Mid-Trent
Multi Academy Trust



St. Peter's Church of England Primary School

'Opening Doors with Learning, Faith and Care'

Pupil Premium Strategy Statement 2024-2027

Published: 1st July 2025
Next Plan Due: 1st September 2027

Pupil Premium Strategy Statement
2026-2027

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 effect that last year's spending of pupil premium had within our school.

School Overview

School name	St. Peter's Church of England Primary School, Hixon
Pupils in school	183 (5-11), 212 (2-11)
Proportion (%) of pupil premium eligible pupils	19.1% (5-11), 18.3% (2-11)
Academic years that our current pupil premium strategy plan covers	2024-2027
Academic years that our current pupil premium statement covers	2026-2027 (Year 3 of 3)
Date this statement was published	31st July 2025
Date on which it will be reviewed	31st July 2027
Statement authorised by	Mrs Charlotte Pilkington
Pupil premium lead	Mrs Laura Evans
Governor/ Trustee lead	Mr Richard Barnett-Richards

Funding overview

Pupil premium funding allocation this academic year	£54,766
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£54,766

Part A: Pupil Premium Strategy Plan

Statement of Intent

At St. Peter's it is our intent that every child, irrespective of previous life experiences and socio-economic background, attain at least the expected standard in Reading, Writing and Maths by the time they move to secondary school. We understand that achieving this benchmark for every child, means that our learners are equipped with the necessary knowledge and skills to be successful in learning for life, unlocking access to the whole-curriculum and opening doors to all of life's opportunities. Whilst we value the individual progress our learners make, we understand that achieving these milestones is necessary to open doors to the next stage of their education and thus we make this our ambition to ensure that the door remains open for every child.

We are unashamedly ambitious for our learners and will do all that we can to support our learners to achieve more than they dreamed possible. This means not only ensuring that every child makes good progress year on year in order to achieve high attainment, but also is supported to develop and grow spiritually, morally, emotionally, socially, culturally and physically through regular access to high-quality, wider-curriculum and life experiences.

To achieve this, we pride ourselves on knowing and continuously reflecting upon the challenges faced by our disadvantaged and vulnerable learners (and their families) and understanding the impact of these on their learning, emotional wellbeing and mental-health. As a team, we embody a 'Here to Help' approach, supporting our families through life's challenges, to ensure that our learners have a safe, engaging environment in which they can flourish in learning and life. Through the pupil premium, we ensure that all vulnerable learners can access this support, whether they are in receipt of the pupil premium at any given point or not.

Central to our approach to raising the attainment of disadvantaged and vulnerable learners in our school, is a fundamental belief that every child deserves to be taught by a high-quality teacher in every lesson on every day. From research we know the impact that high-quality teaching has on pupil outcomes, particularly for those from disadvantaged backgrounds.

The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers.

Improving the impact of teachers on pupil achievement in the UK - Sutton Trust (2011), p.2

The quality of teaching is by far the biggest factor within schools that can make a difference to the achievement of children and young people.
What Makes Great Teaching? Rob Coe et al (2018)

As a school, we adopt a keep-up, rather than catch-up approach whenever possible. Learners are proactively identified as at risk of being 'off-track' to meet the expected standards or personal targets set for them and swift, impactful intervention is delivered at the earliest opportunity. Highly-qualified and well-trained support staff deliver best-bets interventions, informed by evidence which demonstrates likely impact in the specific area of need for our learners.

Through judicious use of our pupil Premium, we ensure that all learners are able to access all that our school has to offer. Wider-curriculum activities and life-experiences offered through school, build cultural-capital (the knowledge and skills which an individual can draw on to give them an advantage in social life and work), which further supports our aim to unlock access to the whole-curriculum and open doors to all of life's opportunities.

Challenges

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

Challenge Number	Detail of Challenge
1	**Attendance** Average attendance for disadvantaged learners is currently 95.6%, this is below the school's benchmark for good attendance (95%+). In 2023-2024, 5% of disadvantaged learners had attendance below 90% at the end of the school year. 7% of disadvantaged learners were identified as persistent absentees at some point during 2023-24.
2	**Attainment** Learners in receipt of pupil premium funding are not meeting the expected standard in Reading, Writing and Maths in line with their peers. The significant area of focus is upon Writing. At the end of Key Stage 2, there were 33% disadvantaged learners in the cohort in 2022-2023, 28.6% of disadvantaged learners did not meet the expected standard in Reading, Writing and Maths. % meeting expectations in Reading – 71.4% Maths – 100% Writing – 85.7%. This is in line with National.
2a	**Starting Points** A significant proportion of disadvantaged learners enter school with lower starting points than their advantaged peers, this is particularly evident in the areas of communication and language and personal, social and emotional development. At the end of Pre-school, disadvantaged learners are not yet as 'reception-ready' as their advantaged peers.
2b	**SEND** 30% of learners in receipt of pupil premium funding are identified as having/potentially having a specific special educational need (3% Behaviour Support, 17.5% SEND Register, 12.5% SEND Monitor).
2c	**Higher Attainers** Significantly less disadvantaged learners meet the expected standard at greater depth than their non-disadvantaged peers in Reading, Writing and Maths.
2d	**Impact of Interventions** Interventions, are beginning to be impactful beyond the specific target area, but they do not yet sustain impact beyond the intervention and do not yet have the desired impact on pupil outcomes in particular in Writing.
3	**Mental-Health and Emotional Wellbeing** A significant proportion of learners in receipt of pupil premium funding have greater social and emotional needs than peers, with teachers expressing concerns about the SEMH of 45% of pupils and 35% accessing Mental Health support. This creates barriers to learning and achievement in and out of school.
4	**Independence and Self-Confidence** A significant proportion of learners in receipt of pupil premium funding are identified by teachers as lacking independent learning skills (attention, motivation, resilience, stamina) and as having a lack of self-belief and confidence in their ability within and beyond the curriculum.
5	**Family Support** A large proportion of our disadvantaged families are new to the area, they lack social and support networks which limit socialisation and informal parenting advice and support beyond school. 35% of learners in receipt of pupil premium have currently or have previously had social work involvement.
6	**Home Learning** For a small proportion of our disadvantaged learners, parental support for learning at home is poor.
7	**Resources** A proportion of our learners in receipt of pupil premium struggle to provide learners with the equipment and resources they need to be successful in their learning at school and at home (uniform, stationary, books, educational toys, music lessons, swimming lessons, cubs etc.).
8	**Cultural-Capital** A significant proportion of our disadvantaged learners lack the financial resources to afford school trips and educational visits. They have limited access to cultural-capital activities and experiences outside of school as a result of financial hardship and rely on school to provide these.
9	**Mobility** There are higher levels of mobility of learners in receipt of the Pupil Premium, with 45% having joined the school after Reception.

Intended Outcomes (2024 – 2027)

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 (By July 2027):
To raise attainment of disadvantaged learners in Reading, Writing and Maths at the expected standard and the greater depth standard at key milestones.	• A minimum of 80% of PP learners attain at least the expected standard in Reading, Writing and Maths at the end of Key Stage 2.
	• A minimum of 25% of PP learners attain the greater depth standard in Reading, Writing and Maths at the end of Key Stage 2.
	• 100% of PP learners make at least good progress and some make accelerated progress from KS1 – KS2.
	• A minimum of 80% of PP learners attain the expected standard in R,W,M at the end of Key Stage 1.
	• A minimum of 25% of PP learners attain the greater depth standard in Reading, Writing and Maths at the end of Key Stage 1.
	• 100% of PP learners make at least good progress and some make accelerated progress from Early Years – Key Stage 1.
	• 90% of PP learners attain the expected standard in phonics at the end of Year 1.
	• 100% of PP learners attain the expected standard in phonics at the end of Year 2.
To rapidly raise the attainment of learners in Early Years so that 'gaps' to peers are eradicated and most PP learners start school 'on-track' in all areas.	• PP learners attend Nursery for a min of 15 hours from the age of 2.
	• All learners attend Pre-School for a min of 15 hours from age 3 and are taught by a qualified teacher.
	• A minimum of 85% of PP learners are 'on-track' at the end of pre-school year and 100% meet the ELG at the end of Reception as a result of receiving high-quality teaching and learning in Early Years.
	• 100% of PP learners make at least good progress in Nursery/ Pre-school from their starting points.
	• Speech, language and communication difficulties are proactively assessed and referred rapidly to outside agencies for support.
	• Services which promote early speech and language development and parent social networking (Jelly Beans), are offered free at the point of access to all families.
All PP learners have good school-attendance (95%+).	• Average attendance for PP learners is above 95%.
	• Less than 5% of PP learners are identified as persistent absentees.
	• 90% of PP learners have attendance which is above 95%.
	• All PP learners with attendance less than 95% have plans in place to improve attendance.
PP learners with identified/potential SEND needs are prioritised to ensure identified needs are proactively met and impact on outcomes is minimised.	• All PP learners on the SEN register have suitable provision plan in place and specific, individual needs are fully understood by teachers and parents.
	• All PP learners on the SEN register have appropriate end of year and end of phase targets set for them which take account of additional needs but maintain the highest expectations in attainment and progress.
	• All PP learners identified as SEN Monitor are proactively assessed to identify specific, individual needs early.

Intended Outcome	Success Criteria (By July 2027):
Interventions for PP learners are targeted, specific and have demonstrable impact within the scope of the intervention and on pupil outcomes more widely.	• PP provision map shows that all interventions are targeted, specific and measureable from the outset.
	• PP Provision map shows that the vast majority of academic interventions are impactful within the scope of the intervention, and where this is not the case it is recognised quickly and adaptations made.
	• PP Provision map shows that 80% of PP interventions have a sustained, positive impact on pupil outcomes in the relevant subject area.
Families of PP learners are proactively engaged and well-supported by the school to support learners at home and in school from the earliest opportunity.	• Families of PP learners are proactively engaged by school staff and as a result attend school events (inc. parent's evening and workshops) well.
	• All families are made to feel welcome at school and know that school is a place of support and help beyond education.
	• Families are supported to access support services, referrals are made proactively and families are regularly signposted to external agencies and groups to provide identified support.
	• Wherever possible, support is bought to the families/ hosted by school to reduce the barrier of transport.
	• Services which promote early speech and language development and parent social networking (Jelly Beans), are offered free at the point of access to all families.
PP learners have the tools necessary to navigate life's challenges successfully and make the most of every opportunity.	• PP learners are confident in their ability and have high aspirations for themselves as learners and more widely.
	• PP learners have social, emotional and mental-health needs met proactively. • School offers a wide-range of successful SEMH interventions which meet the needs of PP learners within the school. • School staff are well-trained to deliver successful SEMH interventions. • PP provision map shows that SEMH interventions are well-planned to address specific challenges faced by learners and that these interventions are impactful within the scope of the intervention and that sustained impact is seen on outcomes across the curriculum.
	• PP learners have the equipment necessary to learn at home and in school.
	• PP learners are enabled to access a range of wider-curriculum activities and life-experiences which develop cultural-capital beyond that which might be offered by families.
Staff get to know PP learners who are new to the school as individuals and learners at the earliest opportunity.	• All PP learners who arrive in school after the normal point of entry have 1:1 interview with class teacher within first week at school. Any initial learning or SEMH needs are identified and plans put in place to support from the earliest opportunity.
	• Class teachers meet with parents/carers of PP learners who arrive in school after the normal point of entry within first 2 weeks at school.

Activity 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: £36,589
Proportion of 2026-2027 allocation: 66.8%

Activity	Evidence that supports this approach	Challenges Addressed
High-quality, sustained professional development for teachers at every point. Engagement in Professional Learning Communities Regular 1:1 Pedagogical Coaching Leadership Training and Development programme Engagement in Maths Hub Development Programme. Music CPD programme. Engagement in fortnightly LSA Development Training **£2,500**	High-quality daily teaching is a key ingredient in improving outcomes for learners. Sutton Trust (2011) reports learning gains of 1 year when disadvantaged learners are taught by a good teacher as opposed to a poor teacher. Coe et al. (2018) finds that the biggest factor in raising attainment of learners is the quality of teaching. EEF Guidance Report 'Effective Professional Development' (2021) suggests that mechanisms for effective PD should build knowledge, motivate staff, develop teaching techniques, and embed practice over a sustained period of time. One off training events are not considered effective in building knowledge and embedding practice. CPD selected is informed by EEF research and other educational evidence and is accredited by the DfE (Maths Hub). In-house CPD (Music, Professional Learning Communities, LSAs) is sustained over the course of the academic year and is developed using EEF principles of effective CPD. **Evidence:** EEF Effective Professional Development (2021) **Evidence:** Sutton Trust: Improving the impact of Teachers (2011)	2,2c,2d,7
Effective Leadership and Monitoring of Pupil Premium. Pupil progress Reviews Moderation Provision Reviews 1:1 Impact Reviews SEND Assessment **£7950**	EEF (2019) Putting Evidence to Work guidance, recommends that leaders define the problem they want to solve and identify appropriate programmes or practices to implement. This includes: Identifying a tight area for improvement using a robust diagnostic process and making evidence-informed decisions on what to implement. Teaching Assistant Interventions (which make up the majority of our interventions in school) are found to have a positive impact upon outcomes for learners (+4 months) however require careful monitoring to ensure they are well-delivered, so that pupils receive the large benefits of structured interventions. This includes: Careful assessment of pupils' needs so that teaching assistants support is well targeted; Training teaching assistants so that interactions are high quality – for example, using well-evidenced targeted programmes; Ensuring that any interventions are well-linked to	2,2c,2d

	classroom content and do not reduce high quality interactions with teachers. **Evidence:** EEF Teaching Assistant Interventions (+4 Months) **Evidence:** EEF Putting evidence to Work	
Effective Provision of Phonics and Early Reading Support Systematic Synthetic Phonics Training Early Reading Lead Monitoring Resources Volunteer Reading Force **£9976**	Systematic Synthetic Phonics approach accredited by DfE. EEF research demonstrates positive impact on outcomes for all learners, but particularly those from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. **Evidence:** EEF Phonics Impact +5 Months **Evidence**: Reading Comprehension Strategies +6 Months	2,2a,4
Motivating Homework Provision and Support Times Table Rock Stars Accelerated Reader Century Tech Access to devices (in school and at home) Homework Clubs **£1200**	The completion of learning outside of normal school hours is found to have appositive impact on pupil outcomes (EEF Primary +3 Months) and whilst this was stronger for secondary pupils (EEF +5 Months), the preparation of learners for the demands of secondary school and the focus of homework at St. Peter's being on reading (EEF Studies involving digital technology are found to have a greater impact (EEF + 6 Months) and from experience have been more motivating for learners and more accessible for parents as pupils receive immediate feedback. Century also offers teaching videos and slides, further reducing cognitive demands for parents/carers to support learning at home. As suggested by EEF, provision also includes homework clubs and access to devices to ensure learners are not disadvantaged through lack of resources. **Evidence:** EEF Homework Impact +3 Months (Primary) **Evidence**: EEF Homework involving digital technology +6 Months **Evidence**: EEF Using Digital Technology to Improve Learning	2,4,6,7
Improving writing outcomes Teacher-led Tutoring English Lead to monitor spelling and lead interventions Quality resources	Research states that if tuition is high-quality and aligned to classroom teaching, pupils can make up to five months additional progress with one to one tuition. The EEF Toolkit finds that frequent sessions (three times a week or so), that last up to an hour and take place over a period of six to twelve weeks, typically show the greatest impact. **Evidence:** EEF – Making a Difference with Effective Tutoring	2,2a,4

£1000		
Support to make impactful reasonable adjustments for learners across the curriculum Additional SENCO support for PP and SEND learners. SEND Prioritised Assessment Impact Reviews SEND Resources to support adaptive teaching **£13963**	**Evidence**: EEF Five a Day **Evidence:** EEF Cognitive Science Approaches in the Classroom Disadvantaged learners with SEND have the greatest need for excellent teaching on a daily basis. Specific approaches which support teachers in making reasonable adjustments for disadvantaged learners with SEND will enable learners to make excellent progress across the curriculum. Part of this support will involve identifying need, providing resources to support adjustments and using expert knowledge to facilitate reasonable adjustments which positively impact upon outcomes for learners. Evidence shows that SEND support varies nationally and access to services, support and assessment can be a 'postcode lottery' (DFE, 2017). Education Policy Institute (2021) research found that vulnerable pupils are more likely to be subject to SEND "under-identification", citing reasons such as: moving schools; being frequently out of school; trauma as reducing the likelihood of a child being identified with SEND compared with otherwise similar children. **Evidence:** EPI (2021) Identifying Pupils with Special Educational Needs and Disabilities **Evidence:** DfE (2017) SEN Support: A Rapid Evidence Assessment	2b
Communication and Language Project Increased capacity and specialist support for Early Communication and Language development in Early Years. Speech and Language Screening NELI implementation	Communication and Language is the cornerstone of development in Early Years. Supporting development in this area (EEF +6 Months) at the earliest opportunity (EEG +6 Months) using DfE recommended programme (Nuffield Early Literacy) is found to be highly effective in improving outcomes for learners in Early Years. **Evidence:** EEF: Communication and Language Approaches (+6 Months) **Evidence:** EEF: Earlier Starting Age (+6 Months)	2a
Projected spending	**£36,589**	

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

Budgeted cost: £9071
Proportion of 2025-2026 allocation: 16.6%

Activity	Evidence that supports this approach	Challenges Addressed
Early Years Intervention Communication and Language Intervention Early Numeracy Approaches (Mastering Number for Nursery) Parental Engagement Approaches Early Literacy (Foundations for Phonics)	The Education Policy Institutes research shows that much of the gap between disadvantaged learners and their peers already exists before children officially start school. This activity focuses upon harnessing what the research tells us works well to support learners in Early Years closing the gap through strategic and robust early years intervention. **Evidence:** EEF: Communication and Language Approaches (+7 Months) **Evidence:** EEF Early Numeracy Approaches (+7 Months) **Evidence:** EEF Parental Engagement (+5 Months) **Evidence:** EEF Early Literacy Approaches (+4 Months)	2a
One to One and Small Group Academic Tuition. School contribution to one to one tutoring Evidence-Informed Intervention/ Tuition Programmes (FFT, Mastering Number) TA Intervention **£9071** **See costs above associated with Writing**	One of the most impactful intervention mechanisms for learners with gaps in learning or at risk of falling behind, is one-to-one tutoring (+5 Months), which involves giving pupils intensive individualised support. In school evidence (see impact report 2021-2022) also shows this to be an effective strategy for our learners in addressing knowledge gaps and supporting learners in learning basic facts and skills which impact directly upon outcomes in the classroom. In school research (2021-2022 see below) demonstrated significant impact of FFT Reading programme when delivered in this way for learners across the school. EEF suggests that small-group and/or teaching assistant led tuition may be a more cost-effective solution, however the evidence slows slightly less impact (+4 Months) for teaching assistant interventions. Both One to One Tutoring and TA Interventions suggest that work is most effective when TAs are delivering structured intervention programmes and that support must be planned so that it does not reduce learners access to high-quality teaching in the classroom. **Evidence:** EEF - One to One Tuition (+5 Months) **Evidence:** EEF – Teaching Assistant Interventions (+4 Months) **Evidence:** EEF – Making a Difference with Effective Tutoring	2,2c,2d
Transition Projects	Research shows that frequently moving schools has a significant impact upon pupil outcomes. Many of our disadvantaged and vulnerable learners have recently moved into the area. The RSA's	2,2d,9

1:1 assessments and parent meetings upon transition into school.	report shows that 60% of children who move school 'in-year' are eligible for PP, and that results in English & maths for children at Key Stage 2 dropped 12 percent following one in year move, 17 percent for two moves and 25 percent for three moves. **Evidence:** RSA (2013) Between the Cracks	
Projected spending	**£9071**	

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

Budgeted cost: £4324
Proportion of 2026-2027 allocation: 7.9%

Activity	Evidence that supports this approach	Challenges Addressed
Attendance Support Pastoral Support Teams Family Intervention Work Education Welfare Services	Research shows that the pupils with the highest attainment at the end of key stage 2 have higher rates of attendance over the key stage compared to those with the lowest attainment. At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard. Moreover, the overall absence rate of pupils not meeting the expected standard was higher than among those meeting the higher standard (4.7% compared to 2.7%). **Evidence:** DfE (2022) Working Together to Improve School Attendance	1,2,2a,2c
Family Support and Access to Services Signposting DWP Training Health Visitor Hub Parenting Support (Pram to Primary) **£0**	DfE report 2011 on Review of Best Practice in Parental Engagement states that 'parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation'. This is supported by the EEF toolkit which identifies parental engagement as having a positive impact upon outcomes for learners (+4 months). Access to services within our area is limited as a result of its rural location and bus routes are a barrier to families accessing family support services such as libraries and parent/toddler groups which are examples of early communication and language interventions for children pre-school age (EEF +6 Months). Through hosting these activities in school and free at the point of contact learners are expected to begin Nursery, Pre-School and Reception having had successful early language experiences. **Evidence:** EEF - Communication and Language Approaches (+6 Months) **Evidence:** EEF – Parental Engagement (+4 Months)	2a,5,6
SEMH In-school counselling support Nurture Groups Drawing and Talking Emotion Coaching Attachment and Trauma Training Restorative Practice Training ELSA Training	It is well-known that children's mental health is deteriorating while access to child and adolescent mental health services is decreasing. Access to support services is a lengthy process and threshold levels increasingly difficult to reach for most Primary school children. Provision of services in school from low-level nurture groups, supporting learners in their social and emotional development (EEF +4 Months) to 1:1 counselling sessions (Finning et al. Improvements sustained for 2 years) show demonstrable impact upon pupil outcomes and wellbeing. **Evidence:** EEF Social and Emotional Learning (+4 Months)	3,4

£1824	**Evidence:** Finning et al. (2021) Longer-term effects of school-based counselling in UK primary schools	
Equal Access to Learning and Extra-Curricular Opportunities Subsidies for Extra-Curricular Activities and Educational Visits Provision for educational equipment and resources (eg. learning packs, uniform etc.) **£2500**	Whilst the EEF evidence base for extra-curricular activities and experiences is limited (EEF Outdoor Adventures +0 Months and Arts Participation +3 Months). EPI research shows that parental funds to support extra-curriuclar activities such as transport to sports competitions, access to sports activities, music lessons and educational visits has a detrimental effect upon pupil outcomes at GCSE with disadvantaged learners less likely to take subjects which require a financial commitment (PE and Music) and when they do, they score 1.4 grades below their non-disadvantaged peers. It is also one of the areas where the contrast between disadvantaged and non-disadvantaged learners is most visible in school. Being unable to attend an extra-curricular activity or not having the right equipment, uniform for an activity can have devastating effects on pupil self-esteem and self-confidence. **Evidence:** EEF Outdoor Adventures (+ 0 Months) **Evidence:** EEF Arts Participation (+3 Months) **Evidence:** EPI Covid-19 and Disadvantaged Gaps in England 2020	2,3,4,7,8
Projected spending	**£4324**	

Total budgeted cost: £ 54,766

Part B: Review of Outcomes in Previous Academic Year

Pupil, Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2025-2026 academic year.

2025-2026 Funding Overview

	Planned	Actual
Pupil premium funding allocated 2023-2024	£64534.56	£64,340
Recovery premium funding allocated	NA	NA
PP Funding carried forward into 2025-2026	£1367.44	£1367.44
Total budget for 2025-2026 Academic Year	**£65902.00**	**£65,707.44**
Expenditure		**£65,707.44**
Carry Forward		**£0**

2024-2027 Key Performance Indicators

Attainment of Disadvantaged Learners	Strategy Target by 2027	2024	2025	2026
KS2 Expected Standard in R,W,M	80%	SUP	66.7%	83%
KS2 Higher Standard in R,W,M	25%	SUP	11.1%	16.7%
KS1 Expected Standard in R,W,M	80%	66.7%	37.5%	25%
KS1 Higher Standard in R,W,M	25%	0%	0%	0%
KS1 Phonics Check Pass (Y1)	90%	85.7%	50%	100%
KS1 Phonics Check Pass (Y2)	100%	N/A	87.5%	50%
EYs – Achieved Early Learning Goal	100%	75%	100%	25%

Externally Provided Programmes

Programme	Provider
Little Wandle Letters and Sounds	Little Wandle (English Hub)

2021-2024 Impact of Pupil Premium Activity

Area	Intended Outcome	Summary of Specific Actions to Date	Impact and Progress		
Attainment	**To raise attainment of disadvantaged learners in Reading, Writing and Maths at the expected standard and the greater depth standard at key milestones.**	Reading Comprehension CPD FFT Programme 1:1 Reading Tutoring Home-learning Feedback Technology for QFT Writing CPD Maths CPD Leadership Development NPQ CPD Programmes Professional Learning Communities	**2021-2022** **Phonics:** 50% of Y1 PP*. 100% Y2PP. **MTC:** 75% Y4 PP learners achieved 25/25. **KS1 SATs:** 85.7% PPY2 attained EXS+ in R,W,M 14.3% PPY2 attained GDS in R,W,M. **KS2 SATs:** 33% PPY6 attained EXS+ in R,W,M.	**2022-2023** **Phonics:** 100% of Y1 PP, 50% of Y2 PP*. **KS1 SATs:** 50% PPY2 attained EXS+ in R,W,M* **KS2 SATs:** 71.4% PPY6 attained EXS+ in R,W,M. 28.6% of Y6PP attained GDS in Reading.	**2023-2024** **Phonics:** 85.7% of Y1 PP*. **KS1 SATs:** 71.4% PPY2 attained EXS+ in R,W,M **KS2 SATs:** SUP due to a small cohort number.
Early Years	**To rapidly raise the attainment of learners in Early Years so that 'gaps' to peers are eradicated and most PP learners start school 'on-track' in all areas.**	Speech and Language Assessments/ Referrals Speech and Language Interventions Communication and Language training. Moderation SEND Assessments SEND and Intervention Planning	**2021-2022** **GLD:** 80% PPYR attained GLD. **Preschool:** 60% of PP in Pre-School attained expected standard for CL&L by the end of the pre-school year. 40% referred to speech and language for external support.	**2022-2023** **GLD:** 43% PPYR attained GLD. **Preschool:** 25% on track to attain GLD in all areas. **Nursery:** 50% on track to attain GLD in all areas.	**2023-2024** **GLD:** 0% PPYR attained GLD. **Preschool:** 60% on track to attain GLD in all areas. **Nursery:** 40% on track to attain GLD in all areas.

Attendance	**All PP learners have good school-attendance (95%+).**	Pastoral Support Team Family Support Work Education Welfare Service Engagement	**2021-2022**	**2022-2023**	**2023-2024**
			Statutory attendance: Average PP 94%. **PAs:** 12.5% of PP are persistent absentees (attendance less than 90%). **95%+:** 35% of PP are good attenders (attendance greater than 95%).	**Statutory attendance:** Average PP 94%. **PAs:** 21.9% of PP are persistent absentees (attendance less than 90%). * **95%+:** 46.3% of PP are good attenders (attendance greater than 95%).	**Statutory attendance:** Average PP 95.6%. **PAs:** 7% of PP are persistent absentees (attendance less than 90%). * **95%+:** 60% of PP are good attenders (attendance greater than 95%).
SEND	**PP learners with identified/potential SEND needs are prioritised to ensure identified needs are proactively met and impact on outcomes is minimised.**	Prioritised Assessments Inclusion Lead Support SEND Specific Interventions Family Meetings Provision Mapping Whole-School SEND Training (Autism)	**2021-2022**	**2022-2023**	**2023-2024**
			Assessments have been prioritised but not yet actioned as a result of extended wait times for services. All PP SEND learners have had regular reviews (termly), inc. engaging parents and children in review.	Assessments and reviews in place for all PP SEND. Staff have increased awareness of SEND needs and regularly adjust the curriculum to meet learner needs. **SEND Attainment:** 30.8% SEND ARE+ R 23.1% SEND ARE+ M 15.4% SEND ARE+ W	Pupil passports created for all PP SEND pupils. Additional Autism training has been provided for staff. Staff have received training about making effective reasonable adjustments to the curriculum to meet learners needs. **SEND Attainment:** 58.3% SEND ARE+ Reading 24.9% SEND ARE+ Maths 16.6% SEND ARE+ Writing

Targeted Support	**Interventions for PP learners are targeted, specific and have demonstrable impact within the scope of the intervention and on pupil outcomes more widely.**	One to One and One to Two tuition Tuition CPD for TAs Small group TA Interventions Structured Intervention Programmes (FFT, Little Wandle Rapid Catch Up,	**2021-2022** **FFT:** FFT 1:1 Tuition to 37 children, average progress 1.1 year per child with increase of 26WPM in fluency. **Tutoring:** 1:1 Tutoring delivered to 11 pupils, positive progress seen in specific tuition areas for 72.7% of learners, this was also translated to SS improvements (Average +3.9SS per pupil, per programme).	**2022-2023** **Tutoring:** 601 Tutoring hours were delivered by qualified tutors to 37 learners (average 16.2 hours per child). **Impact:** Positive impact noted for 86.5% of tutoring blocks delivered.	**2023-2024** **FFT:** Additional staff have been trained to deliver FFT. **Tutoring:** 607.5 Tutoring hours were delivered by qualified tutors to 61 learners (average 10 hours per child) Teacher-led tutoring has been implemented to support the improvement in writing.
Parental Engagement	**Families of PP learners are proactively engaged and well-supported by the school to support learners at home and in school from the earliest opportunity.**	Proactive invitations to parents Flexible parents evening appointments Homework Clubs Open door learning events Jelly Beans (Parent and Toddler Group)	**2021-2022** Limited impact as a result of Covid-restrictions. Parents/Carers welcomed into school for school events. Proactive engagement of hard-to-reach families in parents evenings, concerts etc. 17% of PP learners attended homework club.	**2022-2023** **Parents Evening:** 100% of parents attended Parents Evening appointments in Autumn and Spring. **Open Door:** 95% of parents (and grandparents) attended open-door events. **Jelly Beans:** Open and attended by average of 6 families per session.	**2023-2024** **Parents Evening:** 100% of parents attended Parents Evening appointments in Autumn and Spring. **Open Door:** 100% of parents (and grandparents) attended open-door events. **Jelly Beans:** Open and attended by average of 6 families per session.

				Homework Club: 36.6% of PP learners regularly attended homework club.	**Homework Club:** 15% of PP learners regularly attended homework club.
Resources	**PP learners have the tools necessary to navigate life's challenges successfully and make the most of every opportunity.**	SEMH interventions Counselling support Subsidies for extra-curricular activities.	**2021-2022**	**2022-2023**	**2023-2024**
			Extra Curricular Experiences: 100% of PP attended Outdoor Adventurous Activities in Year 4 and Year 6. 83.3% of PP learners attended an after school extra-curricular activity. 17% of PP learners learned to play a musical instrument (in addition to music lessons). **SEMH Support:** 17% of PP received in school counselling support throughout the year (all did not meet CAMHs threshold).	**Extra Curricular Experiences:** 100% of PP attended Outdoor Adventurous Activities in Year 4 and Year 6. 90.2% of PP learners attended an after school extra-curricular activity. 12.2% of PP learners learned to play a musical instrument (in addition to music lessons). **SEMH Support:** 12.2% of PP received in school counselling support. 19.5% of PP received in school nurture support.	**Extra Curricular Experiences:** 100% of PP attended Outdoor Adventurous Activities in Year 4 and Year 6. 65% of PP learners attended an after school extra-curricular activity. 12.5% of PP learners learned to play a musical instrument (in addition to music lessons). **SEMH Support:** 15% of PP received in school counselling support. 32.5% of PP received in school nurture support.