

Pupil premium strategy statement – 2023-2026 (reviewed December 2024)

This statement details our school's use of pupil premium for 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	Stonebow Primary
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	16.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – reviewed annually as funding changes/outcomes updated)	EYFS – Year 6
Date this statement was published	December 2023
Reviewed	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Paul Brockless
Pupil premium lead	Paul Brockless
Governor / Trustee lead	Allison Bourke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£48,840
<i>**Funding based on x33 pupils x £1480</i>	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
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	£48,840

Part A: Pupil premium strategy plan

Statement of intent

Stonebow Primary School - Building Bridges to a Brighter Future

A nurturing and empowering school, where all children achieve their potential through rich, high quality learning experiences in partnership with parents and the wider community.

School Values:

Perseverance – never giving up even if things get tough

Concentration – focussing and resisting distraction

Curiosity – asking questions and wondering why

Co-operation – learning together and from each other

Respect – a positive way of treating or thinking of someone or something

Enthusiasm – being excited to learn

Statement of Intent

- Stonebow prioritises the safeguarding and well-being of all pupils and staff, in a **nurturing** and supportive environment where pupils feel safe and secure to learn.
- **Respect** underpins a culture of high expectations of behaviour and positive attitudes to learning. We actively care about the environment, too, and respect our surroundings.
- Stonebow provides a high quality curriculum through **inspirational** teaching and learning, building firm foundations for later life.
- All children are given the opportunity to **achieve** their potential, through firm foundations in the core subjects of Reading, Writing and Mathematics and a broad knowledge and skill set across the wider curriculum.
- We create opportunities for children to develop 'cultural capital' through visits and visitors which **enrich** the curriculum, and through extra-curricular arts and sporting activities.
- Stonebow children are **empowered** to learn through independent discovery. We encourage a 'growth mindset', supporting children to become enthusiastic, curious and perseverant learners.

- Children will leave Stonebow Primary School as well rounded, confident individuals, prepared for the next phase of their education – and a ‘brighter future!’

Pupil Premium

Our Pupil Premium strategy plan, will support our disadvantaged pupils in achieving their potential across the curriculum. Our learning pathways provide the children with the opportunity to develop their knowledge, skills and understanding on a level playing field through a refined key questions and vocabulary.

This is underpinned by early intervention for language development – oracy, speaking and listening. Teaching for mastery in early mathematics. Along with specific targeted interventions, to support specific needs or gaps in attainment.

Furthermore, supporting families in accessing the broad enrichment opportunities on offer, such as visits and visitors - as part of our inspiring curriculum. Alongside our range of extra-curricular opportunities, to develop talent in sport and music. These may also support our pupil’s well-being.

The school is a welcoming and inclusive community for all.

Challenges

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

Challenge number	Detail of challenge
1	Although there has been some improvement in Reading, Writing and Maths attainment in 2024/25, there remains a gap between the outcomes in attainment for Pupil Premium Pupils and Non Pupil Premium Pupils across the school (see data in Part B).
2	Based on 2022/23 progress data, there remains a gap between the progress of Pupil Premium Pupils and Non Pupil Premium Pupils across the school by the end of KS2 (see data in Part B). There is no KS2 progress data for 24/25, internal data shows the majority of pupils maintain their attainment, with some improvement (circa 20%) and a small percentage who regress (see table in Part B).
3	<p>The number of pupils who qualify for Pupil Premium, is cohort specific. This can be reflected in our EYFS GLD outcomes too (see below).</p> <p>EYFS GLD 22/23</p> <p>The number of Pupil Premium pupils achieving a ‘Good Level of Development’ in 22/23 was 50%, an increase from 0% in 21/22 (This is 2/4 pupils, the 2 PP pupils who joined EYFS in the Spring/Summer term did not achieve GLD).</p> <p>EYFS GLD 23/24</p> <p>The number of Pupil Premium pupils achieving a ‘Good Level of Development’ in 23/24 was 0% (2 PP pupils), a decrease on 23/24 above.</p>

	However, it is important to focus support (with speech and language/number) as early as we possibly can.
4	<p>Attendance of Pupil Premium Pupils, remains below that of Non Pupil Premium Pupils for the academic years:</p> <p>22/23: All pupils = 93.82% (Y1-Y6) PP Pupils = 90.33% (Y1-Y6) Non PP = 94.54% (Y1-Y6)</p> <p>23/24: All pupils = 93.12% (EYFS-Y6) PP Pupils = 89.78% (EYFS-Y6) Non PP = 93.92% (EYFS-Y6)</p> <p>At the time of evaluating attendance (Dec 2024), the school is in the bottom 10% of school's nationally for attendance. Support for a small number of pupils who are persistently absent was identified as an area for improvement by Ofsted (Nov 2024).</p>
5	Despite specific targeting over the last two years, continued lower engagement in sports activities by disadvantaged pupils, to support their health and well-being. Fewer than ten Pupil Premium pupils, engaged in pre/after school sports clubs. Only two pupils took advantage of support with music tuition.

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
1/2. To increase the proportion of Pupil Premium Pupils achieving expected standard in 1) Writing, 2) Reading and 3) Mathematics in line with national outcomes.	Is the percentage of Pupil Premium children achieving the expected standard in Writing, Reading and Mathematics in line with national outcomes?
1/2. To ensure pupils make the expected progress or better, compared with prior outcomes.	Is the progress score of Pupil Premium children in Writing, Reading and Mathematics, in line with national outcomes?
3. To improve EYFS GLD outcomes, with a specific focus on CLL, Writing, Reading, Number and Fine Motor Skills.	Are Pupil Premium pupils making good progress from their Baseline, with those showing the potential to do so, achieving the expected standard in CLL, Writing, Reading, Number and Fine Motor Skills?
4. To improve the attendance of Pupil Premium pupils, compared with the previous year and in line with Non Pupil Premium pupils.	Has the attendance of Pupil Premium pupils improved compared with previous years and the gap with Non Pupil Premium pupils closed?
5. To improve the engagement of Pupil Premium Pupils in sports and music activities, which supports their well-being.	Are more Pupil Premium Pupils engaging in extra curricular sports and music activities?

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: £37,756

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To continue the 'sustain' phase of the East Midlands Maths hub project, implementation of 'Mastering Number' to strengthen foundation of number facts (EYFS, KS1) and further develop fluency and automaticity in multiplication and division facts (Y4-6). Ensuring all children have the opportunity to develop reasoning and problem-solving skills.</p> <p>Teacher release time to attend hub meetings and appropriate CPD for teachers and support staff.</p>	<p>1 The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p> <p>2 There is a lot of variation behind this average. It seems to be important that a high bar is set for achievement of 'mastery' (usually 80% to 90% on the relevant test). By contrast, the approach appears to be much less effective when pupils work at their own pace (see also Individualised instruction).</p> <p>3 Mastery learning also appears to be particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress (see also Collaborative learning and Peer tutoring).</p>	1, 2, 3
<p>In 22/23, the English Coordinator investigated different approaches to writing (school visits, networking, courses etc.) – with a focus on approaches which may engage our reluctant writers, a number are disadvantaged pupils. The school continued to adopt and embed this approach during 23/24 and will continue to do so in 24/25.</p>	<p>EEF Improving Literacy in KS2 recommendation: Teach writing composition strategies through modelling and supported practice. Writing can be thought of as a process made up of five components: planning; drafting; revising; editing; and publishing.</p> <p>Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of goalsetting. Describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently. Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes.</p>	1, 2, 3

<p><i>In 22/23, the school was able to employ an additional teacher, as a large cohort of 41 (Y4) pupils moved up through the school (alternative, large mixed year classes).</i></p> <p><i>In 23/24, the cohort of 41 (in Y5) mixed with a smaller Y6 cohort – meaning an additional teacher was not employed. This will also be the case in 24/25</i></p>	<p>1. Reducing class size has a small positive impacts of +2 month, on average. The majority of studies examine reductions of 10 pupils. Small reductions in class size (for example, from 30 to 25 pupils) are unlikely to be cost-effective relative to other strategies.</p> <p>2. There is some evidence for additional benefits of smaller class sizes with younger children, so smaller class sizes may be a more effective approach during the early stages of primary school.</p> <p>3. Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption.</p>	1, 2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £6,654

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Y6 booster breakfast groups, to support children with Reading or Maths (Spring Term).</p> <p>From Jan 2024, Nurture group, may include some pupils who qualify for Pupil Premium. Including support with language development (SALT).</p>	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>Oral language interventions</p> <p>1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>2. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.</p> <p>3. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p>	1, 2
<p>In 24/25, continued engagement with the National Tutoring Programme (although no longer funded), to provide additional support and mentoring for pupils (including Pupil Premium pupils) across in Y6 – maths focus, following the</p>	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases, one to one tuition has led to greater improvement,</p>	1, 2

<p>successful KS2 outcomes at the end of 2023/24.</p> <p>Continued focus on supporting the lowest 20% of readers, with daily phonics/VIPERS comprehension groups.</p>	<p>while in others tuition in groups of two or three has been equally or even more effective. The variability in findings may suggest it is the particular type or quality of teaching enabled by very small groups that is important, rather than the precise size of the group.</p> <p>1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>1. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p>	
<p>1. Additional support time with the class teacher and LSAs in EYFS, to allow focussed groups on CLL, Writing and Reading.</p> <p>2. Additional sports coach, sessions, working with pupils on Physical Development. (use of 2, enables time for 1)</p>	<p>1. There is an extensive evidence base showing the impact of communication and language approaches, including a number of meta-analyses. The evidence is relatively consistent, suggesting that communication and language approaches can be successful in a variety of environments. Little is known about the long-term impact of communication and language approaches, so additional evidence about whether, and how to ensure that, benefits are maintained once children start school would be valuable. The evidence base includes a number of high quality studies from the UK.</p> <p>After review, we have decided not to continue using the Nuffield Early Language Intervention (NELI) – instead, utilising the additional sports coach time, allows the team to adopt strategies to support CLL (including SALT, story time).</p> <p>2. Though the overall picture is positive, the evidence base is not well-developed and findings are inconsistent. It is not possible to provide a clear account of the reasons why some physical development approaches are effective, and very few individual interventions have been evaluated to a high standard. There is some evidence that programmes that combine physical activity with strategies to promote self-regulation can improve executive function and have a positive impact on learning. Evidence relating to the general positive impact of physical activity on cognitive outcomes is currently stronger than that related to specific programmes. There are some indications that physical activity, including outdoor play, can support children's learning. No high-quality evaluations have assessed the long-term impact of physical development approaches on learning.</p>	1, 2, 5
<p>In 23/24, the school reinstated volunteer 'reading champions' (post pandemic), to support disadvantaged pupils through 1:1 reading.</p> <p>Furthermore, during the 24/25 academic year we have engaged with the School Readers programme and have a reader from industry every</p>	<p>Programmes involving teaching assistants or volunteers can have a valuable impact, but may be less effective than those using experienced and specifically trained teachers. Where tuition is delivered by volunteers or teaching assistants there is evidence that training and the use of a structured programme is advisable. (English lead will provide training on phonics and VIPERS, as used across the school)</p>	1, 2, 3

<p>week. We have also joined the Loughborough University's 'Right to Read' programme, with students to support from 2025.</p> <p>English lead to provide training for the above in phonics/support with VIPERS reading skills.</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3,255

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of an Education Welfare Officer, to support families in maintaining good attendance at school (EWO will support a proportion of Pupil Premium pupil families).</p> <p>Since November 2024, due to our current poor attendance, we are now being supported by the LA's Attendance Team Targetted Support programme.</p>	<p>EEF - Attendance-REA-protocol-21092021.pdf</p> <p>Poor school attendance is a significant problem in the UK and many other countries across the world. In 2019/20, it was reported as 4.9% overall, with special schools showing a higher rate equal to 10.5% and persistent absence at 13.1% in England (gov.uk 2020). Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p>	4
<p>Engagement with relevant external agencies, to support the social, emotional and behavioural aspects.</p>	<p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.</p>	1, 2, 3, 4
<p>Our Trained Senior Mental Health lead (SENDSCO) assisted by a trained LSA (also ELSA trained), to support mental health and well-being of pupils and staff. This will complement existing ELSA support in school. From January 2024, the LSA will have dedicated hours for this.</p> <p>A 'Nurture Room' continues to be</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings.</p> <p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across programmes.</p>	1, 2, 3, 4

<p>developed, to support children with SEBD needs and allow for some curriculum teaching for specific pupils, in a nurturing environment.</p> <p>In the summer of 2024, our PTA secured £10K support for the Nurture Room (which will now be based in a smaller room). An LSA will have dedicated time to work with individuals and groups in the Nurture Room.</p> <p><i>This may extend to breakfast club/lunchtime, depending upon the success of the above/funding available.</i></p>		
<p>Effective use of Learning Support Assistants (LSAs), to pre-teach, support learning using appropriate teaching strategies and address specific misconceptions. Including East Midlands Hub continuing focus on effectiveness of LSA's to support mastery approach.</p>	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions to individual pupils or small groups, which on average show moderate positive benefits. The headline figure of four additional months' progress lies between these figures.</p>	<p>1, 2, 3</p>
<p>Dedicated Forest Schools afternoon sessions for EYFS and KS1 pupils and KS2 pupils with specific needs.</p>	<p>4 Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p>	<p>4, 5</p>
<p>Funded access for Pupil Premium Pupils to Sport Clubs, run by the Sports Coach (am/pm one club per pupil)</p>	<p>There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.</p>	<p>5</p>
<p>To support individual children financially in order to allow them to experience enrichment activities – e.g. music tuition, visits/visitors (50% contribution towards costs).</p>	<p>Raising aspirations is often believed to incentivise improved attainment. The current evidence base on aspiration interventions is extremely weak. The lack of studies identified means that an impact in months progress is not communicated. Schools should carefully monitor the impact on attainment of any interventions or approaches.</p> <p>Music/Arts</p> <p>5 Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</p>	<p>1, 2, 3</p>

	<p>6 Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools.</p> <p>7 Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness.</p>	
<p>A focussed approach to parental engagement from EYFS to Y6, to engage parents in how best to support their children at home across the curriculum – starting with a ‘meet the teacher’ event in the Autumn and further specific meetings across the year – including informal meeting sessions and focussed workshops (coffee afternoons) for pupils with SEND (a number of whom qualify for Pupil Premium funding).</p>	<p>Parental engagement in early years education is consistently associated with children’s subsequent academic success. On average, parental engagement programmes evaluated to date have led to a positive impact of approximately four additional months’ progress over the course of a year. However, there does appear to be some variation in effectiveness between approaches, suggesting that careful thought is needed when developing and introducing parental engagement approaches, and that on-going monitoring and evaluation is essential.</p> <p>Approaches that aim to increase general parental engagement, for example, by encouraging parents to read with their children can have a moderate positive impact for all children. Impact on disadvantaged families tends to be lower, however. Studies highlight the benefits of reading to children before they are able to read, and then of reading with children as soon as they are able to read. A number of studies have identified the positive impact of encouraging parents to talk with their children.</p> <p>Approaches that focus on developing parents own skills, for example by providing structured training, can have a moderate positive impact on learning. In general, more intensive approaches, which target particular families or outcomes, are associated with higher learning gains.</p>	1, 2, 3
<p>Continued access to remote learning, where necessary, via loans of laptops/Chromebooks and support with internet access. Subscription to appropriate apps and programmes to support learning.</p>	<p>EEF_Digital_Technology_Guidance_Report.pdf</p> <p>Tutoring systems can provide additional learning opportunities for pupils at risk of falling behind. The appeal is that these programmes offer an opportunity to provide personalised support, something that would be very costly if provided by teaching staff. They often claim to be able to accurately assess pupils’ understanding and adapt the content, so that pupils are practising at the right level.</p>	1, 2, 3

Total budgeted cost: £47,665 (funded £48,840)

****See note regarding funding on page 1**

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had in the 2023/24 academic year.

Attainment gap – 22/23 PP (32) V Non-PP (161) pupils from Y1-Y6:

Reading

21/22 Non PP Pupils Exp+ 60%, GDS 27%

21/22 PP Pupils Exp+ 37%, 13%

22/23 Non-PP Pupils Exp+ 67%, GDS 22%

22/23 PP Pupils Exp+ 38%, GDS 13%

23/24 Non PP Pupils Exp+ 70%, GDS 24%

23/24 PP Pupils Exp+ 47%, GDS 14%

Reading attainment has seen a significant improvement at Exp+ (+9%). We have targeted support at the lowest 20% of readers, via additional phonics groups (including KS2) and VIPERS comprehension skills.

Writing

21/22 Non PP Pupils Exp+ 52%, GDS 9%

21/22 PP Pupils Exp+ 30%, 7%

22/23 Non PP Pupils Exp+ 51%, GDS 1%

22/23 PP Pupils Exp+ 28%, GDS 0%

23/24 Non PP Pupils Exp+ 60%, GDS 4%

23/24 PP Pupils Exp+ 42%, 3%

Writing attainment has also seen a significant improvement at Exp+ (+14%). The structured, text based approach to Writing using the Literacy Tree scheme is becoming more embedded, resulting in improved attainment.

Maths

21/22 Non PP Pupils Exp+ 67%, GDS 9%

21/22 PP Pupils Exp+ 40%, 7%

22/23 Non PP Pupils Exp+ 62%, GDS 14%

22/23 PP Pupils Exp+ 34%, GDS 6%

23/24 Non PP Pupils Exp+ 70%, GDS 21%

23/24 PP Pupils Exp+ 39%, GDS 8%

Maths has seen a slight increase in attainment for Pupil Premium pupils (+5%). We continue our development as part of the

Pupil Progress (from whole school tracker spreadsheet)

Impact summary from data?			Impact summary from data?			Impact summary from data?		
Reading			Writing			Maths		
Attain end last year	Attain current	Progress +/- =	Attain end last year	Attain current	Progress +/- =	Attain end last year	Attain current	Progress +/- =
	Regress	3%		Regress	3%		Regress	13%
	Maint	80%		Maint	80%		Maint	65%
	Beyond	18%		Beyond	18%		Beyond	23%

The table above shows the progress made by Pupil Premium Pupils across the whole school, in Reading, Writing and Maths. The majority of pupils have 'maintained' their level of attainment, with circa 20% making beyond expected progress (moving up in attainment), with a small number regressing.

Pupil Progress gap end of KS2 22/23 – All pupils (40), Non PP (33), PP (7)

NO PROGRESS DATA FOR 2023/24, analysis below from 22/23:

Reading

All Pupils -0.2

Non PP Pupils -0.15

PP Pupils -0.57 (difference to National +0.29)

21/22 PP Pupils -3.86 (difference to National -3.05)

The gap in progress compared with national has improved significantly and is better than national.

Writing

All Pupils -2.8

Non PP Pupils -2.12

PP Pupils -5.83 (difference to National -5.14)

21/22 PP Pupils -3.91 (difference to National -3.18)

The gap in progress for Writing has widened compared with the previous year.

Maths

All Pupils -2.5

Non PP Pupils -2.54

PP Pupils -2.33 (difference to National -1.28)

21/22 PP Pupils -1.64 (difference to National -0.52)

Impact of wider strategies (taken from internal school tracker spreadsheet – see table below)

Intervention	% PP uptake 22/23	% PP uptake 23/24	Impact
National Tutoring (not part of PP funding but part aimed at PP pupils)	76%	4/7 Y6 PP pupils supported by Nat. Tutor (13% of total PP)	22/23 - Focussed support across KS1 and KS2, to support Writing. 12% of PP pupils made beyond expected progress, 79% maintained and 9 % regressed. 23/24 - Focus on Y6 pupils at WTS/EXP pre SATS, of the x12 who attended 11 reached EXP and 2 GDS. 3 of the 4 PP pupils reached the Expected Standard (the other scoring 99, missing out by 1)
Handwriting - KS1/2	62% (was 43%)	43%	22/23 - Pupils have developed their handwriting and writing stamina, which suffered during Covid lockdown. 23/24 - A continuation of the above.
ELSA	35% (was 6%)	18% (this will vary due to SEBD needs)	Our Emotional Literacy Support Assistants (ELSA) have supported a number of our Pupil Premium pupils with their mental health. Focussing on a specific need, this enables pupils to build up a number of strategies, which can then be adopted in the classroom and home.
Sports Clubs	35% (was 23%)	23%	22/23 - Sport is high profile across the school, not only in PE lessons but with a range of breakfast and after school clubs on offer. Furthermore, the school takes part in a local football league and competitions hosted by North Charnwood School Sports Network. A limited number of pupil premium pupils have accessed this, with a positive impact on their self-esteem and well-being. 23/24 - There has been a drop in pupil numbers attending the breakfast club.
Forest School	59% (was 46%)	48%	Qualitative data, from pupil voice and observations by members of staff indicate the positive effect of Forest Schools on their confidence, resilience and development of social skills.
Music Lessons	3% (was 9%)	5%	22/23 - One pupil developed their instrumental skills and performed to an audience on a number of occasions. 24/25 - Despite promotion and making parents aware, only 2 pupils undertook extra music lessons

Rise and Shine Breakfast Club - 22/23		18%	22/23 - All PP pupils were invited. Pupils ate a healthy breakfast and took part in reading, craft activities/fine motor skills and maths via SumDog and TTRS (to re-start in January)
Nurture Group (breakfast) - 23/24	44% (N/A 21/22)		23/24 - this became the Nurture Group, which ran from January with smaller numbers/targeted attendees. On review, due to limited attendance, the group was stopped.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The pupil(s) were part of the National Tutoring support with Writing and a Handwriting focus group. They also took part in maths booster groups and were supported 1:1 for IEP work. They also attended Forest Schools, Nurture Group and ELSA.
What was the impact of that spending on service pupil premium eligible pupils?	The pupil(s) have developed socially/emotionally, via involvement in Forest Schools, Nurture Group and ELSA. They will continue to need support in Reading and/or Maths via National Tutoring. They maintained their level of attainment compared with the previous year.