

# Pupil premium strategy statement – Upton Cross Academy

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	96
Proportion (%) of pupil premium eligible pupils	17.85% 25.2% (Including Service pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-24 <b>2024-25</b> 2025-26
Date this statement was published	31 <sup>st</sup> December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Emily Goodey
Pupil premium lead	Emily Goodey
Governor / Trustee lead	Tanya Whipps

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,225
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£28,225

# Part A: Pupil premium strategy plan

## Statement of intent

We intend for all of our pupils from a disadvantaged background to leave Upton Cross Academy as confident individuals, reaching their full potential, who are the best person they can possibly be. We want them to value their education and drive their desire to learn and do well regardless of their background. This includes challenging our high attainers and supporting those who have additional needs to do their very best. They will read fluently and widely, forming opinions on books and authors. They will write to express their views confidently, solve mathematical problems fluently, gain wider knowledge of the world around them through a carefully constructed curriculum and real-life experiences. They will have opportunities to compete in a team, attend residential and learn an instrument. They will have aspirations similar to or above those of their peers. They will have experienced the opportunity to be a leader and feel successful.

We also strive to engage families in education and support them in having high aspirations for their children. We will consider the challenges faced by vulnerable pupils at our school, such as those who have a social worker or are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're 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' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Improve Writing outcomes</b> Assessments show that only 40% of disadvantaged pupils achieved age-related expectations in writing at the end of KS2. Reading outcomes are good, however, reading for pleasure regularly at home is a challenge. Many children have limited knowledge of authors and texts. Strategies to support reading at home and improve language skills for pupils will impact on writing outcomes. Further development of the

	curriculum is needed to improve vocabulary and spelling as these are identified weaknesses.
2	<p><b>Attainment</b></p> <p>Multiple barriers to learning. Including low self-worth, Some disadvantaged pupils also have a SEND, or P/LAC or CIN/CP need.</p> <p>For disadvantaged pupils who do not have a cognitive SEND need to reach age-related expectations in reading, writing and maths and 100% to meet the expectations for Year 1 &amp; 2 phonics check and Y4 multiplication check.</p>
3	<p><b>Language Skills</b></p> <p>Oracy needs to be developed across the school to improve language skills. Oracy being the ability to articulate ideas, develop understanding and engage with others through spoken language. Oracy is a vital tool for learning, by teaching students to become more effective speakers and listeners, we empower them to better understand themselves, each other and the world around them.</p>
4	<p><b>Attendance</b></p> <p>Attendance and punctuality: Regular punctual attendance is a challenge for a small minority of our disadvantaged pupils This has been exacerbated by the pandemic, the gap has widened.</p>

## 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
<p>Raise standards - the high-quality teaching of writing across the curriculum including Jane Considine's approach 'The Write Stuff' to ensure writing is strengthened with a particular focus on boys.</p> <p>Writing needs to be taught with the same rigour across the curriculum. Science and foundation subjects must include opportunities for high quality written responses. These will need to be scaffolded to ensure writing expectations are being raised.</p>	<p>KS2 writing outcomes in 2024/25 show that disadvantaged pupils will have made accelerated progress from their starting points.</p> <p>KS2 writing outcomes for disadvantaged pupils is in line or better than non-disadvantaged.</p> <p>Improved outcomes in spelling, grammar and punctuation for all pupils.</p>
<p>Reduce the effect of the local socio economic, gaps. Pupils have equity of access to a wide range of enrichment experiences in school.</p>	<p>Outcomes for disadvantaged pupils will continue to rise through opportunities for pupils to be recognised as confident members of their class, with some representing the school or attaining a leadership role.</p> <ul style="list-style-type: none"> <li>• All disadvantaged pupils will represent the school in competitive sport</li> <li>• All disadvantaged pupils will take part in music events/performances.</li> <li>• All disadvantaged pupils will take part in at least one extra curricular club each term provided by the school.</li> <li>• 60% of the school council will be represented by disadvantaged pupils.</li> <li>• All disadvantaged pupils will attend trips to a popular destination, to widen knowledge and experiences to be in line with their peers. Eg</li> </ul>

	<p>museum trip, or cultural trip, linked to learning a skill or growing knowledge.</p> <ul style="list-style-type: none"> <li>• All key stage 2 disadvantaged pupils will take part in a residential trip.</li> <li>• For teacher to talent spot and mentor pupils in class to apply for leadership roles in school including, peer mediator, playground friend, sports leader, librarian, values/eco committee, antibullying ambassadors.</li> <li>• Increased number of pupils learning a musical instrument.</li> <li>• All disadvantaged pupils in Years 2 -6 will be provided a copy of the whole class reading texts, pre-reading will be used to explore and develop knowledge of vocabulary (to close the vocabulary gap)</li> </ul>
<p>Pedagogy – Consistent learning expectations Teachers have a repertoire of techniques that support all pupils to succeed. Teachers have high-quality teaching and learning strategies. Lessons include learning principles such as: I do, we do, you do, retrieval, interleaving, hand signal for stop/start, no hands up, 100% participation, focused partner work, lessons are rich in dialogue.</p>	<p>Research shows cold calling to engage pupils more.</p> <p><a href="#">The inclusive classroom online: Cold-calling, Tom Sherrington. February 2021 – teachingandlearningblog (home.blog)</a></p> <p>Research shows a non-verbal signal maximises learning time.</p> <p><a href="#">A nonverbal signal system: minimizing the effects of student interruptions, maximizing instructional time, and sustaining momentum while teaching (rowan.edu)</a></p> <p>Consistent research has shown that interleaving can benefit pupils' learning. <a href="#">Interleaving: More Than Just Mixing Things...   Bradford Research School</a></p>
<p>Spoken language to be essential in the development and achievement of our children across the curriculum.</p>	<p>We strive to develop spoken language skills through the taught curriculum, the hidden curriculum, playtimes and lunchtimes, extra-curricular activities and the whole ethos of the school. Children are taught how to be effective communicators through oracy projects that feature skills such as storytelling, debating and presenting. Good oracy skills support wider literacy skills; improvement in oracy is also linked to improvements in reading, writing, and overall attainment.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. End of year data demonstrates 92.1% attendance for disadvantaged pupils compared to 94.2% whole school data.</p>	<p>There will be a consistently sharp focus by teachers on the attendance and punctuality of disadvantaged pupils.</p> <ul style="list-style-type: none"> <li>• Attendance and punctuality of targeted pupils will improve to be inline with all pupils.</li> <li>• Persistent absence will reduced.</li> </ul>
<p>For disadvantaged pupils who do not have a cognitive SEND need to reach age-related expectations in reading, writing and maths and 100% to meet the expectations for Year 1 &amp; 2 phonics check and Y4 multiplication check.</p>	<p>100% of non-SEND disadvantaged pupils meet the requirements of the PSC and MTC.</p> <ul style="list-style-type: none"> <li>• 100% of non-SEND disadvantaged pupils to reach at least ARE in RWM.</li> </ul>

## Activity in this academic year

Specific areas of focus 2023-24

- Trips, clubs and experiences, vulnerable families
- Revisit mentoring and impact
- Curriculum plans, impact on outcomes
- Preparation for whole class reading session to maximise impact on reading to further impact on writing outcomes
- Attendance persistent absentees and those at risk of persistent absenteeism

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: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Schedule of CPD for all staff focussed on pedagogy and building key learning.	<b>High Quality First Teaching</b> Research highlights one of the most important things we can do to improve pupil outcomes is to continuously develop the quality of teaching and learning (Higgins et al., 2014). The quality of teaching, should therefore be the top priority in school development.	1,2,3
TA support in every class	<b>Support staff</b> EEF guidance report: Making best use of Assistants. <a href="https://educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants/">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3
Oracy Lead	<b>Oracy</b> Effective oracy provision is vital to the success of pupils, both in relation to pupils' cognitive development and learning and their preparation for participation in the wider world (Millard and Gaunt, 2018) All Kernow Learning schools, including Upton Cross, are investing in becoming Voice 21 Oracy schools. We have a dedicated Oracy Lead who will pioneer this practice within our school. The Education Endowment Foundation also identifies the importance of 'Structured talk' as one of the essential features of effective disciplinary literacy within school (EEF, 2021) Oracy is treated as a core element of building wider student literacy, which is essential to high-level student attainment and opportunity. <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>	1,2,3

Data analysis to focus on the broader outcomes of disadvantaged pupils	<p><b>Data</b></p> <p>Half termly analysis of disadvantaged pupils (Attendance, ARE, parental engagement, pupil engagement, success of interventions. This tracking individual needs and support.</p> <p>Termly Pupil Progress Meetings.</p> <p>End of year outcomes.</p> <p>The work of Marc Rowland has highlighted the importance of analysing the data of disadvantaged students so they get a greater profile.</p> <p><a href="#">Addressing Educational Disadvantage in Schools and Colleges: The Essex Way : Marc Rowland (editor): Amazon.co.uk: Books</a></p>	1,2,3
Purchase of further resources to support a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils - RWInc scheme, portal and books.	<p><b>Systematic Synthetic Phonics Programme</b></p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p><b>Training for new staff</b></p> <p>RWI phonics training for those staff new to school/new to phase Phonics leader to evaluate effectiveness of phonics teaching in each class N-Y2, and KS2, to plan appropriate remedial actions, monitor impact.</p>	1,2,3
To provide high quality teaching of reading throughout the school using high quality literacy texts, stories, and focussing on vocabulary throughout.	<p><b>Language provides the foundation of thinking and learning and should be prioritised.</b></p> <p>High quality adult - child interactions are important and sometimes described as talking with children rather than just talking to children. Exposing children to rich language daily and through environments that are language rich will work towards closing the gap. Our curriculum is driven by high quality reading texts that are linked to wider curriculum to build schema.</p> <p>Hart &amp; Risley research shows the gap on story-time hours and the impact this has on known vocabulary. 'There is a proven positive relationship between reading frequency, reading enjoyment and attainment' (Clark, 2011; Clark and Rumbold, 2011; Twist et al, 2007).</p> <p><b>EEF guidance report: Improving Literacy in Key Stage 2 (Second ed, Nov 21)</b></p> <p>This report highlights the importance in supporting pupils to develop fluent reading capabilities through guided oral reading instruction and repeated reading. Whole class modelling and shared reading, focuses on deepening understanding through developing strategies, understanding and engagement. The recommendations of the reading framework have been proven to raise standards and attainment in challenging areas and have been planned into our reading curriculum.</p>	1,2,3
To provide a whole school approach to writing using sentence stacking at the heart of writing lessons.	<p><b>Whole school approach to writing</b></p> <p>A whole school approach to Jane Considine's The Write Stuff.</p> <p>The Write Stuff is based on guiding principles; teaching sequences that slide between experience days and sentence stacking lessons. With modelling at the heart of them, the sentence stacking lessons are broken into bite-</p>	1,2,3

	sized chunks and taught under the structural framework of The Writing Rainbow.	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language Link assessments and interventions for all pupils. (speaking, listening or emotional literacy needs).	The critical relationship between language and learning is well documented (Goswami & Bryant, 2007). Children with language impairments are at greater risk of developing literacy difficulties (Dockrell et al., 2007). Language, in particular, vocabulary skills at school entry, provide a powerful predictor of later academic achievement (Snowling et al., 2011; Roulstone et al., 2011; Lee, 2011; Block & Mangieri, 2006). The prevalence of language difficulties in pupils aged between 4-5 years is generally reported to be between 2% and 19% (Law et al., 2000). This figure is generally regarded as much higher for pupils from socially deprived backgrounds. Teachers are under increasing pressure to both identify and support pupils with SLCN as early as possible at a time when access to specialist support is threatened.	1,3
Disadvantaged and cognitive SEND Disadvantaged/SEND pupils will make more than expected progress as a result of targeted provision (individual provision maps) Individual Pupil Passports shared with all staff responsible for pupil learning, to ensure a collective understanding of needs, responsibility and every learning opportunity maximised	EEF Blog: Five evidence based strategies to support high-quality teaching for pupils with SEND <a href="#">EEF blog: 'Five-a-day' to improve SEND outcomes   EEF</a> <a href="http://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>	1,2,3
Disadvantaged, Previously Looked after and Looked After pupils: Disadvantaged and cognitive SEND pupils Disadvantaged/SEND pupils will make more than expected progress as a result of targeted provision (individual provision maps)	<ul style="list-style-type: none"> <li>• PHE, link between wellbeing and attainment</li> <li>• Trauma informed schools, Beacon house</li> <li>• Centre for education neuro science</li> <li>• Nurture UK EEF T&amp;L toolkit (social and emotional learning)</li> </ul>	1,2,3



<ul style="list-style-type: none"> <li>• Individual Educational Plans shared with all staff responsible for pupil learning, to ensure a collective understanding of needs, responsibility and every learning opportunity maximised</li> <li>• Access to mentoring and specialist external support as required.</li> <li>• P/LAC teacher will make links with families.</li> <li>• Staff training, attachment disorders</li> <li>• Baseline for emotional literacy to take place Language Link</li> <li>• Outdoor Learning Lead to implement bespoke support to focus on strengthening social and emotional skills.</li> </ul>		
Targeted support sessions for lowest 20% in phonics within Reception, Year 1 and Year 2.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. Online Subscription films sent home. <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1,2,3
Daily catch-up sessions for pupils in KS2 who need further phonics support.	EEF evidence - indicates that small group tuition can be effective, delivering approximately five additional months' progress on average. Results from studies is consistent and strong, particularly for younger learners who are behind their peers in primary schools.	1,2,3
Small group tutoring for year 6 pupils to be fully prepared for the next phase in their education.	EEF evidence - indicates that small group tuition can be effective, delivering approximately five additional months' progress on average. Results from studies is consistent and strong, particularly for learners who are behind their peers in primary schools.	1,2,3

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

Budgeted cost: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social interactions, all disadvantaged pupils <ul style="list-style-type: none"> <li>• Each disadvantaged pupil will have a mentor (member</li> </ul>	Evidence shows that learning outdoors supports: <ul style="list-style-type: none"> <li>• Learning and attainment</li> <li>• Health and wellbeing</li> <li>• Cognitive and social development</li> </ul>	1,2,3,4



<p>of staff) to be their 'champion'</p> <ul style="list-style-type: none"> <li>• All PP pupils prioritised for clubs</li> <li>• Teachers to monitor and evaluate impact of opportunities of PP pupils</li> <li>• Regular Outdoor learning available to all pupils.</li> <li>• Social emotional support offer for all PP pupils. (This including outdoor sessions).</li> <li>• Opportunities for all PP pupils to be leaders e.g. Play leaders, school council etc.</li> <li>• Support with funding for Residential school trips.</li> <li>• Access to BC/ASC</li> </ul>	<ul style="list-style-type: none"> <li>• Nature and biodiversity</li> <li>• Physical activity</li> </ul> <p><a href="#">Outdoor learning evidence   Learning through Landscapes (ltl.org.uk)</a></p> <p>Students involved in an outdoor learning project for 2 hours per week over 12 weeks gained an average increase of 6 months for Mental Arithmetic and 2 months for General Maths. They also showed a 20% increase in their attitudes to learning, while the control group decreased by 3% over the same period.</p> <p><b>Harvey, Rankine &amp; Jensen (2017)</b></p> <p><a href="https://learningoutsidetheclassroomblog.org">https://learningoutsidetheclassroomblog.org</a></p>	
<p>To improve attendance so that PA is below 1% and overall attendance is inline with all pupils. Specific target on pupils identified.</p> <p>Teachers to review attendance / punctuality (at least weekly) of vulnerable pupils and flag concerns to HT/DSL</p> <ul style="list-style-type: none"> <li>• Teachers to proactively engage with parents / carers re attendance / punctuality both formally and informally</li> <li>• Teachers to devise strategies to overcome related issues</li> <li>• Champions to see these pupils more regularly to create a relationship where pupils want to come to school</li> <li>• Attendance administrator to be tenacious is the tracking and following up of non-attendance. Follow up with attendance team, meeting with parents for all PP pupils who drop below 96%. o Half-termly tracking of all PP (SEND and CP/CIN) pupils.</li> <li>• Raise the profile of this group through communication with teachers, leaders and governors.</li> </ul>	<p>Evidence shows that pupils with an attendance of 95% or less do not achieve as well academically as peers with an attendance of over 95%. Improving 'Attendance Guidance Report' and 'Working with Parents to Support Children's Learning Guidance Report' from the EEF suggests that effective parental engagement can lead to learning gains of +4 months over the course of a year.</p> <p>EEF T&amp;L toolkit, parent engagement</p> <p><a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p> <p>DFE case studies</p> <p><a href="https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendanceactions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/schoolattendance/framework-for-securing-full-attendanceactions-for-schools-and-local-authorities</a></p>	1,2,3,4
<p>Draw and Talk</p> <p>Supporting children's emotional wellbeing through</p>	<p><a href="#">Drawing and Talking - Home page</a></p>	1,2,3,4

the Draw and Talk strategy with caring, empathetic adults	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. 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.	
Contingency fund for acute issues.	Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. E.g. School uniform, books, trips, transport, Counselling, Clear, Suzie Project etc.	All

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Academic Performance – Assessment and Data (attainment)			
Summer 2024 Headlines			
EYFS - % Achieving GLD			
	All Pupils	Disadvantaged	SEN
School	80%	100%	0%
Trust	72%	59%	23%
Phonics Y1 - % Pass			
	All Pupils	Disadvantaged	SEN
School	86%	50%	0%
Trust	88%	77%	54%
Phonics Y2 Cumulative - % Pass			
	All Pupils	Disadvantaged	SEN
School	93%	100%	50%
Trust	95%	85%	76%
Key Stage 1 - % Achieving Expected Standard			
Reading	All Pupils	Disadvantaged	SEN
School	60%	67%	0%
Trust	75%	59%	36%
Writing			
School	53%	33%	0%

Trust	63%	47%	20%
<b>Maths</b>			
School	60%	33%	0%
Trust	76%	61%	42%

Year 4 MTC – Average Score			
	All Pupils	Disadvantaged	SEN
School	22.7	19.7	17
Trust	21.8	20.3	17.9

Key Stage 2 - % Achieving Expected Standard			
Reading	All Pupils	Disadvantaged	SEN
School	88%	83%	100%
Trust	80%	68%	50%
National	74%		
Writing	All Pupils	Disadvantaged	SEN
School	75%	83%	50%
Trust	79%	69%	38%
National	72%		

<b>GPS</b>	All Pupils	Disadvantaged	SEN
School	81%	83%	50%
Trust	75%	52%	26%
National	73%		
<b>Maths</b>			
School	81%	67%	0%
Trust	78%	63%	47%
National	73%		
<b>RWM Combined</b>			
School	69%	67%	0%
Trust	66%	52%	26%
National	61%		

Our EYFS cohort achieved securely above Trust averages. Having a nursery provision within this class enables the children to have an excellent start to their education.

Evidence shows daily 'Fast Maths' improves children's multiplication skills in the Year 4 Multiplication Check. This will continue as a maths strategy for all KS2 children and form an intervention for those falling behind.

In Key Stage 2, this cohort achieved above National figures in all subjects. However, the disadvantaged group were above the schools data and national figures apart from maths. Where they were slightly below (this would have been 1 pupil due to small school data. This was an improved picture from predictions earlier in the year, particularly the percentage of children achieving the Greater Depth standard. Improvements in writing are evident; however, this remains a focus for the school as it moves into the second year of 'Sentence Stacking'.

Overall, the disadvantaged group were in line or slightly above non-disadvantaged. However, no children in this group achieved Greater Depth in writing whereas 55.5% did in reading which would indicate that it there were a high level of readers that are exposed to more challenging texts and this language from the texts needs to be explored and embedded to help support these children in how to use this in their writing.

Attendance Academic Year 23/24			
	School	Trust	National
Whole School	95.13%	94.34%	94.5%
Free School Meals	94.08%	91.99%	88.9%
SEN Support	94.61%	92.55%	92.5%
EHCP	93.49%	88.82%	89.7%
Gender: Male	95.65%	94.18%	94.3%
Gender: Female	94.7%	94.5%	94.6%
Persistent Absentees	9.65%	14.25%	15.2%
Number of pupils on Reduced Timetables	0		
Number of pupils Dual Registered (Alternative Provision)	0		
Number of Penalty Notices issued for unauthorised absence:			2

Attendance at Upton Cross Academy has been a whole school focus with all staff working towards children 'in school, on time, learning ready. The school has ended the academic year 2023/24 with disadvantaged pupil's attendance percentage above national figures.

The school has robust measures in place to maintain good attendance. As well as sending out regular messages regarding attendance with the school community via the school newsletter.

Children want to come to school. The small school, friendly, family vibe is attractive to the children and families. Our carefully designed curriculum, extra-curricular activities and pastoral support send a positive picture of how our curriculum is designed to support learning and attract children's interests.

These measures need to remain a focus for 2024/25 in order to maintain good attendance and to give all pupils the best chance of success.

## 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
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Literacy Shed	Ed Shed
RWInc Phonics Portal	Read Write Inc.
Arena Sports Membership	Arena: Connecting School port Pathways
Jigsaw PSHE/RSHE	Jigsaw
Charanga	Charanga
White Rose Maths	White Rose
ELSA	ELSA
WELCOMM	WELCOMM
Now Press Play	Now Press Play
Purple Mash Computing	Purple Mash
Language Link	Language Link

## Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
<p>All service pupils received the same offer as pupils with the PPG.</p> <ul style="list-style-type: none"> <li>• Funding for residentials</li> <li>• Access to high quality first teaching/CPD for teachers</li> <li>• Pastoral support available to pupils</li> <li>• Outdoor learning provision</li> <li>• Learning interventions</li> <li>• 1:1 support for identified needs within lessons</li> <li>• Extra-curricular clubs and trips</li> </ul>
The impact of that spending on service pupil premium eligible pupils
<p>Service children were fully included in all provision.</p> <p>A clear impact is how well our teachers know their pupils leading to quick interventions.</p> <p>Parental engagement has been positive with this group. This group made regular use of our Wrap Around facility.</p> <p>Some parents left the forces during this time and support/advice given when required.</p> <p>100% of Year 5 and 6 pupils went on the Summer 2024 Residential.</p> <p>100% of pupils attended educational visits.</p>