

2024/2025 Review Part B:

1. Review of outcomes and the impact that our pupil premium activity had on pupils in the 2024-2025 academic year.
2. Review of the spend within the 2024-2025 academic year (including all the funding detailed below).

Detail	Amount (based on 29 pupils)
Pupil premium funding allocation 2024-2025	£61,380
Pupil premium funding carried forward from 2023-2024	£2,717
Total budget for this academic year	£63,551
Pupil premium funding carried forward from 2024-2025	£0

Teaching (CPD, recruitment and retention)	Budgeted cost: £18,57
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Activity	Outcome & Evaluation
Additional teaching capacity in LKS2 and UKS2.	Placing additional afternoon support across the year supported positive behaviour management and improved learning behaviour. This is evidenced by a in CPOMs behaviour incidents. Splitting a class three ways for English in the summer term improved transition, evidenced by outcomes in July.
Senior Leadership work to support teaching and learning, particularly linked to the teaching of writing.	Pupil Progress meetings: These are led or overseen by SLT to ensure PP pupils receive targeted support. Purchase of 'Spelling Tutor': A leadership decision to invest in resources for dyslexia-friendly spelling support.
Subject leaders to track pupils progress at least termly (planned, regular release time).	Focus for summer term – specific action plan from English team: This indicates SLT direction and prioritization for improvement. Monitoring of classrooms: SLT checks for vocabulary-rich environments and consistency in TWS implementation. Lesson observation and feedback (Spring 2025): SLT monitored and developed effective writing strategies for selected staff. Adaptation of spelling scheme (Autumn 2024): SLT responded to monitoring and pupil/teacher voice to improve provision.

Additional leadership capacity to support teachers to improve the progress and attainment of eligible children with a special educational need (SEN).	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.
Subject resource development	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

Using a trauma informed approach to supporting positive behaviour	Staff training sessions successfully supported teachers in adapting these changes.
Planning, teaching and evaluating a broad and balanced curriculum aimed at building cultural capital and subject specific vocabulary	The learning across this two-year programme was embedded across the year, with lesson observations specifically referencing successful strategies. Ofsted feedback noted the positive impact of strong and consistent assessment for learning in classrooms.
Total Spend = £22,540	

Targeted academic support (for example, tutoring, one-to-one support structured interventions)	Budgeted cost: £8,200
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Activity	Outcome & Evaluation
<i>One to one tutoring/ mentoring and reading programme</i>	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
<i>Early intervention within a programme of personalised support including 1-1 phonics support</i>	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.

<p>A programme of TA training lead by subject leaders</p>	<p>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.</p>
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<p>Focused induction for new pupils and parents.</p>	<p>Structured Induction: Initial induction sessions provide clarity and support for new pupils and parents, helping them settle quickly.</p> <p>Continued Support for PP Pupils: Induction is not a one-off event; it extends into ongoing support for disadvantaged pupils, ensuring they feel included and valued.</p>
<p>Nuffield Early Language Intervention (NELI)</p>	<p>Children use richer vocabulary in everyday speech and writing tasks.</p> <p>Pupils are showing greater sentence complexity and improved ability to retell stories – this will be a continued target.</p> <p>Teachers report higher participation in discussions and better listening skills.</p>
<p>Focused CPD linked to supporting pupils with a special educational need.</p>	<p>Improved Teacher Confidence and Expertise .Staff demonstrate greater understanding of strategies to support pupils with SEND, including differentiation and scaffolding. Enhanced Classroom Practice -Lessons show evidence of adapted approaches (e.g., chunked tasks, multi-sensory resources, vocabulary pre-teaching) that meet individual needs.</p>
<p>Total Spend = ££29,861</p>	

<p>Wider strategies (for example, related to attendance, behaviour, wellbeing)</p>	<p>Budgeted cost: £7760</p>
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Activity	Outcome & Evaluation
<p>Attendance monitoring and administration</p>	<p>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.</p>
<p>Wellbeing Quality Mark</p>	<p>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.</p>

<p>Nurture Hub and Mental Health Lead Teacher</p>	<p>Support resulted in positive baseline versus exit data for all three terms across</p>
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<p><i>Senior Mental Health Lead (SMHL) Resources and Action Planning</i></p>	<p>a range of measures. 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.</p>
<p><i>Marvellous Me subscription</i></p>	<p>Tracking MM weekly ensured that all classes were posting positive reinforcement equally.</p>
<p><i>Additional adult to support emotional regulation</i></p>	<p>Placing additional afternoon adult support in three different classes across the year supported positive behaviour management. This is evidenced by showing a decrease in CPOMS behaviour incidents.</p>
<p><i>Additional funding for school trips and residential.</i></p>	<p>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).</p>

Total Spend = £11,150