

Iwade School Pupil Premium Strategy Statement

This statement details our Trust'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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Iwade School
Number of pupils in school	596
Proportion (%) of pupil premium eligible pupils	16.3% (97 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026 (3 years)
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs K Stewart
Trust Pupil premium lead	Mrs T Wood
Governor / Trustee lead	Mr J. White

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144, 590
Recovery premium funding allocation this academic year	xxx
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£144,590

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the entire curriculum whilst developing a love for reading which is the catalyst for continuing to learn in all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We consider the challenges faced by vulnerable pupils, such as those who have a social worker, are young carers, those adopted from care, and those who are facing hardship such as homelessness. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap (<http://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>) and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We believe that our curriculum must be accessible for all children and bring equity so that all children can widen their cultural capital and take advantage of wider opportunities. Additionally, national absence data for 2024-25 shows a 5.2% difference between the attendance of Free School Meals children and their peers – this gap (whilst smaller at Iwade 3.1%), is evident in the Trust and the Strategy intends to continue to close this.

The Reading Framework (<https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy>) states that “Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils’ success...pupils who find it difficult to learn to read are likely to struggle across the curriculum”. Our intention is that, every child, as they leave Key Stage 1, is a fluent reader. Any child who has wider barriers that impact on reading fluency will be identified at the earliest opportunity and additional support put in place to ensure that all children are successful fluent readers.

Research from a range of sources states that vocabulary underpins educational success. Our intent is that the deliberate teaching of oracy starting in Early Years will enable children to develop vocabulary and understanding of language, supporting the building of relationships (EEF toolkit), https://fdslive.oup.com/www.oup.com/oxed/wordgap/How_Schools_are_Closing_the_Word_Gap_Oxford_Language_Report%202021-22.pdf?region=uk

The Reading Framework supports this by stating “Becoming a fluent, skilled and attentive reader starts at the earliest stages, before children encounter a book for the first time, partly driven by the quality of their parents talk with them that expands their vocabulary”.

EEF research evidenced that disadvantaged pupils have been worse affected by the pandemic. Despite this being several years ago, there are still long-lasting effects on families. This is also born out across our schools and our strategy aims to proactively tackle this. This is supported by evidence around the “Matthew Effect” which states that children with gaps in their learning (weak schema) are more likely to suffer learning loss than their peers (<https://www.theconfidentteacher.com/2020/09/covid-19-and-the-literacy-matthew-effect/>)

The pandemic led to some significant impact on pupil well-being and mental health either directly or indirectly. Some of our families were unable to access the remote education provided due to either a lack of technology, or wider factors such as insufficient devices for each child in the family, balancing the demands of working from home, or personal challenges in supporting their child with their learning.

Furthermore, the lockdown restrictions meant that specialist outside agencies had restricted access to the children in school. The Pupil Premium Strategy sets out to address these issues.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they’re set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve

Context

Iwade School is part of Bourne Alliance Multi Academy Trust, consisting of 3 mainstream Primary Schools and a Specialist Provision, all situated within close proximity, in the west part of Sittingbourne, in the borough of Swale.

Whilst Swale has a higher deprivation than the England average, Iwade School has a lower than national proportion of disadvantaged pupils. (National 2024-25 FSM in primary schools 25.7.)

Within our disadvantaged pupils, 36% are also SEND

Challenges

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

Challenge number	Detail of challenge
1.	<p>Teaching & Curriculum</p> <p>Equitable access to all so that children are highly engaged and motivated and can “know more and remember more”.</p> <p>High quality teaching is underpinned by evidence informed practice supported by regular CPD opportunities for subject specific knowledge and pedagogy.</p> <p>To increase opportunities for Cultural Capital “the best that has been thought and said”.</p>
2.	<p>Phonics, Reading, Writing and Spelling</p>

Challenge number	Detail of challenge
	<p><i>Phonics</i></p> <p>Keep up intervention is used by EYFS and Year 1 to ensure children who need extra support are receiving additional practise. EYFS and Year 1 use the Little Wandle heatmaps to assess children. Any child receiving keep up is assessed every three weeks to ensure gaps are being closed.</p> <p>SEND & Rapid Catch Up programmes are in place - continue to train staff through CPD and contact support from phonics lead if needed on a daily basis. Ensure all staff are trained in Rapid Catch Up and the SEND programme to ensure these are delivered to those children who have not yet passed their phonics screening.</p> <p>Rapid Catch Up has been timetabled, staffed and grouped to ensure high quality intervention takes place daily. SEND groups to be delivered by class teams.</p> <p>Tracking progress as an outcome of interventions is needed. Little Wandle have introduced a Rapid Catch Up assessment. All staff complete this every 4 weeks. Support is being given to ensure this is consistent by phonics lead.</p> <p><i>Reading</i></p> <p>Identification of children who do not have access to reading texts at home and using the reading boxes each term to ensure that high quality texts are given to them. This was a successful introduction in 21/22. This was adapted for 2024 onwards with Reading Club. Prior to introduction, 48% of disadvantaged children reached age expected standards in reading at the end of KS2. In 2024-25, 79% reached this standard.</p> <p>Continue to develop the books available in the school library through using curriculum links, pupil voice, diversity and equality project and choices from the English Team.</p> <p>Continue with purchasing high quality texts which are challenging for all children, regardless of their fluency in reading, will support additional language acquisition.</p> <p><i>Writing</i></p> <p>Writing continues to be challenging for many children, especially those who are disadvantaged and is the subject which has not recovered since the pandemic. Focus on writing stamina through short burst writing and deliver regular CPD for staff throughout the year.</p> <p>“Super-scaffolding” for children working out of year group – objectives reflect this, e.g. if class are working on semi-colons in Year 6, children working out of year group would complete a similar activity but focusing on capital letters and full stops</p> <p>Tech in the curriculum to enhance writing - to boost engagement but also tools such as dictation tool on iPad, Clicker, etc.</p> <p>Drawing Club in EYFS – whole class session on a Friday and used as an intervention for those that are behind to encourage emergent writers to mark make</p> <p><i>Spelling</i></p> <p>Spelling also continues to be a challenge for many children across the school.</p> <p>For years 3-6, Little Wandle Rapid catch-up is provided to boost their understanding of phonetic spelling for those working out of year group, including any disadvantaged/ PP children.</p> <p>Years 2-6 are also using Spelling Shed to plug spelling gaps. Baseline tests were completed to ensure accurate starting points of gap teaching. Challenges can also</p>

Challenge number	Detail of challenge
	<p>be set which are individualised for each child to build their retainment of spelling patterns and apply accurately to their writing.</p> <p><i>Oracy</i></p> <p>Many children have a lack of confidence when speaking in front of their class, undertaking performances, or even in front of familiar adults. This can be caused by low self-confidence, S&L barriers, lack of vocabulary and lack of opportunities as examples. Building in opportunities for oracy through the curriculum will support children in developing this.</p>
3.	<p>Speech and Language</p> <p>Pupils starting school have shown a more complex combination of speech and language need.</p> <p>Nursery pupils are generally discharged from speech and language therapy when they become school age (with the exception of those diagnosed with a stammer or a profound speech sound difficulty diagnosis). Following closure to NHS speech and language therapy due to starting school, the school cannot re-refer for at least 12 months unless the pupil gets an EHCP. A re-referral will only be accepted if the pupil has a stammer or profound speech sound difficulty.</p> <p>All EYFS pupils are screened for S&L difficulties and those identified are given NELI intervention. Training for all members of the EYFS team to ensure consistent delivery.</p> <p>The school pay for a Traded Speech and Language service through Speech 4 Schools, so that children who have been discharged from the NHS but continue to have speech and language difficulties, or pupils for whom school staff raise concerns in regard to speech and language difficulties which impact e.g. their access to the curriculum, their rate of progress and their social interaction with peers, can be assessed. If appropriate, strategies and targets are set for class teams to support and work towards with the pupil.</p>
4.	<p>EYFS</p> <p>Cohorts coming into school show increased need which has been unidentified in nursery/preschool settings. Some pupils are unable to regulate and require significant support to coregulate.</p> <p>A focus on development of gross and fine motor skills along with phonic knowledge to enhance writing.</p> <p>Real maths mastery opportunities beyond the classroom and in the outside environment</p> <p>A development of the outside areas so it seamlessly extends classroom provision in all aspects of learning and focussed on engaging PP boys.</p>

Challenge number	Detail of challenge
5.	<p>Maths</p> <p>Maths mastery continues to embed across year groups; however, basic fluency and secure application of knowledge are not yet fully established, despite the adoption of this approach. Underlying gaps in pupils' mathematical skills are being identified to enhance schema development, increasing their ability to make connections across concepts.</p> <p>To address this, pupils need strong foundations in EYFS and KS1 to enable them to master knowledge effectively. We have implemented the NCETM Mastering Number approach, which emphasises precise mathematical vocabulary and structured progression. Its introduction in the last academic year is already having a notable impact on KS1 pupils, supporting improved number sense and confidence. This forms part of a phased plan of implementation, ensuring consistency and depth across all year groups as the approach becomes fully embedded. We continue to embed this approach and ensure consistent use of vocabulary to deepen and broaden understanding.</p> <p>Modifications to scaffolding are improving opportunities for pupils to apply knowledge, along with extensions to challenge the more able pupil, and steps are being taken to explore appropriate resources and implement targeted strategies within key year groups to strengthen these areas. These adaptations are designed to meet the specific needs of individual cohorts, ensuring that interventions and classroom practice are responsive to the gaps and challenges identified in each group.</p> <p>Parent confidence in supporting maths learning at home remains an area for development, as many feel unable to offer guidance aligned with mastery principles.</p> <p>Additionally, a PP Maths Club will be introduced to provide maths resources on a termly basis for use at home. 56% of PP pupils at Iwade reached age expected standards at the end of KS2 in 2024-25 versus 77% of non-PP. The Maths Club will aim to reduce this gap year-on-year.</p> <p>Evidence shows pupils make significant gains when they use manipulatives to embed processes, moving from concrete to pictorial and then abstract representations. We will maintain this focus while ensuring pupils understand the purpose of mathematics beyond the classroom, making learning relevant and meaningful.</p> <p>We will continue to prioritise the use of high-quality resources and mastery techniques to support progress and close gaps for disadvantaged pupils.</p>
6.	<p>Wellbeing & Mental Health</p> <p>Wellbeing and mental health concerns for young children have increased as a direct result of the pandemic. Pupils show poor focus, low confidence in class and</p>

Challenge number	Detail of challenge
	<p>outside, and well-being and mental health decline and social skills are also difficult. Lockdown also impacted the parents' well-being and mental health which further impacts those of the pupils.</p> <p>Mental health support in school as an offer to pupils continues to grow – ELSA, Talktime, Blue Sky Counselling, Drawing and Talking, Sand Play, Lego Therapy, Play Therapy, Trauma Therapy, along with further training for staff in bereavement and school-based anxiety are also underway to support pupils.</p> <p>The number of pupils who require mental health support is increasing and waiting lists are increasing to access therapeutic support.</p> <p>Our curriculum offers OPAL and Forest School which give outdoor opportunities for pupils to collaborate and learn to take risks in a different setting away from the classroom.</p> <p>A 'market stall' event for support services such as housing, foodbanks, etc will be held in January.</p> <p>A careers fair will be organised to promote opportunities and aspiration.</p>
7.	<p>Attachment and Behaviour</p> <p>Pupils demonstrate understanding of Behaviour Expectations and our Core Values embed how these can be demonstrated in class, outside of class, and in the community.</p> <p>Behaviour of pupils has changed over time for a minority of pupils who impact on the teaching and learning.</p> <p>There are a small number of pupils who demonstrate challenging behaviours due to their SEND/Attachment/Trauma experiences and require intensive support during the day and at lunch to reduce overwhelmed experiences. Alternative lunch arrangements are available for these pupils - Zen Den (free flow small world, lego, board games, etc), Nurture (high adult ratio for those children with developmental delay to support social skills) and Energy Group (high adult ratio with structured activities for those children who struggle with behaviour outside).</p> <p>School has set up roles and responsibilities for pupils to buy in to a collective process of behaviour support with RJ leaders and peer mentors who will educate their peers.</p> <p>OPAL is a lunchtime intervention to support pupils to use imagination and develop cooperative play; it will allow pupils to experience positive and full lunchtimes and will meet the needs of those who find unstructured play more challenging as zones will allow some organised activities.</p> <p>Class targeted support to aid pupils in school to identify and address trauma, attachment and behaviour guidance</p>
8.	<p>Wider opportunities</p> <p>Pupils should be able to have the same opportunities as their peers and school will continue to subsidise and cover the cost for trips, year 6 leaver events organised by the school, and visitors for these pupils.</p> <p>Trips are organised with the thought process of curriculum enhancement and giving opportunities to PP pupils – trips to London, immersive theme days and providing access to new and unfamiliar experiences e.g. going to the beach in year R.</p> <p>Clubs and afterschool activities drive aspiration and opportunities for pupils.</p> <p>Technology in the curriculum gives opportunities for pupils to develop skills for the future.</p>

Challenge number	Detail of challenge
9.	<p>Attendance & Punctuality</p> <p>Children need to attend school regularly to make good progress and to ensure that they do not miss the opportunity to embed essential foundational skills and key aspects of their learning.</p> <p>Difficulties with routine mean that some children are late to school and miss early work or are persistent absentees.</p> <p>Cost of travel/living can impact parents in getting pupils to school on time</p> <p>Parents take pupils out on family holidays to avoid peak cost time</p> <p>Aspirational school opportunities.</p> <p>Multiple reward systems for attendance.</p> <p>Mentoring system to engage pupils with a meet and greet when pupils return and 'return to school interviews' for longer absences.</p> <p>Raising the profile of attendance with staff, children and parents</p>
10.	<p>Barriers to Learning</p> <p>A Disadvantaged Working Party was set up at the beginning of the academic year 2025-26.</p> <p>An engagement survey for pupils has been carried out to establish a baseline.</p> <p>Barriers to learning have been identified with key areas addressed by community and whole school.</p>

To help us to identify the barriers we used the Diagnostic assessment -

https://educationendowmentfoundation.org.uk/public/files/Diagnostic_Assessment_Tool.pdf

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
1. All pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the entire curriculum in line with their peers.	<ul style="list-style-type: none"> - Children from disadvantaged families make at least expected progress. - Disadvantaged children with lower attendance will be supported to catch up missed learning using a variety of catch-up strategies - All children are able to take part in extra-curricular activities. - All teaching staff receive ongoing, regular CPD to develop subject specific knowledge and pedagogy. - Teachers receive support from the Curriculum Development team. - All class-facing staff receive CPD about disadvantaged children and how to break down barriers

Intended outcome	Success criteria
<p>GPS in line with national</p> <p>Spelling Shed introduced for KS2</p> <p>Teachers will assess their pupils' progress using the end of termly assessments on Spelling Shed and monitoring this in their writing.</p> <p>To target those children who do not achieve, teachers can review their assessments and then teach to their individualised gaps.</p>	<ul style="list-style-type: none"> - Writing in all year groups is planned effectively using the re-developed medium term planning template. - Discovery folder shows opportunities to write extended pieces developing stamina – linked to their wider curriculum areas - Writing supports are carefully scaffolded with support from Inclusion Leads - Writing is immersive and cross-curricular to ensure engagement and aspiration - Pupil voice evidences high levels of engagement in writing. - <p>Spelling in writing improves and evidence of this is seen in curriculum and GPS</p> <ul style="list-style-type: none"> - - - - - - - PPM meetings focus on PP pupils specifically and examines the support in place and what else is required - ILP targets are tightened to show small steps of progress more quickly which are celebrated with the child
<p>3. Children's vocabulary is broadened and used appropriately Pupils' oracy skills improve Early intervention effectively supports pupils in EYFS</p>	<ul style="list-style-type: none"> - Pupils are exposed to and use interesting vocabulary in their learning and in discussions - Pupils readily discuss their learning/home learning with inbuilt class opportunities. - Pupils with speech and language need are assessed early and interventions target support so their gaps close - Children are more confident to speak in front of the class as an audience. Adults are not correcting their use of English, but model it throughout the day. - Regular opportunities are provided in a wide variety of subjects for role play, drama and improving speaking and listening skills.
<p>4. All pupils in EYFS have been able to access school successfully and made steps of learning which is documented against the framework.</p>	<ul style="list-style-type: none"> - GLD in line+ to national - Pupils have engaging curriculum that is personalised to meet their individual needs

Intended outcome	Success criteria
<p>Outside area of EYFS is a seamless extension to the classroom provision</p>	<ul style="list-style-type: none"> - Staff have CPD to enable them to meet the needs of the pupils - Outdoor provision is developed with maths and fine motor skills developed effectively - All adults develop the outside area to be outstanding and engaging at all times. - All adults plan effective free flow using the classrooms - Outdoor learners engage with teacher
<ul style="list-style-type: none"> • Children’s knowledge and application of Maths increases and is adaptable across a range of contexts. • Pupils progress from using manipulatives to pictorial and abstract representations confidently. • Pupils can explain reasoning using precise mathematical vocabulary. • Pupils demonstrate application of maths in problem-solving across subjects (e.g., science, DT). <p>Parents feel more confident in supporting pupils</p> <ul style="list-style-type: none"> • Parents use provided games/resources at home and report increased confidence. <p>Maths Club is up and running and actively engaging pupils</p> <ul style="list-style-type: none"> • Club launched by Term 1 with clear structure and schedule. • Pupils receive resource packs three times a year (Autumn, Spring, Summer). • Activities are fun, mastery-aligned, and differentiated by age group. • Attendance and engagement tracked termly. <p>Children apply mathematical knowledge confidently in outdoor play contexts, using problem-solving and reasoning skills during OPAL activities. Pupils see maths as relevant and enjoyable beyond the</p>	<ul style="list-style-type: none"> • Maths SATs/NfER scores increase to at least in line with National • Teachers analyse Insight data to identify gaps in fluency and reasoning for all pupils, focusing on PP vs non-PP attainment. • At least 85% of children to score above 20 in the Multiplication Tables Check at the end of Year 4. Multiplication progress is tracked termly; focused support is implemented in Year 3 and Year 4 to address gaps and prepare pupils for the Multiplication Tables Check. • Pupil progress meetings review data and agree next steps for individuals not meeting expected progress; interventions are adapted accordingly. • Children have a range of strategies, both written and mental with manipulatives to support them. • Evidence of improvement is seen in books and assessments, showing pupils applying strategies confidently across problem-solving tasks and using precise mathematical vocabulary. • Parents are able to support maths at home with games and knowledge of mastery curriculum. Resource packs and guidance are distributed to parents, explaining mastery strategies and games. Teachers monitor

Intended outcome	Success criteria
<p>classroom, strengthening fluency and conceptual understanding through active play.</p>	<p>engagement through homework and pupil voice; additional support is offered where engagement is low. Feedback from parents is collected and analysed; adjustments are made to resources or workshops to improve confidence further.</p> <ul style="list-style-type: none"> • Maths Club is launched with clear structure and schedule; pupils receive first resource pack. Engagement is monitored through pupil voice and Insight-linked tracking; pupils not engaging receive targeted encouragement or support. Club activities and resources are reviewed and adapted based on feedback to ensure they remain fun, mastery-aligned, and age-appropriate. Evidence of impact is gathered through data analysis and pupil feedback, showing improved enjoyment and confidence in maths. • Pupils can apply maths to all areas of the school curriculum including through OPAL zones (e.g., measuring, counting, estimating). Pupils engage in outdoor challenges that use mathematical language and concepts. Teachers record evidence of maths application during OPAL sessions. Data and pupil voice show improved confidence and reduced PP vs non-PP gaps.
<p>5. Increased levels of well-being & improved mental health</p>	<ul style="list-style-type: none"> - The number of children applying strategies from intervention/counselling increases - Feedback from class staff indicates that the children are making more of a contribution to class discussions/activities. - Pupil voice indicates that children feel safe at home and at school.

Intended outcome	Success criteria
	<ul style="list-style-type: none"> - Reduction in behaviour and well-being incidents logged on CPOMS. - FLO has a positive impact on both children and families - Pupils and families have access to support in school and services outside of school with FLO direct work - Pupils and Staff use strategies to support wellbeing and mental health consistently in class as a whole class approach - Reduced waiting list for therapeutic supports
<p>6. Behaviour continues to be celebrated positively and this good behaviour is seen in school.</p> <p>Pupils and staff are aware of effective strategies and approaches to use to manage behaviour</p> <p>Pupils with heightened behaviours have effective plans and strategies to allow de-escalation</p> <p>All staff support behaviour calmly and consistently using the stepped approach.</p>	<ul style="list-style-type: none"> - Behaviour team impact positively on the ethos of the school - Consistency and accountability of ethical behaviour strategies is applied throughout - Effective introduction of 'Derek the Dojo' shows positive impact on dojos being awarded for meeting behaviour expectations - Behaviour plans are simple to use and understand and are used appropriately and fairly - SOCCSS is used with an understanding of the SEND need of pupils - CPD for all staff on behaviour - Values are embedded into the school ethos - RJ and peer mentors are in place and support positive behaviour reinforcement - DOJO and learning ladders are used fairly, consistently and appropriately - Parents are kept informed of behaviour with conversations and DOJO - Good behaviour is celebrated and rewarded - Pupils are provided with learning that meets their need and resources that support effectively learning so that they are include and minimised behaviour outbursts
<p>7. Pupils will have life experiences</p>	<ul style="list-style-type: none"> - Number of PP attending clubs increases - Designed clubs for PP pupils' voice - Visits not only enhance the curriculum but give children experiences and memories - Pupils attend sporting events and competitions

Intended outcome	Success criteria
8. All children attend school regularly and on time.	<ul style="list-style-type: none"> - Gap between the attendance of disadvantaged children and their peers is closing. - Families who are identified as persistently late or absent receive support from our FLO to improve. - Early help support in collaboration with Foodbank to provide for pupils. - Relationship with TA Mentor for Persistently Absent pupils - Sense of belonging is a focus for all and is shown in pupil voice - Sponsored breakfast is offered key families to support attendance and punctuality
9. Barriers to learning are reduced	<ul style="list-style-type: none"> - 'Market stall' event held to signpost support for disadvantaged families - Funded breakfast club to support with punctuality and attendance - Friendship intervention groups set up - OPAL provision targeted to support friendship skills - Resources provided to each class to support with home learning and opportunities provided at school to enable home learning to be completed – lunch club, morning work - Attendance team focus on disadvantaged pupils and provide support to improve attendance and/or punctuality

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.

EEF Pupil Premium recommends focussing this funding on:

1. Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of the pupils
2. Professional development to support the implementation of evidence-based approaches
3. Mentoring and coaching for teachers
4. Recruitment and retention of teaching staff
5. Technology and other resources to support high quality teaching and learning

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £67,458.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
OPAL links to Maths	<p>Pupils enjoying learning outdoors and applying concepts through play – Maths and OPAL link especially for spatial, shapes and measurements</p> <p>OPAL provides opportunities for deepening learning linked to curriculum subjects and topics</p> <p>EEF tiered approach: high quality teaching - develop.. broad and balanced knowledge based curriculum</p> <p>EEF tiered approach: targeted academic support – targeted interventions to support language development, literacy and numeracy</p>	1,5
EYFS Outside Area <ul style="list-style-type: none"> • RWM • Speech and Language • Fine Motor Skills 	<p>Free flow development</p> <p>Neli</p> <p>Mirroring outstanding environments</p> <p>It is every child's right to have access to a diverse and well-balanced early years provision that sets out to interlink play with teaching and learning. New concepts are explored through all areas of the EYFS curriculum and children need to make defined links between the abstract and real experiences so that they can succeed in Key Stage 1 and beyond. The importance of the adult to facilitate and question children leads to children having a deeper understanding. Continue with ongoing training for the EYFS team in the curriculum and using assessment tools.</p> <p>Further develop and resource the outside area to offer the same provision outside as inside to offer all children opportunities to independently learn.</p> <p>EEF tiered approach: high quality teaching - develop.. broad and balanced knowledge based curriculum</p> <p>EEF EYFS toolkit (Communication and language approaches +7m)</p> <p>EEF EYFS toolkit (Play based learning +4m)</p> <p>EEF EYFS toolkit (Self regulation strategies +3m)</p>	1,2,3,4,5,6,7,8
Love of Reading and purposeful texts	<p>Accelerated Reader</p> <p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).</p> <p>An important factor in developing reading for pleasure is choice; choice and interest are highly related (Schraw et al, 1998; Clark and PhythianSence, 2008)</p> <p>EEF tiered approach: high quality teaching - develop.. broad and balanced knowledge based curriculum</p>	1,3

<p>Phonics</p>	<p>Rapid catch up Little Wandle SEND Little Wandle Parent Packs</p> <p>EEF toolkit (Phonics +5 months) EEF tiered approach: high quality teaching – developing high quality... broad and balanced curriculum that responds to the needs of pupils</p>	<p>1,2, 3</p>
<p>Writing</p>	<p>Drawing Club Spelling Shed Writing immersive from curriculum topics Writing Lead Team support CPD for Staff - how to scaffold for pupils.</p> <p>EEF tiered approach: targeted academic support: targeted interventions to support literacy</p> <p>EEF tiered approach: high quality teaching – developing high quality... broad and balanced curriculum that responds to the needs of pupils</p>	<p>1,2</p>
<p>Mentoring and Coaching including CPD</p>	<p>Support for all with CPD and SIT Team Mentoring National college CPD Subject leadership – immersive, life experiences, diverse Assessment and next steps and impact on pupils learning evident.</p> <p>EEF toolkit</p> <ul style="list-style-type: none"> • Feedback +6 months • Mastery learning +5 months • Phonics +5 months • TA intervention +4 months • Behaviour +4 months <p>EEF Guidance Report – Effective Professional Development EEF tiered approach: high quality teaching – developing high quality teaching EEF tiered approach – TA deployment and interventions</p> <p>EEF guidance for Pupil Premium is clear – “Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio-economically disadvantaged pupils. Investing in high quality teaching should rightly be a top priority for Pupil Premium spending”</p> <p>EEF tiered approach: high quality teaching – develop, broad and balanced knowledge-based curriculum</p>	<p>1,2,9</p>

Targeted Academic Support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading	Provide Reading boxes/Clubs with high quality texts for children to keep at home. Accelerated Reader EEF tiered approach: targeted academic support: targeted interventions to support literacy EEF tiered approach: high quality teaching - develop.. broad and balanced knowledge based curriculum	1,2,3
Writing	Drawing Club Spelling Shed Writing immersive from curriculum topics Writing Lead Team support GD Writing groups. CPD for Staff - how to scaffold for pupils. EEF tiered approach: targeted academic support: targeted interventions to support literacy EEF tiered approach: high quality teaching – developing high quality... broad and balanced curriculum that responds to the needs of pupils	1,2

<p>Maths</p>	<p>Power maths Manipulatives Scaffolded approach tailored to needs of pupils Numbots and TT rockstars Mastering Number approach to aid fluency Provide Maths boxes/Resources with high quality maths linked games for children to keep at home.</p> <p>All children need to have good fluency and the ability to apply their knowledge, both within maths and in the wider curriculum. Staff need ongoing CPD and opportunities to moderate. Purchase additional maths manipulatives. CPD for staff engaging in the Mastering Number programme, supported by the work of the Trust MaST teacher EEF toolkit (Mastery Learning +5 months) EEF Guidance Reports – Improving Mathematics in EY, KS1 and KS2. EEF tiered approach: high quality teaching - develop.. broad and balanced knowledge based curriculum EEF tiered approach: targeted academic support – targeted interventions to support numeracy EEF toolkit (Mastery Learning +5 months) EEF Guidance Reports – Improving Mathematics in EY, KS1 and KS2. Secondary school mathematics education brings with it an increased reliance on the use of times tables; there is a shared expectancy that students will have a fully formed knowledge base to draw upon. Not having this understanding and proficiency could lead to the respective child falling behind in their studies. EEF tiered approach: targeted academic support – targeted interventions to support numeracy</p>	<p>1,5</p>
<p>Neli</p>	<p>Communicate and Print accessibility and equity for all Neli CPD and Screening</p> <p>EEF tiered approach: high quality teaching - develop.. broad and balanced knowledge based curriculum EEF tiered approach: targeted academic support – targeted interventions to support language development There is strong clear evidence that shows that children who access the NELI programme, when starting school make 4+ months development in their overall communication skills and when accessing the 30-week programme as an intervention, children retained this skill into Year 1 (making 7+months progress overall.) EEF tiered approach: targeted academic support – targeted interventions to support language development EEF toolkit: oral language interventions +6m</p>	<p>1,2,3,4</p>

<p>SEND</p>	<p>CPS and Coaching support for staff and pupils with scaffolding and closing the gap and ensuring progress</p> <p>OT</p> <p>SALT</p> <p>This offer could be to support SEND children and those who struggle with social, emotional and behavioural needs.</p> <p>CPD offered for in school staff for additional training such as Thrive & attachment</p> <p>EEF tiered approach: wider strategies – communicating with and supporting parents</p> <p>EEF tiered approach: wider strategies – supporting pupils social emotional and behavioural needs</p> <p>EEF toolkit (Behaviour interventions +4m)</p> <p>EEF EYFS toolkit (Self regulation strategies +3m)</p>	<p>1,2,3,4,5,9,10</p>
--------------------	--	------------------------------

Wider Strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health Training	<p>FLO</p> <p>EEF tiered approach: wider strategies – supporting pupils social emotional and behavioural needs</p>	1,2,6,9
Positive Behaviour Support	<p>Utilise highly trained Behaviour support TA with dys-regulated pupils to allow them to calm and reengage in the classroom</p> <p>Deliver CPD for all class facing staff on behaviour approaches using an external company. Embed the use of Restorative Justice through training RJ Lead pupils</p> <p>Celebrate the positive</p> <p>EEF toolkit (Behaviour interventions +4m)</p> <p>EEF EYFS toolkit (Self regulation strategies +3m)</p> <p>EEF tiered approach: wider strategies: supporting pupils social, emotional and behavioural needs</p>	1,2,6,9
Zones of Regulation	<p>Aspire school (part of the Trust) to support through delivering ongoing Zones of Regulation to support children with their learning</p> <p>TAT Teacher employed to support Staff and pupils with pupils</p> <p>EEF toolkit (Social and emotional learning +4m)</p> <p>EEF EYFS toolkit (Self regulation strategies +3m)</p>	1,2,3,6,7,9

<p>Counselling and Wellbeing Support</p>	<p>The evidence suggests that how SEL is adopted and embedded really matters for children’s outcomes.”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>“Children can play what they struggle to say, children can play to explain their way. Through play children can discover and rehearse different ways of understanding and coping with difficult feelings, leading to a healthier and happier way of being.”</p> <p>www.playtherapy.org.uk</p> <p>EEF tiered approach: wider strategies – supporting pupils social, emotional and behavioural needs</p> <p>EEF tiered approach: targeted academic support – targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND</p> <p>Better emotional wellbeing at age 7 is a significant predictor of higher academic progression from Key Stage 1 to Key Stage 2. (The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes. DFE)</p> <p>Pupils with better health and wellbeing are likely to achieve better academically.</p> <p>Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. (The link between pupil health and wellbeing and attainment - Public Health England)</p> <p>EEF tiered approach: wider strategies: supporting pupils social, emotional and behavioural needs</p> <p>EEF tiered approach: wider strategies – communicating and supporting parents</p>	<p>1,2,6,9</p>
<p>Forest School and OPAL</p>	<p>When planned effectively, taught to develop a skill set and monitored children can make 7+ months progress within their abilities to complete a task, pulling on other knowledge and skill. They then build a positive association to learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://www.forestschoools.com/blogs/forest-school-blog/what-is-forest-schools-and-how-did-it-change-my-life</p> <p>https://www.waltham.com/news-events/human-animal-interaction/teachers-pets-animals-in-the-classroom-could-aid-learning</p> <p>EEF tiered approach: wider strategies – extracurricular activities</p> <p>EEF tiered approach: wider strategies – supporting pupils social emotional and behavioural needs</p> <p>EEF EYFS toolkit (Play based learning +4m)</p>	<p>1,6,8</p>

<p>Attendance</p>	<p>FLO</p> <p>Attendance Group support with LA and Gateway Schools</p> <p>Funded breakfast club</p> <p>Better emotional wellbeing at age 7 is a significant predictor of higher academic progression from Key Stage 1 to Key Stage 2. (The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes. DFE)</p> <p>Pupils with higher attainment at KS2 and KS4 had lower levels of absence over the key stage compared to those with lower attainment.</p> <p>Generally, the higher the percentage of sessions missed across the key stage at KS2, the lower the level of attainment at the end of the key stage.</p> <p>Supporting vulnerable families with uniform, transport etc</p> <p>The link between absence and attainment at KS2 and KS4 – DFE</p> <p>EEF tiered approach: wider strategies - supporting attendance</p> <p>EEF tiered approach: wider strategies – communicating with and supporting parents</p> <p>Magic Breakfast research (https://www.magicbreakfast.com/blog/measuring-and-monitoring-school-survey-2021)</p>	<p>1,2,6,9, 10</p>
<p>Clubs and experiences</p>	<p>The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes (EEF toolkit)</p> <p>The Guardian.com (21st July 2019) discussed the negative impact of cutting back on school trips on enriching the curriculum and in providing long term experiences and memories for children. Pupil premium is therefore used to reverse this so that school can fund disadvantaged pupils to access a wider curriculum e.g., to live performances, museums, parks etc. as well as fund resources/visitors that come to school to enhance the curriculum</p> <p>EEF tiered approach: wider strategies – extracurricular activities</p>	<p>6,8,9</p>
<p>Child's Play</p>	<p>Evidence suggests that significant persistence absence and lateness impacts on a pupil's mental health, friendship/social groups as well as their academic achievements</p> <p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>EEF tiered approach: wider strategies - supporting attendance</p> <p>EEF tiered approach: wider strategies – communicating with and supporting parents</p> <p>EEF tiered approach: wider strategies – breakfast clubs and meal provision</p> <p>EEF Toolkit Parental engagement +4m</p>	<p>6,8,9, 10</p>

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended Outcome	End of Strategy
<p>All pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the entire curriculum</p>	<p>2024/2025 – PP v NON PP Attainment</p> <p>End Of EYFS (10 PP, 5 of whom SEND, 70 Non PP)</p> <p>Legend: Well below Just below Expected Above No data</p> <p>EYFS GLD - EYFSP 10 pupils - Average: Not GLD 70% 30%</p> <p>Legend: Well below Just below Expected Above No data</p> <p>EYFS GLD - EYFSP 70 pupils - Average: GLD 20% 79%</p> <p>End of KS1 (17 PP, 7 of whom SEND, 73 Non PP)</p> <p>Legend: Well below Just below Expected Above No data</p> <p>Reading - Main Assessment 17 pupils - Average: Below 41% 24% 24% 12%</p> <p>Legend: Well below Just below Expected Above No data</p> <p>Writing - Main Assessment 17 pupils - Average: Below 41% 35% 18% 6%</p> <p>Legend: Well below Just below Expected Above No data</p> <p>Maths - Main Assessment 17 pupils - Average: Expected 29% 6% 53% 12%</p> <p>Legend: Well below Just below Expected Above No data</p> <p>Reading - Main Assessment 73 pupils - Average: Expected 14% 18% 51% 18%</p> <p>Legend: Well below Just below Expected Above No data</p> <p>Writing - Main Assessment 73 pupils - Average: Expected 12% 19% 66% 3%</p> <p>Legend: Well below Just below Expected Above No data</p> <p>Maths - Main Assessment 73 pupils - Average: Expected 8% 15% 62% 15%</p> <p>End of KS2 (20 PP, 6 of whom SEND, 67 Non PP)</p> <p>Legend: Well below Just below Expected Above No data</p> <p>Reading - Main Assessment 23 pupils - Average: Expected 4% 17% 70% 9%</p> <p>Legend: Well below Just below Expected Above No data</p> <p>Writing - Main Assessment 23 pupils - Average: Below 9% 48% 43%</p> <p>Legend: Well below Just below Expected Above No data</p> <p>Maths - Main Assessment 23 pupils - Average: Expected 9% 35% 52% 4%</p> <p>Legend: Well below Just below Expected Above No data</p> <p>Reading - Main Assessment 67 pupils - Average: Expected 13% 52% 33%</p> <p>Legend: Well below Just below Expected Above No data</p> <p>Writing - Main Assessment 67 pupils - Average: Expected 6% 25% 63% 6%</p> <p>Legend: Well below Just below Expected Above No data</p> <p>Maths - Main Assessment 67 pupils - Average: Expected 3% 19% 61% 16%</p> <p>Writing data remains significant area of focus</p> <p>Progress Overview for Pupils (from 2024-2025) in Year 6 - 2019-2020 Autumn 2 to 2024-2025 Summer 2 Main Assessment</p> <p>Legend: Below Expected Expected Progress (0) Above Expected Insufficient Data</p> <p>Reading</p> <p>Pupil Premium 23 pupils - Average: -0.3 13% 52% 30% 3%</p> <p>Not Pupil Premium 67 pupils - Average: -0.1 15% 58% 21% 6%</p> <p>Writing</p> <p>Pupil Premium 23 pupils - Average: -0.3 30% 26% 13% 30%</p> <p>Not Pupil Premium 67 pupils - Average: -0.2 25% 63% 6% 6%</p> <p>Maths</p> <p>Pupil Premium 23 pupils - Average: -0.4 30% 30% 8% 30%</p> <p>Not Pupil Premium 67 pupils - Average: -0.1 22% 60% 12% 6%</p>

Children are able to use their phonic knowledge to read and write with confidence.

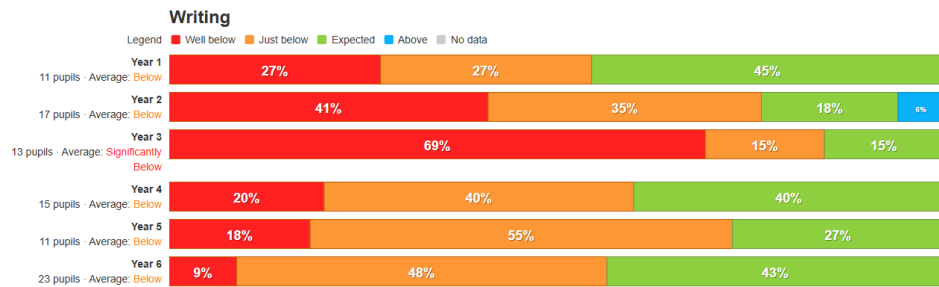
All children leave KS1 as fluent readers.

Any child who is not fluent by the end of KS1 receives targeted support.

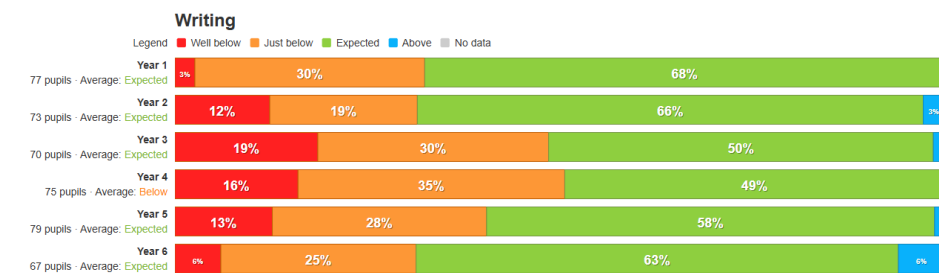
Writing at AE+ is inline with national

Writing is a school focus for all pupils – gaps in knowledge have not closed sufficiently over time - remains a key area of focus.

2024/2024 PP:



2024/25 Non PP



Phonics Y1

All Pupils 81%

PP 55% (5 pupils also SEND)

Non PP 84%

Phonics by the end of Year 2

All Pupils 81%

PP 53% (7 pupils also SEND)

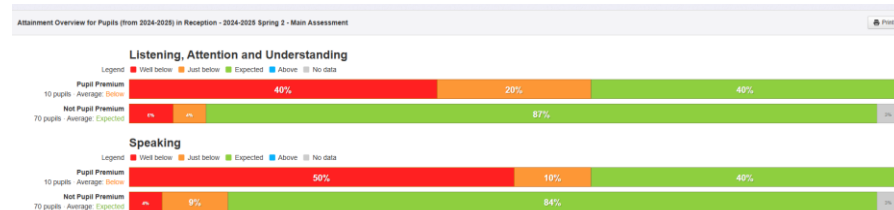
Non PP 88%

Phonics remains an area of focus with Little Wandle, Catch up and SEND programme

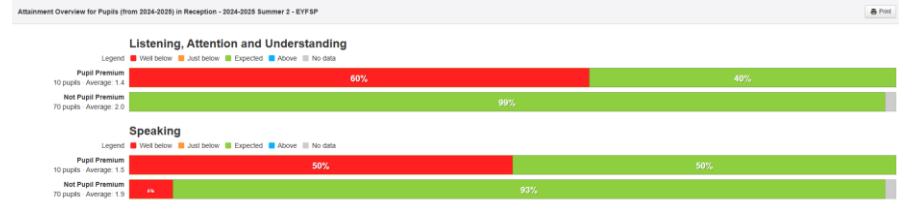
Children's vocabulary is broadened and used appropriately.

Pupils speaking and listening skills improve. Early intervention effectively supports pupils in EYFS

Spring data 2024-25



Summer data 2024-25



All pupils in EYFS have been able to access school successfully and made steps of learning which is documented against the framework
 Outside area of EYFS is a seamless extension to the classroom provision
 Pack away provision 'ETE' make demonstrable progress from their starting points in all areas, as well as having time in class with their peers

Outside learning in EYFS continues to develop to mirror classroom environments

Development of

- Breakout sensory rooms
- Attention Autism
- Gross and Fine Motor Skills
- Self regulation

Were implemented to support the more complex needs of pupils in EYFS and beyond.

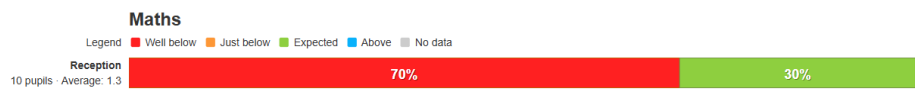
Zones of Regulation throughout school with tool kits for all pupils and adapted when needed individually.

Collaboration with Aspire and Specialist Teacher Service

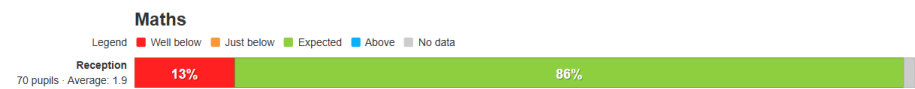
Children's knowledge and application of Maths increases and is adaptable across a range of contexts
 Pupils can explain their mathematical thinking and use manipulatives effectively to solve maths questions.
 Parents feel more confident in supporting pupils

Continuation of maths manipulatives and scaffolding to support leaning – Mastery comes through in data with GD

PP:

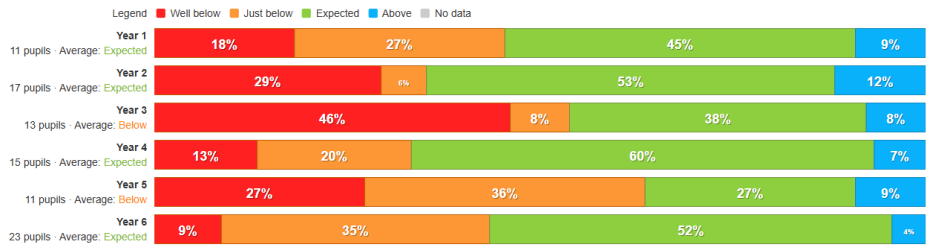


Non PP:



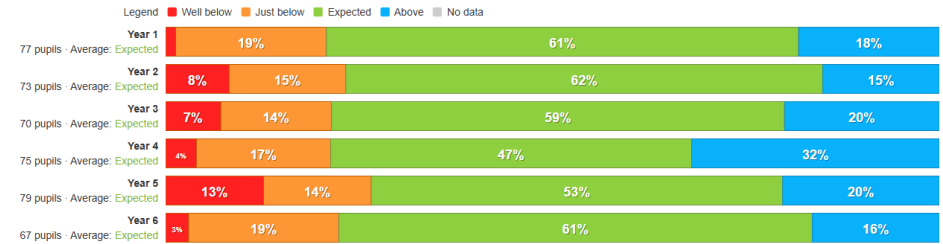
PP:

Maths



Non-PP:

Maths



KS1 PP gap in comparison to Non PP – this closes in KS2 with the mastery approach.

Year 5 - 2 of the 11 PP pupils also SEND who did not meet AE Standard

Statistic	2021-2022		2022-2023		2023-2024		2024-2025		
	School	National	School	National	School	National	Cohort	School	National
% of pupils scoring full marks (25/25)	31%	27%	47%	29%	37%	34%	90	41%	37%
Average score (out of 25)	21.4	19.8	22.4	20.2	21.7	20.6	89	22.3	21.0

MTC 2022 2023

44% PP 25/25 Average Score 23
48% Non PP 2/25 Average Score 22

MTC 2023 2024

33% PP scored 25/25 Average Score 22
Compared to
38% Non PP scored 25/25 Average Score 22

MTC 2024 2025

33% PP scored 25/25 Average Score 21
Compared to
42% Non PP scored 25/25 Average Score 23

Increased levels of well-being & improved mental health

Full used wellbeing offering for pupils. FLO runs workshops and actively engaging with support groups in and out of school to meet needs of pupils.

- Play therapist
- Blue Sky Counselling
- Talk Time
- ELSA
- LEGO

	<ul style="list-style-type: none"> • Drawing and Talking • Sunlight Project • Bereavement Sessions <p>Mental health continues to need funding for our pupils. There is a waiting list of pupils for each support programme.</p>
<p>Behaviour improves in school</p> <p>Pupils and staff are aware of effective strategies and approaches to use to manage behaviour</p> <p>Pupils with heightened behaviours have effective plans and strategies to allow de-escalation</p>	<p>TT training for Staff</p> <p>CPD with CPI and school based support – Stepped approach to allow calm and consistent behaviour support including the implementation of clear expectations for behaviour, such as robust behaviour plans that support children in moving forward and learning from their actions.</p> <p>Development of Pupil Restorative Justice Leads to promote communication and playground support for peers.</p> <p>Development of Peer Mentors to promote communication and playground support for peers.</p> <p>Development of positive rewards including Dojo termly winners and ‘Derek’ the Dojo</p> <p>Teaching of our positive Behaviour Expectations of Ready, Respect and Safe to pupils and sharing the platform with parents has developed communication and understanding amongst stakeholders</p>
<p>Pupils will have life experiences</p>	<p>All pupils attended a School Trip</p> <p>Clubs continued to be offered and 2024/2025 bid for funding for a Tech Club for PP pupils received.</p> <p>PP Girls were invited to watch Cricket at Kent’s Ground.</p> <p>Year 1, 3, 5 attend Forest School for 10 weeks learning outside - learning about nature, risk and collaboration.</p>
<p>All children attend school regularly and on time.</p>	<p>PP Attendance 93.1% whole school 95.7%</p> <p>40 PP pupils had attendance of 96%+</p> <p>Late (U) impacts on attendance for our PP pupils</p> <p>Identification of barriers – difficult to identify – step approach shared with parents regarding attendance with the change in August 2024.</p> <p>FLO working with families to offer support to tackle attendance.</p>

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
Little Wandle	www.littlewandlelettersandsounds.org.uk
NELI Programme	Home Nuffield Early Language Intervention (NELI) (teachneli.org)
Forest Schools Education	www.forestschoools.com
Accelerated Reader	Renaissance Learning
Power Maths	Pearson Schools
Letter Join	Letter-join whole school handwriting scheme (letterjoin.co.uk)
TT Rockstars	Times Tables Rock Stars – Times Tables Rock Stars (trockstars.com)