

# Pupil premium strategy statement 2024 – 2027

## Glebe Junior School 830/2228

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	382
Proportion (%) of pupil premium eligible pupils	(160) 42%
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	March 2025
Statement authorised by	Steve Watson (Head) Walt Greensmith (COG)
Pupil premium lead	Sophie Titmus (Lead/ DHT)
Governor / Trustee lead	Walt Greensmith

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£235,320
Recovery premium funding allocation this academic year	£ -
Pupil premium funding carried forward from previous years	£ -
<b>Total budget for this academic year</b>	£235,320 <b>(These are based on the financial year 2024-2025)</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Glebe is a lively and happy school with a hardworking, enthusiastic and dedicated staff team. We have an established and experienced senior leadership team and a school ethos of achievement for all with the highest expectations. We place the children and staff at the heart of all we do. We are a large, four form entry junior school in South Normanton, Derbyshire, in an area of significant deprivation (In the latest Index of Multiple Deprivation (IMD) this area was ranked **5,672 out of 32,844 in England**, where 1 was the most deprived and 32,844 the least.) For us, early intervention is key, and we are focusing on the functional skills in maths and language in all its forms with a clear emphasis on vocabulary, oracy/speaking and reading. We are constantly looking to refine and improve practice in this area whilst also providing targeted interventions to struggling learners.

Our community also has a growing need to safeguard our children and families around the exposure to and misuse of drugs and alcohol. We strongly believe our curriculum is our children's opportunity to learn how to keep themselves safe, whilst improving academic outcomes, and we aim to provide the knowledge, skills, and opportunities to create a level playing field and improve the life chances for all our educationally/socio-economic disadvantaged pupils.

We have a strong ethos of inclusion and crucially a compassionate approach towards engaging and supporting our children and parents. There is a collective understanding of the impact of disadvantage on pupils' learning and staff at every level speak with one voice about our ambition for all our pupils; they all fully understand the part they play in addressing educational disadvantage.

Through leadership capacity, there is a sharp focus on the quality of pupils' learning experiences. Our leadership team play a significant role in evaluating progress through ongoing, and crucially, supportive monitoring and quality assurance. They devote time to the staff of their particular year group for collaborative team planning, teaching, and modelling by spending time teaching in all of their year group's classes. A clear, shared understanding of strategic milestones and goals, set out at the start of the strategy, enable constructive conversations between staff members, governors, and executive leaders. This interacts positively with partnership/school-improvement work with agencies such as the Derbyshire Inclusion Service, Life Skills Programme, Mini Police and the Virtual Schools. It means quality assurance and evaluations are purposeful, transparent, and focussed on the main thing - improving teaching and learning for all children with a focus on disadvantaged. Mental health and well-being for all our stakeholders is at the foundation of all we do.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Our attendance data (September 2024) indicates that, in every year group, attendance among disadvantaged pupils was lower than for non-disadvantaged pupils. This was most significant in current Year 4 with a differential of 3.3%. The attendance of disadvantaged pupils was below the national average of 94.4% in all year groups whereas the attendance of non-disadvantaged pupils is above the national average in all year groups. Our ongoing assessments and observations indicate absenteeism is negatively impacting disadvantaged pupils' progress.</p>
2	<p>Fundamental Literacy Skills/Language Development. Non-disadvantaged children significantly outperforming disadvantaged children in attaining the expected year outcomes for reading. Further analysis through our VIPERS work (in particular reading comprehension analysis/oracy studies), observations and data analysis showed that reading skills across the spectrum needed to be developed: decoding, fluency, inference etc. We also phonic screened Y3 compared to their Y1 results and identified the need for intense decoding work. We also needed to cultivate a language rich curriculum and classroom.</p>
3	<p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial closures to a greater extent than for other pupils, particularly in years 5 and 6. These findings are supported by national studies. The quality of handwriting and lack of writing stamina are key areas that have been impacted. This has resulted in significant knowledge gaps leading to pupils falling behind age-related expectations in reading, writing and maths – in all years non-disadvantaged pupils outperform disadvantaged pupils.</p>
4	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for pastoral support have markedly increased (especially following the pandemic and the current cost of living crisis), 52 pupils currently require additional support with social and emotional needs through Lego/Forest school. 30 per week are receiving one-to-one positive play and 14 families are receiving Early Help. Approximately 80% of all the pupils currently requiring additional pastoral/wellbeing support are disadvantaged. Boxall profiles and individual target tracking are used to measure progress within these pastoral interventions.</p>

5	The correlation between the identified disadvantaged children and children identified as having a SEN and recorded on our school SEN register. 66% (increased from 46%) of our disadvantaged pupils are also on our SEND register compared with 34% non-disadvantaged.
6	Lack of cultural capital and self-expectation/self-belief in the local area. A large number of children have narrow experiences of life outside of school and South Normanton. This results in low aspirations and/or low self-expectations from both pupils and parents. Due to this, and no sixth form at the local secondary school, there is a low percentage of children who go on to further education in this area.

## 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
Improved oral and language skills and vocabulary among disadvantaged pupils. This is in the area of expressive and receptive language.	Assessments and observations indicate significantly improved language among disadvantaged pupils. This is evident when triangulated with other sources of evidence including oral language assessments/observations, engagement in lessons, book scrutiny and ongoing formative assessment. Continuously improving results at the end of Key Stage 2 assessments in all subjects.
Improved reading attainment for disadvantaged pupils at the end of KS2.	<p>KS2 outcomes in 2024 met our ambitious target of PP pupils = 70%.            KS2 reading outcomes in 2025/26 show that disadvantaged pupils will continue to be in line with national standards at the expected level and the gap closes between disadvantaged and non-disadvantaged pupils.</p> <p>Current Y5 Disadvantaged Attainment 59% (Summer 2024)            Current Y6 Disadvantaged Attainment 63% (Summer 2024)</p>
Improved writing attainment for disadvantaged pupils at the end of KS2.	<p>KS2 writing outcomes in 2025/26 show that disadvantaged pupils will meet the expected standard in line with national standards.</p> <p>2024 results show that disadvantaged pupils achieving EXS was in line with</p>

	<p>non-disadvantaged at 67%, however this was below national (72%).</p> <p>Current Y5 Disadvantaged Attainment 51% (Summer 204)</p> <p>Current Y6 Disadvantaged Attainment 45% (Summer 204)</p>
<p>Improved mathematics attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 mathematics outcomes in 2025/26 will show that the percentage of disadvantaged pupils achieving EXS is in line with non-disadvantaged and national.</p> <p>2024 results show that disadvantaged pupils achieved 70% EXS in comparison to 81% for non-disadvantaged.</p> <p>Current Y5 Disadvantaged Attainment 70% (Summer 2024)</p> <p>Current Y6 Disadvantaged Attainment 50% (Summer 2024)</p>
<p>Improved attendance in all year groups with no differential between disadvantaged cohort and non-disadvantaged.</p>	<p>Attendance will be above 97% for all children – regardless of PP status.</p>
<p>Improve aspirations, self-belief and long-term goals for all pupils, especially disadvantaged.</p>	<p>Successful careers week.</p> <p>More work/links with secondary schools, universities and colleges in the area.</p> <p>Communication with Aim Higher and links into the wider community.</p>

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Our priority at Glebe is to ensure that a highly effective teacher is in front of every class, and that every teacher is supported to keep improving.</p> <p>Encouraging self-led professional development: Facilitating weekly CPD opportunities for all teaching staff.</p> <p>Professional development: Weekly individual and group coaching sessions to support teachers/TAs, with</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation?utm_source=/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=metacogn">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation?utm_source=/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=metacogn</a> (+7 months)</p> <p>Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. For example through a modelled write or when solving a maths problem. They can also promote and develop metacognitive talk related to lesson objectives.</p> <p>CPD can be used to develop a mental model of metacognition and self-regulation.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a> (+6 months)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a> (+5 months)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction?utm_source=/education-evidence/teaching-learning-toolkit/individualised-instruction&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=individualised%20instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction?utm_source=/education-evidence/teaching-learning-toolkit/individualised-instruction&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=individualised%20instruction</a> (+4 months)</p>	<p>All challenges</p>

<p>a particular emphasis on maths, literacy/vocabulary and curriculum development.</p>		
<p>Embedding high quality adult/child interactions across the school.</p> <p>Developing language rich learning environments.</p> <p>Embedding activities across the school curriculum and making the best use of paired/group talk within the classroom. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training in this area –</p>	<p><b>IMPROVING LITERACY. Supporting oral language development. EEF</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>The above website shows that there is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial.</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>(+6 months)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a></p> <p>Collaborative learning Approaches (+5 months)</p>	<p>2</p>

<p>Kagan Structures.</p> <p>We will provide daily opportunities for internal skills sharing and modelling/ coaching/ collaborative planning with Year leads, experienced teachers and our literacy lead.</p> <p>Our English Lead and SENCO will also research tools for assessing oral language and train staff in the implementation and effective use of these. We will visit other excellent schools and/or MATs</p>		
<p>Lexia software and training</p>	<p><a href="https://www.lexialearning.com/resources/white-papers/the-critical-role-of-oral-language-in-reading-instruction-and-assessment">https://www.lexialearning.com/resources/white-papers/the-critical-role-of-oral-language-in-reading-instruction-and-assessment</a></p> <p>EEF (+1 months)</p>	<p>2,4</p>

<p>Additional Teachers/ New Class TA</p>	<p>EEF Reduced class sizes in Y3 and Y4(+2months) However, these classes are around 20 pupils – and reduce even further for phonics.</p> <p>To ensure that Y3 have a teacher/TA per class to ensure that smaller group teaching can occur.</p> <p>EEF 1:1 tuition (+5 months) Small group tuition (+4 months)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p> <p>EEF (+2 months)</p> <p>The way we teach allows the above classes to be group taught smaller sizes in the classroom.</p>	<p>3</p>
<p>SEN TA</p> <p>Interventions</p> <ul style="list-style-type: none"> <li>• Precision Teaching</li> <li>• Minute a day</li> <li>• Moon Dog Phonic books</li> <li>• PAT</li> <li>•</li> </ul>	<p>Early identification of SEN is paramount in the identification and the ability of the children's needs.</p> <p>EEF Teaching assistant interventions (+ 4 months).</p>	<p>3, 5</p>
<p>Drawing and Talking Training in association with mental health hub.</p>	<p><a href="https://drawingandtalking.com/">https://drawingandtalking.com/</a></p> <p>Drawing and Talking Therapy is the number one alternative to CBT and direct talking therapies, that can often be confronting or limiting in the processing of pain or trauma. As an attachment-based therapeutic intervention, Drawing and Talking Therapy is designed to complement CAMHS and other specialist therapies.</p> <p>Drawing and Talking allows individuals to discover and communicate emotions through a non-directed technique, setting it apart from existing solution-focused and cognitive-based therapies and interventions.</p> <p>The Drawing and Talking courses provides everything needed to begin using this powerful and simple person-centred therapeutic ap-</p>	<p>4,5</p>

	proach, without additional specialist training. As a one-to-one intervention, Practitioners are trained how to lead a session in person or via remote facilities, so clients can receive consistent support even during extreme events such as a national or regional lockdown.	
WIAT assessment training.	<p><a href="https://blog.insidegovernment.co.uk/schools/early-identification-of-send-nasen">https://blog.insidegovernment.co.uk/schools/early-identification-of-send-nasen</a></p> <p>The above blog and credited organisation NASEN state the importance of early identification in the needs of SEN.</p> <p>The Wechsler Individual Achievement Test - Third UK Edition (WIAT-III UK) provides a reliable assessment of reading, language and numerical attainment in one test. Early intervention and assessments of needs of SEN children is critical to ensuring the correct provision is put into place.</p>	5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Y6 Booster in school interventions Spring and Summer term – groups of 5. Focussing on maths, reading and writing. Delivered by</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=tuition</a></p> <p>Small group provision</p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p>	2,3

<p><i>teachers and SLT.</i></p> <p><i>6 groups for 20 weeks -</i></p>	<p>Use high quality structured interventions to help pupils struggling to attain EXS in the academic subjects.</p>	
<p><i>Homework books provided for all pupils and Y6 revision SATS papers provided for PP children. Homework club for children in school time.</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework?utm_source=/education-evidence/teaching-learning-toolkit/homework&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework?utm_source=/education-evidence/teaching-learning-toolkit/homework&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=homework</a> +5 months</p> <p>Homework has a positive impact on average (+5 months). Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (homework clubs). Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning.</p>	<p>2,6</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Behaviour Support / Attendance TA Lead</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions?utm_source=/education-evidence/teaching-learning-toolkit/behaviour-interventions&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=behaviour">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions?utm_source=/education-evidence/teaching-learning-toolkit/behaviour-interventions&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=behaviour</a></p> <p>EEF Behaviour Interventions (+4 months )</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parental">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parental</a></p>	<p>1</p>

	Parental engagement (+4 months)	
Family Resource Worker	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parenta">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parenta</a>	1
	Parental engagement (+4 months)	
Breakfast Club	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parenta">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/education-evidence/teaching-learning-toolkit/parental-engagement&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=parenta</a>  EEF Parental Engagement (+3 months) <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast?utm_source=/projects-and-evaluation/projects/magic-breakfast&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=break">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast?utm_source=/projects-and-evaluation/projects/magic-breakfast&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=break</a>  Attendance (2+ months)	1
After-School Club	EEF Parental Engagement (+4 months) Attendance	1
Lunchtime Play Leader	EEF Social & Emotional Learning (+4 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=social">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=social</a>	4
Forest School	EEF Outdoor Learning  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning?utm_source=/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning?utm_source=/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a>	1,2,4

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation?utm_source=/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=outd">learning&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=outd</a>  Metacognition and Self-Regulation (7+ months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation?utm_source=/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=meta">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation?utm_source=/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=meta</a>	
Me Time	EEF Social & Emotional Learning (+4 months) Metacognition and Self-Regulation (7+ months)	1,4,5
Lego Therapy	EEF Social & Emotional Learning (+4 months) Metacognition and Self-Regulation (7+ months)	1,4,5
DaART – Y6 Life Skills Project	EEF Social & Emotional Learning (+4 months)  <a href="https://lifskillseducation.co.uk/">https://lifskillseducation.co.uk/</a>	4
Trips & visits Residential Overnights stays – Y4 and Y6	EEF Social & Emotional Learning (+4) Outdoor Adventure Learning (+4)	1,4
ArtsMark /Arts Award	EEF Arts Participation (+2)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation?utm_source=/education-evidence/teaching-learning-toolkit/arts-participation&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=art">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation?utm_source=/education-evidence/teaching-learning-toolkit/arts-participation&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=art</a>	2,4
RWInc Resources	EEF Phonics (+5) Reading Comprehension Strategies (+6)	2,3,5

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=phonics</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=reading%20comp">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=reading%20comp</a>	
Wider Opportunities in collaboration with the Music Partners hip Y3	EEF Arts Participation (+2)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation?utm_source=/education-evidence/teaching-learning-toolkit/arts-participation&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=art">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation?utm_source=/education-evidence/teaching-learning-toolkit/arts-participation&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=art</a>	2,4

### Cost Summary

<b>Teaching</b>	<b>£44,873</b>
<b>Targeted Academic Support</b>	<b>£86,729</b>
<b>Wider Strategies</b>	<b>£100,595</b>
<b>Planned Expenditure</b>	<b>£232,197</b>
	<b>Leaving £3,123 contingency</b>

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### End of KS2 2024 Disadvantaged Attainment:

Reading 69%                  Emerging National for disadvantaged 63%

Writing 67%                  Emerging National for disadvantaged 59%

Maths 69%                  Emerging National for disadvantaged 59%

Combined 54%              Emerging National for disadvantaged 46%

#### End of KS2 2024 gap analysis (PP/ALL):

Reading = 8%

Writing = equal to ALL

Maths = 12%

Combined = 7%

2024 outcomes for disadvantaged children in all subjects was in line or below that of all children in all year groups.

Gap analysis year on year:

Writing:

Y3 2023 – Y4 2024: gap reduced from 20% - 6%

Y4 2023 – Y5 2024: gap reduced from 2% - 1%

Y5 2023 – Y6 2024: gap increased from 11% - 12%

Reading:

Y3 2023 – Y4 2024: gap reduced from 13% - 10%

Y4 2023 – Y5 2024: gap reduced from 5% - 2%

Y5 2023 – Y6 2024: gap increased from 8% - 15%

Maths:

Y3 2023 – Y4 2024: gap reduced from 14% - 12%

Y4 2023 – Y5 2024: gap reduced from 16% - 13%

Y5 2023 – Y6 2024: gap increased from 12% - 13%

Re

Pupil evaluations undertaken during the 2023 to 2024 academic year include:

- Teacher assessments
- Previous KS2 SATS assessments and 2023 external tests
- Internal moderation
- Y3-5 NFER Standardised Assessments

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Not –Applicable	



Under Review