

# Pupil premium strategy statement – Chilwell Croft Academy

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This statement details our school's use of pupil 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	392
Proportion (%) of pupil premium eligible pupils	78%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2028
Date this statement was published	10/11/2025
Date on which it will be reviewed	March 2026 June 2026 September 2026
Statement authorised by	Nanette Wragg HT
Pupil premium lead	Nanette Wragg HT
Governor / Trustee lead	Nicola Smith

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£437,760.00
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£437,760.00

# Part A: Pupil premium strategy plan

## Statement of intent

At Chilwell Croft Academy '**All Different, All Equal, All Achieving**,' every member of the school community is valued for their uniqueness and for the important role they play within our school community.

At Chilwell Croft, we are a vibrant and nurturing school community, where children are given the skills to become independent learners, to be aspirational and to have confidence. It is our belief that every child can achieve personal excellence. Our task is to ensure they all do.

We strive to ensure all students achieve academically regardless of their circumstance. Our purpose as educators, it to ensure every individual child is given the best possible chance of achieving their potential and we take pride in nurturing the needs of each individual pupil.

High expectations of all children, regardless of their background are held. Not all pupil premium children underachieve but statistically they are most at risk of doing so. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

As a result, the funding we have received has been researched to provide high impact, measurable outcomes in closing the gap.

Our current pupil premium strategy works towards closing the gap by identifying the key barriers to learning for children entitled to pupil premium.

## Challenges

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

Challenge number	Detail of challenge
1	Robust understanding of specific children who are pupil premium across the school.
2	Memory/recall link with cognitive load  -Children to have increased recall of key knowledge identified in the National Curriculum – for all subject areas.
3	English  -Closing the gap between PP and National Non-PP end of key stage attainment in reading, writing and phonics.
4	Maths  -Closing the gap between PP and National Non-PP at statutory benchmarks of attainment in mathematics. Focus also on the multiplication check in Year 4

5	<p>Emotional Well-Being / Self-esteem / Confidence</p> <p>-To ensure that all PP children have good mental health, high self-esteem and confidence and can function in school/everyday life. To meet Social Emotional and Mental Health needs including attachment disorders, Adverse Childhood Experiences, low self-esteem, anxiety.</p>
6	<p>Aspirations / Enrichment</p> <p>-For all PP children to have the opportunity to participate in a wide range of enrichment opportunities and new experiences – these will include events which raise their aspirations for their own future.</p>
7	<p>Attendance</p> <p>-For all PP children to achieve at least 97% attendance.</p>
8	<p>Health &amp; Safeguarding</p> <p>-For all PP children to be in good health, safe and fit to learn.</p>
9.	<p>Relationships/Behaviour</p> <p>-For all PP children to work successfully within the school behaviour system and build positive relationships with their peers and adults.</p>
10.	<p>EAL</p> <p>-To ensure that PP children are not disadvantaged due to EAL (English as an Additional Language). For all EAL children to be able to access the school curriculum and participate in a range of enrichment opportunities.</p>

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Challenge	Intended outcome	Success criteria
1.	Robust tracking of specific children who are pupil premium in every year group. Increased understanding of barriers and effective deployment of support staff within and outside lessons.	<ul style="list-style-type: none"> <li>All PP children identified and tracked on Sonar by teachers in line with school's assessment cycle.</li> <li>Ongoing assessment input every half term to track progress and identify gaps in learning.</li> </ul>

2.	<p>Disadvantaged children to access intensive catch-up support to reduce the learning gaps created from school closures.</p> <p>Disadvantaged children identified for waves of intervention to reduce the learning gaps from school closure – as shown in year group (half termly) intervention plans.</p>	<ul style="list-style-type: none"> <li>• Accelerated progress for children in receipt of interventions.</li> <li>• The difference between disadvantaged and non-disadvantaged pupils' attainment is less than 5% with CCA.</li> <li>• Disadvantaged pupils' attainment is in line with national 'other.'</li> </ul>
2,3,4,5,6,10	<p>All disadvantaged children acquire the knowledge and skills required for the next stage in their education, by the end of Key Stage 2.</p> <p>-To secure quality first teaching for disadvantaged pupils.</p> <p>-Disadvantaged children with under-developed language receive targeted intervention to accelerate progress.</p>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils achieve national average progress scores in KS2 (Key Stage 2).</li> <li>• Disadvantaged pupils achieve national average progress scores in KS2 Maths.</li> <li>• Disadvantaged pupils achieve national average progress scores in KS2 Writing.</li> <li>• Accelerated progress for children in receipt of interventions.</li> <li>• All disadvantaged pupils who attain exceeding in GLD at the end of EYFS (Early Years and Foundation Stage) and GDS in KS1 (Key Stage 1) make the transition to greater depth, with accelerated progress.</li> </ul>
2,3,4,5,6,10	<p>All disadvantaged children are able to decode to an age-appropriate standard by the end of Key Stage 1 so that they can read age-appropriate books in Year 3 and above. This will enable children to engender a love of literature and access the curriculum in Key Stage 2.</p>	<ul style="list-style-type: none"> <li>• Disadvantaged pupils achieve national standard in phonics screening.</li> <li>• Accelerated progress for children in receipt of interventions and other targeted support.</li> </ul>
5, 6,8,9	<p>All children's SEMH (Social, Emotional and Mental Health) are met so that they can develop positive relationships with</p>	<ul style="list-style-type: none"> <li>• Safeguarding and behaviour systems identify the progress and achievement of set tar-</li> </ul>

	adults and peers in school, access the full curriculum and engage in their learning.	<p>gets – including the actions of the pastoral team to provide emotional support in class and on an individual/group basis.</p> <ul style="list-style-type: none"> <li>To focus on set targets – so the proportion of children increases with fewer behaviour logs for example and reduced behaviour plans – so children are increasingly ready to learn, access the curriculum and develop positive relationships.</li> </ul>
6.10	<p>-Provide enrichment experiences for learning they would not usually experience including local trips, visit to the theatre, residential trips, and partner work with parents.</p> <p>-Classroom coverage of the curriculum reflects the intent to increase cultural capital.</p>	<ul style="list-style-type: none"> <li>Maintained and increased access and participation in wider curriculum opportunities.</li> <li>Book looks show that children are using language and vocabulary across the curriculum.</li> </ul>
7.	-Attendance – continue establishing good attitudes to attendance and punctuality from EYFS, so that all year groups have attendances above average.	<ul style="list-style-type: none"> <li>Overall attendance for disadvantaged pupils, is at/greater than 97%.</li> </ul>

## 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 (Continuing Professional Development), recruitment and retention)

Budgeted cost: £70,041.20

Activity	Evidence that supports this approach	How will you ensure it is implemented effectively?	Staff Lead	Challenge number(s) addressed
Ensuring quality first teaching with a	Using the Pupil Premium to improve	-Termly pupil progress meetings to	HT, DHT	2,3,4,6,10.

comprehensive package of CPD, supported by coaching in learning walks and book looks. Staff have personal 1:1 feedback both verbally and on precision teaching.	teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium ( <b>EEF (Education Endowment Foundation) Pupil Premium</b> ). <b>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</b>	track and identify individuals and groups to set key actions. -Half termly book monitoring. -Termly learning walks and class observations. -Maintaining standards for interventions through monitoring by the SENDCo and SLT (Senior Leadership Team). -Early interventions for new arrivals to the school and country. - SLT direct coaching to increase class teacher impact.		
Strategically planned bespoke CPD delivered for all staff including reading, phonics, writing, maths and SEND. This will focus on the mastery approach, reading fluency and comprehension and the writing sequence	<b>EEF - Mastery learning High impact for very low cost based on limited evidence.</b> <b>Evidence strength - Impact (months)</b>  <b>+5 months</b>  -Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become competent in these objectives – breaking subject matter and learning content into units with clearly specified objectives – pursued until they are achieved.  -Ofsted research (summer 2019) shows the importance of long-term memory development and curriculum for ensuring the same academic, vocational, and technical ambitions for all and ‘the same knowledge and cultural capital they need to succeed in life’	<b>Mastery Learning</b> -Monitoring of CORE using Target Tracker to ensure learners work through each block of content in sequential steps. - Membership of the Maths mastery programme to support school development -Ongoing CPD – staff meetings and coaching by SLT. -Triangulation – with Teacher assessment, Target Tracker and half termly ARE HeadStart Tests. -Ongoing training for staff – in whole class Maths and Reading with Coaching and Team Teaching. <b>Reading Comprehension strategies</b> -Monitoring – Learning walks, scrutiny, and observations to check the teaching of VIPERs – children are taught a range of techniques which enable them to comprehend the meaning of what they read – such as inferring meaning from context. -Timetable changed – all year groups	HT, DHT, Core Subject Leaders	2,3,4,6,7,10.

		now start the day with Reading.		
Pupil Progress meetings will be used to support the implementation of mastery learning. The use of FFT aspire (in Y6) will be used to set ambitious targets and set precise actions in Pupil Progress Meetings.	<p><b>EEF – Small Group Tuition – moderate impact for moderate cost + 4 months</b></p> <p>Pupil Progress meetings will support the continued implementation of mastery learning in all subjects. This will be supported by small group tuition, so that children's learning gaps are identified so children can keep up. Pupil Progress meetings will identify children who are at risk of falling behind and are quickly identified so they are provided with small group intervention to keep up.</p> <p>-To ensure that the gap between disadvantaged and non – disadvantaged is diminished.</p>	<p>Phase Leaders – supported by DHT and AHTs, set robust, individual and cohort targets.</p> <p>-Reception to Year 6 – develop Year group improvement plans – interventions are mapped out for the half term – utilising TAs and HLTA.</p> <p>-Small group tuition will be planned strategically across the school through rigorous monitoring of pupils' attainment and progress data in pupil progress meetings.</p>	DHT, AHT.	1,2,3,4,6,10.
The practice of Feedback and Marking will be developed over the academic year 2024-25, so the implementation supports pupils to focus future learning on areas of weakness, through identifying and explaining misconception through supporting them in taking greater responsibility for their own improvement or through increasing pupils' motivation to improve.	<p><b>EEF – Feedback – very high impact for very low cost + 6 months</b></p> <p>Research shows that feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task, the process of the task, the student's management of their learning or self-regulation, or about them as individuals. This feedback can be verbal or written or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers. Evidence suggests that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils</p>	<p><i>Staff training – Assessment for Learning Policy.</i></p> <p>-Cycle of monitoring and triangulation:</p> <p>-Half termly book monitoring.</p> <p>-Termly learning walks and class observations.</p> <p>-Maintaining standards for interventions through monitoring by the SENDCo and SLT.</p> <p>-SLT checking that teachers provide at least one example per week of response marking in CORE, including Science.</p> <p>-Coaching teachers – so they understand that pupils require clear and actionable feedback to employ metacognitive strategies as they learn – as this information informs their understanding of their specific strengths and areas for development.</p>	HT, DHT, AHTs, Core subject leads.	1,2,3,4,6,10

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

Budgeted cost: £275,788.80

Activity	Evidence that supports this approach	How will you ensure it is implemented effectively?	Staff lead.	Challenge number(s) addressed
<b>Barrier: Barrier: Lost learning/ Attainment Gap – Action: Interventions</b>				
Identify children for different waves of intervention to target the gaps.  <i>-Reading focus for Y2,3,4 – identified key learning gaps in fluency and comprehension from Summer 2, 2024 Assessment data.</i>	<b>NTP and FFT research (2021) demonstrates that pupils using Tutoring with the Lightning squad make learning gains of between 3 and 5 months in reading attainment.</b> -NTP research 2021 – states that Tutoring is <b>more effective as a 1 – 3 ratio – from October 2021,</b>	DHT with class teachers decide/review the mix of children based on similar needs to work together.  -Regular reviews are built into the programme. -DHT and class teachers to review progress data – and decide the next steps for the interventions mid and end point of half terms.	DHT	2,3,4,6,10.
<i>Intervention staff member – a salaried member of staff to work alongside teachers to provide a range of interventions</i>	<b>EEF – Small Group Tuition – moderate impact for moderate cost + 4 months</b>	DHT with class teachers decide/review the mix of 3 children to work together and set the timetable, ensuring children do not have the same session time each day. -Intervention staff to work with 1-3 ratio, focusing on defined learning gaps in Year 5 (as evidenced in Summer 2 and Autumn 1 assessments) - namely: Reading comprehension – inference and Maths – fluency, basic skills and the 4 operations.	DHT	2,3,4,6,7,10.
<b>Barrier: Memory/recall link with cognitive load – Action: Reduce gaps in prior learning, including skills needed to retain knowledge taught</b>				



Activity	Evidence that supports this approach	How will you ensure it is implemented effectively?	Staff lead.	Challenge number(s) addressed
DHT and subject leads to work on <i>enriched curriculum across all subjects to ensure progression of key knowledge and skills throughout the school.</i>	A well-developed curriculum will explain how each subsequent curriculum choice promotes learning over time and the development of the pupil's long-term schema. Learning is broken down into components and manageable steps so as not to overload.	-CPD on curriculum – INSET in September, October, January. -Collaboration opportunities identified/school partnerships developed with subject leads. -Analysis by SLT around the substantive and disciplinary knowledge.	DHT, AHTs, Core Subject leads.	2,3,4,6,10.
Children to have increased recall of key knowledge identified in the NC for all subject areas. -Quality first teaching to include effective feedback for pupils that makes clear exactly what they need to do to improve their work.	<b>EEF – Feedback – very high impact for very low cost + 6 months</b> -The effective inclusion of all pupils in everyday high-quality teaching will ensure that the children through the small step teaching approach will be able to recall key points more efficiently, due to preventing cognitive load.	Cycle of monitoring and triangulation: -Half termly book monitoring. -Termly learning walks and class observations. -Maintaining standards for interventions through monitoring by the SENDCo and SLT. Training and refresher training for classroom expectations. Bespoke CPD program to address academy teaching and learning needs. -Evaluation of the impact CPD has had is built into every half termly CPD cycle.	SLT	2,3,4,6,10.
Pre-teaching and gap getting sessions	<b>EEF – Making better use of Teaching Assistants recommends that 'Research on TAs delivering targeted interventions in 1-1 or small group settings shows a consistent impact on learning attainment of approximately 3-4 additional months progress. These positive effects are only observed when TAs work in structured settings with high quality support and training.'</b>	As a result of targeted support on specific gaps in learning, PP children will be at least in line with their peers in reading, writing, GPS, and phonics. -Regular learning walks, book scrutiny, pupil voice and data analysis by SLT.	SLT	2,3,4,5,6,10.

	-Using support staff to pre-tutor key individuals/groups will ensure that over learning takes place and children develop increased recall – keeping up with their peers, rather than having to catch up.			
<i>Effective use of support staff in lessons</i>	<p><b>-EEF – Improving Literacy and Numeracy – recommend that ‘Schools should initially focus on ensuring they offer high quality in class support for the whole class.’</b></p> <p>Ensuring that support staff have a positive impact on academic achievement – supplementing teaching.</p>	Regular learning walks, book monitoring, pupil voice and data analysis by SLT.	SLT	2,3,4,5,6,10.
<i>Use of knowledge organisers and linked quizzes at the start and end of non-core subject</i>	This approach clearly identifies what individuals know at the start of the topic. It enables them to learn key facts and then focus on key skills and knowledge in lessons.	Book monitoring by SLT.	SLT	2,3,4,5,6,10.
<i>Daily before school targeted interventions – Maths – Y6, in view of assessment data in September 2024.</i>	Before School – Maths Catch Up Programme for 6 lower Y6 children with TA	<p>-Focusing on fluency and basic skills linked to the 4 operations – using MyMaths.</p> <p>-Regular learning walks, book monitoring, pupil voice and data analysis by SLT.</p>	DHT, Maths lead.	2.4.5,6,10.
<i>Weekly homework club/tutoring</i>	Teaching staff – Target in class support and before/after school interventions/tutoring for specific PP children. These include specific homework clubs (at lunchtime and after school as required) and gap getting sessions.	<p>Many of our disadvantaged children lack a suitable environment to study independently at home, many do not have the support they need – from parents and technology and thus cannot access weekly online learning. Paper copies have already been made available..</p> <p>-Extracurricular Homework clubs</p>	SLT	2,3,4,5,6.10

		are offered to Pupil premium pupils. -In addition, gaps in learning are identified and these are focused on in/after school booster sessions.		
Y6 Revision group from Spring term, including Easter group and Saturday school.	(EEF Pupil Premium). <b>Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.</b> -To increase the number of PP children achieving ARE and Greater Depth at end of Y6	Data analysis by SLT and Year 6 lead.	SLT	2,3,4,5,6,10
Barrier: English – limited speech and language skills, meeting the needs of EAL – Action: To improve attainment by being an inclusive school, with an emphasis on the correct use of standard English				
Activity	Evidence that supports this approach	How will you ensure it is implemented effectively?	Staff lead.	Challenge number(s) addressed
Employment of external Speech and Language Therapist – 1 day per week – to support speech and language provision across the school.	<b>EEF research states - 'An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils needs, and promotes high standards and the fulfilment of potential for all pupils.</b> -Once it is recognised that learners have emerging speech and language needs, scaffolding needs to be put in place to support learners. Expertise from outside agencies (such as West Midlands Speech and Language Service) is crucial, to ensure that pupils can communicate effectively.	Learning walks, assessment, and data analysis.  Inclusion lead review meetings.	Inclusion Lead	1,3,5,10.
Emphasis on vocabulary through quality first teaching.  Widget software to support vocabulary development and daily word of	Vocabulary is critical to child's success. Statistics show that there is a significant gap between the number of words known by a child who is disadvantaged compared to those from affluent backgrounds.	Learning walks and book monitoring.  New to school screening and interventions.	SLT EAL Lead	1.3.5,6,10

the day/week teaching Flash Academy Software				
Scaffolding in lessons where appropriate – use of word mats, visual aids (communication in print) Flash Academy program	Once it is recognised that learners have emerging speech and language needs, scaffolding needs to be put in place to support learners. This will aid the comprehension of the English language.	Learning walks and book monitoring.	SLT EAL Lead	1.2,3,4.5,6,10
Robust Phonics for EYFS, Ks1 and KS2 when needed = Read, Write Inc	<b>EEF – Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of +4 months progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 years olds) as they begin to read.</b> RWi program including coaching support from RWI lead ensures focused teaching leads to accelerated progress.	<ul style="list-style-type: none"> <li>-Ongoing training of staff.</li> <li>-Learning walks and monitoring with implementation.</li> <li>- Robust aspirational standards and coaching from RWI lead.</li> <li>-RWI cpd</li> <li>- support books for interventions</li> </ul>	SLT RWI Lead.	1,2,3,.5,6,10
Accelerated Reader Programme – to drive increased reading across key stage 2 TLR for home reading lead.	Accelerated Reader gives teachers the information they need to monitor students' reading practice and make informed decisions to guide their future learning. ... Vocabulary growth and literacy skills are also measured, giving teachers insight into how well students have responded to reading schemes and class instruction. Support within school from home reading lead to promote home reading including working with families.	<ul style="list-style-type: none"> <li>-Ongoing training of staff.</li> <li>-Learning walks and monitoring with implementation.</li> <li>-Reading lead to review AR progress reports half termly coach and challenge ethos.</li> <li>- workshops for families</li> <li>- internal promotion of home reading with celebratory events and awards.</li> </ul>	SLT Reading Lead. Home reading lead.	1.2, 3,5,6,10.

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

Budgeted cost: £91,930.00

Activity	Evidence that supports this approach	How will you ensure it is implemented effectively?	Staff Lead	Challenge number(s) addressed
<b>Barrier: Aspirations/Enrichment – Action: Provide regular opportunities to partake in enrichment activities</b>				
<i>A wide range of Educational visits – including transport and visitors into school.</i>	Many of our children do not have a wide range of life experiences. Children can draw on enrichment activities as a means of improving their imagination, creativity, vocabulary etc. To attempt to create a 'level playing field' in terms of life experiences.	All children can take part in a termly educational visit or experience a visitor in school – including Year 4 and Year 6 Residential. -All PP children will have this opportunity subsidised. -Lesson observations and learning environment reviews show learning is linked back to the classroom e.g. vocabulary.	DHT, AHT	1.5,6,9.
<i>Aspiration lead appointment - member of staff to work across the school with all year groups</i>	To increase opportunities to create a 'level playing field' in terms of life experiences – including: -Partnership with Aston Villa Football Club Foundation. -Developing a 'World of Work' week linked to a range of occupations and visitors. -External aspirational visitors. - linking curriculum work to future careers.	All children can take part in a termly educational visit or experience a visitor in school. -All PP children will have this opportunity subsidised.	SLT Aspiration Lead	5.6
<i>Swimming provision – on site temporary provision.</i>	Focused daily swimming experience for Y6 and Y5 pupils on site. School hires a pool to be placed on site raising expectations of aspiration in locality. Two swimming instructors offer focused on-site instruction resulting in accelerated progress.	-A clearly structured timetable of groups is in place and teaching – by both school staff and swimming instructors.	SLT Sports Lead	1.5,6,8.
<i>Heavily subsidised breakfast and after school clubs</i>	Some pupils have limited access to wider curricular experiences. After school clubs mean that pupils gain a range of skills which can be used across the curriculum. -A heavily subsidised breakfast club means that pupils arrive on time, have breakfast, and are prepared to access the	Outcomes and attendance for those pupils will be tracked on a termly basis. Use of wraparound provision promoted to specific vulnerable groups particularly temporary accommodation.	SLT AHT.	1.5,6,7,9.

	curriculum with an increased level of enthusiasm. Provision of subsidised wraparound facility to enhance family support.			
<b>Barrier: Health &amp; Safeguarding – Action: To ensure that all PP children have good mental health, high self-esteem and confidence and can function in school and everyday life</b>				
<i>Pastoral team– to provide emotional support to ensure pupils can focus fully in class and on an individual/group basis</i>	<b>EEF - On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They have an average overall impact of 4 months additional progress on attainment.</b> -By identifying children whose emotional well-being and/or mental health needs support early on, ensures that issues can be addressed (because of external barriers such as domestic violence, temporary housing, attendance) and do not impact on learning.	-Weekly pastoral team meetings with SLT.	SLT AHT	1,5,6,7,8,9.
<i>Keeping children safe – in the context of the local area – workshops with the Police and local community</i>	PCSO visit/year group assemblies organised – covering topics appropriate for Year groups: *KS1 – Stranger danger *LKS2 – Safety online *UKS2 – Knife crime	Weekly pastoral team meetings. -Weekly SLT update.	SLT AHT	1.5.6,8,9.
<i>Weekly SCARF PSHE lessons</i>	Allows children to acquire the knowledge and skills they need to manage their lives now and in the future. The curriculum develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.	Floor book monitoring Learning walks Observations Pupil Voice	DHT PSHE lead	1.5.6.8,9.
<b>Barrier: Attendance – Action: To ensure that all PP children achieve at least 97% attendance</b>				
For all children to achieve at least 97% attendance -Attendance lead to complete daily attendance monitoring: First day	Research shows that children eligible for PP are more likely to be persistent absentees. Supporting PP to attend school and reduce PA improves their attainment chances. Attendance assemblies and support for	-Weekly pastoral review meetings. -Weekly attendance data analysis. -Termly data analysis. Positive incentive scheme to recognise improved attendance.	SLT AHT	1.5,6,7.8.9.

<p>phone calls/follow up calls monitoring/home visits</p> <ul style="list-style-type: none"> <li>-Support plans for families and pupils.</li> <li>-Letters home to parents – targeting Persistent Absentees.</li> <li>-Signposting or support such as social, health and care.</li> <li>-Fast track attendance programme.</li> <li>-Daily/weekly/monthly attendance analysis.</li> <li>-Attendance parent workshops.</li> <li>- Positive attendance scheme.</li> </ul>	<p>children with attendance concerns. Robust tracking of potential persistent absentee children below 95%. Day 1 home visits for vulnerable Pupil Premium students.</p> <ul style="list-style-type: none"> <li>-PA and attendance % to be in line with or better than national averages.</li> <li>-Family support to remove barriers to learning – all children achieve and make progress.</li> <li>-positive recognition and celebration of good attendance linked to aspirational external visits</li> </ul>			
<p><b>Barrier: Parental Engagement – Action: To foster parents taking a keen interest in school life, engaged with workshops and feel empowered to support children at home</b></p>				
<p>Regular parent workshops to support teaching and learning</p> <p>ESOL workshops offer to parents.</p>	<p>As a school and Trust – we wish to share skills and expertise with parents on how they can support their children at home. This will include key areas such as reading, writing and mathematics, along with help in E-safety, attendance etc.</p> <p>Provide regular ESOL training in school to promote English for our families so that they are able to support pupils' academic progress.</p> <p>ESOL workshops resulting in increased English language proficiency also enables parents to manage outward appointments and engagements independently ensuring positive attendance by pupils in school.</p>	<p>A clear programme of workshops will be outlined to parents and will take place weekly.</p> <ul style="list-style-type: none"> <li>-Parental engagement and attendance are monitored.</li> </ul>	<p>SLT AHT Subject Leads</p>	<p>1,3,5,6,7,9,10.</p>

**Total budgeted cost: £437,760.00**



## Part B: Review of the previous academic year

Outcomes for disadvantaged and pupil premium pupils.

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

*National Testing 2024 data and Local Data, RAG rated against national data.*

*EYFS GLD National data 67% Local data 65%*

*All pupils – 58.8% PP 61.5% Disadv 61.5%*

*Phonics – Y1 69% All pupils PP 68.3% Disadv 66.7%*

*KS2 SATS All pupils 70.3% PP 67.3% Disadv 68.6%*

Analysis

Our work on supporting pupil premium pupils at our school is showing impact.

EYFS

All our children rate as below expected standard when they arrive, and it is good to see that within their first year with us the interventions and focused teaching is having a positive impact on their progress in terms of attainment. We are pleased that our pupil premium children are increasingly performing better.

Phonics

With the impact of the pandemic, low entry level and high EAL for our Year 1 pupils' phonics is a key indicator of progress at our school. As a result of this we have invested heavily in the RWI scheme and staff training. This will be a key focus moving forward for us as a school. There has been a good improvement in attainment levels as the gap for all children including PP has narrowed in comparison to national, despite the improvements that have nationally been seen.

KS2 SATS

Our disadvantaged pupils made similar progress to our whole cohort and we are pleased to see the improved performance of our pupil premium children, who compared to national data have performed well.

Review of internal pupil data,



- Attendance improvements have led to positive impact on pp children making good progress
- Pastoral support including bereavement counselling had good impact.
- Dedicated speech and language support had good impact, consideration to be given to broadening this offer in future dependent on funding.
- EAL impact on some pupil premium to be reviewed and consideration of further support by way of widgets, teacher cpd and focused interventions. More work to do on screening and focused interventions.
- RWI and phonics interventions are key for pupils where EAL is impacting on progress and attainment, increased family working to be considered.
- Behaviour has had a negative impact and further resources from SLT and Pastoral team to be allocated for this support. Review of what went well – regular check ins with pupils one to one's recruitment of pastoral staff has been tricky and continued focus here to be made.
- 2025 School house system to continue to support behaviour improvements.
- 2025 additional AHT to work on UKS2 support and ensure improved classroom pedagogy to support behaviour and accelerated learning.

## 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
Aspirational workshops linked to entrepreneurship	F2D
Aspiration and self esteem	Centrestage
Aston Villa Mentoring	Aston Villa Foundation
Mentoring for at risk pupils	Emerge Leadership
Equal Access and Self Esteem	Aspire Sports
Behaviour and Character Education	Loudmouth Theatre Workshop Alison Cope Knife Crime Workshop