

Pupil Premium Strategy Statement

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



It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	162
Proportion (%) of pupil premium eligible pupils	24% (38 pupils)
Academic year/years that our current pupil premium strategy plan covers	2024 - 2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mr J Stuttard
Pupil premium lead	Mrs S Hollingsworth
Governor / Trustee lead	Mr P Miller

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,078

Part A: Pupil premium strategy plan

Statement of intent

At Bowling Green Academy, improving the outcomes for children eligible for Pupil Premium funding is a key target to school improvement. We aim to give children the best start to their education by providing a nurturing, caring environment which ensures that all pupils are provided with the opportunities, knowledge, skill and cultural capital which they need to lead a fulfilled life. It is our intention that children achieve the best possible outcomes to progress to their next stage of education. Our Pupil Premium Strategy is informed by high-quality research and a rich knowledge of our children and local community to ensure we provide best possible strategies to improve the educational outcomes for children.

This is done through a tiered model with focuses on:

- High quality teaching
- Targeted academic support
- Wider strategies.

We firmly believe that Quality First Teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Our Pupil Premium Strategy will be rooted strongly in providing highly skilled staff to provide Quality First Teaching. This will be matched with an equal emphasis on providing wellbeing support to ensure pupils are emotionally ready to learn. We aim to work with parents/carers to form a partnership in ensuring that our disadvantaged children are offered wider opportunities and experiences through our curriculum design and to ensure parents are as fully involved as possible in encouraging and supporting their children to progress. Raising attendance and improving behaviour for this group of children is a key factor in this.

At Bowling Green Academy, there is a high correlation between children eligible for Pupil Premium funding and children with SEND. Monitoring progress for these children and closing attainment gaps is crucial. This plan closely aligns with our Academy Improvement Plan 2024 – 2025.

Challenges

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

Challenge number	Detail of challenge
1	Rich experiences outside of school for some children are limited which leads to children lacking prior knowledge and vocabulary to access the curriculum. This includes some children eligible for Pupil Premium funding who have aspirational Greater Depth predictions to the end of Year 6.
2	<p>Children with disadvantaged backgrounds do not reach the age-related expectation as often as those from non-disadvantaged backgrounds in Maths and English (including spoken English).</p> <p><i>EYFS Word Reading non-PP 89% (PP 33% (out of three pupils))</i> <i>EYFS Comprehension non-PP 83% (PP 33% (out of three pupils))</i> <i>EYFS Writing non-PP 83% (PP 33% (out of three pupils))</i> <i>EYFS Number non-PP 89% (PP 67% (out of three pupils)).</i></p> <p><i>Year 1 Phonics non-PP 88% (PP 100% (out of four pupils)).</i></p> <p><i>Year 2 Reading non-PP 83% (PP 71% (out of eight pupils))</i> <i>Year 2 Writing non-PP 83% (PP 57% (out of eight pupils))</i> <i>Year 2 Maths non-PP 83% (PP 57% (out of eight pupils))</i> <i>Year 2 Combined non-PP 78% (PP 57% (out of eight pupils)).</i></p> <p><i>Year 6 Reading non-PP 82.4% (PP 50% (out of two pupils))</i> <i>Year 6 Writing non-PP 94% (PP 100% (out of two pupils))</i> <i>Year 6 Maths non-PP 94.1% (PP 50% (out of two pupils))</i> <i>Year 6 Combined non-PP 82.4% (PP 50% (out of four pupils)).</i></p>
3	Sometimes, pupils across school (particularly those with vulnerabilities) are not confident in their own ability and/or independent knowledge of strategies to tackle challenge when learning becomes difficult.
4	<p>A high proportion of disadvantaged children at Bowling Green have SEND. <i>27 Children (out of 162) have SEND</i> <i>37 PP (out of 162 pupils) and 17 have SEND of those 7 have an EHCP</i></p> <p>Challenges can present as low academic starting points, difficulties with communication and interaction or as complex social, emotional and mental health problems.</p>

5	<p>For some children eligible for Pupil Premium funding, behaviour and attendance is, on some occasions, not in-line with the 'Outstanding' behaviour of their peers.</p> <p><i>Attendance PP eligible – 92.9%</i> <i>Attendance not PP eligible – 96.4%</i> <i>Last year, less children eligible for PP funding achieved 'KITE rewards' for exceptional behaviour when compared to non-PP eligible peers.</i></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
To provide rich experiences to children, which will improve curriculum prior knowledge, vocabulary and access to the curriculum.	<ul style="list-style-type: none"> Teachers and subject leaders have promoted future opportunities across the curriculum. This includes visits, visitors, extra-curricular clubs and experiences Teachers and leaders has embedded children's understanding of aspirational figures, including those who have faced adversity or disadvantage, and those whose character is 'worthy of being shared with others' – this includes opportunities to ensure that all children see themselves in the curriculum High-quality interactions between all staff and children are well embedded-linked to the EEF Metacognition document Extra-curricular clubs uptake for all disadvantaged pupils – attendance at clubs is in-line with non-disadvantaged peers. Families have been signposted to experiences within the community which pupils will benefit from (via Coffee Mornings, Newsletters, etc.) A wider range of visits and visitors has taken place throughout the year to expose children to wider cultures and events and provide them with experiences beyond the classroom.

<p>To narrow the educational gap in Mathematics and English (including spoken English)</p>	<ul style="list-style-type: none"> • Teachers will make specific differentiated adaptations to meet the needs of disadvantaged pupils • Specific interventions (and recording) linked to individual children's needs are used consistently across the school in order that children can access appropriate support • Progress for disadvantaged pupils is at least in line with their peers • Gap narrowing in attainment between PP and non-PP pupils • IEP targets are 'SMART' and, over time, achieved consistently.
<p>For children to develop confidence in their own ability and/or independent knowledge of strategies to tackle challenge when learning becomes difficult.</p>	<ul style="list-style-type: none"> • Training linked to 'Making the best use of Teaching Assistants' EEF guidance report as well as the EEF document 'Teacher habits that support independence' has increased staff confidence to support disadvantaged pupil achievement and progress • The profile of KITE Values Independence and Tenacity can be well discussed by vulnerable pupils, and they recognise how specifically taught strategies have helped them achieve • 'Preparation for Adulthood' has been utilised by teachers and leaders for pupils with high levels of need.
<p>To improve the attendance of children eligible for Pupil Premium funding</p>	<ul style="list-style-type: none"> • Information about the importance of good attendance has been shared across the year, often targeted vulnerable families specifically at the start of the year and continually • Specific attendance case studies show the impact on certain families/pupils about improved attendance • Further work with families (and Calderdale Educational Welfare team) about 'attendance missed' has shown positive impact Attendance of pupils eligible for Pupil Premium funding improves, and the gap between PP and non-PP narrows.

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: £28,078

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed Read Write Inc. to secure stronger	Bowling Green Academy has several new staff members who require training and updates in Read Write Inc.	2, 3, 4
teaching for all pupils	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Phonics – Toolkit Strand	
To work with Maths Hub to develop Maths mastery	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches. Maths guidance KS1 and KS2 Bowling Green Academy's Maths Leader and signposted teachers to continue CPD through mastery leads. The EEF guidance is based on a range of best available evidence – to be shared through How To... bespoke Bowling Green guides. Improving Maths in Key Stages 2 and 3	2, 3, 4
Embed coaching to support professional development – particularly through middle and senior leadership	Coaching support can be provided by either internal staff or external specialists, with successful examples of both approaches emerging in EEF-funded evaluations of promising programmes. Effective Professional Development	2, 3, 4, 5

Prioritise CPD to enhance workforce	CPD linked to Pupil Premium Strategy and AIP this year, including metacognition (tenacity) and independence for children with SEND. A large body of evidence, including EEF evaluations, shows the benefit of high-quality, up-front training for teachers. Collaboration with Great Heights Research School to enhance Teaching Assistant training linked to Making the Best Use of Teaching Assistants , as well as Effective Professional Development	2, 3, 4, 5
Embedding of the use of metacognition strategies – linked to 'tenacity' KITE Value	<p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress).</p> <p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are</p>	2, 3, 4
	<p>more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.</p> <p>EEF Evidence Summary – Metacognition and Self-regulation https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/regulation</p>	
Strategic deployment of trained TAs to ensure priority pupils are supported in class – linked to AIP target on developing independence for all children.	<p>Strategic deployment of TAs is important to ensure priority pupils are supported and that the role has maximum impact. SLT will ensure TAs are fully prepared for their role and work within the research informed EEF guidance report.</p> <p>EEF Guide – Deployment of Teaching Assistants</p>	3, 4

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

Budgeted cost: £15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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NELI in Reception	NELI has been found to improve children's language and early literacy skills. The programme involves a	2, 4
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	<p>trained teaching assistant providing short, small group and individual teaching sessions to around 3-6 pupils for 20 weeks. Robust evaluations found NELI children made on average three months of additional progress in language.</p> <p>Nuffield Foundation</p>	
Teaching Assistant / Learning Support Assistants	<p>1:1 and small group interventions are more effective than working in larger groups. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of 12 weeks.</p> <p>Phonics – Toolkit Strand</p> <p>Small group interventions are effective in addressing misconceptions and gaps in learning.</p> <p>EEF Guide to Supporting School Planning</p>	2, 3, 4
Use of diagnostics to identify barriers to learning, support targeted teaching and where required SMART IEP targets	<p>At Bowling Green Academy, pupil numbers with SEND is above national average and pupils with EHCPs is significantly above national average. Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths and weaknesses. When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold.</p> <p>Diagnostic Assessment Tool</p>	2, 3, 4

Additional resources to support pupils with SEND.	<p>At Bowling Green, pupils with SEND and pupils eligible for PP overlap significantly. Research suggests teaching strategies that teachers should consider for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibility in response to the needs of all pupils:</p> <ul style="list-style-type: none"> • Flexible grouping • Cognitive and metacognitive strategies • Explicit instruction • Using technology to support pupils with SEND • Scaffolding <p>Special Educational Needs in a Mainstream School</p>	2, 3, 4
	<p>Additionally, the EEF's Seven-step planning tool for modelling independence training, via Great Heights Research School.</p>	

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

Budgeted cost: £12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Trips, Visits and Experiences	<p>Linked to our AIP target (23-24) for Personal Development and character-enhancing experiences, research shows the impact that a reduced opportunity for home learning (educational, trips and visits) has on future outcomes.</p> <p>Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. Wider benefits, such as more positive attitudes to learning and increased wellbeing, have also consistently been reported.</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>Sutton Trust: what promotes better achievement for bright but disadvantaged students?</p> <p>EEF – Arts participation EEF – Outdoor Adventure Learning</p>	1
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Breakfast Club, Milk and Uniforms	<p>At Bowling Green Academy, we know that Breakfast Club (and after-school clubs) can help vulnerable families continue to work and/or work longer hours. We also know that play-based activities (such as Kids' Club) has supported children's oracy, imagination and participation in social circles. Additionally, research carried out by the Education Endowment Foundation shows the impact on breakfast clubs on attainment. Breakfast club schools also saw an improvement in pupil behaviour and attendance.</p> <p>EEF – Magic Breakfast</p>	1
Book Club	<p>Last year, our Book Club – buy books for children eligible for children from disadvantaged backgrounds have a positive impact on children's enjoyment for reading. This, alongside our community adult library, is supporting our work to engage families in reading. The DfE's Reading for Pleasure evidence highlights a positive link between reading at home and reading assessment scores (PISA, 2009), as well as reading pleasure in later life (Clark and Rumbold, 2006) and emotional confidence (Clark and Rumbold, 2006).</p> <p>DfE – Research evidence on reading for pleasure</p>	1, 2, 5

Attendance support	<p>As stated above, at Bowling Green Academy, pupils eligible for Pupil Premium funding have lower attendance on average than their nonPP peers: <i>Attendance PP eligible – 92.9%;</i> <i>Attendance not PP eligible – 96.4%.</i></p> <p>Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small</p>	5
	<p>improvements in attendance can lead to meaningful impacts for these outcomes. EEF – Attendance Interventions</p>	
Parental engagement	<p>As a smaller-than-average community school, Bowling Green Academy continues to foster excellent relationships with families – this is part of our AIP this year. Evidence from the EEF shows that effective parental engagement can lead to learning gains of 3 months + over an academic year. Working with parents to support children's learning</p>	1, 5

<p>Social and Emotional Support including mental health and wellbeing support</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>EEF – Guidance Report SEL</p>	<p>3, 4, 5</p>
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Total budgeted cost: £50, 174

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

BOWLING GREEN ACADEMY

DATA SUMMARY 2024



EARLY YEARS ANALYSIS			
PERCENTAGE REACHING A GOOD LEVEL OF DEVELOPMENT			
	2022	2023	2024
All Pupils 26	67%	71%	68%
PP 4	33%	33%	50%

YEAR 1 PHONICS ANALYSIS			
PERCENTAGE PASSING THE TEST			
	2022	2023	2024
All Pupils 25	92%	90%	88%
PP 4	33%	75%	100%

YEAR 2 TEACHER ASSESSMENT						
	READING		WRITING		MATHEMATICS	
	Expected +	Above	Expected +	Above	Expected +	Above
2022 All 24	83%	33%	75%	21%	88%	29%
2023 PP 4	25%	0%	25%	0%	25%	0%
2024 All 19	83%	39%	83%	17%	83%	39%
2024 PP 8	71%	-	57%	-	57%	-
Combined	2023	All	75%	2024	All	78%
		PP	25%		PP	57%

YEAR 6 SATS TEST					
PERCENTAGE PASSING THE TEST					
	READING	WRITING	MATHEMATICS	COMBINED	SPAG
2022 EXP+	78%	72%	83%	72%	78%
2022 GD	33%	28%	39%	-	50%
2023 EXP +	91%	81%	86%	77%	91%
2023 GD	36%	27%	46%	17%	41%
2024 EXP + 17	82.4% (74%)	94% (72%)	94.1% (73%)	82.4% (61%)	88.2% (72%)
2024 PP 2	50%	100%	50%	50%	50%
2024 GD	41.2%	23.5%	35.3%	12%	59%
2024 GD PP	-	-	-	-	-

Pupil premium pupils achieved 100 % in phonics screening in Year 1 compared to 75 % last year and 33% in 2022.

Year 6 data was very positive showing great progress. Pupil premium pupils - 57% achieved expectations in maths and reading and 100 % in writing.

compared to last year. Above 50 % working at expected level. They have also performed better in reading 71% were expected in reading.

These figures indicate that our strategy to close the attainment gap between the most disadvantaged pupils and the rest of the cohort was successful.

A focus on our school improvement plan in 23-24 was to raise independence and tenacity (linked to school values) of all our children. In pupil voice surveys, including pupils eligible for funding, the vast majority of children spoke positively about how they like to 'be challenged', 'reach challenging tasks' and know specific strategies to do when the curriculum gets difficult.

Last academic year, no pupils eligible for funding missed any trips or visits due to costs – this includes residential opportunities. Similarly, all pupils spoke highly about Bowling Green Academy's 'book club' offer – receiving the gift of a book twice throughout the year to take home linked to personal interests or what has been learnt in school.

Staff CPD continues to be a large part of Pupil Premium Strategy. For example, all Reading Teachers (teachers and teaching assistants) spoke confidently about the delivery of Read, Write, Inc. phonics sessions across school. The teaching and delivery of these sessions was deemed to be of a very good quality by leaders in school and following external monitoring. This would support high outcomes for all children, including those eligible for funding, at Year 1.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
NELI	Elkan-OUP
White Rose Maths + Numberstacks	White Rose Maths + Numberstacks
Read, Write, Inc.	Ruth Miskin

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Ongoing reflective review 24/25

Date	Intended Outcomes	Action & activities	How? What Impact Measures can you report?	Lessons Learned	Next Steps Challenge
Autumn Term	1. To provide rich experiences to children, which will improve curriculum prior knowledge, vocabulary and access to the curriculum.	Early Language Intervention Training – Adam Harris English Hub. 7.10.24	Teachers discussed the different ways pupils could be engaged	Increase communication with parents and carers about strategies to support language development at home.	To continue implementing a curriculum that integrates systematic synthetic phonics in particular thinking about our lower 20% of pupils. Incorporate engaging content that is responsive to the needs of young learners, encouraging language development through a rich and varied vocabulary.
		As part of the sensory needs pilot, all teachers completed a questionnaire about their classroom environment. 25.10.24	Teachers discussed structured language programmes that address specific deficits, such as those focusing on vocabulary e.g. Spelling Shed, syntax, and phonological awareness. Tailoring interventions to meet individual needs helps ensure that resources are used efficiently to support those most in need. Link to target 2		
		Effective Use of TA's in the classroom / Oracy 'We Need To Talk' recommendations delivered by JS 11.11.24	Teachers understood the clear message of using TAs to implement programmes that support pupils' social and emotional development, particularly focusing on disadvantaged pupils. This includes facilitating sessions on building resilience, social skills, and emotional intelligence. This also links to target 2.	TA's and teachers to find time to communicate clearly and share planning, thoughts and ideas to support pupils in class. Often TA's complete sheets and tasks without having guidance / updated SEND notes.	SEND/ PP/ EHC plans should be shared with adults involved.
		Work scrutiny and book look 16.12.24	Feedback from the Subject Leaders and focused on subject action plans - Collaborative Working Sharing of 2D and 3D Curriculum Documents from Gill Robinson – Linking to subjects.	PP? SEND to receive bespoke planning to ensure progress.	Additional meeting times between JM, CF and EB to discuss new planning strategies. Resources to be created or purchased.
			Mentoring and supporting teachers to develop and enhance		

			teaching and learning to improve children's experiences and make progress. JM and CF to coach and mentor Year 2 teacher		
2. To narrow the educational gap in Mathematics and English (including spoken English)	<p>EEF guidance 'targeted supports and wider strategies' shared with staff. September 24</p> <p>Staff training delivered by SENCO regarding purpose, implementation and monitoring of interventions- SMART target setting – shared with parents October 24</p> <p>SENCO created a whole school intervention timetable with teachers and support staff. November SENCO met with Gill Robinson (SEN consultant), who shared a 2D and 3D</p> <p>Parents/ carers invited to PINS coffee afternoon. Staff Training delivered by PINS project.</p> <p>SEND coffee afternoon and sharing PINS project. Hannah & Jamie on PINS theory of change training 18.11.24</p>	<p>Teachers Making specific and adaptive teaching strategies to meet the needs of all pupils –</p> <p>curriculum created by Gill for a special school which is a bespoke curriculum mapping expectation, linked to P scales for non-core subjects.</p> <p>Parents well informed of SEN provision for their child in school.</p> <p>Involvement with PINS project is timetabled. Training meets the needs of school development.</p>	Well attended – feedback provided, lots of positives, some parents discussed transition for neurodiverse pupils.	To organise a coffee afternoon for PP parents to attend.	
For children to develop confidence in their own ability and/or independent knowledge of strategies to tackle challenges when learning becomes difficult.	<p>Subject-specific assemblies are timetabled for throughout the year with a focus on 'Growth Mindset' and aspirational figures.</p> <p>Jess Mellor Training SEN Guidance Report. 27.11.24</p> <p>Emotionally based school avoidance- Delivered by HOTS 3:30-5:00 2.12.24</p> <p>Emotionally based school avoidance- Delivered by HOTS 3:30-5:00 9.12.24</p>	<p>Staff are aware of their children's needs and what necessary strategies will support pupils' independence.</p> <p>Teachers to monitor PP and SEND in class to share with Jess at the next meeting</p> <p>Good discussion from teachers. Positive views about the training- learned a lot.</p> <p>PP and SEND passports created – December 24 to ensure all adults are aware of pupils' needs.</p>	More training will be beneficial-	<p>Closer monitoring of intervention records / actions teachers take to use this feedback.</p> <p>Share with TA's. Recap Shrec model and holding conversations.</p>	
Clubs – attendance of PP children	We have a small number of children in each club who are PP. Some are free and some are paid.	Clubs offering sporting events like football are popular with our PP and SEND pupils. Think of more clubs which might be of interest to them. Sees table below	<p>How can we encourage more pupils to attend?</p> <p>Technology and Resources for Interactive Learning Invest in technology that supports</p>	<p>Offer free places to more PP children in the Spring Term SH sent a letter to teachers who might be willing to run clubs. 6.1.25</p> <p>Extra-curricular Incentives</p> <p>Introduce a reward system for regular attendance to clubs, such</p>	

		Communicating with Parents Enhance communication strategies to involve parents more deeply in the school community. Inform them about the importance of club activities and their benefits. This strategy has shown improvements in student participation and attendance at after-school activities (EEF Toolkit on Parental Engagement).		interactive learning experiences in clubs, like virtual reality or gamification platforms that stimulate interest and participation in club activities. Evidence supports that technology can increase engagement and attendance (EEF Digital Technology report).	as certificates, badges, or special privileges. Incentives have been proven effective in enhancing participation in school-related activities (EEF).																																								
	To improve the attendance of children eligible for Pupil Premium funding	Persistent Absentees are currently at 6% and below NA is currently at 10%	Pupils are closely monitored by SLT and letters have been sent home. Mainly unauthorised family holidays.	Whole school attendance at the end of the term (December) 96.35% How can we encourage more pupils to attend?	Email from the head of school sent to teachers with the list of persistent absentees. 6.1.25 Staff to keep an eye on and monitor. Offering a variety of extracurricular activities that cater to diverse interests, such as sports, clubs, or arts, to engage pupils more deeply with the school community, thus encouraging more consistent attendance.																																								
	Club Participation Autumn Term 2024-25 <table><tr><th>Name of Activity</th><th>PP %</th><th>SEND %</th><th>Combined %</th></tr><tr><td>Football</td><td>38%</td><td>23%</td><td>46%</td></tr><tr><td>Choir</td><td>11%</td><td>11%</td><td>21%</td></tr><tr><td>Jumping Clay</td><td>6%</td><td>19%</td><td>25%</td></tr><tr><td>Kids’ Club – Breakfast</td><td>25%</td><td>14%</td><td>29%</td></tr><tr><td>Kids’ Club - PM</td><td>19%</td><td>11%</td><td>24%</td></tr><tr><td>Wellbeing / Mindfulness</td><td>33%</td><td>67%</td><td>83%</td></tr><tr><td>KS2 Football</td><td>36%</td><td>10%</td><td>36%</td></tr><tr><td>KS1 Multisport</td><td>24%</td><td>13%</td><td>24%</td></tr><tr><td>Lego Construction Club</td><td>47%</td><td>73%</td><td>80%</td></tr></table>					Name of Activity	PP %	SEND %	Combined %	Football	38%	23%	46%	Choir	11%	11%	21%	Jumping Clay	6%	19%	25%	Kids’ Club – Breakfast	25%	14%	29%	Kids’ Club - PM	19%	11%	24%	Wellbeing / Mindfulness	33%	67%	83%	KS2 Football	36%	10%	36%	KS1 Multisport	24%	13%	24%	Lego Construction Club	47%	73%	80%
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KS1 Multisport	24%	13%	24%																																										
Lego Construction Club	47%	73%	80%																																										
Spring Term	1. To provide rich experiences to children, which will improve curriculum prior knowledge, vocabulary and access to the curriculum	SH wrote an email inviting teachers and non-teaching staff to offer clubs in the Spring term on 8.01.25.	clubs start on different days to allow all pupils a chance to attend an after-school club—this offer is directed at all pupils. Message sent to all pupils via Seesaw on 10.01.25 See the club below. <table><tr><th>Day</th><th>Club</th><th>Year group</th><th>Start date</th><th>End date</th></tr><tr><td>Monday</td><td>Lego</td><td>Rec, Y1,Y2,Y3,Y4</td><td>20th Jan</td><td>31st March</td></tr><tr><td>Tuesday</td><td>Games</td><td>Y2,Y3,Y4,Y5,Y6</td><td>21st Jan</td><td>1st April</td></tr><tr><td>Wednesday</td><td>Basketball KS1</td><td>Rec,Y1,Y2</td><td>15th Jan</td><td>12th February</td></tr><tr><td>Wednesday</td><td>Choir</td><td>Y2,Y3,Y4,Y5,Y6</td><td>15th Jan</td><td>12th February</td></tr><tr><td>Thursday</td><td>Language</td><td>Y2,Y3,Y4,Y5,Y6</td><td>23rd January</td><td>3rd April</td></tr><tr><td>Friday</td><td>Basketball KS2</td><td>Y3,Y4,Y5,Y6</td><td>17th January</td><td>14th February</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>			Day	Club	Year group	Start date	End date	Monday	Lego	Rec, Y1,Y2,Y3,Y4	20 th Jan	31 st March	Tuesday	Games	Y2,Y3,Y4,Y5,Y6	21 st Jan	1 st April	Wednesday	Basketball KS1	Rec,Y1,Y2	15 th Jan	12 th February	Wednesday	Choir	Y2,Y3,Y4,Y5,Y6	15 th Jan	12 th February	Thursday	Language	Y2,Y3,Y4,Y5,Y6	23 rd January	3 rd April	Friday	Basketball KS2	Y3,Y4,Y5,Y6	17 th January	14 th February					
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Spring Term	Clubs – attendance of PP children	Increased Participation in Breakfast and After-School Clubs Encouraged and facilitated more Pupil Premium (PP)	How? Staff promoted clubs to families of PP children, removed financial barriers where needed, and liaised with staff teams to identify pupils	Lessons Learned Targeted encouragement and regular communication with families are effective in increasing engagement. PP pupils particularly	Next Steps Continue monitoring attendance and widen the range of club activities. Gather pupil voice to shape future offerings.																																								

		children to attend breakfast and after-school clubs.	who would benefit most from participation. What Impact Measures can you report? Increased number of PP pupils attending clubs. Improved punctuality and readiness to learn for those attending the breakfast club. Staff noted enhanced social interaction and confidence.	benefit from structured social opportunities outside of classroom learning.	Challenge Initial reluctance from some families to engage, often due to previous routines or lack of awareness of club benefits.
Spring Term	To narrow the educational gap in Mathematics and English (including spoken English)	Book Distribution to PP Pupils All PP pupils received a book at Easter as part of the school's Book Club initiative.	How? Books were carefully selected and distributed to ensure accessibility and relevance to pupils' reading levels and interests.	What Impact Measures can you report? All PP pupils received a book. Increased conversations about reading at home, noted during parent communication. Some improvements in reading engagement. Lessons Learned Even small, thoughtful gestures can promote a reading culture and strengthen home-school learning links.	Next Steps Repeat this initiative at key points in the year and involve pupils in selecting future books. Challenge Measuring long-term impact on reading attainment remains difficult without additional structured follow-up.
Spring Term	To narrow the educational gap in Mathematics and English (including spoken English)	Resources for Fine/Gross Motor and Sensory Needs Purchased and implemented specific resources for PP and SEND pupils to support physical and sensory development.	How? Occupational therapy-informed tools and sensory resources were sourced and integrated into classrooms and intervention spaces.	What Impact Measures can you report? Increased use of sensory resources by targeted pupils. Staff noted improvements in classroom participation and regulation. Pupils are more settled and focused during fine motor activities. Lessons Learned Having the right tools readily available can significantly reduce barriers to engagement for vulnerable learners.	Next Steps Review the effectiveness of individual resources and continue to adapt based on pupil needs and feedback from OT input. Challenge Ensuring consistent and correct use of resources by all staff across settings.
Spring Term	To provide rich experiences to children, which will improve curriculum prior knowledge, vocabulary and access to the curriculum	Staff Training on Inclusive Teaching Practices Delivered CPD on effective teaching and adaptive strategies for SEND and vulnerable learners.	How? Training provided by Jessica Mellor (Head of Research School), focusing on high-quality, inclusive teaching and evidence-based adaptations.	What Impact Measures can you report? Positive staff feedback post-training. More adaptive strategies were observed in lesson drop-ins. Teachers reported increased confidence in supporting diverse needs. Lessons Learned Regular, high-quality CPD builds staff confidence and drives inclusive classroom practice.	Next Steps Follow up with lesson observations and ongoing coaching to embed practices. Challenge Time constraints and workload pressures can limit opportunities to implement new strategies fully.
Spring Term	To improve the attendance of children eligible for	Monitoring of Pupil Attendance Ongoing monitoring and	How? Attendance data is tracked weekly. Targeted interventions and parental engagement	What Impact Measures can you report? Early interventions have prevented the escalation	Next Steps Strengthen early warning systems and reward schemes for improved attendance.

	Pupil Premium funding	support to improve attendance of PP pupils.	strategies used where concerns were identified.	of poor attendance in some cases. Improved attendance for a small number of previously persistent absentees. Lessons Learned Proactive, personalised support is key. Conversations with families build trust and understanding.	Challenge Complex family circumstances can hinder sustained improvements.
Spring Term	To narrow the educational gap in Mathematics and English (including spoken English)	SEND Parent Meetings SENCO held regular meetings with parents/carers of SEND pupils, including those who are PP.	How? Meetings included PINS project visitors, open discussions about interventions and specific needs, including Autism and Mental health.	What Impact Measures can you report? Stronger relationships are built with families. More consistent support at home and school. Increased parental confidence in the school's provision. Lessons Learned Regular, honest communication helps parents feel listened to and involved.	Next Steps Formalise a cycle of SEND/PP coffee afternoons each term to ensure consistency and transparency. Challenge Time-intensive process that requires careful scheduling and prioritisation.
Spring Term	To provide rich experiences to children, which will improve curriculum prior knowledge, vocabulary and access to the curriculum	Science Week Visitor Visit Action & Activities Organised a visitor-led workshop as part of Science Week to enhance engagement and enrichment for all pupils, with a focus on inclusion of PP and SEND learners.	How? An external science specialist delivered interactive sessions designed to spark curiosity and hands-on learning. PP and SEND pupils were prioritised to ensure full access and participation.	What impact measures can you report? High engagement levels have been observed across all year groups. PP pupils reported enjoying the sessions and feeling inspired about science. There has been increased participation in follow-up science activities and discussions post-visit. Lessons learned enrichment experiences like this are highly effective in promoting subject enthusiasm and broadening horizons, especially for those who may not access similar experiences outside of school	Next Steps Build similar opportunities into the curriculum throughout the year. Explore funding options to allow more frequent access to specialist visitors or trips. Challenge Cost and logistical arrangements can limit the frequency of such events—early planning is essential to maximise access and impact.

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KEY POINTS	<ul style="list-style-type: none"> o 3 pupils resat PSC – all scores significantly raised and considerable RWI progress evident in school o 1 pupil EHCP and currently school are providing extra funding after 2 suspensions, to give a full 1:1 timetable. Child has complex SALT needs o 1 pupil with poor attendance, social work involvement, mum is being supported with this and SALT needs o 1 pupil scored 31, has SALT needs and on the Autism pathway
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Average Scaled Scores:		Academy Scaled Score	National Scaled Score
	Reading	107	
	Maths	106	
	SPAG	107	

KEY POINTS	<ul style="list-style-type: none"> • 24 children in cohort • Reading at aspirational; SPAG at predicted; writing and maths and combined between predicted – aspirational; • 3 children with diagnosis of dyslexia (two achieved EXP in writing; none achieved EXP in SPAG) • 2 children with intensive SALT involvement, both PP (one achieved EXP combined) • 1 child with EHCP – disassembled from all SATS, pre-KS assessments • New-to-Y6 teacher and job share for the first time • Writing moderated by LA • One pupil, in Maths, scaled score 99 – paper to be checked (if raised to scaled score 100, he will be EXP combined).
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Summer Term

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- Outcomes for all pupils were strong, well above national.
- PP gap narrowed significantly compared with EYFS outcomes.

		<p style="text-align: center;">Year 2 Phonics Re-check</p> <p>Pass Rate:</p> <ul style="list-style-type: none"> All pupils: 0% (3 pupils) PP pupils: N/A (no PP pupils in this cohort) <p>Key Context:</p> <ul style="list-style-type: none"> All three pupils showed significant progress through Read Write Inc., but did not meet the national threshold. Barriers included EHCP needs, poor attendance, and SALT/ASD pathway involvement. <p>Analysis:</p> <ul style="list-style-type: none"> While statutory outcomes are low, school-based assessments evidence strong progress. Continued intensive intervention and multi-agency support required. <p style="text-align: center;">Key Stage 2 SATs (Year 6)</p> <p>Attainment:</p> <ul style="list-style-type: none"> All pupils (24): Reading: 92% Writing: 83% Maths: 83% Combined: 79% SPAG: 75% PP pupils (7): PP Reading: 71% PP Writing: 71% PP Maths: 71% PP Combined: 71% PP SPAG: 71% Greater Depth (GD): All pupils: 8–38% across subjects PP pupils: 14% across subjects <p>Average Scaled Scores:</p> <p>Reading: 107 Maths: 106 SPAG: 107</p> <p>Key Context:</p> <ul style="list-style-type: none"> Cohort of 24, including 7 PP pupils. Strong outcomes in reading; SPAG in line with expectations; maths and writing close to aspirational. Challenges included dyslexia diagnoses, significant SALT needs (including PP pupils), and one child disapplied from SATs. Writing moderated externally by the LA, ensuring robust assessment. <p>Analysis:</p> <ul style="list-style-type: none"> PP outcomes at the expected standard are broadly positive, narrowing gaps with the national. However, PP pupils are less likely to achieve Greater Depth, highlighting a gap in higher attainment. High-quality teaching and targeted support contributed to strong overall performance.
		<p>Summary of Impact</p> <p>In the Early Years Foundation Stage (EYFS), outcomes for pupil premium (PP) pupils remain a concern, with health and SEND needs having a significant impact on progress. Despite targeted support, gaps from baseline are still evident. In Key Stage 1, Year 1 phonics results were highly positive, with PP pupils showing strong progress and outcomes much improved from their EYFS starting points. For Year 2, phonics re-check outcomes remain low overall; however, individual progress has been significant, demonstrating the impact of targeted intervention. In Key Stage 2, Year 6 SATs outcomes were strong, with PP pupils performing broadly in line with their peers at the expected standard. Nonetheless, a gap remains at Greater Depth, highlighting the need for further challenge and support for higher attainers.</p>
Next Year 25/26		Next Steps / Priorities for 2025–26

In Early Years, the priority will be to strengthen targeted interventions for PP pupils on entry, particularly through SALT/OT and early reading support. Stronger engagement with external agencies will be a focus to ensure timely support for pupils with SEND and medical needs, alongside closer tracking from baseline to prevent gaps widening.

In Key Stage 1, the school will sustain the strong phonics provision and ensure consistency across RWI groups. Increasing family engagement will be a key priority to improve attendance and reduce holiday-related learning loss, while early identification and intervention for SEN within the PP cohort will continue to be strengthened.

In Key Stage 2, strong reading outcomes will be maintained while increasing focus on writing and SPAG. PP pupils will be targeted for higher attainment opportunities, particularly at Greater Depth, with additional strategies developed to support PP pupils with SEND, such as dyslexia-friendly approaches and SALT integration.

At a whole-school level, attendance for vulnerable PP pupils will remain a key priority. Parental engagement will be strengthened further through workshops and regular communication. Finally, pupil premium spending will be reviewed to ensure it maximises impact not only on attainment but also on wider outcomes, including wellbeing, engagement, and readiness to learn.