

# Pupil Premium Plan



# Pupil premium strategy statement

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

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

## School overview

Detail	Data
School name	The Beeches Primary School
Number of pupils in school	TBC Sep 2024
Proportion (%) of pupil premium eligible pupils	TBC Sep 2024
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 – 2028
Date this statement was published	December 2024
Date(s) on which it will be reviewed	September 2025
Statement authorised by	Will Fisk, Headteacher
Pupil premium lead(s)	Will Fisk, Headteacher & David French Curriculum Manager
Chair of Governors	Gavin Bateman

## Funding overview

Detail – 2024/2025	Amount
Pupil premium funding allocation this academic year	Estimate £349,280.02
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	TBC
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	Estimate £349,280.02



## Part A: Pupil premium strategy plan

### Statement of intent

At The Beeches Primary School, our foremost commitment is to ensure that every child, irrespective of their background or adversities they may encounter, excels in both academic achievement and progression across all subjects. We place particular emphasis on fostering fluency in mathematics and reading, recognising these foundational skills as paramount to a well-rounded education.

Our pupil premium strategy is meticulously designed to bolster the academic success of disadvantaged pupils, with a special focus on those who are new to our school or have additional needs. We firmly believe that parental engagement plays a pivotal role in a child's educational journey, and as such, we actively seek collaboration with parents to create a supportive learning environment.

Acknowledging the unique challenges faced by vulnerable pupils in a challenging economic and social environment, we are dedicated to addressing their needs comprehensively, irrespective of their socio-economic status. Our aim is to set high expectations for all children, as we firmly believe in teaching 'to the top.'

To achieve our goals, high-quality teaching forms the core of our approach, particularly in areas where disadvantaged pupils require additional support. This not only narrows the attainment gap but also positively impacts non-disadvantaged children within our school community. Leveraging national and international research, alongside our own successes, we have set ambitious targets for Pupil Premium children, aiming for them to surpass the standards attained by their non-premium peers.

Our approach is both strategic and responsive, rooted in diagnostic assessments through Pixl, ensuring a thorough understanding of common challenges and individual needs. We reject assumptions about the impact of disadvantage without accurate assessments from teachers and the pastoral team. Our strategies are not only tailored to disadvantaged pupils but are designed to benefit all children across the board.

Leadership at The Beeches involves meticulous monitoring of the impact of provisions on disadvantaged children, challenging them appropriately in their work, intervening promptly when needs are identified, and fostering a whole-school approach where every staff member takes responsibility for disadvantaged pupils' outcomes, thereby raising expectations for their achievements.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Reception Intake</b></p> <p><b>Underdeveloped Language Skills:</b></p> <p>A considerable portion of reception children at The Beeches Primary School enter with underdeveloped language skills. Many of these children have had limited exposure to language-rich environments, impacting their ability to communicate effectively. This deficiency poses a challenge to their academic progress, hindering their comprehension and expression of ideas across various subjects.</p> <p><b>Low Attendance at Nursery:</b></p> <p>Historically, fewer children from our catchment area have attended nursery prior to joining reception than in other schools. The lack of early educational experiences in nursery settings contributes to the underdevelopment of language skills and social readiness among our incoming pupils.</p> <p><b>Social Readiness for School:</b></p> <p>Some reception children are not adequately prepared for the social demands of school life. This lack of readiness manifests in challenges such as difficulty in forming friendships, following classroom routines, and cooperating with peers and teachers. Some children are not toilet trained.</p> <p><b>Low Starting Points:</b></p> <p>Many children entering reception at The Beeches Primary School are working significantly below their chronological age. The academic gap between these pupils and their peers poses a considerable challenge in delivering effective instruction that meets their individual learning needs.</p>
2	<p><b>Mathematics – Whole School</b></p> <p><b>Lack of Fluency Skills in Mathematics:</b></p> <p>A notable portion of pupil premium children at The Beeches Primary School lack fluency in mathematical concepts and operations. These children struggle with basic arithmetic skills such as addition, subtraction, multiplication, and division, hindering their ability to solve mathematical problems efficiently and accurately.</p> <p><b>Underdeveloped Reasoning Skills:</b></p> <p>Many pupil premium children exhibit underdeveloped reasoning skills in mathematics. This deficiency stems from a lack of practical experiences and limited exposure to language-rich environments, which are essential for fostering critical thinking and problem-solving abilities in mathematics.</p>

	<p>Additionally, challenges with English language proficiency further impede children's comprehension and application of mathematical concepts.</p>
3	<p><b>Reading &amp; Phonics</b></p> <p>Reading Fluency Deficiencies:</p> <p>Many pupil premium children lack fluency in reading, which hinders their ability to read accurately and with prosody. These children often struggle with decoding words, leading to hesitation, errors, and difficulty maintaining pace while reading.</p> <p>Limited Reading at Home:</p> <p>Pupil premium children do not engage in reading at home to the same extent as their peers from more affluent backgrounds. The lack of home reading habits contributes to gaps in vocabulary acquisition, reading comprehension, and overall literacy development.</p> <p>Difficulty with Inference:</p> <p>Pupil premium children often struggle with making inferences while reading, which impacts their ability to comprehend and analyse texts effectively. Challenges in inferential reasoning hinder children's capacity to draw conclusions, make predictions, and engage in critical thinking during reading activities.</p> <p>Insufficient Reading Stamina:</p> <p>Many pupil premium children lack the reading "miles" or stamina necessary to sustain attention and focus during extended reading sessions. Limited reading stamina results in fatigue, frustration, and disengagement, impeding children's progress in developing reading proficiency and enjoyment.</p>
4	<p><b>SEND</b></p> <p>Prevalence of Special Educational Needs:</p> <p>A considerable number of pupil premium children have special educational needs. These needs encompass a wide range of conditions, including learning disabilities, developmental delays, behavioural disorders, and sensory impairments. There is a sizeable increase in the number of children with ASD and SEMH challenges.</p> <p>Lack of Early Diagnosis:</p> <p>Many pupil premium children with SEN do not receive early diagnosis or intervention due to socio-economic challenges. Factors such as limited access to healthcare services, financial constraints, and lack of awareness contribute to delays in identifying and addressing SEN in these children before they start at The Beeches.</p>
5	<p><b>Behaviour Support</b></p> <p>Higher Incidence of Behavioural Incidents:</p> <p>Disadvantaged children, particularly those eligible for Pupil Premium, are more likely to be involved in behavioural incidents compared to their</p>

	<p>peers. Incidents are accurately recorded and indicate that these children face challenges predominantly during non-academic times such as play-time and after school.</p> <p><b>Social Vulnerabilities Outside of Learning Environment:</b></p> <p>Pupil premium children are more likely to experience socio-economic challenges outside the school environment. Factors such as lack of supervision, exposure to adverse experiences, and limited access to extra-curricular activities contribute to their vulnerability during non-academic hours.</p> <p><b>Risk of Exclusion:</b></p> <p>Disadvantaged children, due to their behavioural challenges and social vulnerabilities, are at a higher risk of exclusion from school. The cumulative impact of behavioural incidents and external stressors increases the likelihood of punitive measures, further exacerbating their academic and social difficulties.</p> <p><b>Limited Support at Home and Young Carer Responsibilities:</b></p> <p>Some pupil premium children may receive limited support at home due to various reasons, including parental work commitments, financial constraints, or family circumstances. Additionally, some children may take on responsibilities as young carers, further impacting their well-being and ability to engage fully in school activities.</p>
6	<p><b>Attendance</b></p> <p>Lower attendance rates:</p> <p>Pupil premium children consistently exhibit lower attendance rates compared to their peers. Many of these children are absent from school for extended periods, often due to family trips abroad or other reasons.</p> <p>Extended absences due to trips abroad:</p> <p>Some parents of pupil premium children choose to take their children abroad for extended periods, impacting their regular attendance at school. These absences can disrupt the continuity of learning and hinder academic progress, especially if not properly managed or accounted for.</p> <p>Limited understanding of the importance of school attendance:</p> <p>There is a lack of understanding among some families about the importance of regular school attendance for academic success and long-term educational outcomes. Factors such as cultural norms, parental beliefs, and socio-economic circumstances may contribute to this limited awareness of the importance of attendance.</p>
7	<p><b>Mobility</b></p> <p>High Levels of Mobility:</p> <p>Pupil premium children experience higher levels of mobility compared to their peers at The Beeches. Frequent changes in residence or school enrollment disrupt continuity of learning and pose challenges for academic progress and social integration.</p> <p>Educational Background and Language Barriers:</p>

	<p>Many children joining The Beeches Primary School from other countries or educational systems may have limited or no prior formal education. Some children may come from countries where English is not taught as the primary language in the curriculum, leading to language barriers and challenges in accessing the English-medium instruction provided at the school.</p> <p>Gaps in Knowledge and Skills:</p> <p>Pupil premium children who join the school with gaps in their education or limited English language proficiency may face challenges in keeping pace with their peers. These gaps in knowledge and skills may manifest across various subject areas, hindering academic achievement and overall progress.</p>
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## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Ensure that all reception children at The Beeches Primary School have the necessary language skills, social competencies, and academic foundations to thrive both academically and socially as they progress through their educational journey.</p>	<p>Assessments and observations indicate enhanced communication abilities among Reception children, leading to improved comprehension, verbal expression, and literacy development. Increased confidence in using language to convey thoughts, ideas, and emotions, facilitating more active participation in classroom activities and discussions.</p> <p>Strengthened social-emotional skills among Reception children, including improved peer interaction, co-operation, conflict resolution, and self-regulation abilities. Development of a supportive classroom community where all children feel included, valued, and respected, fostering a positive learning environment conducive to academic success.</p> <p>Progress towards narrowing the academic gap between reception children and their peers, with targeted interventions effectively addressing learning needs and accelerating academic growth.</p> <p>Improved academic outcomes against the Early Learning Goals for Reception children, evidenced by increased attainment levels and progress towards age-appropriate learning objectives across all domains.</p>
<p>Empower pupil premium children to develop the fluency and reasoning skills necessary for success in mathematics and beyond.</p>	<p>Implement targeted intervention programmes focused on developing fluency skills in mathematics among pupil premium children leading to improved outcomes. Additional support through tailored instruction, small group activities, and differentiated learning experiences to address specific areas of difficulty is impactful. Hands-on, practical learning experiences into the mathematics curriculum enhance children' reasoning skills. Manipulatives, real-world</p>



	<p>contexts, and problem-solving tasks to engage children in meaningful mathematical exploration and application improve outcomes. Language and literacy support given to pupil premium children improves their English language skills and comprehension abilities in mathematics. Integrated language-rich activities, vocabulary development strategies, and scaffolded instruction to enhance children' understanding and communication of mathematical concepts improve outcomes.</p> <p>The Implementation of regular formative assessment practices to monitor pupil progress and identify areas for growth in fluency and reasoning skills are leading to more precise action. Timely and constructive feedback to children, guiding them towards mastery of mathematical concepts and fostering a growth mindset towards learning are well embedded.</p>
<p>Improve reading and phonics proficiency among pupil premium children, promoting equitable access to quality literacy education and supporting the academic success and holistic development of all children.</p>	<p>Assessments show increased fluency in reading among pupil premium children, evidenced by fluent, more accurate oral reading and improved word recognition skills. Enhanced confidence and enjoyment in reading is evident as children experience greater success and mastery in decoding and fluency development.</p> <p>There is a greater participation in home reading activities among pupil premium children, leading to expanded vocabulary, improved comprehension, and enhanced reading motivation. Strengthened connections between home and school literacy experiences, fostering a culture of reading within the broader community lead to improvements.</p> <p>Assessments show improved ability to make inferences while reading, demonstrated by increased comprehension, deeper analysis of texts, and more sophisticated responses to inferential questions, particularly in KS2.</p> <p>Growth in reading stamina among pupil premium children has improved, enabling them to engage in sustained reading activities with greater focus, endurance, and resilience. As a result, they have an increased capacity to tackle longer texts, complete reading assessments independently, and persevere through challenging reading tasks with confidence and resilience.</p>
<p>Ensure that all pupil premium children with SEND receive the support and opportunities they need to succeed academically and thrive as individuals.</p>	<p>Improved early identification of pupil premium children with SEN, leads to timely access to appropriate support services and interventions. The enhanced provision of individualised support plans tailored to the specific needs of each student, improves their academic progress and overall well-being.</p> <p>There is an increased awareness and understanding of SEN among pupil premium families, empowering them to advocate for their children's needs and access available</p>

	<p>support services. Strengthened partnerships between the school, families, and community stakeholders, foster a supportive network to address the challenges faced by children with SEN.</p> <p>Enhanced knowledge, skills, and confidence among school staff in identifying, supporting, and accommodating the diverse needs of pupil premium children with SEN has improved.</p> <p>There has been a reduction in the attainment gap between pupil premium children with SEN and their peers, reflecting equitable access to quality education and support services.</p>
<p>Continue to address the challenges associated with behavioural incidents and social vulnerabilities among disadvantaged children</p>	<p>Data shows behavioural incidents among disadvantaged children are decreasing, resulting from targeted support and proactive intervention strategies. Improved social-emotional skills, self-regulation abilities, and conflict resolution strategies among pupil premium children, are contributing to a positive school climate and conducive learning environment.</p> <p>An increased sense of belonging and engagement among pupil premium children during non-academic times, supported by enhanced supervision and enriched extracurricular activities is leading to reduction in lunchtime incidents.</p> <p>The school has promoted inclusivity, respect, and empathy within the school community, fostering positive relationships and mutual support among all children.</p> <p>Prevention of exclusionary measures and increased retention rates among disadvantaged children, facilitated by early intervention and wrap-around support services have been impactful.</p> <p>Empowerment of families through access to support services, resources, and networks to address socio-economic challenges and promote positive parenting practices continue. Subsequently, there is a strengthened connection between the school, families, and community stakeholders, fostering a collaborative and supportive network to address the needs of pupil premium children holistically.</p>
<p>Attendance disparities among pupil premium children are narrowed to ensure that all children have the opportunity to benefit fully from their education, regardless of their background or circumstances.</p>	<p>Data shows increased attendance rates among pupil premium children as a result of targeted outreach, education, and support efforts. A reduction in the number of extended absences due to trips abroad or other reasons, lead to improved continuity of learning and academic progress.</p> <p>An improved understanding and awareness among parents about the importance of regular school attendance and its impact on their child's educational outcomes has been impactful. There is increased parental engagement in</p>

	<p>monitoring and supporting their child's attendance, resulting in a collaborative approach to addressing attendance issues.</p> <p>A cultivation of a positive school culture that values and prioritises attendance, fostering a sense of belonging and responsibility among children, parents, and staff is apparent.</p>
<p>Educational gaps are swiftly addressed to support children's academic and social progress.</p>	<p>There is improved academic progress and achievement among pupil premium children with educational gaps, resulting from targeted support and differentiated instruction. A reduction in knowledge and skill gaps across subject areas, leading to increased confidence, engagement, and success in learning is evident.</p> <p>There is improved English language proficiency and communication skills among pupil premium children, supported by language and literacy development programmes.</p> <p>Cultural competence and inclusivity within the school community, fostered by a supportive and respectful learning environment that values diversity is evidence in pupil voice. There is a promotion of empathy, understanding, and appreciation for different cultures and backgrounds among children, staff, and families.</p> <p>The Beeches continues to have a welcoming and supportive school culture that promotes belonging, friendship, and collaboration among all children, regardless of their background or circumstances.</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)

Budgeted cost 2024-2025 - **£246,560.48**.

Activity	Evidence that supports this approach/ details	Challenge number(s) addressed
<p>Training for Teachers (CPD)</p>	<p>Continued Professional Development (CPD) plays a pivotal role in improving pupil premium outcomes for disadvantaged children. By equipping school staff, leaders, and teachers with the knowledge, skills, and strategies necessary to address the diverse needs of these children, CPD ensures that they receive the tailored support and high-quality teaching they require to thrive academically, socially, and emotionally. Through CPD initiatives focused on understanding the specific challenges faced by disadvantaged children, school staff, leaders, and teachers can develop targeted intervention plans, implement effective teaching practices, and create inclusive learning environments that promote equity and opportunity for all children.</p>	<p>ALL</p>
<p>Enhancement of our maths teaching and curriculum planning.</p>	<p>Enhancing our maths teaching and curriculum planning is instrumental in improving pupil premium outcomes for disadvantaged children. By investing in high-quality teaching resources, professional development opportunities for teachers, and innovative instructional strategies, we can ensure that all children have access to a rigorous and engaging mathematics education. A well-designed curriculum, tailored to meet the diverse learning needs of disadvantaged children, can provide a solid foundation in mathematical concepts and skills, helping to close the attainment gap. Additionally, by incorporating real-world applications and problem-solving tasks into the curriculum, we can foster deeper understanding and critical thinking skills among pupils. Furthermore, ongoing assessment and data analysis allow us to identify areas of weakness and adjust our teaching strategies</p>	<p>2, 4</p>

	<p>accordingly, ensuring that every child receives the support they need to succeed in mathematics.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	
<p>Vocabulary</p> <p>Embedding dialogic oracy activities across the school curriculum.</p>	<p>Embedding dialogic activities across the school curriculum is pivotal in improving pupil premium outcomes for disadvantaged children. By integrating opportunities for dialogue and discussion into various subject areas, we can support pupils in articulating key ideas, consolidating understanding, and extending vocabulary. Dialogic activities encourage active engagement and collaborative learning, allowing all children, regardless of background or ability, to participate and contribute to classroom discussions. Through meaningful dialogue, pupils can clarify their thoughts, challenge misconceptions, and deepen their understanding of complex concepts. Moreover, dialogic activities promote the development of communication skills, critical thinking, and confidence in expressing ideas, which are essential for academic success and social development.</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>	1, 3, 4
<p>High quality phonics teaching.</p>	<p>Implementing small group intervention sessions focused on phonics teaching is critical for improving pupil premium outcomes for disadvantaged children, particularly those who may be struggling with literacy skills. By offering targeted catch-up provision through small group interventions, we can provide intensive support to pupils who need additional help in mastering phonics and decoding skills. These focused sessions allow for personalised instruction, tailored to the specific needs of each child, enabling them to progress at their own pace and address any gaps in their phonics knowledge. Through systematic and structured phonics teaching in small groups, disadvantaged children can develop the foundational literacy skills necessary for reading and writing success.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></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>	1, 3, 4

<p>Time-limited impactful teaching programmes (small group work)</p>	<p>Implementing time-limited impactful programmes, including tuition groups, are essential for addressing gaps in knowledge and improving pupil premium outcomes for disadvantaged children. These programs offer focused and intensive support to pupils who require additional assistance in specific subject areas, such as literacy and numeracy. By targeting identified gaps in knowledge through tailored interventions, such as one-to-one or small group tuition sessions, we can accelerate learning and facilitate rapid progress for disadvantaged children. The time-limited nature of these programs ensures a sense of urgency and commitment to achieving measurable outcomes within a defined timeframe. Additionally, the structured and targeted approach allows for ongoing assessment and adjustment to ensure that interventions are responsive to individual needs.</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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1, 2, 3, 4, 7</p>
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost 2024/2025 - **£62,418.20**

Activity	Evidence that supports this approach/ details	Challenge number(s) addressed
AR Reader	Implementing the Accelerated Reader Programme is instrumental in improving pupil premium outcomes for disadvantaged children by providing them with the opportunity to build their "reading miles" and enhance comprehension skills. This programme offers a	3

	<p>structured framework for independent reading practice, allowing children to select books at their individual reading level and pace. The initial testing ensures children work within the high end of their Zone of Proximal Development. Through regular engagement with a wide range of texts and genres, disadvantaged children can develop fluency, vocabulary, and comprehension skills essential for academic success and lifelong learning. The Accelerated Reader Programme also incorporates assessments and quizzes to monitor progress and provide immediate feedback, motivating children to set and achieve reading goals.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	
Pixl Therapy Groups	<p>Implementing Pixl Therapy Groups is paramount in improving pupil premium outcomes for disadvantaged children, providing them with targeted support to address misconceptions in maths and individual needs. These short, focused lessons offer a structured approach to tackling specific areas of difficulty, enabling children to receive personalised instruction in small groups. By identifying and addressing key marginal children who may be at risk of falling behind, these groups ensure that every child receives the support they need to succeed academically. Through targeted intervention and remediation, Pixl Therapy Groups help to close learning gaps, build confidence, and improve mathematical understanding among disadvantaged children.</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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	2, 3, 4, 7
Music Tuition	<p>Implementing music tuition is important in improving pupil premium outcomes for disadvantaged children, ensuring that they have equitable access to the numerous benefits that music education offers. All pupil premium children will have the opportunity to take part in 45-minute music tuition all year, providing them with a platform to explore their musical interests and talents. Additionally, pupil premium children from Years 5 and 6</p>	5

	<p>will have the opportunity to formally learn an instrument during small group, weekly lessons, further enriching their musical experiences and skill development. Studies have consistently shown that music produces several positive effects on a human's body and brain. Music activates both the left and right brain simultaneously, which can maximize learning potential and enhance memory retention. By engaging in music education, disadvantaged children can stimulate cognitive functions, develop critical thinking skills, and cultivate creativity.</p>	
EYFS Provision	<p>Implementing robust Early Years provision is fundamental in enhancing pupil premium outcomes for disadvantaged children, offering them enriching opportunities to develop oracy and vocabulary skills from an early age. Through consistent role-play opportunities, deconstructed role play, and costume design stations, all pupil premium children can actively engage in imaginative play, fostering language development, social interaction, and creativity. Moreover, ensuring that all staff are fully trained in the principles of supporting oracy and vocabulary development ensures that every interaction within the learning environment is intentional and supportive of language acquisition. The physical environment, both indoors and outdoors, plays a crucial role in supporting this, with carefully curated spaces designed to encourage exploration, communication, and collaboration.</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>	1
Opening Worlds Curriculum	<p>Implementing a robust Humanities Curriculum is pivotal in enhancing pupil premium outcomes for disadvantaged children, providing them with substantive content in History, Geography, and Religious Education (RE) throughout key stages. By ensuring that substantive content is well planned, disadvantaged children have access to a comprehensive and coherent curriculum that promotes depth of understanding and critical thinking skills. Teacher subject knowledge plays a crucial role in supporting the scope, rigour, coherence, and careful sequencing of the curriculum, ensuring that all pupils receive high-quality instruction that meets their individual needs.</p> <p>In addition to substantive content, oral language interventions are essential for supporting pupils' language skills, particularly for disadvantaged children. Approaches that focus on speaking, listening, and a combination of the two have shown positive impacts on attainment. By implementing oral language</p>	4, 7



	<p>interventions, schools can provide targeted support to disadvantaged children, helping them develop essential communication skills, vocabulary, and confidence in expressing themselves verbally. These interventions not only enhance academic achievement but also promote social-emotional development and equip pupils with the communication skills they need to succeed in school and beyond.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></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>	
Forest School Provision	<p>Implementing Forest School provision is paramount in enhancing pupil premium outcomes for disadvantaged children, offering them unique opportunities to build confidence and resilience in an outdoor learning environment. Through carefully selected activities that promote exploration, creativity, and risk-taking, pupil premium children identified as benefiting from additional support can access The Forest School provision to develop essential life skills. Engaging in outdoor activities such as den building, nature walks, and woodland crafts allows disadvantaged children to connect with nature, develop self-confidence, and overcome challenges in a supportive and nurturing setting. Moreover, recent research has highlighted the positive impacts of long-term Forest School programs on children's resilience, confidence, and wellbeing. By participating in regular Forest School sessions, disadvantaged children can experience tangible benefits that extend beyond academic achievement, including improved mental health, social skills, and overall wellbeing.</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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	5, 6, 7
Subsidized Clubs	<p>Implementing subsidized clubs as part of the extra-curricular provision is essential in enhancing pupil premium outcomes for disadvantaged children, offering them access to enriching and diverse opportunities beyond the classroom. By subsidising club participation fees, schools can ensure that pupil premium children have equitable access to a wide range of extracurricular activities, regardless of their financial circumstances.</p>	4, 5, 6, 7

	<p>These clubs provide valuable opportunities for disadvantaged children to explore their interests, develop new skills, and build social connections in a supportive and inclusive environment. Whether participating in sports, arts activities, or other clubs, pupil premium children can benefit from the positive effects of extracurricular involvement, including improved self-esteem, motivation, and academic achievement.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost 2024/2025: **£40,265.89**

<b>Activity</b>	<b>Evidence that supports this approach/details</b>	<b>Challenge number(s) addressed</b>
Attendance and Family Support Workers	<p>Appointing staff members as Attendance and Family Support Workers is crucial in improving pupil premium outcomes for disadvantaged children, providing them and their families with vital support to overcome challenges to attendance and engagement with school. These dedicated professionals play a pivotal role in supporting vulnerable children and families through a range of interventions and services. By facilitating parenting groups, meetings with local agencies, and providing support with admissions, Attendance and Family Support Workers ensure that disadvantaged children receive the holistic support they need to thrive academically, socially, and emotionally. Through regular communication and collaboration with teachers, these staff members help to identify and address the specific needs of pupil premium children, tailoring interventions, and support strategies to maximise their learning potential both in school and at home. Families of Roma pupil premium pupils are provided with targeted support to overcome cultural and logistical challenges to attendance, ensuring that these children have equal access to educational opportunities.</p>	4, 5, 6, 7

<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Providing whole staff training on behaviour management and anti-bullying approaches is essential in improving pupil premium outcomes for disadvantaged children, fostering a positive school ethos, and creating a safe and supportive learning environment for all children. By equipping all staff members with the knowledge, skills, and strategies necessary to effectively manage behaviour and address bullying, schools can promote a culture of respect, inclusivity, and empathy throughout the school community.</p> <p>Through comprehensive training sessions, staff members learn evidence-based approaches to behaviour management and anti-bullying strategies, enabling them to respond effectively to challenging behaviours and promote positive social interactions among children. By understanding the root causes of disruptive behaviour and bullying, staff members can implement proactive measures to prevent incidents and create a culture of mutual respect and understanding.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	<p>4, 5, 6, 7</p>
<p>Play Therapy for identified children.</p>	<p>Implementing play therapy is crucial in improving pupil premium outcomes for disadvantaged children. By providing targeted support through play-based interventions, these children can develop coping skills, emotional regulation, and resilience. Play therapy offers a safe and nurturing environment for children to express themselves, process difficult experiences, and build positive relationships. Through play therapy, disadvantaged children can overcome barriers to learning, improve behaviour, and enhance overall well-being, ultimately paving the way for academic success and social-emotional growth.</p>	<p>4</p>
<p>Attendance</p>	<p>Implementing a designated Attendance Officer is paramount in improving pupil premium outcomes for disadvantaged children, providing them with targeted support to overcome barriers to regular school attendance. The Attendance Officer plays a crucial role in monitoring and addressing attendance issues, working closely with families, schools, and external agencies to promote regular attendance and engagement with education. By conducting home visits, liaising with parents, and providing support and guidance, the Attendance Officer ensures that disadvantaged children receive the necessary</p>	<p>6, 7</p>

	<p>interventions and resources to attend school regularly.</p> <p>Moreover, the Attendance Officer collaborates with school staff to identify patterns and trends in attendance data, implementing strategies and interventions to improve overall attendance rates. Through targeted support and early intervention, the Attendance Officer helps to address underlying issues that may be impacting attendance, such as transportation barriers, health concerns, or family circumstances. By promoting a positive and supportive school ethos around attendance, the Attendance Officer helps to create a culture where regular attendance is valued and celebrated.</p>	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond swiftly to needs that have not yet been identified. This includes refugee emergency costs as to need (eg food, equipment, clothing)	All

**Total budgeted cost 2024/2025:**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupil each year of the plan.

To be added in July 2024
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## Externally provided programmes

Programme	Provider

## Further information

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated successes and areas for improvement from the previous strategy

We triangulated evidence from multiple sources of data including assessments, engagement in class, work outcomes, conversations with parents, children, and teachers in order to identify the challenges faced by disadvantaged pupils. We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy and provided links throughout.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.