

Part B:

1. Review of outcomes and the impact that our pupil premium activity had on pupils in the 2023-2024 academic year.
2. Review of the spend within the 2023-2024 academic year (including all the funding detailed below).

Detail	Amount (based on 29 pupils)
Pupil premium funding allocation 2023-2024	£54, 530
Recovery premium funding allocation 2023-2024	£5220
Pupil premium funding carried forward from 2022-2023	£632
<b>Total budget for this academic year</b>	<b>£60,382</b>

<b>Teaching (CPD, recruitment and retention)</b>	<b>Budgeted cost: £30,250</b>
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Activity	Outcome & Evaluation
<i>Additional teaching capacity in LKS2 and UKS2.</i>	Placing additional afternoon support in three different classes across the year supported positive behaviour management and improved learning behaviour. This is evidenced by behaviour logs showing a decrease in behaviour incidents. Splitting a class three ways for English in the summer term improved transition, evidenced by writing and reading outcomes in July.
<i>Lead Practitioner work to improve teaching.</i>	Running regular Teaching Assistant training sessions focused on aspects of the Pupil Premium strategy resulted in higher quality practice when reading with individuals and delivering small group work. This has been verified by lesson observations and outcomes.
<i>Subject leaders to track pupils' progress at least termly (planned, regular release time).</i>	Subject leaders supporting teachers to focus on revisiting, pre-teaching and overlearning key vocabulary and knowledge was successful and meant that teachers were able to spot and teach to gaps early. This meant that pupils made good progress in foundation subjects.
<i>Additional leadership time to focus on eligible children with multiple vulnerabilities</i>	Additional time to track eligible children with a SEN meant that frameworks were developed to measure smaller steps of progress. Focused pupil observations enabled leaders to suggest effective scaffolds and support for pupils with a SEN. Book scrutiny evidenced sustained progress across the year.
<i>Lead Practitioner work to enhance best practice around child development, particularly focused on children with additional and specialist educational needs.</i>	
<i>Professional development – The Write Stuff – staff</i>	Continuous evaluation and monitoring meant that the way we teach using The Write Stuff was promptly adapted to suit our school drivers and the needs of

meeting moderation and evaluation.	our most vulnerable children. Staff training sessions successfully supported teachers in adapting these changes.
Professional development Embedding Formative Assessment – lesson observation release time.	The learning across this two-year programme was embedded across the year, with lesson observations specifically referencing successful strategies. Ofsted feedback (2024) noted the positive impact of strong and consistent assessment for learning in classrooms.
HFL mastery readiness in conjunction with the Matrix Maths Hub – programme support.	The maths subject leaders trained teachers and TAs using the resources from the maths mastery programme. Within school and key stage exits data shows the success of this programme, particularly in the percentage of children working at above age-related expectations.
Planning, teaching, and evaluating a broad and balanced curriculum aimed at building cultural capital	Eligible pupils’ representation in school events improved this academic year with several eligible children working in positions of authority across the school. Staff training ensured that any trips planned enriched eligible children’s curriculum knowledge as evidenced by a pupil questionnaire.
HFL conference: Better Serving Underserved Learners	Actions from this course were implemented quickly, particularly linked to trauma informed practice.
<b>Total Spend = £26, 635.50</b>	

<b>Targeted academic support (for example, tutoring, one-to-one support structured interventions)</b>	<b>Budgeted cost: £17,350</b>
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Activity	Outcome & Evaluation
One to one tutoring/ mentoring and reading programme	Over the course of the year, one to one mentoring and tutoring support was regularly evaluated and adjusted so that it was reactive to the needs of the eligible pupil. The one-to-one reading programme was prioritised and has resulted in excellent outcomes in reading for the majority of vulnerable children
Early intervention within a programme of personalised support including 1-1 phonics support	Through the spring and summer term, interventions were focussed on phonics support in KS1. Outcomes from interventions were good and reflected in individual pupils’ progress within the phonics screening test and in their end of year reading assessment.
A programme of TA training lead by subject leaders	TA training has focused on key themes across the year, mirroring whole school development priorities that are particularly important to support the learning of vulnerable pupils: promoting proactive learning behaviour within a small group, using assessment for learning strategies, teaching 1-1 phonics, and developing reading fluency when reading 1-1, supporting emotional regulation,

	using manipulatives in maths, supporting language development through questioning. Teaching Assistants were overwhelmingly positive about the training and were able to identify how it improved their practice.
<i>Reciprocal Reading Project – attendance at training, additional hours for implementation.</i>	Outcomes were positive from this project as evidenced by summative data and pupil voice (enjoyment and positive attitude). This project will be rolled out in 2024-2025 to new groups and incorporated in our guided reading lesson planning.
<i>Assessment of barriers to learning and directed support work via an early pupil profile.</i>	Enhancing profile documents has supported conversations linked to attendance and the inclusion of pupil and parent voice has meant that strategies are mutually agreed and effective.
<i>Resources and training from The Bell Foundation to enhance the teaching of children with EAL.</i>	Due to pupil mobility, this resource has not been used this year.
<i>Focused induction for new pupils and parents.</i>	New eligible pupils to the school were enrolled promptly in school clubs with free places accepted. Teachers were aware of their likes, dislikes and previous educational experience so they could provide prompt pastoral support. Attainment levels were assessed on entry to provide current information for parent discussions. These assessments indicated a high level of need, so interventions and additional adult support was put in place very promptly.
<i>Nuffield Early Language Intervention</i>	The Nuffield Early Language Intervention was used to determine a baseline and pupils immediately commenced a programme of language development. Nearly all pupils made good progress from baseline to final assessment.
<b>Total Spend = £14,414.50</b>	

<b>Wider strategies (for example, related to attendance, behaviour, wellbeing)</b>	<b>Budgeted cost: £12,780</b>
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Activity	Outcome & Evaluation
<i>Attendance monitoring and administration</i>	Tracking attendance using an extensive and detailed weekly tracking system supported sustained improvement and the creation of individual pupil case studies. One-to-one parent meetings had a positive impact on most children's attendance. Teachers discussed the importance of school attendance in both parent consultation meetings. Prompt absence breach letters were issued.
<i>Wellbeing Quality Mark</i>	Considerable work has been carried out linked to trauma informed practice. This includes re-writing the behaviour policy and extensive staff training. This academic year we intend to use the work from this to achieve the Emotional and Mental Wellbeing Schools Mark.
<i>Lead Practitioner work to enhance the behaviour and the culture in school.</i>	SMHL hub resources informed a CBT approach when working with individual children. This CBT approach will be developed in more detail within the 2024-2025 strategy statement. Placing seven eligible children into the Nurture HUB

<i>Nurture Hub and Mental Health Lead Teacher</i>	for support resulted in positive baseline versus exit data for all three terms across a range of measures.
<i>Senior Mental Health Lead (SMHL) Resources and Action Planning</i>	The introduction of 1-1 'talk-time' sessions helped a further two eligible children to regulate more effectively in school. Delivering the Brain Buddies course in the Autumn term supported children with communicating anxieties to trusted adults. Engaging Vista services for children aided secondary school transition. Incorporating the Mental Health Lead Teacher into the SENCO team facilitated a holistic approach and enabled the development of a new bank of social stories.
<i>Marvellous Me subscription</i>	Tracking MM weekly ensured that all classes were posting positive reinforcement equally. The % of eligible children's parents engaged with MM increased from 86% to 92% by the summer term.
<i>Additional adult to support emotional regulation</i>	Placing additional afternoon adult support in three different classes across the year supported positive behaviour management. This is evidenced by behaviour logs showing a decrease in behaviour incidents.
<i>Trauma informed behaviour management training.</i>	INSET sessions to staff on The Kindness Principle resulted in a consistent approach to behaviour management. Our re-written positive behaviour policy reinforced the importance of trauma informed practice (following research from the Virtual School).
<i>Additional funding for school trips and residential.</i>	Funding was used to secure places for eligible children in the Y5 and Y6 residential school journeys. It was also used for day trips and to supplement the cost of places in school clubs (within and outside the school day).
<b>Total Spend = £17,161.00</b>	

**Total Spend 2023-2024 = £58,211**

**Carry forward to 2024-2025 Statement Plan = £2171.**