>1, 2, 4</b></p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 23,089

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><i>The employment of a Family Support Worker (FSW) to provide intensive support to families, particularly those of disadvantaged pupils, ensuring that pupils receive the necessary support at home to improve attendance and well-being.</i></p>	<p>The Education Endowment Foundation (EEF) identifies family engagement as one of the four key strategies for supporting pupils effectively, with research showing that when parents are involved in their children's education, it can significantly improve academic outcomes.</p> <p>The EEF emphasises that targeted family support, especially when focused on addressing barriers to attendance and engagement, is crucial for supporting disadvantaged pupils. By working closely with the attendance lead, the Family Support Worker plays a vital role in ensuring pupils from disadvantaged backgrounds are supported both at home and school, leading to better attendance and overall academic success.</p>	<p><b>1, 2, 5</b></p>
<p><i>Provide Pupil Premium children with access to swimming lessons, ensuring they can develop essential life skills and</i></p>	<p>Studies show that physical activity, including swimming, plays a significant role in improving pupils' mental and physical well-being, which in turn can enhance their academic performance. According to research</p>	<p><b>3, 1</b></p>

<p><i>enhance their physical well-being.</i></p>	<p>by the <i>Youth Sport Trust</i> and <i>Public Health England</i>, physical activity supports cognitive function, improves concentration, and boosts overall classroom performance.</p> <p>Additionally, the <i>Department for Education</i> emphasises the positive impact of extra-curricular activities like swimming on pupils' self-esteem, resilience, and social skills, all of which are crucial for academic success. Providing swimming opportunities for Pupil Premium children helps ensure they have access to life skills and physical education they may otherwise miss, fostering well-rounded development and supporting their broader educational achievement.</p>	
<p><i>After-school extra curricular activities</i></p>	<p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs, physical activities, trips and music clubs due to the associated financial costs (e.g. equipment). By providing club and trips free of charge, we give pupils access to benefits and opportunities that might not otherwise be available to them.</p>	<p><b>3</b></p>

**Total budgeted cost: £158,360**

# 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.

	CHALLENGES	PROVISION & IMPACT																																																
1	<p><b>QFT</b></p> <p>Gaps created and widened by COVID-19 require bespoke approaches and coaching to narrow deficits through high levels of Quality First Teaching</p> <p>Additional HLTA in Yr 5</p> <p>Focussed staffing and staff CPD including NPQ £10,000 allocated At 31% <b>£3,100</b></p>	<p><b>** Teaching &amp; Learning CPD programme centered around WalkThrus (Rosenshine)</b></p> <ul style="list-style-type: none"> <li>➤ Weekly updates have been provided through our bulletin – focusing on principles of high-quality teaching and learning.</li> <li>➤ Walk Thrus programme of training was deployed for all teachers; including attendance at Walk Thrus conference January 2024</li> </ul> <p><b>** Dissemination of ECT practice and research through school wide CPD and teacher led development</b></p> <ul style="list-style-type: none"> <li>➤ Successful completion of ECT year 1 for 3 teachers (SO, TV, AA)</li> </ul> <p><b>** Highly focused MPDC targets and CPD opportunities (OTP, NPQ programmes)</b></p> <p><b>** Targeted support through employment of additional teachers whose deployment is determined by data analysis and cohort specific needs – Year 5</b></p> <p><b>** End of Key Stage 2 (2023) data show great progress especially in reading</b></p> <ul style="list-style-type: none"> <li>➤ In reading, 85% of pupils made expected or better progress with 46% of pupils making better than expected progress.</li> <li>➤ In writing, 83% of pupils made expected or better progress with 17% of pupils making better than expected progress.</li> <li>➤ In maths, 83% of pupils made expected or better progress with 33% of pupils making better than expected progress.</li> </ul> <p><b>** Pupil Premium KS2 End of Key Stage Data</b></p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>Pupil premium</td> <td>-2.31</td> <td>-0.9</td> <td>0.94</td> </tr> <tr> <td>Non PP</td> <td>-1.12</td> <td>-0.46</td> <td>2.47</td> </tr> </tbody> </table> <p><b>Attainment</b></p> <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Expected</th> <th>Reading School</th> <th>Reading National</th> <th>Writing school</th> <th>Writing National</th> <th>Maths School</th> <th>Maths National</th> <th>Combined school</th> <th>Combined national</th> </tr> </thead> <tbody> <tr> <td>Pupil premium</td> <td><b>67</b></td> <td>60</td> <td><b>87</b></td> <td>58</td> <td><b>87</b></td> <td>57</td> <td><b>67</b></td> <td>44</td> </tr> <tr> <td></td> <td>2% diff</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Non pupil prem</td> <td>69</td> <td>66</td> <td>76</td> <td>78</td> <td>79</td> <td>77</td> <td>62</td> <td>79</td> </tr> </tbody> </table> <p><b>** Focus on attainment and progress of PP pupils during Pupil Progress Meetings using our diminishing the difference documents to target identified children for precise intervention and tracking progress accurately.</b></p> <p><b>** Year 6 teacher released to undertake Local Authority moderation training which has then been used to disseminate knowledge across school, ensuring clearly sequenced and appropriate outcomes.</b></p> <p><b>** Curriculum content across the school has been refined to ensure clarity of progression and knowledge. Principles and opportunities to revisit and recap prior learning have been prioritised to make connections between knowledge within and across subjects. Leaders have constructed a</b></p>		Reading	Writing	Maths	Pupil premium	-2.31	-0.9	0.94	Non PP	-1.12	-0.46	2.47	Expected	Reading School	Reading National	Writing school	Writing National	Maths School	Maths National	Combined school	Combined national	Pupil premium	<b>67</b>	60	<b>87</b>	58	<b>87</b>	57	<b>67</b>	44		2% diff								Non pupil prem	69	66	76	78	79	77	62	79
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		curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.
2	<p><b>Oracy</b></p> <p>Embed Oracy principles and dialogic activities, as directed by our Voice 21 approach, across the school curriculum. These will support pupils in articulating key ideas, consolidating understanding and This will be achieved through purchasing additional resources, and funding ongoing teacher training and release time.</p> <p><i>Phonics, oracy and reading strategies – focus on;</i></p> <p><i>RWI training top up £192</i></p> <p><i>Better Reading and Writing Partners £0</i></p> <p><i>Inference and comprehension £0</i></p> <p><i>Accelerated Reader and MyOn £5729</i></p> <p><i>Nessy in small groups or 1:1 £970</i></p> <p><i>21 training of Oracy Champions, whole school CPD, Oracy resources and dissemination to wider staff.</i></p> <p>Above costs at 31% of the whole cost</p>	<p>** Oracy opportunities have been carefully planned through the curriculum – especially through the English curriculum and monitored by the English lead for consistency and quality.</p> <p>** From low starting points in the EYFS a significant focus on language acquisition - supported by EEF research. Modelled language and activities promote spoken language</p> <p>** Recruitment and deployment of additional teaching assistant to the EYFS has had a positive impact upon S&amp;L opportunities for pupils.</p> <p>** School wide staff have participated in a series of CPD sessions aimed at upskilling colleagues in the analysis, identification and teaching of specific Oracy skills.</p> <p>** Pupil voice and oracy skills have grown across the school as evidence through pupil surveys, lesson observations and external visits (Challenge Partners report, Executive Visit Outcome letter).</p> <p>** Pupils have participated in several Oracy surveys to benchmark and evaluate the teaching of Oracy (Oracy Surveys)</p>
3	<p><b>Pastoral</b></p> <p>A lack of diverse lived experiences outside of school limit the cultural capital of many pupils and hinder our children's development. UK research has shown that breakfast provision has a positive impact on attendance and concentration but its effect on attainment is not known.</p> <p>Physical activity has important benefits in terms of health, wellbeing, and physical development. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.</p> <p>Free breakfast toast £500 (expected)</p> <p>Lunchtime skipping £9,880</p> <p>Free enrichment activities e.g. trips £3,000</p> <p>Swimming lessons – free for PP pupils £2,000</p> <p>Music – recorders £60</p> <p>Total £15,440</p>	<p><b>Enrichment</b></p> <p>** Free breakfast club for PP pupils</p> <p>** Free after school clubs for PP pupil</p> <p>** Free Swimming lessons for al PP students</p> <p>** Fully subsidised enrichment opportunities for all PP pupils (Cultural Capital offer has been designed specifically to broaden the lived experiences of PP pupils.</p> <p>** Organisation of Year 5 STEM careers fair, with dedicated time spent speaking with PP pupils about aspirations, careers and next stages of their education.</p> <p>** Prioritised and free spaces at extracurricular clubs and enrichment opportunities</p> <p>** Uptake of extra-curricular clubs by PP pupils (Club Registers)</p> <p>** There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.</p> <p><b>Pastoral</b></p> <p>** Running of bespoke programmes focussed on narrowing social and emotional deficits</p> <p>** Appointment family support worker (3 days a week) who works with pupils with social and emotional deficits, predominantly PP and pupils with SEND)</p> <p>** Pastoral registers &amp; notes (CPOMs)</p> <p>** Schools Early Help Offer</p> <p>** Schools graduated offer to SEND - CPD for school wide staff focusing on understanding behaviour as communication, identifying and catering for additional needs.</p> <p>** Whole school Team Teach training – focusing on dysregulation and de-escalation</p> <p>** Bespoke and tailored work for pupils with identified needs, working closely with external agencies and specialist providers.</p>

<p>Teacher requests for additional support and referrals exemplify that an increased number of pupils are in need of higher levels of pastoral support and intervention.</p> <p>Family support worker (3 days a week)</p>	
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**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*

Programme	Provider

**Service pupil premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*