

Crown Wood Primary School

Pupil Premium Strategy Statement 2024-27

This statement details our school's use of **Pupil Premium Grant (PPG)** 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	Crown Wood Primary School
Number of pupils in school	595 (2024-25) TBC (2025-26) TBC (2026-27)
Proportion (%) of pupil premium eligible pupils	21.2% (2024-25) TBC (2025-26) TBC (2026-27)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2027
Date this statement was published	September 2024
Date(s) on which it will be reviewed	July 2025 July 2026 July 2027
Statement authorised by	Grant Strudley
Pupil premium leads	Grant Strudley
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 145,793 (2024-25) TBC (2025-26) TBC (2026-27)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 (2024-25) TBC (2025-26) TBC (2026-27)
Total budget for this academic year	£ 145,793 (2024-25) TBC (2025-26) TBC (2026-27)

Part A: Pupil premium strategy plan

Statement of intent

<p>Our aim is to improve provision for children in receipt of the Pupil Premium Grant (PPG) at Crown Wood Primary School so economic hardship alone is not a barrier to learning. This includes:</p> <ul style="list-style-type: none"> • Children in receipt of the Pupil Premium Grant (PPG) performing in line with ‘all’ pupils in their cohort and there is no attainment gap. • Children in receipt of the Pupil Premium Grant (PPG) making accelerated phase to phase progress in reading, writing and mathematics in all year groups. • Delivering high quality teaching and learning with professional development supporting leaders, teachers and support staff to continuously develop and improve their pedagogy and subject knowledge. • Ensuring a well sequenced and engaging curriculum and providing extra-curricular and enrichment activities which promote and develop social, economic, cultural and other ‘capital’. • Having high expectations and providing challenge to all learners, including those who are ‘more able’ • Identifying and addressing underachievement quickly and putting in place high quality targeted support. • Identifying and addressing potential SEND, particularly social, emotional and mental health needs, and putting in place high quality targeted support and / or referring to external services.

Challenges

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

Challenge number	Detail of challenge
1	<p>Learning Attitude and Skills: Data analysis shows that pupils in receipt of the Pupil Premium Grant (PPG) (a) make slower progress than their peers and (b) fewer are working at the Expected Standard (EXS+) for their year group in reading, writing and mathematics. Those who are working at EXS+ are also more likely to be insecurely at that standard and prone to a ‘dip’ after the summer break. Children in receipt of the Pupil Premium Grant (PPG) are less likely to:</p> <ul style="list-style-type: none"> • Ask and answer questions in class; • Be able to pay attention or concentrate for long periods; • Work independently; • Respond to feedback and learn from mistakes; • Be prepared to take risks; • To shows resilience;
2	<p>Attendance: Attendance for children in receipt of the Pupil Premium Grant (PPG) is currently 92.9% and is 2.4% lower than for all children. Persistent absence (PA) for this group is currently 20.4%, which is 10.6% higher than for all children.</p>
3	<p>Behaviour & Relationships: 7/27 children with 10 or more logged behaviour incidents and 4/8 children with 20 or more logged incidents in the 2023-24 academic year are in receipt of the Pupil Premium Grant (PPG). All bar 1 of the 6 children suspended or permanently excluded in the 2023-24 school year are in receipt of the Pupil Premium Grant (PPG). In addition, around one third of the 123 children in receipt of the Pupil Premium Grant (PPG) are also on the SEND Register with a significant proportion identified as having a Communication & Interaction (C&I) or Social, Emotional & Mental Health (SEMH) need. Overall, this group:</p> <ul style="list-style-type: none"> • Struggle to build and maintain relationships with peers and adults; • Do not always work or play well with others; • Are less likely to volunteer or to be picked for roles; • Are not always kind or respectful to others; • Do not always act responsibly;
4	<p>Key Development & Skills: On entry to the school in Reception, children in receipt of the Pupil Premium Grant (PPG) are typically working below their peers in the following areas:</p>

	<ul style="list-style-type: none"> ● Listening, attention and understanding; ● Communication and language; ● Self-regulation; ● Building relationships; ● Fine and gross motor skills; ● Comprehension and Word reading;
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Intended outcomes

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

Intended outcome	Success criteria
1. A greater proportion of children in receipt of the Pupil Premium Grant (PPG) attain the Expected Standard (EXS) each year in reading, writing and maths and RWM combined.	<ul style="list-style-type: none"> ● A greater proportion of children in receipt of the Pupil Premium Grant (PPG) are at EXS+ in reading, writing and maths than in July 2024, 2025 and 2026. ● A greater proportion are at EXS+ in RWM Combined than in July 2024, 2025 and 2026. ● At the end of Year 6, a greater proportion are at EXS+ in reading =, writing and maths and RWM Combined than in July 2024, 2025 and 2026. ● A greater proportion are passing the Phonics Screening Check (PSC) and achieving 20/25 in the Multiplication Tables Check (MTC) each year.
2. A greater proportion of children in receipt of the Pupil Premium Grant (PPG) achieve the Early Learning Goals (ELG) in the prime areas of learning and reading by the end of Reception each year.	<ul style="list-style-type: none"> ● A greater proportion of children in receipt of the Pupil Premium Grant (PPG) achieve the Early Learning Goals (ELG) in the prime areas of learning than in July 2024, 2025 and 2026. ● A greater proportion achieve the Early Learning Goals (ELG) in word reading and comprehension than in July 2024, 2025 and 2026. ● A greater proportion a Good Level of Development (GLD) than in July 2024, 2025 and 2026.
3. The attainment gap between children in receipt of the Pupil Premium Grant (PPG) and 'all' children is narrow or narrowing.	<ul style="list-style-type: none"> ● Children in receipt of the Pupil Premium Grant (PPG) make accelerated progress EYFS - Year 2 and Year 2 - Year6 in reading, writing and maths. ● The gap in attainment between children in receipt of the Pupil premium Grant (PPG) and 'all' children is narrow or narrowing at the end of Reception, Year 2 and Year 6.
4. Attendance of children in receipt of the Pupil Premium Grant (PPG) is in-line with or better than for 'all' children and their persistent absence (PA) is in-line with all children.	<ul style="list-style-type: none"> ● Attendance of children in receipt of the Pupil Premium Grant (PPG) is in-line with or better than 'all' children' in the school. ● Attendance is in-line with or better than the national average for 'all' children. ● Persistent absence (PA) is in-line with 'all' children in the school. ● Persistent absence (PA) is in-line with or better than 'all' children nationally.
5. Children in receipt of the Pupil Premium Grant (PPG) build and maintain good relationships and know how to act responsibly and to treat others with respect.	<ul style="list-style-type: none"> ● The percentage of children in receipt of the Pupil Premium Grant (PPG) (a) logged for behaviour incidents or (b) given a fixed term suspension is proportionate to the size of the group within the school. ● There are fewer incidents of 'physical – pupil', disruption and defiance involving children in receipt of the Pupil Premium Grant (PPG).

	<ul style="list-style-type: none">● There are fewer logged incidents overall.● Children in receipt of the Pupil Premium Grant (PPG) report better peer relationships and a secure understanding of the school's values and expectations.
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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 (e.g., CPD, recruitment and retention)

Budgeted cost: £50,493

Activity	Evidence that supports this approach	Challenge no(s) addressed
<p>Improve quality of teaching and develop teachers' subject knowledge by:</p> <ul style="list-style-type: none"> ● Delivering high quality CPD, including releasing SLT to undertake regular 'Developmental Drop Ins' (DDIs) for teachers. ● Releasing ECTs to attend additional CPD sessions run by the Trust in addition to their statutory induction. ● Promoting mentoring and coaching across the school. ● Using directed time to provide bi-weekly team PPA and additional team time each week after school, including time for assessment and time to identify and address underachievement (e.g. pupil progress meetings). ● Investing in a high quality, well sequenced and engaging curriculum. ● Ensuring that teachers are using effective formative assessment to quickly identify where pupils need additional support or challenge and adapt their teaching accordingly. 	<p>The EEF Guide to Pupil Premium (2023) states, "investing in high quality teaching should rightly be a top priority for Pupil Premium spending. Strategies to support this could include investing in professional development, training, support for early career teachers" (p3).</p> <p>Rowland (2022) states, "Rigorous assessment promotes early intervention and ongoing support for pupils. Early intervention, rooted in pupil need, that enables pupils to thrive in the classroom can prevent curriculum narrowing and a reactive approach."</p>	1
<p>Improve the quality and effectiveness of classroom support by:</p> <ul style="list-style-type: none"> ● Ensuring there are a sufficient number of qualified, well-trained and experienced teaching assistants in each year group; ● Using technology or other strategies to deliver support and interventions; ● Delivering high quality CPD, including releasing teachers to undertake regular 'Developmental Drop Ins' (DDIs) for teaching assistants linked to the recommendations in the EEF 	<p>The EEF Making the Best Use of Teaching Assistants (2011: p3) report recommends:</p> <ul style="list-style-type: none"> ● "Use TAs to add value to what teachers do, not replace them; ● Use TAs to help pupils develop independent learning skills and manage their own learning; ● Ensure TAs are fully prepared for their role in the classroom; ● Use TAs to deliver high quality one-to-one and small group support using structured interventions; 	1, 3, 4

<p>Making the Best Use of Teaching Assistants (2011) and SEN in Mainstream Schools (2021) guidance reports.</p> <ul style="list-style-type: none"> ● Releasing teaching assistants to attend additional CPD sessions during the school day and attend external training. ● Finding opportunities for teaching assistants to observe and learn from each other. ● Deploying teaching assistants for maximum effectiveness in delivering high quality one-to-one and small group support using structured interventions; 	<ul style="list-style-type: none"> ● Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction; ● Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions.” <p>The SEN in Mainstream Schools (2021: p9) guidance report recommends:</p> <ul style="list-style-type: none"> ● “Complement high quality teaching with carefully selected small-group and one-to-one interventions.” 	
<p>Improve the quality of EYFS Provision, particularly in the Nursery by:</p> <ul style="list-style-type: none"> ● Delivering high quality CPD, including releasing SLT to undertake regular ‘Developmental Drop Ins’ (DDIs) for teachers and support staff. ● Promoting mentoring and coaching across the school. ● Ensuring all EYFS staff are well trained in teaching phonics, developing comprehension skills and oracy and have access to high quality CPD in these areas. ● Using directed time to provide bi-weekly team PPA and additional team time each week after school, including time for assessment and time to identify and address underachievement (e.g. pupil progress meetings). ● Developing the outdoor provision in EYFS to develop fine and gross motor skills. ● Providing high quality resources to support personal, social and emotional development (PSED), particularly around self-regulation and building relationships. 	<p>‘Bucking the Trend’, a study by Blanden (2006) of 18,000 adults who were brought up in poverty but were not themselves poor aged 30 showed that those who ‘bucked the trend’ had better spoken language aged 5 and had better reading skills aged 10 than those who remained poor as adults.</p> <p>Rowland (2021) in his book, ‘Addressing Educational Disadvantage in Schools and Colleges: The Essex Way’ identifies relationships, metacognition and self-regulation, language development and comprehension and supporting the development of social, emotional and mental health as key to tackling disadvantage.</p> <p>Cornelissen & Dustmann (2019) found there were significant effects of receiving additional schooling before age five on both cognitive and noncognitive outcomes at ages five and seven, particularly so for boys with a disadvantaged parental background.</p>	1, 3, 4

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

Budgeted cost: £62,800

Activity	Evidence that supports this approach	Challenge no(s) addressed
<p>Provide Targeted Individualised Academic Support by:</p> <ul style="list-style-type: none"> ● Using Teaching Assistants (TAs) to deliver targeted 1:1 and / or small group interventions identified through QLAs and PPMs. ● Using Teaching Assistants (TAs) as additional scaffolding in class. ● Using Teaching Assistants (TAs) to release teachers to (a) deliver targeted 1:1 and / or small group interventions and (b) to provide additional scaffolding in class. ● Using PIXL resources to support interventions in reading, writing and mathematics. ● Using technological resources (e.g. IDL App, Bug Club, Oxford Owl and Times Tables Rock Stars) to promote independent learning and learning at home. ● Working with ABC to Read to provide reading volunteers. ● Providing additional tutoring in Year 6 and Year 5 in the Spring and Summer Terms. 	<p>The EEF’s One to One Tuition Toolkit states, “one to one tuition is very effective at improving pupil outcomes [and] is more likely to make an impact if it is additional to and explicitly linked with normal lessons.”</p> <p>The EEF’s Small Group Tuition Toolkit states, “small group tuition has an average impact of four months’ additional progress over the course of a year.”</p> <p>The EEF’s Making a Difference with Effective Tutoring documents states, “if tuition is high-quality and aligned to classroom teaching, pupils can make up to five months additional progress with one to one tuition and up to four months additional progress with small group tuition.”</p> <p>Research by Sharp (2010) found, “technology can help to resolve the problems associated with low achievement and underachievement, but use of technology must be combined with other approaches.” See also: Using Digital Technology to Improve Learning.</p>	<p>1, 3, 4</p>
<p>Develop Children’s Attitude to Learning and Key Skills by:</p> <ul style="list-style-type: none"> ● Using attuned Teaching Assistants (TAs) to model, teach and promote metacognition and self-efficacy. ● Using attuned Teaching Assistants (TAs) to model and promote a growth mindset. 	<p>Rowland (2021) in his book, ‘Addressing Educational Disadvantage in Schools and Colleges: The Essex Way’ identifies metacognition and self-regulation as key to tackling disadvantage.</p> <p>Research by Sharp (2010) found, “the concept of readiness for learning is key to many learners’ achievement [and] an individual learner’s self-efficacy is an essential component of academic achievement.”</p> <p>See also: https://www.psychologytoday.com/us/basics/growth-mindset and https://fs.blog/carol-dweck-mindset/.</p>	<p>1, 3, 4</p>

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

Budgeted cost: £32,500

Activity	Evidence that supports this approach	Challenge no(s) addressed
<p>Develop and Support Children’s Social, Emotional and Mental Health by:</p> <ul style="list-style-type: none"> ● Improving the PSHE Curriculum and social and emotional learning (SEL) (i.e. purchasing a new scheme of work – Jigsaw). ● Providing targeted Nurture programmes to support individual children, e.g. Anxiety Gremlins, Social Skills. ● Using Nurture staff and Teaching Assistants to provide individualised support in class. ● Quickly accessing external / specialist support (e.g. counselling, art therapy etc) when required. ● Working with the Mental Health Support Team (MHST) and Early Mental Health practitioners. ● Providing ‘forest school’ sessions for all children and additional sessions for those who need them. ● Purchasing a ‘Cubbie’ (an immersive multi-sensory space) to reduce anxiety and encourage participation. ● Increasing access to high quality sensory circuits. 	<p>The EEF’s guidance, Improving Social and Emotional Learning in Primary Schools, states, “effective SEL can lead to learning gains of +4 months over the course of a year, “being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores and, “schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs.”</p> <p>See https://cubbie.co.uk/.</p>	<p>1, 2, 3, 4</p>
<p>Support Children to Build and Maintain Positive Relationships:</p> <ul style="list-style-type: none"> ● Specifically teaching and modelling our Behaviour Curriculum and School Values. ● Improving the PSHE Curriculum (i.e. purchasing a new scheme of work – Jigsaw). ● Providing targeted support to specific children. ● Introducing Peer Mediation. ● Improving our summer transition programme. 	<p>The EEF’s Improving Behaviour in Schools Guidance suggests knowing and understanding the pupils and their influences, teaching learning behaviours alongside managing misbehaviour and using targeted approaches to meet the needs of individuals.</p> <p>See also the EEF’s guidance Improving Social and Emotional Learning in Primary Schools.</p>	<p>3, 4</p>
<p>Support Children to Develop Metacognition and Self-Efficacy by:</p> <ul style="list-style-type: none"> ● Developing staff’s understanding and skills to develop their pupils’ metacognitive knowledge. 	<p>The EEF’s Metacognition Guidance states, “evidence suggests the use of ‘metacognitive strategies’ [...] can be worth the equivalent of an additional +7 months’ progress when used well”</p>	<p>1, 4</p>

<ul style="list-style-type: none"> ● All staff modelling and promoting a growth mindset and metacognitive skills in class, e.g. thinking aloud, reflecting on feedback and facing challenges, being resilient etc. ● Specifically teaching metacognitive skills, e.g. through the IPC's Brainwave thematic unit. ● Planning for developing metacognition in lessons, e.g. opportunities for children to plan, monitor, and evaluate their learning. 	<p>and the, “potential impact of these approaches is very high, particularly for disadvantaged pupils.”</p> <p>See also: Psychology Today and Carol Dweck's articles on Growth Mindset.</p>	
<p>Increase Levels of Attendance and Reduce Persistent Absence by:</p> <ul style="list-style-type: none"> ● Building positive relationships with parents to identify and understand the particular challenges they may be facing. ● Proactively monitoring attendance and identifying potential concerns early. ● Putting in additional support quickly, including from the Pastoral Support Advisor (PSA) and signposting parents to external support where appropriate. ● Referring cases of persistent absence to our bought in Educational Welfare Officer service. ● Staff undertaking ESBA training and using ESBA resources and plans. ● Promoting and celebrating good attendance in assemblies. ● Promoting a sense of belonging with children and their parents. 	<p>Elliot Major (2018, 2019, 2020) and Rowland (2022) both argue that relationships with pupils and parents – and understanding barriers - are key. See also the EEF's Working with Parents to Support Children's Learning.</p> <p>The EEF's Attendance Interventions: Rapid Evidence Assessment states, “positive impacts were found for both parental communication approaches and targeted parental engagement interventions” and, “responsive interventions in which a member of staff or team use multiple interventions and target approaches specifically to the needs of individual pupils was also found to be effective.”</p>	2
<p>Increase Opportunities to Develop Economic, Cultural, Educational, Social and Welfare 'Capital' by:</p> <ul style="list-style-type: none"> ● Relaunching the school's Charter of Cultural Rights which sets out the extra-curricular and enrichment opportunities offered by the school; ● Establishing more and a wider range of after school clubs. ● Increase opportunities for children to volunteer at school and improve the visibility of volunteers. ● Establish oracy programme of events (e.g. debate, speech day), 	<p>The EEF Toolkits strands on arts participation and physical activity suggest that extracurricular activities - including sports, outdoor activities, and arts and culture – have, “benefits in terms of health, wellbeing and physical development” as well as, “a positive impact on academic outcomes in other areas of the curriculum.”</p>	1, 2, 3, 4

<p>including an inter-school competition;</p> <ul style="list-style-type: none"> ● Further develop a programme of house competitions / events (e.g. sports, maths challenge, spelling bee etc); ● Introduce a 'careers day' or 'careers week'; ● Giving priority access to after school clubs to children in receipt of the Pupil premium Grant (PPG). 		
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Total budgeted cost: £145,793

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2023-24

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

Review of outcomes and expenditure:				
Academic Year 2023-24				
Desired outcome	Chosen action/approach (See above)	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (And whether you will continue with this approach)	Cost
1. Pupil Premium children (including those that are double disadvantaged) will make accelerated progress.	<ul style="list-style-type: none"> Teaching TAS 	<ol style="list-style-type: none"> At the end of the 2023-24, there has been slow in-year progress in reading and writing in Years 2-3 and in Years 2. There was accelerated progress in all subjects in Years 5-6. If we exclude those who are 'double disadvantaged', progress is accelerated in Year 4-6. It remains slow or broadly sufficient in Years 2-3 in all subjects. The current Year 6 have made accelerated progress since KS1. Despite slow in-year progress, the current Year 2s are on track to make sufficient progress over the phase. 	<p>Accelerating progress for children in receipt of the PPG will continue to be a focus and particularly for those who are not also SEND.</p> <p>We will continue to focus on improving and developing (a) pedagogy, particularly around adaptive teaching, and</p>	£61,000
2. The attainment gap for Pupil Premium children (including those that are double disadvantaged) is closing.	<ul style="list-style-type: none"> Teaching TAS 	<ol style="list-style-type: none"> At the end of the 2023-24, the gap between PPG children and all children overall has increased in reading, writing and maths. The gap in reading is much smaller if children with SEND are excluded and the gap is narrow or narrowing in writing and maths. End of KS1: The gap has widened between Year 1 and Year 2 in reading and writing, but narrowed in maths. If children with SEND are excluded, the gap has narrowed in writing, but widened in reading and maths. Over the phase, however, the gap has narrowed in all subjects. End of KS2: The gap has widened slightly between Year 5 and Year 6 in writing, but narrowed significantly in writing and maths. If children with 	<p>subject knowledge and (b) TA's ability to deliver high quality interventions and in-class support.</p> <p>There will be a focus on ensuring children leave EYFS ready for Year 1, including considering how this can start in Nursery.</p> <p>We will also be working on developing good learning attitudes and skills, including metacognition.</p>	£31,010

		SEND are excluded, the gap has narrowed in reading, but widened in writing. Since the end of KS1, the gap has narrowed in writing, is similar in maths, but widened in reading. If children with SEND are excluded, the gap has narrowed in maths, but widened in reading and writing.	There will be a specific focus on children who are in receipt of the PPG, but are not SEND.	
3. All pupils are articulate and use a wide variety of vocabulary and sentence structures in spoken and written forms.	<ul style="list-style-type: none"> Teaching 	<ol style="list-style-type: none"> Based on current data (SPR2), 78% of PPG children are on track to achieve the ELG for Communication & Language, 56% for Comprehension, 67% for Word Reading and 56% for writing by the end of Year R. End of KS1: 50% of PPG children are on track to be EXS+ in reading and 60% for writing. This is 56% and 68% if SEND is excluded. End of KS2: 57% of PPG children are on track to be EXS+ in reading and writing. This is 71% and 57% if SEND is excluded. 	<p>The teaching of oracy skills and specific vocabulary is now embedded. However, we now need to see children using sentence structures and high-quality vocabulary in their writing.</p> <p>The focus will move to providing CPD to teachers and TAs to develop subject knowledge and practice to better support the children to do this.</p> <p>We will also be working on our EYFS provision so that more children leave having achieved the ELGs in C&L, word reading and comprehension.</p>	£16,000

<p>4. Environmental factors are not a barrier in school as pupil resilience/ well-being improves over time to ensure they make accelerated progress.</p>	<p>Wider</p>	<ol style="list-style-type: none"> 1. At the end of the 2023-24, there has been slow in-year progress in reading and writing in Years 2-3 and in Years 2. There was accelerated progress in all subjects in Years 5-6. If we exclude those who are 'double disadvantaged', progress is accelerated in Year 4-6. It remains slow or broadly sufficient in Years 2-3 in all subjects. 2. The current Year 6 are on track to have made accelerated progress since KS1. 3. Despite slow in-year progress, the current Year 2s are on track to make sufficient progress over the phase. 4. At the end of the 2023-24, the gap between PPG children and all children overall has increased in reading, writing and maths. The gap in reading is much smaller if children with SEND are excluded and the gap is narrow or narrowing in writing and maths. 5. 7/27 children with 10 or more logged behaviour incidents and 4/8 children with 20 or more logged incidents in the 2023-24 academic year are in receipt of the Pupil Premium Grant (PPG). All but 1 of the 6 children suspended or permanently excluded in the 2023-24 school year are in receipt of the Pupil Premium Grant (PPG). 	<p>The actions in the previous strategic plan have not had as big an impact as hoped and were possibly too broad.</p> <p>In the new plan, we will continue to focus on supporting children's social, emotional and mental health, while specifically working on developing metacognition and self-regulation, promoting self-efficacy and providing opportunities to develop economic, cultural and social 'capital'.</p>	<p>£24,000</p>
<p>5. Attendance of Pupil Premium children is back in line or better than the school average (as it was pre-pandemic).</p>	<p>• Wider</p>	<ol style="list-style-type: none"> 1. Attendance for children in receipt of the Pupil Premium Grant (PPG) is currently 92.9% and is 2.4% lower than for all children. This is an improvement compared to 2022-23. 2. Persistent absence (PA) for this group is currently 20.4%, which is 10.6% higher than for all children. This is an improvement compared to 2022-23. 	<p>Attendance will continue to be a focus for the 2024-27 strategic plan.</p> <p>The use of an external EWO has been effective.</p>	<p>£9,200</p>

Externally provided programmes 2023-24

Programme	Provider
PIXL resources	PIXL
1:1 Tutoring	Thirdspace Learning
Oracy Programme	Voice 21
Phonics (CPD and online resources)	Read Write Inc.
Curriculum resources	Active Learn (Bug Club), IDL, White Rose Maths, Times Tables Rock Stars

Service pupil premium funding (optional)

1 pupil

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Regular parent meetings, Tree Tops (Nurture) support / 1:1 tuition with Nurture Team for literacy, access to IDL and other online resources.
What was the impact of that spending on service pupil premium eligible pupils?	Accelerated progress in reading, writing and mathematics.

Further information (optional)

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