

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) for 2024-2025 of the 2024 to 2027 strategy. The aim of this strategy funding is 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
School name	Romsey Abbey CE Primary School
Number of pupils in school	208
Proportion (%) of pupil premium eligible pupils	38.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 2025/2026 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mark Harris, Headteacher
Pupil premium lead	Mark Harris
Governor	Dawn James, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,400.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£95,400.00

Part A: Pupil premium strategy plan

Statement of intent

Vision Statement

Walking in the Footsteps of Jesus with Love, Trust and Forgiveness

Children Flourish

Romsey Abbey Church of England Primary School will be a distinctive community, deeply rooted in Christian values, whose culture has limitless ambition, professionalism, engagement and caring at its heart. Staff, parents and governors will work together closely to give every child the best possible education and life chances. The school will make a positive contribution to the local community and beyond.

“Life in all its fullness” John 10:10

Our Mission

At Romsey Abbey CE School we believe that a world of opportunity lies at our feet. We see our role as a school as instilling in learners the confidence to enable success and relish challenge. We help children, families and staff to learn how to demonstrate love and grow in our ability to forgive each other, to aspire to be the best we can be. We feel it is important to both rejoice in our own success and equally in the success of others. As a church school our whole school life is based around our common values of, “walking in the footsteps of Jesus with love, trust and forgiveness.”

Our Aims

Build a culture and ethos of support and respect, inclusive of language, ethnicity, ability and gender.

- Create a healthy, safe environment through relationships, resources and opportunities which are accessible to all.
- Provide an outstanding curriculum and learning environment that inspires, achieves the highest standards, creates a spirit of adventure, reflects our community and builds confident and independent learners.
- Strive to build systems of communication that ensure all members of the school family have opportunities to contribute ideas and knowledge that will be valued.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The

focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged in the usual sense of the word or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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

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

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with staff and pupils indicate achievement and progress in Maths among many disadvantaged pupils is hindered by poor declarative knowledge of key number facts and concepts. This is evident from Reception through to KS2 and has been found to be a significant barrier to pupils developing confidence and true proficiency in Maths.
2	Assessments, observations, and discussions with staff and pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.

3	<p>Internal and external assessments indicate that over the past 4 years writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. As well as the language gap discussed in Challenge 6, it is the core and foundational writing skills of handwriting, spelling and punctuation that persist as a barrier to achievement in writing for our disadvantaged pupils.</p> <p>Internal data shows that proportion of disadvantaged children who start at the expected level in writing is 20-35% below that of non-disadvantaged pupils. This gap has been markedly reducing in recent years due to the impact of our pupil premium strategy but remains a challenge nonetheless through to the end of KS2</p>
4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils, staff and families have identified social, emotional and mental health needs for increasing numbers of pupils, due in many instances to poor parental mental health, and a lack of enrichment opportunities outside of school. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>16 pupils (9 of whom are disadvantaged) currently require additional support with social and emotional needs, with 11 (7 of whom are disadvantaged) receiving small group nurture-informed interventions and/or ELSA)</p>
5	<p>Our attendance data over the last 5 years indicates that attendance among disadvantaged pupils has been between 1.3 - 5.6% lower than for non-disadvantaged pupils. This has been reducing significantly in the past 2 years but work is still to be done to support the progress of our disadvantaged pupils (1.3% in July 2023 and 2.4% in July 2024 are our lowest gaps in the past 5 years with attendance of disadvantaged pupils rising to 94% in July 2024)</p> <p>18% of disadvantaged pupils were 'persistently absent' compared to 3% of their peers in 2023-2024. In 2022-2023, 15% of disadvantaged pupils were persistently absent compared to 8% of the rest of the school cohort. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
6	<p>Assessments, observations, and discussions with staff and pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</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.

Intended outcome	Success criteria
Improved mathematical proficiency and confidence among disadvantaged pupils	<p>KS2 Maths Outcomes</p> <p>2025</p> <p>Y6: 65% of disadvantaged pupils meet the expected standard in Maths</p> <p>Y4: MTC average score of 19 for disadvantaged pupils and 17% of disadvantaged pupils achieving maximum marks</p> <p>2026 and 2027</p> <p>70% of disadvantaged pupils meet the expected standard in Maths</p> <p>Y4: MTC average score of 22 for disadvantaged pupils and 30% of disadvantaged pupils achieving maximum marks</p>
Improved reading attainment among disadvantaged pupils.	<p>2025</p> <p>KS2 reading outcomes in 2025 show that more than 70% of disadvantaged pupils met the expected standard</p> <p>Y1 Phonics outcomes in 2025 (only 4 pupils currently with 2 on EHC plans) show that 75% pass the screening check</p> <p>2026 and 2027</p> <p>KS2 reading outcomes show that more than 73% of disadvantaged pupils met the expected standard</p> <p>Y1 Phonics outcomes show that 75% pass the screening check</p>
Improved writing attainment for disadvantaged pupils at the end of KS2.	<p>KS2 writing outcomes in 2025 show that more than 57% of disadvantaged pupils met the expected standard.</p> <p>KS2 writing outcomes in 2026 and 2027 show that more than 60% of disadvantaged pupils met the expected standard.</p>

<p>To achieve and sustain improved wellbeing and confidence for learning for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing from demonstrated by:</p> <ul style="list-style-type: none"> ● qualitative data from student voice, student and parent surveys and teacher observations ● a significant increase in parental engagement in their child's learning ● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils ● Combined attainment for Reading, Writing and Maths to rise to above 55% for disadvantaged pupils
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> ● the overall attendance for all pupils being above 96% the attendance gap between disadvantaged pupils and their non-disadvantaged peers being less than 2% ● the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being lower than 12%
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£49,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Regular Coaching Programme with leaders supporting teachers and teaching assistants in developing practice aligned with the challenges identified in this strategy. Coaching is also identified as key strategy in supporting recruitment and retention.</p>	<p>Strand 1 from HCC 20 Strands Strategy identifying the impact of high quality inclusive teaching for all and the role of close coaching work with staff within school:</p> <p>https://leadership.hias.hants.gov.uk/pluginfile.php/11261/mod_resource/content/1/HIAS%20Twenty%20Strands%20FINAL%20%282%29.pdf</p> <p>Effective Professional Development Guidance from EEF:</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1732434686</p>	<p>1,2,3,6</p>
<p>Team TED Project: Ongoing programme of staff improvement and INSET workshops focussed on precise assessment of gaps for disadvantaged pupils who are not on track. Precise and forensic assessment leads to precise targeting of those key gaps through precision teaching, daily practice, partnership with parents, peer tutoring and personalised learning packs</p>	<p>EEF Teaching and Learning Toolkit strategies identified as having high impact and low cost:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>feedback, peer tutoring, 1:1 tuition, parental engagement</p> <p>Strand 2 from HCC 20 Strands Strategy identifying the impact of high quality inclusive teaching for all and the role of close coaching work with staff within school:</p> <p>https://leadership.hias.hants.gov.uk/pluginfile.php/11261/mod_resource/content/1/HIAS%20Twenty%20Strands%20FINAL%20%282%29.pdf</p>	<p>1,2,3</p>

	nt/1/IAS%20Twenty%20Strands%20FINAL%20%282%29.pdf	
<p>Staff development focussed on building oracy skills across the curriculum:</p> <p>English Writing Professional Development</p> <p>Early Years Training: Playful Beginnings and HT Early Years Briefings</p> <p>Maths Mastery Development Programme</p> <p>Speaking and Listening leader working in close partnership with our English leader and other subject leaders. Initiatives include Reading Aloud Competition, Whole School Debating challenge and a Public Speaking Competition. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase resources and fund ongoing teacher training and release time to ensure the highest quality of experience.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading and writing:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3,6
<p>Ongoing Little Wandle Phonics Programme training for all staff and the resources to support the highly effective delivery of this programme</p> <p>Teaching and Learning coach employed and released to further raise quality and consistency of phonics teaching</p> <p>Recruitment of an additional Teaching Assistants to ensure all elements of the phonics programme inc</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2, 3

<p>Catch up and Keep up can take place consistently for all children who need it.</p>		
<p>English Writing Professional Development course series to enhance our teaching of Writing and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school through coaching, improvement workshops, INSET Training</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>3</p>
<p>High Quality Inclusive Teaching Training Course Series for new and less experienced teachers, supporting recruitment, induction and retention</p>	<p>Strand 1 from HCC 20 Strands Strategy identifying the impact of high quality inclusive teaching for all and the role of close coaching work with staff within school:</p> <p>https://leadership.hias.hants.gov.uk/pluginfile.php/11261/mod_resource/content/1/HIAS%20Twenty%20Strands%20FINAL%20%282%29.pdf</p> <p>Effective Professional Development Guidance from EEF:</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1732434686</p>	<p>1,2,3,6</p>
<p>Continue to Improve the quality of social and emotional learning through our Habits of Mind, Jigsaw PHSE programme, ELSA and Nurture Interventions.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>4, 5</p>
<p>Executive Functioning Training led by Educational Psychologist (4 workshops)</p>	<p>Developing self-regulation and executive function</p>	<p>4, 5</p>

supporting staff in understanding and building executive functioning skills for those pupils for whom this can be a key barrier to learning.	https://educationendowmentfoundation.org.uk/early-years/evidence-store/personal-social-and-emotional-development?approach=developing-self-regulation-and-executive-function&utm_source=/early-years/evidence-store/personal-social-and-emotional-development&utm_medium=search&utm_campaign=site_search&search_term=executive%20func	
Transforming SEND Inclusive Teaching training for all staff (12 hours of training). This Hampshire CC developed course of professional development has been created to equip all teaching staff with the skills and understanding to effectively support SEND learners across the school.	Evidence based strategies for supporting high quality teaching for pupils with SEND https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send?utm_source=/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send&utm_medium=search&utm_campaign=site_search&search_term=SEND	All

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

Budgeted cost: **£24,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of Maths Safari across school as a precise intervention to build children's declarative knowledge and fluency in Mathematics	Ofsted Research Report: Co-ordinating mathematical success: the mathematics subject report 2023 https://www.gov.uk/government/publications/subject-report-series-maths/coordinating-mathematical-success-the-mathematics-subject-report	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support in KS1 and KS2	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:	2, 3

	Phonics Toolkit Strand Education Endowment Foundation EEF	
Nurture Interventions through our Nurture provision for identified pupils using the Boxall Profile assessment.	https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf	4, 5
School-led tutoring for pupils whose progress is impacted by gaps in knowledge and understanding. This will be led by the pupils' teachers and school leaders and includes before and after school booster tutoring for pupils in Year 6 as well as Easter holiday tutoring mornings led by the Year 6 teachers	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	Core subjects 1, 2, 3
Ongoing cost of the NELI and Nessie programmes to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. 1:1 Speech and language intervention by trained TA for identified pupils.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 3

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

Budgeted cost: **£21,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Executive Functioning Training led by Educational Psychologist (4 workshops) supporting staff in understanding and building executive functioning skills for those	Developing self-regulation and executive function https://educationendowmentfoundation.org.uk/early-years/evidence-store/personal-social-and-emotional-development?approach=developing-	4, 5

<p>pupils for whom this can be a key barrier to learning.</p>	<p>self-regulation-and-executive-function&utm_source=/early-years/evidence-store/personal-social-and-emotional-development&utm_medium=search&utm_campaign=site_search&search_term=executive%20func</p>	
<p>Development of Behaviour Curriculum Maps in school to precisely map out expectations and skills we need to teach pupils for success behaviour and attitudes in school. Implementation of this includes release time for SLT to create these maps, staff workshops and SLT support at breaktimes and lunchtimes.</p> <p>Supporting children's behaviour across school is linked to improved attendance and wellbeing of pupils and staff</p>	<p>EEF Improving Behaviour Guidance Report</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&utm_medium=search&utm_campaign=site_search&search_term=behaviour</p>	<p>4, 5</p>
<p>ELSA support: Two mornings each week for pupils across school</p> <p>ACER (Attention, Concentration, Engagement and Relaxation) support daily</p> <p>Bucket Time Daily</p>	<p>Improving social and emotional learning in primary schools</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_search&search_term=emotional%20literacy</p> <p>NHS Speech and Language Therapy Attention Autism (Bucket Time)</p> <p>Nurture UK guidance and training: https://www.nurtureuk.org/wp-content/uploads/2021/11/The-EEF-Toolkit-and-Nurture-Groups.pdf</p> <p>Personal, social and emotional development guidance report for Early Years</p> <p>https://educationendowmentfoundation.org.uk/early-years/evidence-store/personal-social-and-emotional-development?utm_source=/early-years/evidence-store/personal-social-and-emotional-development&utm_medium=search&utm_campaign=site_search&search_term=social%20and%20em</p>	
<p>Team Teach training for new teaching staff and Teaching Assistants so that all staff are equipped and trained to support</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p>	<p>1, 4, 5</p>

<p>children effectively when they are struggling using de-escalation strategies that meet the children's needs</p> <p>6 Sessions for ECT delivered by Primary Behaviour Services at the Clifford Centre</p> <p>ELSA Circle Training and Support for school ELSA</p>	<p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>Development of pupils' Cultural Capital through Cultural Capital Launch Pads, trips and visits inc residential visits, performing in a choir and learning an instrument, further expansion of extra curricular clubs on offer.</p> <p>Funding for disadvantaged pupils and those with a social worker or on the edge of care.</p>	<p>http://www.educationengland.org.uk/documents/pdfs/2015-sutton-subject-to-background.pdf</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</p> <p>Also EEF Arts Participation and Outdoor Adventure</p>	<p>1, 2, 3, 4, 5</p>
<p>Embedding principles of good practice set out in the DfE's Working together to improve school attendance – August 2024.</p> <p>This will involve release time for staff to analyse attendance, support children and families, including ELSA, Early Help assessment and meetings, liaising with other agencies, soft entries etc.</p> <p>Funding for wrap around care and lunch clubs for disadvantaged pupils and those with a social worker or on the edge of care.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf</p>	<p>5</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>~£5,000</p>

Total budgeted cost: £95,400

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that attainment in Reading at the end of KS2 has continued to rise over the past 3 years with 67% of disadvantaged pupils reaching the expected standard in July 2024. We have also seen a rise in KS2 attainment in Maths and Writing since 2022. Attainment in these subjects was lower in 2024 (Writing 44%, Maths 56%) than 2023 (Writing and Maths both 64%) but in 2024, 50% of our cohort of disadvantaged children in Year 6 were also on the SEND register, many with specific needs directly impacting their progress in Writing. The 2024 cohort bore more similarity to our 2022 cohort in terms of level of additional learning needs among disadvantaged pupils and the improvement in attainment is testament to the positive impact of our Pupil Premium strategy over the past 3 years. Disadvantaged pupils reaching the expected standard in Reading has increased by 24%, in Writing has increased by 16% and in Maths has increased by 13%. These attainment increases are also reflected across the whole Y6 cohorts for 2023 (73% Reading, Writing and Maths combined at expected standard) and 2024 (66% Reading, Writing and Maths combined at expected standard). This highlights the impact of our focus on the development of quality inclusive teaching within the classroom within our Pupil Premium Strategy.

Across the school, the attainment gap between disadvantaged pupils and non-disadvantaged pupils is around 30% in Reading, Writing and Maths. Our end of KS2

results in July 2024 saw a gap of just over 20% in Reading and Maths but a more significant gap in Writing of 43%. Across the school we have worked hard to address this writing gap over the past 3 years and the gap in Writing is in fact smaller in Writing than the other subjects (28%).

Across the school, in terms of progress last year, 18% of our disadvantaged pupils across the school made better than expected progress in Reading; 21% of our disadvantaged pupils across the school made better than expected progress in Writing; 7% of our disadvantaged pupils across the school made better than expected progress in Maths. In all three subjects, over 95% of our disadvantaged pupils have made expected or better than expected progress.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that the attendance of our disadvantaged pupils is 2.1% higher than the national attendance figures for disadvantaged pupils. The attendance figures for the whole school is 1.2% higher than national attendance figures and this reflects the intentional and obsessive work we have dedicated towards improving attendance across school but particularly for our disadvantaged pupils. However, we are aware of the issues of persistent absenteeism as our data shows that our disadvantaged pupils are particularly at risk of being persistently absent. 18% of disadvantaged pupils were 'persistently absent' compared to just 3% of their peers in 2023-2024. In our July 2024, Parent and Pupil Surveys, 97% of parents said their child is happy at school with 88% of parents saying they strongly agreed their child is happy at school. 91% of pupils said they were happy at school. 98% of parents said that the school supports the wider personal development of their child with 85% of parents stating they strongly agreed with this. 86% of pupils said that the school supports their wellbeing.

Engagement with Extra Curricular Clubs

	Whole School	Pupil Premium	Not Pupil Premium
Number of children participating in 1 or more extra curricular clubs	138 / 205 (67%)	50/72 (69%)	88 / 132 (67%)
Number of KS2 children receiving tuition for musical instruments	74 /123 (60.1%)	31/44 (70.5%)	43/79 (54%)

Clubs on offer 2023-2024:

Drama, Archery, Football, Multi-Sports, Running, Story Gym, Science, Coding, Sewing, Cookery, Board Games, Film Club, Homework Club, Art and Craft, Reading, Gardening, Recorder, Orchestra, Choir, Easter Craft

Based on all the information above, the performance of our disadvantaged pupils has met expectations. There is still work to be done on further improving the attainment of our disadvantaged pupils and reducing the attainment gap to their non-disadvantaged peers.

Our evaluation of the approaches delivered last academic year indicates that our work on raising reading attainment for disadvantaged pupils has been very effective and the introduction and ongoing training and implementation of Little Wandle Letters and Sounds Phonics Programme has been notably influential within this. The Pupil Premium Strategy focus on CPD through coaching has had a significant impact on high quality inclusive teaching within the classrooms and this has supported the progress of our disadvantaged pupils as well as raising attainment across the whole school cohort. School-Led Tutoring delivered through the recovery premium in previous years has supported a number of disadvantaged children in closing the gaps that were accentuated during the Covid pandemic. Attainment in Writing remains an area for ongoing focus: our evidence and analysis suggests this was the subject most affected by Covid lockdowns. Our Data, as outlined above, shows we have made notable strides forward with this but the focus must be maintained to further address this gap.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. This includes:

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Professional Development Days for subject leaders to review and create action plans for their respective subject areas and work with the Senior Leadership Team to ensure effective implementation of these plans using the [EEF's implementation guidance](#)

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had or did not have the degree of impact that we had expected. We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We discussed and reviewed ideas with leaders from other local schools with similar demographics of disadvantage to identify what is making the most significant impact on disadvantaged children in the area.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.