

# Pupil Premium Strategy Statement 2024/2025



## Gunthorpe Primary School

This statement details our school's use of Pupil Premium funding to remove barriers to success and 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 - as part of a three-year plan - and the impact that last year's Pupil Premium grant funding has had within our school.

### School overview

Detail	Data
School name	Gunthorpe Primary School
Number of pupils in school	343
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers	2024/2025
Date this statement was published	11th December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Christopher Scales
Pupil Premium lead	Charlotte Brattan
Governor / Trustee lead	Karen Armstrong

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£231,580
Pupil premium funding carried forward from previous years.	£0
<b>Total budget for this academic year</b>	<b>£231,580</b>

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

Ensuring that every child reaches their full potential is of paramount importance at Gunthorpe Primary School. This encompasses social, moral, spiritual and cultural growth and we believe in maintaining an environment in which every member of the school is able to achieve success and fulfilment. High expectations and consistency of progress and achievement for all pupils is embedded throughout our school.

Our main priority for our disadvantaged children is that they achieve in line with peers from non-disadvantaged backgrounds and to do this they are entitled to strong, quality-first teaching as a key, underpinning feature of our offer. Our knowledge-rich curriculum and our consistent approach to linked, key skills and knowledge support our pupils to 'know more and remember more'. At Gunthorpe Primary School our strong ethos and culture is based upon inclusion and nurture and included in our strategy are wider approaches aimed at supporting our pupils' mental well-being, and to build their resilience and self-confidence.

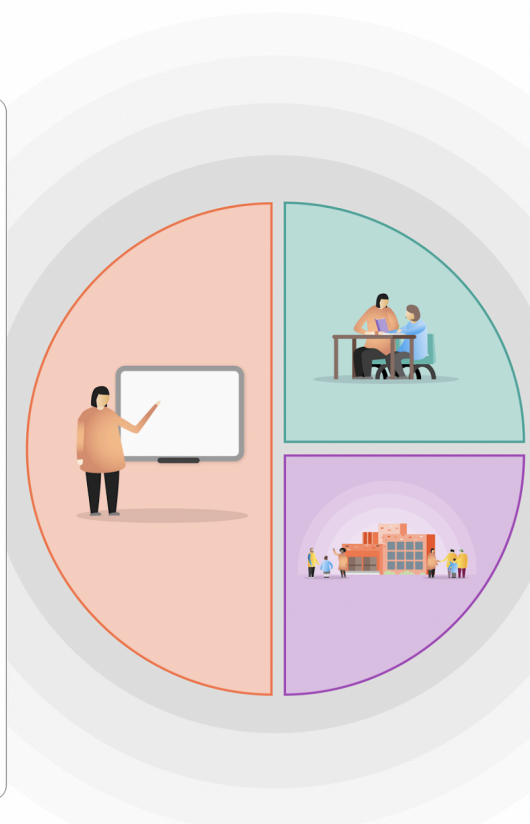
At Gunthorpe Primary School the current strategy plan is formulated based on the Education Endowment Foundation recommendations to focus on the 3-tiered approach. This 3-tiered whole school planning model to Recovery Premium and Pupil Premium spending focuses on strategies which will have the greatest impact:

### EEF GUIDE TO SUPPORTING SCHOOL PLANNING – TIERED MODEL: Gunthorpe Primary School



#### 1 Teaching

Improving the quality of teaching and providing professional development opportunities is at the forefront of our approach. Evidence strongly suggests that the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is key to ensuring high quality provision for all. Using the Pupil Premium funding to improve the quality of teaching benefits all students not just those who are disadvantaged.



#### 2 Targeted academic support

We use a variety of one-to-one or small group interventions linked to effective classroom teaching and learning. Evidence consistently demonstrates the positive impact targeted academic support can have.

#### 3 Wider strategies

Providing support in tackling the most significant, non-academic, barriers to success at school is the final, important tier. Such support includes addressing attendance issues and providing behaviour and social and emotional support.

## Challenges

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

Challenge number	Detail of challenge
1	Low starting points - Spoken Language and Vocabulary Children starting school with us in Reception often require additional support with their spoken language and vocabulary knowledge and skills.
2	Phonics, Reading and Writing These core literacy skills identify themselves within whole-school data as key inhibitors of overall academic progress and successful outcomes.
3	Wider Personal Development In order for all of our children to access a rich and varied programme of enrichment and personal development opportunities, it is essential for us to provide a comprehensive offer to ensure equity in this area for disadvantaged children.
4	Attendance High levels of persistent absence are a barrier to the personal and academic development and attainment of disadvantaged children.
5	Children who are both disadvantaged as well as having SEND issues. Currently 34% of the disadvantaged cohort are also on the SEN register. These co-occurring challenges require focused support for all of these children to be successful.

## 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 children are supported with their spoken language and vocabulary skills to ensure that our full curriculum offer can be accessed.	<ul style="list-style-type: none"> <li>- Monitoring will demonstrate that learning environments and our curriculum promote and facilitate the development of strong oracy skills.</li> <li>- SALT support and interventions will demonstrate good rates of progress from baselines.</li> <li>- The introduction of focused assessment tools such as the Birmingham Language and Literacy Toolkit will demonstrate good rates of progress.</li> </ul>
2. All children have a secure level of core literacy skills and knowledge across phonics, reading and writing, permitting confident access to learning across the curriculum.	<ul style="list-style-type: none"> <li>- Year 1 Phonics Screening Check results for disadvantaged children are in line or above National 80%.</li> <li>- Year 2 Phonics check results for disadvantaged children are in line or above National 91%.</li> <li>- Children transition to Year 1 with a secure knowledge of Phase 3 phonics.</li> <li>- Phonics, Reading and Writing outcomes for disadvantaged children will increase, aiming for parity with or exceedance of their non-disadvantaged peers.</li> </ul>
3. All children access a comprehensive programme of personal	<ul style="list-style-type: none"> <li>- All children have the opportunity to access a variety of school led clubs, which support their wider personal development.</li> </ul>

<p>development and enrichment activities across the curriculum.</p>	<ul style="list-style-type: none"> <li>- An enrichment and wider personal development yearly plan is developed so that all children have opportunities to engage with roles in school, thereby developing agency and British Values.</li> <li>- All children have the opportunity to participate in a range of educational trips and residential. Data shows an increased percentage uptake on last year's figures.</li> </ul>
<p>4. Rates of attendance for disadvantaged children are strong and reflect an improving picture.</p>	<ul style="list-style-type: none"> <li>- Rates of persistent absenteeism for disadvantaged children are in line with or lower than both local and national benchmarks.</li> <li>- The overall attendance of disadvantaged children improves towards that of non-disadvantaged children.</li> </ul>
<p>5. Disadvantaged children who also have SEND challenges are effectively supported to make strong progress from their starting points.</p>	<ul style="list-style-type: none"> <li>- Children make good progress from their starting points in line with set targets.</li> <li>- Monitoring reflects the effective provision in place for disadvantaged children with SEND.</li> <li>- APDR, provision-mapping documents and EHCP reviews provide evidence of effective practice.</li> </ul>

## Activity in this academic year (2024-25)

This details how we intend to spend our Pupil Premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £111,363

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to embed the Universal Classroom approach to ensure that classrooms are as inclusive as possible, allowing all children to be successful learners within the environment.</p>	<p>Cambridgeshire Ordinarily Available Provision approach - <a href="https://info.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/site.page?id=GnqPdZ4RvQk#:~:text=In%20Cambridgeshire%2C%20we%20are%20proud.to%20the%20school%20or%20setting">https://info.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/site.page?id=GnqPdZ4RvQk#:~:text=In%20Cambridgeshire%2C%20we%20are%20proud.to%20the%20school%20or%20setting</a></p> <p><a href="https://learningjournals.co.uk/what-is-inclusive-practice-and-why-does-it-matter/#:~:text=Benefits%20of%20an%20Inclusive%20C classroom,and%20teamwork%20in%20their%20lessons">https://learningjournals.co.uk/what-is-inclusive-practice-and-why-does-it-matter/#:~:text=Benefits%20of%20an%20Inclusive%20C classroom,and%20teamwork%20in%20their%20lessons</a>.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you">https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send">https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send</a></p>	<p>4, 5</p>
<p>Continue and develop engagement with the PiXL Primary system to ensure that formative assessment information is used for best impact.</p>	<p><a href="https://www.pixl.org.uk/primary">https://www.pixl.org.uk/primary</a></p> <p><a href="https://www.theeducationpeople.org/blog/formative-assessment-the-secret-to-lasting-improvement-in-schools/">https://www.theeducationpeople.org/blog/formative-assessment-the-secret-to-lasting-improvement-in-schools/</a></p>	<p>2, 5</p>
<p>Focus on targeted areas of classroom pedagogy to support the progress of all children, including disadvantaged children.</p> <ul style="list-style-type: none"> <li>- Introduction of the Teaching Walkthrus CPD system (Think, Pair, Share strategy initially)</li> <li>- Adaptive teaching</li> <li>- Small-steps teaching</li> <li>- Formative approach to adapting lesson structures.</li> </ul>	<p><a href="https://walkthrus.co.uk/how-does-it-work">https://walkthrus.co.uk/how-does-it-work</a></p> <p><a href="https://teacherhead.com/2023/05/11/three-years-of-teaching-walkthrus/">https://teacherhead.com/2023/05/11/three-years-of-teaching-walkthrus/</a></p>	<p>1, 2, 5</p>
<p>Support the further development of the EYFS curriculum through the introduction of the CUSP Early Foundations curriculum materials.</p>	<p><a href="https://www.unity-curriculum.co.uk/more-information/cusp-early-foundations/">https://www.unity-curriculum.co.uk/more-information/cusp-early-foundations/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches#:~:text=On%20ave">https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches#:~:text=On%20ave</a></p>	<p>1, 2, 3, 5</p>

	<a href="#">rage%2C%20children%20who%20are.for%20children%20from%20disadvantaged%20backgrounds.</a>	
Support the further development of our EYFS and Year 1 provision through engagement with advisory support provided by Early Excellence.	<a href="https://earlyexcellence.com/wp-content/uploads/2018/01/EX_CREC_TheHundredReview.pdf">https://earlyexcellence.com/wp-content/uploads/2018/01/EX_CREC_TheHundredReview.pdf</a>	1, 2, 3, 5
Introduce and embed our new systematic synthetic phonics scheme - Little Wandle Letters and Sounds Revised.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  <a href="https://www.littlewandlelettersandsounds.org.uk/about-us/our-impact/">https://www.littlewandlelettersandsounds.org.uk/about-us/our-impact/</a>	2, 5
Introduce and embed key elements of the CUSP curriculum: CUSP Reading and Writing (plus the new Oracy materials)	The CUSP curriculum - <a href="https://www.unity-curriculum.co.uk/more-information/">https://www.unity-curriculum.co.uk/more-information/</a>  <a href="https://www.unity-curriculum.co.uk/more-information/primary/">https://www.unity-curriculum.co.uk/more-information/primary/</a>  Reading comprehension strategies - <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>  Oracy teaching/intervention -  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>	1, 2, 5
Further develop the use and impact of the Accelerated Reader system.	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader-effectiveness-trial">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader-effectiveness-trial</a>  <a href="https://www.evidence4impact.org.uk/interventions/1024?">https://www.evidence4impact.org.uk/interventions/1024?</a>	2
Introduce and embed the Tackling Tables.	<a href="https://researchschool.org.uk/derby/news/tackling-tables-with-tackling-tables">https://researchschool.org.uk/derby/news/tackling-tables-with-tackling-tables</a>  <a href="https://hundred.org/en/innovations/tackling-tables">https://hundred.org/en/innovations/tackling-tables</a>	2

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

Budgeted cost: £52,517

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use our new Little Wandle Letters and Sounds Revised SSP 'keep-up', 'catch-up' and SEND programme and resources to provide strong phonics intervention.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>  <a href="https://www.littlewandlelettersandsounds.org.uk/about-us/our-impact/">https://www.littlewandlelettersandsounds.org.uk/about-us/our-impact/</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	2, 5
Use our PiXL Primary resources as a basis for programmes of effective intervention in core subjects.	<a href="https://www.pixl.org.uk/primary">https://www.pixl.org.uk/primary</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	2, 5
Using advice, CPD and materials from specialists from the Local Authority, lead programmes of speech and language (SALT) intervention.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches#:~:text=On%20average%2C%20children%20who%20are,for%20children%20from%20disadvantaged%20backgrounds.">https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches#:~:text=On%20average%2C%20children%20who%20are,for%20children%20from%20disadvantaged%20backgrounds.</a>	1, 5
Support children with SEND, including higher-needs SEND, to access their learning and make progress from starting points.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>  <a href="https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send">https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>	1, 2, 5

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

Budgeted cost: £67,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
To retain the services of the Welfare and Safeguarding Lead.	<p>Early intervention with attendance secures better outcomes as does working closely with families. Barriers such as poor housing, lack of opportunity, poor nutrition etc. all can lead to children not performing at their best in school.</p> <p>EEF research shows parental engagement has a positive impact of +4 months -  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	5
Continue to work closely with families to promote strong school attendance for all, including through the introduction of a focused programme of emotionally-based school avoidance (EBSA) support.	<p>Early intervention with attendance secures better outcomes as does working closely with families.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</a></p> <p>EEF research shows parental engagement has a positive impact of +4 months -  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p><a href="https://www.cambslearntogether.co.uk/asset-library/ebsa-parent-guide-easy-read2.pdf">https://www.cambslearntogether.co.uk/asset-library/ebsa-parent-guide-easy-read2.pdf</a></p>	4
Additional adults to support targeted pupils who are at a 'crisis' point with their social and emotional needs- Learning Mentor. ELSA support for identified children.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition   EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	3, 4, 5
Engage with the Libraries for Primaries programme to promote a love of reading for all children.	<p><a href="https://literacytrust.org.uk/policy-and-campaigns/libraries-for-primaries/#:~:text=Research%20shows%20that%20when%20children,magic%20of%20books%20at%20home">https://literacytrust.org.uk/policy-and-campaigns/libraries-for-primaries/#:~:text=Research%20shows%20that%20when%20children,magic%20of%20books%20at%20home</a></p>	2, 3
Ensure that there is equitable access to enrichment and extra-curricular opportunities for disadvantaged children	<p>To ensure that pupils have the same access to the cultural capital of non-PP children. This is in the form of trips, visits and enrichment activities.</p> <p><a href="https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf">https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf</a></p>	3

<p>including trips, residential and clubs.</p> <p>Pupil Premium children make up 50% of the participants for each extra curricular club.</p> <p>PP children are in receipt of 100% funding towards trips and residential.</p>		
<p>All children to have access to our 'Magic Breakfast' each morning.</p>	<p><a href="https://www.magicbreakfast.com/research/rise-and-shine-how-breakfast-impacts-the-health-and-educational-outcomes-of-children-and-young-people/">https://www.magicbreakfast.com/research/rise-and-shine-how-breakfast-impacts-the-health-and-educational-outcomes-of-children-and-young-people/</a></p>	1, 2, 3, 4, 5
<p>Engage with a range of strategies to develop and increase parental engagement with learning.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	1, 2, 3, 4, 5
<p>Across our first year of engagement, introduce and embed the Outdoor Play and Learning (OPAL) programme in school.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning</a></p> <p><a href="https://outdoorplayandlearning.org.uk/research-and-evidence/">https://outdoorplayandlearning.org.uk/research-and-evidence/</a></p>	1, 3
<p>Provide programmes of KidsAid and play therapy to support children and their families.</p>	<p><a href="https://kidsaid.org.uk/impact/#:~:text=96%25%20of%20our%20beneficiaries%20have,for%20longer%20than%206%20months">https://kidsaid.org.uk/impact/#:~:text=96%25%20of%20our%20beneficiaries%20have,for%20longer%20than%206%20months</a></p> <p><a href="https://kidsaid.org.uk/wp-content/uploads/kidsaid-impact-report.pdf">https://kidsaid.org.uk/wp-content/uploads/kidsaid-impact-report.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/play-based-learning">https://educationendowmentfoundation.org.uk/early-years/toolkit/play-based-learning</a></p>	3, 5

**Total budgeted cost: £231,580**

## Part B: Review of Pupil Premium Strategy outcomes in the previous academic year.

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

### Teaching

<p>To secure consistently 'good and better' quality of teaching across the whole school to ensure 'good and better' outcomes and progress for all learners, and particularly for disadvantaged pupils and for boys.</p>	<p>Internal CPD and monitoring has focused closely on improving both the standards of teaching and learning as well as ensuring that our classrooms are inclusive spaces in which all children are given the tools and scaffolds needed to be successful learners.</p> <p>Disadvantaged outcomes reflect an improving yet mixed picture across school: in Years 1, 4 and 6 disadvantaged children performed ahead of or in line with their peers in Reading and Writing whilst this was the case for disadvantaged children across Years 1, 4, 5 and 6 in Maths.</p> <p>Outcomes for boys also reflect an improving yet mixed picture. In Reading and Writing, boys performed in line with or ahead of girls in Years 1, 2, 3 and 5. Across school, boys outperformed girls in Maths in every year group apart from Year 6. Disadvantaged boys outperformed or performed in line with non-disadvantaged boys in Years 1, 4, 5 and 6.</p> <p>Achieving consistently-strong standards of teaching and learning and increased outcomes for disadvantaged children including boys will need to remain a key focus as we introduce our new Pupil Premium Strategy for the 2024-25 academic year.</p>
<p>To use summative assessment materials in a formative manner. Using tests to identify gaps in learning and plan to address these in teaching sequences. Purchase of PiXL and Salford Reading Tests as well as the full application of Accelerated Reader.</p>	<p>Formative PiXL testing outcomes have been used across school and formed a key part of pupil progress meeting discussions and action points.</p> <p>Through the introduction of more regular 'core team' formative discussion meetings into the 2024-25 academic year and a reviewed approach to pupil progress meetings, we intend for there to be a greater, positive impact on pupil outcomes across school.</p>
<p>Ensure that all classroom staff have an understanding of strategies to support phonic development. Provide regular non-contact time for our English SL &amp; EYFS SL to work with class teachers, TAs and external consultants. Support from the New Wave English Hub.</p>	<p>All staff involved in the teaching of phonics have been able to access regular coaching and CPD opportunities provided by the phonics subject leader.</p> <p>Ongoing support visits from the New Wave English Hub have continued across the 2023-24 academic year.</p> <p>Following the decision to move onto the Little Wandle Letters and Sounds SSP from September 2024, a programme of CPD</p>

	<table border="1"> <thead> <tr> <th rowspan="2">Phonics Screening Check</th> <th colspan="4">2023/2024</th> </tr> <tr> <th>Cohort</th> <th>School</th> <th>PP</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>% of pupils passing in Year 1</td> <td>41</td> <td>71%</td> <td>63%</td> <td>80%</td> </tr> <tr> <td>% of pupil passing check by end of Year 2</td> <td>55</td> <td>84%</td> <td>76%</td> <td>91%</td> </tr> </tbody> </table>	Phonics Screening Check	2023/2024				Cohort	School	PP	National	% of pupils passing in Year 1	41	71%	63%	80%	% of pupil passing check by end of Year 2	55	84%	76%	91%
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<p>To continue to improve our whole school approach to the teaching of Maths focusing on fluency, reasoning and problem solving.</p> <p>To continue to improve our whole school focus on maths vocabulary.</p>	<p>Across school, summative data shows that whilst our wider mathematics attainment needs to continue to improve swiftly across school.</p> <p>Our Year 4 multiplication tables check outcomes showed that our pupil premium children performed in line with their peers with an average MTC score of 18.</p> <p>A new strategy will be introduced in the 2024/25 academic year to secure stronger multiplication tables check outcomes and greater upper key stage 2 readiness for all children.</p>																			
<p>Redevelop our wider curriculum in a structured manner, ensuring that there is a clear vision, with Key Concepts and Knowledge Categories clearly mapped for schematic progression, and in-built assessment opportunities that allow teachers to understand how well knowledge has been retained and how to best support learning in future.</p>	<p>Our curriculum has been redeveloped using Key Concepts which weave horizontally, diagonally and vertically across our curriculum.</p> <p>Knowledge Categories have been carefully selected for our foundation subjects. These Knowledge Categories support children to build schema and move learning into their long term memory.</p>																			
<p>Teachers effectively use metacognition and self-regulation approaches to teach to support pupils to think about their own learning more explicitly, by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p>	<p>This will be developed throughout 2024/2025 using Teacher WalkThrus.</p>																			

### **Targeted academic support**

<b>Activity:</b>	<b>Outcomes/Impact:</b>
<p>Year 5 and Year 6 are each split into three classes (max 20 pupils per group) for their core learning in the morning.</p>	<p>Key summative pupil outcomes are shown above for these year groups. Due to a lack of initial impact for cost and further staffing challenges, Year 5 was returned to two set classes ahead of January 2024. For the same reasons, Year 6 was returned to two set classes from April 2024. This is not an approach that we will look to pursue in our 2024-25 Pupil Premium Strategy.</p>
<p>Targeted academic support delivered by Teaching Assistants.</p>	<p>Individual children's evidence on EHCP and APDR's.</p>
<p>Employ an additional intervention teacher to deliver high quality phonics/reading targeted at disadvantaged pupils who require support to close the gap.</p>	<p>Additional phonics interventions resulted in 100% of the Pupil Premium children accessing this additional support passing the Year 1 Phonics Screening Check.</p>
<p>Additional reading sessions targeted at disadvantaged pupils who require further reading support, particularly for</p>	<p>Our planned 2024/25 introduction of the CUSP Reading</p>

the lowest 20% of readers, including through the Herts for Learning Reading Fluency Project (for Key Stage 2).

curriculum across school has been actioned in part due to the incorporation of key features of Herts for Learning Reading Fluency practice into the scheme.

### **Wider strategies**

<b>Activity:</b>	<b>Outcomes/Impact:</b>
To retain the services of the Welfare and Safeguarding Lead.	<p>Our Welfare and Safeguarding Lead is a vital role in school.</p> <p>There were a total of 714 safeguarding concerns logged on MyConcern across the 2023-24 academic year.</p> <p>At the end of July 2024, 13 families were open to Early Help support. 9 families were currently at a Child Protection or Child In Need level of support.</p> <p>Across the 2023-24 academic year, the school made a total of 12 Children's Social Care referrals as well as a Prevent referral.</p> <p>The ongoing support of our Welfare and Safeguarding Lead is an essential feature of our pastoral offer which must continue into the 2024-25 academic year.</p>
Continue to work closely with families to promote strong school attendance for all.	<p>Please refer to the data table below.</p> <p>Whilst a focused programme of attendance support was implemented across the 2023-24 academic year (including proactive support and parent contact, attendance improvement meetings and letters alongside support from the Local Authority and Emotional Wellbeing Service), we will continue to develop our practices in line with updated national and local guidance into the 2024-25 academic year to improve rates of attendance for disadvantaged children.</p>

		Unauthorised		Total Absences		Total Attendances		Persistent	
2023/2024	Students	Number	%	Actual	%	Actual	%	Count	%
Whole School	399	980	0.69	8608	6.06	133482	93.94	64	16.04
Pupil Premium	180	687	1.06	4841	7.49	59781	92.51	41	22.78
Non Pupil Premium	219	293	0.38	3767	4.86	73701	95.14	23	10.5

Additional adults to support targeted pupils who are at a 'crisis' point with their social and emotional needs- Learning Mentor.  
ELSA support for identified children.

Pre and post support ELSA questionnaires demonstrate that the support has had an impact on children. Key examples of this are; bereavement support which has enabled children to manage feelings and emotions. ELSA support has also supported children to develop strategies to manage feelings within the classroom and at social

	times.
To support individual pupils' social and emotional needs by providing 1-1 play therapy, bereavement support and Lego therapy.	Pre and post SQD's demonstrate that play therapy has had a positive impact on children and their families.
Equal access to enrichment and extra-curricular opportunities.	The school contributed 100% for all PP children to attend visits and residential. On average 40% of the participants at each extra curricular club were pupil premium.
All children have access to 'Magic Breakfast' each morning.	On reflection we will look at ways to develop our breakfast club provision in the future.
Engage with the PCC 'Raising Boys' Attainment' Project from spring 2024 onwards led by Gary Wilson.	Whilst this project was engaged with across the academic year, competing school priorities led to this project not having the full impact that was intended.
Purchase resources to create play opportunities across school Summer 2024 onwards.	We launched a soft start to OPAL at Easter 2024 and our official launch was in September 2024. Working closely with our OPAL mentor, we have planned a long term play plan for our children, which will provide them with purposeful play opportunities across the thirteen areas of play. Impact data will be available next academic year.

## Externally provided programmes 2023-24

Programme	Provider
PiXL Primary	PiXL
ELSA (Emotional Literacy Support Assistant) programme	Peterborough City Council
Accelerated Reader	Renaissance Learning
Phonics Hub support	DfE New Wave Hubs
Jolly Phonics SSP	Jolly Phonics
Reading Fluency Project	Herts for Learning
Magic Breakfast	Magic Breakfast