

## Pupil premium strategy statement Sept 2024 – 2025

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	Belmore Primary Academy
Number of pupils in school	470 (25/10/24)
Proportion (%) of pupil premium eligible pupils	150 Pupils 32%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Sep 2024 – Sep 2025
Date this statement was published	Autumn term 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Head of School
Pupil premium lead	Chris Chamberlain
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£250,120
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£250,120



## Part A: Pupil premium strategy plan

### Statement of intent

At Belmore Primary Academy, we believe that every child has the ability to achieve their potential, regardless of background and that no child will be left behind.

As a school, we will provide opportunities to break through barriers by adhering to our core values that demonstrate our high aspirations for all our children.

Our goal is to ensure that all children – including the most disadvantaged – get access to a high quality curriculum and further educational opportunities they deserve and make the most of them and to create a better future for all through the transformational power of education and learning.

#### Teaching

Our ultimate aim is to ensure an equitable education for our disadvantaged pupils that is adapted to meet their needs. We strive to have a relevant and adaptive curriculum that is delivered by highly skilled practitioners. Our key principles revolve around Quality First Teaching and setting high expectations. At Belmore Primary Academy, we do not believe a pupil's background is a reason for them not to reach their full potential. Our high- quality curriculum offer aims to enthuse, excite and challenge all children. We strive to embed children's disciplinary knowledge and language through the teaching of discrete subjects thus ensuring pupils are prepared for their next stage in their learning.

#### Targeted Support

Removing barriers to learning will improve the educational outcomes of our disadvantaged pupils. Through robust diagnostic assessment processes, we target individual children with specialist support to ensure all pupils can access their learning. Our key principles revolve around the whole child, supporting both their academic attainment and emotional wellbeing. We see achievement in reading as an essential part of our Pupil Premium Strategy. We strive to deliver an ambitious reading curriculum. We nurture a love of reading and immerse children in language that enables them to develop a rich vocabulary base.

#### Wider Experiences

Pupils need to experience a wide range of enriching experiences to develop their cultural capital. This will ensure equity with their peers. By providing a wealth of experiences, pupils will develop a broader sense of the world and have the same access to opportunities as their no disadvantaged peers, helping close the attainment gap. Our intended outcomes feed into our school development plan and therefore remain at the heart of our improvement journey.

### Challenges

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

Challenge number	Detail of challenge
1	<p><b>Socio – Economic barriers.</b></p> <p>Many of our families and face a complex variety of barriers to success. As a school, we aim to remove barriers across a range of needs for all of our families at the earliest opportunity.</p>
2	<p><b>Social, emotional and mental health lack of confidence and self-esteem (including families).</b></p> <p>SEMH and Well-being was disproportionately impacted by the disruption to our disadvantaged’s education and routine during the pandemic. Pupil premium children require an enhanced package of support to aid their academic progress. Many have social, emotional and mental health needs alongside a lack of confidence and self-esteem issues.</p>
3	<p><b>Pre-existing educational gaps in reading, writing, maths, phonics and speech, language and communication.</b></p> <p>Disadvantaged children have lower engagement with reading for pleasure in comparison to their non-disadvantaged peers. Their narrow vocabulary base is a barrier to learning and is having a negative impact on their mastery of language. Additional support is needed in developing and improving children’s phonics and reading skills</p> <p><b>Data shows that in Years 2, 4 and 5 disadvantaged pupils are achieving significantly below their non-disadvantaged peers in writing.</b></p>
4	<p><b>Working vocabulary is limited and vocabulary acquisition is behind their peers.</b></p> <p>Data shows that in particular year groups, Year 4 – this year’s Year 5, disadvantaged pupils are significantly below non-disadvantaged pupils in Reading and writing due to lower levels of oracy and language development This is further accentuated by the large number of pupils with SEN in that year group and 4 pupils with EHCPs. Working vocabulary appears to be limited and vocabulary acquisition appears to be behind their peers.</p>
5	<p><b>Parental engagement and expectations in their child’s learning.</b></p> <p>There are variances in parental engagement and expectations in their children’s learning</p>
6	<p><b>Attendance</b></p> <p>A greater proportion of our disadvantaged children have been ‘persistently absent’ compared to their peers. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p>
7	<p><b>Lower levels of life experience, cultural literacy, limited access to sports, arts and music beyond the school experience. Everyday opportunities are limited.</b></p> <p>Children have a lack of access to enrichment experiences to develop their cultural capital. Children’s involvement in the wider community and outside clubs is minimal. Children are unable to foster and develop their own talents and are not provided with the opportunities to do so.</p>
8	<p><b>Reading for pleasure</b></p> <p>Lower engagement for the group as a whole in comparison with non-disadvantaged peers.</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>More of our families are supported to access activities beyond those traditionally provided through the curriculum through the pupil premium.</p>	<ul style="list-style-type: none"> <li>• Number of children attending additional clubs is increasing</li> <li>• More children accessing activities beyond the curriculum offer</li> <li>• More shared experiences for families to participate in and attend to develop a wider and richer vocabulary at home</li> </ul>
<p>The social and mental health of our Pupil premium children is positive</p>	<ul style="list-style-type: none"> <li>• A significant increase in children’s and families’ mental health. Higher attendance and greater participation by parents and children in the targeted focused support – e.g. parent workshops around the curriculum</li> </ul>
<p>Through the effective use of Quality First Teaching especially in Reading and Writing teachers are able to address and narrow educational gaps where present</p>	<ul style="list-style-type: none"> <li>• Improve the progress of disadvantaged students so there is a reduced gap between disadvantaged and non-disadvantaged students.</li> <li>• End of KS1 and KS2 outcomes show that disadvantaged learners are making good progress and closing the attainment gap with National outcomes.</li> <li>• PP pupils will achieve % above levels of progress or against that for other pupils locally and nationally and achieve ‘good level of progress’ % in line with non PP pupils at Belmore which diminishes the difference. Pupils will transfer skills into other curriculum areas.</li> <li>• Lesson Observations, Learning Walks and Pupil Progress Meetings data shows that children have a clear view of what high quality writing looks like and their learning is structured clearly and misconceptions dealt with.</li> <li>• Pupil Voice shows that pupils know how to improve their writing and make it more focussed and actionable feedback is provided to guide their learning.</li> </ul>
<p>Through a language rich curriculum in both the classroom and in interventions, our children are able to access a wider range of texts through an expanding bank of vocabulary across all subjects through explicit teaching and practice.</p>	<ul style="list-style-type: none"> <li>• PP pupils become fluent in the use of both simple and complex subject specific terminology and more general vocabulary through use of Knowledge organisers and chotting in writing</li> <li>• Book Looks, Learning Walks show that the pupils have a deep understanding of how effort with word collecting (thinking side) improves the effectiveness and structure of their sentences (writing side).</li> <li>• Book Looks, Learning Walks show an improvement in the standard of vocabulary used for precision and desired effects.</li> <li>• Book Looks, Learning Walks show good examples of work in books produced with extensive word banks on the thinking side.</li> <li>• High expectations of pupil vocabulary are evident in pupil’s books</li> <li>• Pupil Voice highlights that PP pupil’s confidence and fluency increases when using technical, subject specialist or new vocabulary.</li> <li>• An increased amount of pupils are producing writing in greater depth with higher cohort devices of writing being used.</li> <li>• Teachers are confident in teaching writing in this small bite-size approach.</li> <li>• Pupil conferencing allows for authentic collection of ‘pupil voice’ opinion about this approach and the impact it has had on their writing.</li> <li>• Assessment and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with learning walks to focus on engagement in lessons, book scrutiny and ongoing formative assessments.</li> <li>• High quality texts in Reading for all pupils enabling pupils to access a higher/wider range of vocabulary</li> <li>• Through pupil voice, vocabulary development will be evident across the curriculum, where the pupils will be able to articulate their learning using the key vocabulary.</li> </ul>
<p><b>Raising the profile of reading across the school by encouraging reading for pleasure using texts with higher level vocabulary</b></p>	<ul style="list-style-type: none"> <li>• Children experience a well-thought-out structured reading curriculum based on high quality core texts</li> <li>• The school demonstrates a positive culture of reading where children and teachers know explicitly how reading benefits children’s lifelong experiences</li> </ul>

	<ul style="list-style-type: none"> <li>• Improved outcomes in reading and across the curriculum so that children leave school being able to access the KS3 curriculum through reading. Children are supported to keep up and catch up</li> <li>• Families are given the knowledge, skills and support needed to enhance reading skills and experiences at home</li> </ul>
<p>Increased levels of parental involvement, engagement in their child's learning. Parents gaining greater range of learning skills to assist with language development at home.</p> <p>Increased number of parents coming in to school to develop skills in phonics and reading</p>	<ul style="list-style-type: none"> <li>• A significant increase in the number of parents involved and engaged in their child's learning and progress. There will be increased levels of pupil engagement and aspiration.</li> <li>• An increased number of parents attending school events e.g. Art showcases, design and technology exhibitions.</li> <li>• An increased attendance at parent's evenings and targeted sessions reporting on progress.</li> <li>• An increased number of parents responding to parent surveys.</li> <li>• An increased number of parents will attend parent workshops to gain further confidence and identify areas that will support their children – attendance, homework, subject specific, meet the teachers.</li> </ul>
<p>Improvements in pupils' attendance and punctuality leading to improved levels of progress.</p> <p>Measured by attendance figures and data analysis.</p>	<ul style="list-style-type: none"> <li>• An increase in the number of pupils attending school regularly and on time. Improved attainment and progress for targeted pupils. attendance between disadvantage and non-disadvantaged pupils narrow.</li> </ul>



## Activity in this academic year 2024 - 2025

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: £100 000

- Proportion of Inclusion Department cost
- Proportion of Teaching and Learning – Assistant Head Salary
- Proportion of Phonics Lead and Assistant Head (Reading Lead)
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Activity	Evidence that supports this approach	Who	Challenge number(s) addressed
Delivering impactful CPD to develop Quality First Teaching across the School	<p>Effective CPD ensures well-trained staff that are able to identify and address gaps in learning. High quality teaching has the most impact on narrowing the attainment gap and high quality CPD allows teachers to become better (EEF, 2021; Rauch and Coe, 2019; Wiliam, 2016)</p> <p><a href="#">Education Endowment Foundation: Effective Professional Development</a>  <a href="#">Education Endowment Foundation: Characteristics of Effective Professional Development</a>  <a href="#">Sutton Trust: Developing Teachers</a>  <a href="#">Education Endowment Foundation: Guide to Pupil Premium</a></p>	T&L H & SLT	1,3,4 ,6,7,8
<p>Implementing adaptive teaching throughout the school.</p> <p>Clear over-arching curriculum intent developed through evidence/research-based exploration pinned on existing school practice</p>	<p>Improve the building blocks of effective practice for all pupils.</p> <p><a href="#">Education Endowment Foundation: Effective CPD</a></p>	T&L H & SLT	1,3,4 ,6,7,8
Ordinarily available provision benefits all pupils but particularly supports all SEN pupils	<p>Adopting a needs-led and early intervention approach promotes positive progress relative to the individual child/young person's need</p> <p>Use of a graduated approach to implement increasingly specialist levels of teaching and intervention for children and young people with SEND.</p> <p>By implementing a system of 'Assess-Plan-Do-Review' the specific needs of each child with SEND can be accurately identified, appropriate support provided, progress monitored with clear and tailored outcomes, all while placing the child and their family at the centre of the process</p>	H & SENCO & SLT	



<p>Develop non curriculum so it is highly structured to support teachers and all children to engage meaningfully with the subject with motivating and real life experiences and opportunities</p>	<p>Improve the building blocks of effective practice for all pupils.  <a href="#">Education Endowment Foundation: Effective CPD</a></p>	<p>T&amp;L DH</p>	<p><b>1,3,4 ,6,7,8</b></p>
<p>Further develop the profile of Reading across the school, and expectations of texts/vocabulary</p>	<p>1. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics, it is a crucial component of early reading instruction.</p> <p>2. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>3. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific.</p> <p>4. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.</p> <p>5. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.</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>	<p>T % L DH Reading Lead</p>	<p><b>2,3,4,8</b></p>
<p>Support from Reading Hub and NCETM consultants to develop quality of Teaching and Learning</p>	<p>Reading Hub – Consultants &amp; Development Days  NCETM – Consultants  <a href="#">Education Endowment Foundation: Effective CPD</a></p>	<p>T&amp;L DH Phonics &amp; Reading Lead</p>	<p><b>2,3,4,8</b></p>
<p>Support from External Consultants to develop quality of Teaching and Learning</p>	<p><a href="#">Education Endowment Foundation: Effective CPD</a>   <a href="#">BDSIP consultant</a></p>	<p>HoS</p>	<p><b>1,3,4 ,6,7,8</b></p>

<p>Investment in Little Wandle Investment in Books for KS2 Guided Reading</p>	<p><a href="#">EEF Guidance</a>: Early literacy approaches aim to improve young children’s skills, knowledge or understanding related to reading or writing. Common approaches include:</p> <ol style="list-style-type: none"> <li>1. storytelling and group reading;</li> <li>2. activities that aim to develop letter knowledge, knowledge of sounds and early phonics;</li> <li>3. and introductions to different kinds of writing.</li> </ol> <p>Early literacy strategies may have components in common with communication and language approaches and may involve parental engagement.</p>	<p>Phonics Lead/Reading Lead</p>	<p>2,3,4,8</p>
<p>CPD for staff and collaborative practice, including team teaching, modelled lessons and best practice visits</p>	<p>Supporting high quality teaching is pivotal in improving children’s outcomes. High quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. Delivering impactful CPD on building relationships. Research suggests that fostering and building a positive relationship positively impacts disadvantaged pupils.</p> <p><a href="#">Education Endowment Foundation: Effective CPD</a></p>	<p>T&amp;L DH</p>	<p>1,3,4 ,6,7,8</p>
<p>Oracy and vocabulary development approaches explicitly support communication through talking, verbal expression, modelling language and reasoning.</p>	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. The average impact of Oral Language interventions is approximately an additional six months’ progress over the course of a year. There is a strong evidence base that suggest oral language interventions, including dialogic activities such as high-quality classroom discussions, are inexpensive to implement with high impacts on reading.</p> <p><a href="#">Education Endowment Foundation: Oral Language Interventions</a></p>	<p>SEND/CO- Intervention Lead</p>	<p><b>1,3,4</b> ,6,7,8</p>
<p>Pupil Progress Meetings have a focus on Pupil Premium Pupils alongside other vulnerable cohorts</p>	<p>All staff have a clear understanding to the barriers the children who are working below age related are facing. All staff have clear strategies and are confident in supporting the children across the curriculum.</p> <p><a href="#">Education Endowment Foundation: EEF Guide to the Pupil Premium</a></p> <p><b>Pupil Premium Monitoring days</b></p>	<p>All SLT</p>	<p><b>1,3,4</b> ,6,7,8</p>

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

Budgeted cost: £78805

- Proportion of HLTA Intervention time
- Two class-based learning support assistants in Y1
- Proportion of Phonics Lead and Assistant Head (Reading Lead)

Activity	Evidence that supports this approach	Who	Challenge number(s) addressed
<p><b>Specialist core subject interventions across all year groups to increase progress and attainment and reading.</b></p> <p><b>Reading and Writing – Year 6</b></p>	<p>Research suggest that interventions that deploy effective, proven strategies can be beneficial to learning. For example, reading comprehension strategies can add up to 6 months (EEF, 2021). Multi-sensory approaches employed in interventions such as colourful semantics) (Hettiarachchi &amp; Ranaweera, 2019)</p> <p><a href="#">Education Endowment Foundation: Reading Strategies</a></p>	<p>Phonics Lead/Reading Lead/Writing Lead/Maths Lead</p>	<p>2,3,4,8</p>
<p>Additional phonic sessions and interventions targeted at disadvantaged pupils who require further Phonics support. This will be a personalised programme, adapted to meet their needs</p>	<p>Phonics approaches have a strong evidence based indicating a strong evidenced based indicating a positive impact on pupils, particularly form disadvantage pupils. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to 12 weeks.</p> <p><a href="#">Education Endowment Foundation: Phonics</a></p>	<p>Phonics Lead/Reading Lead</p>	<p>2,3,4,8</p>
<p><b>Provide targeted, structured interventions to children across whole school in Maths.</b></p>	<p>Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupil’s access to the curriculum.</p> <p>Evidence suggests that staff are more likely to have a positive impact when delivery structured interventions rather than being a general support. As a result, staff will carry out regular small group maths interventions.</p> <p><a href="#">Education Endowment Foundation: Selecting Interventions</a></p> <p><a href="#">Education Endowment Foundation: Improving Mathematics in KS1 and EYFS</a></p> <p><a href="#">Education Endowment Foundation: Improving Mathematics in KS2 and KS3</a></p>	<p>Maths Lead</p>	<p>2,3,4,8</p>

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

Budgeted cost: £78805

- Proportion of the Pastoral Department Cost
- Proportion of release time for PP Champion
- Trips
- Clubs
- External sports clubs
- Breakfast Club
- Parent Workshops

Activity	Evidence that supports this approach	Who	Challenge number(s) addressed
Attendance Officer - responsibility for improving attendance, who keeps a high level of communication and support with targeted families and Participation Team	Parental engagement means schools working with parents to improve children’s academic outcomes (EEF, 2021). <a href="#">Education Endowment Foundation: Working with Parents to Support Children’s Learning</a>	Pastoral team to monitor	1,2,5,6
Funding /subsidising trips and visits to ensure disadvantaged children have equal access to enrichment opportunities.	“Schools also commonly said that they used the Pupil Premium to provide a wider range of curriculum opportunities and/or to ensure that money did not become a barrier to equality of access to an enhanced curriculum. LOTC, 2021	PP Champion	1,5,7

<p>Parent workshops Invite and monitor targeted families Weekly coffee mornings</p> <ul style="list-style-type: none"> <li>• <b>Stronger Families</b></li> <li>• <b>Oral Health</b></li> <li>• <b>Behaviour consultant</b></li> <li>• <b>Mental Health</b></li> <li>• <b>Phonics</b></li> <li>• <b>School Nurse</b></li> <li>• <b>Brighter parents</b></li> </ul>	<p>1. Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>2. Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions.</p> <p>3. Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how you will maintain parental engagement as children get older. For example, providing flexible communications (e.g. short sessions at flexible times) might create opportunities for parents of older pupils to engage with the school.</p> <p>4. Consider what support you can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children.</p> <p><a href="#">(EEF 2021)</a></p>	<p style="text-align: center;">PP Champion</p>	<p>1,2,3,5,8</p>
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Arts workshops/ Musical instrument tuition	<p><a href="#">EEF - Arts Participation evidence</a></p> <p>1. Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>2. The research here summarises the impact of arts participation on academic outcomes. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes.</p> <p>3. If the aim of the arts approach is to improve academic attainment it is important to identify the link between your chosen arts intervention and the outcomes you want to improve.</p> <p>4. Arts-based approaches may offer a route to re-engage older pupils in learning, though this does not always translate into better attainment. It is important to consider how you will use increased engagement to improve teaching and learning for these pupils.</p> <p><a href="#">(EEF 2021)</a></p>	PP Champion	1,5,7
School Council roles/Eco Council members/Reading ambassadors	Target pupils, encourage pupils to apply and take up these roles	PP Champion	2,5,7
Breakfast Club	<p>Ring fence spaces, monitor attendance and target pupils</p> <p>Parental engagement means schools working with parents to improve children’s academic outcomes (EEF, 2021).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	PP Champion	1,2,6,
Increased number of after school clubs provided by staff	Research shows that the impact of extending the school time increases progress by three months in the course of the year. Research also shows an increase in attendance which also supports the development of disadvantaged pupils’ social and emotional needs.	PP Champion	1,6,7

<p>Family support by school and external services (Educational Welfare; Family Support; School Nurse)</p>		<p>Pastoral team to monitor</p>	<p>1,2,3,4,5,6,7</p>
<p>Playtime/lunch time equipment to increase social skills</p> <p>Opal Primary Programme</p>	<p><a href="https://outdoorplayandlearning.org.uk/wp-content/uploads/2021/10/The-Case-For-Play-In-Schools-web-1-1.pdf">https://outdoorplayandlearning.org.uk/wp-content/uploads/2021/10/The-Case-For-Play-In-Schools-web-1-1.pdf</a></p> <p><a href="#">Thematic approaches that support targeted pupils with play</a></p> <p>A mentor supported school improvement programme that addresses all 18 areas that a school must plan for, if they want to sustainably improve the quality of play.</p> <p><b>If your play environment looks and feels like a rich laboratory of creative expression, where every child is supported by knowledgeable staff to endlessly create and challenge themselves, you probably do not need us. If not then get in touch because we really can do this.</b></p> <p><b>Play is the way children learn all things they need to know that cannot be taught. OPAL helps your children develop a greatly increased range of 'soft' or 'life' skills</b></p> <p><b>Develop skills</b></p> <p><b>Whatever the quality of your curricular delivery is, a good primary school should also help children with a whole range of soft or life skills. These include cooperation, imagination, initiative, collaboration, resilience and risk-taking. There is a very good reason why the more intelligent a species is, the longer its young spend in play. The play process enables children to create an infinite variety of scenarios where these skills can be experimented with, tested and honed.</b></p>	<p>SLT To monitor</p>	<p>1,2,6,7</p>

Holiday Activities and Food Programme	School to continue to facilitate the delivery of the holiday HAF programme delivered by PSD.	PP Champion	1,2,3,4,5,6, 7
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**Total budgeted cost: £**



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

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 – 2024 academic year.

2023 - 2024		GLD	% at ARE	PP	% above ARE	PP	Nat Av 2024 EXS	Nat Av 2024 PP EXS	Nat Av 2024 GDS	Nat Av 2024 PP GDS
EYFS										
Year 1 Phonics			75%	52%			80%			
Year 2 Phonics			86%	79%			81%			
Year 1	Reading		82%	68%	10%	5%				
	Writing		81%	68%	18%	5%				
	Maths		86%	84%	13%	0%				
Year 2	Reading		72%	60%	36%	23%				
	Writing		75%	63%	18%	13%				
	Maths		63%	47%	26%	10%				
Year 3	Reading		79%	78%	39%	28%				
	Writing		75%	78%	21%	22%				
	Maths		67%	67%	22%	22%				
Year 4	Reading		69%	52%	29%	24%				
	Writing		76%	60%	23%	20%				
	Maths		60%	52%	16%	12%				
Year 5	Reading		83%	82%	42%	41%				
	Writing		65%	56%	14%	11%				
	Maths		83%	78%	42%	41%				
Year 6	Reading		74%	72%	24%	20%	74%		28%	
	Writing		73%	60%	0%	6%	72%		13%	
	Maths		80%	60%	30%	16%	73%		24%	

2022 - 2023		GLD	% at ARE	PP	% above ARE	PP	Nat Av 2023 EXS	Nat Av 2023 PP EXS	Nat Av 2023 GDS	Nat Av 2023 PP GDS
EYFS		48%								
Year 1 Phonics			81%	71%			75%	62%		
Year 2 Phonics			85%	87%			87%	78%		
Year 1	Reading		54%	56%	18%	4%				
	Writing		53%	44%	19%	15%				
	Maths		63%	59%	18%	15%				
Year 2	Reading		68%	65%	29%	26%	68%		19%	
	Writing		69%	61%	10%	9%	60%		8%	
	Maths		68%	52%	32%	26%	70%		16%	
Year 3	Reading		40%	30%	35%	26%				
	Writing		44%	48%	23%	13%				
	Maths		31%	30%	32%	22%				
Year 4	Reading		34%	42%	27%	21%				
	Writing		36%	42%	13%	8%				
	Maths		45%	50%	16%	8%				
Year 5	Reading		40%	36%	34%	32%				
	Writing		50%	48%	18%	8%				
	Maths		46%	44%	29%	16%				
Year 6	Reading		73%	70%	32%	26%	73%	70%	9%	17%
	Writing		74%	57%	16%	9%	71%	58%	13%	7%
	Maths		73%	61%	32%	13%	73%	59%	24%	13%