

PUPIL PREMIUM STRATEGY 2024-27

Grove Street Primary School

The aim of the Pupil Premium



The Pupil Premium has one central aim: to improve outcomes for all socio-economically disadvantaged pupils. Since its launch in 2011 it has enabled schools to sharpen their focus and resources on this group and their individual needs so that they can flourish.

Pupil Premium myth-busting

Myth one
'Only eligible children can benefit from Pupil Premium spending.'

The Pupil Premium is designed to support schools to raise the attainment of socio-economically disadvantaged pupils. However, many of the most effective ways to do this—including improving the quality of teaching for these pupils—will also benefit other groups. That's fine! However, the primary driver behind the strategies you choose should be the needs of pupils that are eligible for Pupil Premium funding.

Myth two
'The Pupil Premium has to be spent on interventions.'

There's strong evidence showing the impact that high quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when used alongside efforts to improve whole-class teaching as well as strategies to address wider challenges to learning such as attendance and behaviour.

Myth three
'School level data on its own is enough to make decisions about the best strategies to use.'

Collecting data about the attainment and progress of pupils eligible for the Pupil Premium can help schools identify priorities and target additional support. However, school data cannot tell leaders which approaches or programmes are most likely to be effective to address the needs of their students. This is why school leaders should use high quality external evidence to inform their decision-making alongside the expert knowledge they have of the pupils in their care.

Myth four
'Pupil Premium spending is only for lower-performing pupils'

The Pupil Premium is intended to support the life chances of socio-economically disadvantaged pupils and compensate for this disadvantage, which extends to high attainers. So it can—and should—be spent supporting programmes and interventions for eligible students who are high attainers.

The EEF Guide to the Pupil Premium

The tiered approach to Pupil Premium spending

High quality teaching

- Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils
- Professional development to support the implementation of evidence-based approaches
- Mentoring and coaching for teachers
- Recruitment and retention of teaching staff
- Technology and other resources to support high quality teaching and learning



Targeted academic support

- One to one, small group or peer academic tuition
- Targeted interventions to support language development, literacy and numeracy
- Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND
- Teaching assistant deployment and interventions
- Extended school time, including summer schools

Wider strategies

- Supporting pupils' social, emotional, and behavioural needs
- Supporting attendance
- Extracurricular activities
- Breakfast clubs and meal provision
- Communicating with, and supporting, parents



For further support and resources search "EEF Pupil Premium"

Pupil Premium Tiered Model Overview

Grove Street Primary School 2024-2027

High Quality Teaching

- Quality first teaching supported by additional CPD for teachers and support staff. Focused on evidenced based approaches and continued work with EEF, DfE English Hub, Maths Hub & Computing Hub, Primary Science Quality Mark, IQM and ADHD Foundation. Staff completing NPQs. Specialist leaders of education (SLE)
- SLT dedicated leadership time to coach, team teach, complete lesson studies
- ECT Mentor & coach. Quality assures for Liverpool Hope University
- Rigorous and methodical approach to teaching of basic skills: number bonds/times tables/phonics/grammar
- As a Centre of Excellence for Oracy we continue to utilise the Voice 21 CPD and resources.
- Welcomm assessments in EYFS. Welcomm interventions run across EYFS based on assessments.
- Investment in highly qualified staff in EYFS e.g. QTS in 2s, 2 X QTS Nursery, HLTAs. High staffing / child ratio to increase communication modelling and dialogue in continuous provision and to support with emotional regulation. EYFS SENDCo (in addition to AHT/SENDCo)
- Read, Write, Inc.
 - o Reading Leader (SLE)- assesses all children (phonic knowledge & reading fluency) for consistent & accurate assessment & tracking; monitoring quality of teaching; coaching; 1:1 tuition plans for lowest readers (all year groups)
 - o RWI Consultant Development Days (observing learning & teaching, coaching, focused action plans,).
 - o RWI 6 weekly assessment tracking- teaching tailored to children's individual needs.
 - o RWI CPD for all staff & coaching with Reading Leader
 - o Online RWI Training portal & home learning
- Reading Fluency; Accelerated Reader
- Maths
 - o Maths Lead (SLE) DfE Maths Hub Lead Mastery Specialist (Leading mastering number across Wirral & Cheshire)
 - o Reading Leader (SLE)- assesses all children (additive facts and multiplication facts) for consistent & accurate assessment, tracking & identification of gaps); monitoring quality of teaching; coaching; small group intervention plans (all year groups) teaching tailored to children's individual needs
 - o CPD for all staff, lesson studies & coaching with maths lead
 - o Maths mastery in addition to Power Maths
 - o Maths Fluency daily, School Jam, Times Tables Rockstars
- Teacher / HLTA led inventions and PPA cover
- Extended PPA weekly to complete the graduated approach ensuring that we use individually tailored, inclusive strategies. Non-teaching AHT/SENDCo to support SEND targets, strategies, inclusive environments and resourced provision



Targeted Academic Support

- Welcomm
- RWI 1:1 Daily tuition (any child below RWI ARE)
- Fresh start – RWI intervention y5/6
- Lowest 20% readers – focused guided reading with teacher daily
- Lowest 20-50% readers – focused guided reading with teacher x 2 per week
- Dyslexia Gold
- Maths small group tuition
- Racing to English (Children new to speaking English)

Wider Strategies

- Family Hub, Mental Health & Wellbeing Hub- 'The Bungalow'
- 3 x Emotional Literacy Support Assistants (ELSA's) trained by Educational Psychologists- support for individual children & families with emotional support & attendance. Pyramid of needs.
- Family Support Worker & Early Help Advisor
- MHST Mental health support team 1:1 & groups, parent support
- Health visitor drop in
- ADHD Foundation- individual counselling, CPD, parental support, parent & child group
- Therapeutic School- All staff Therapeutic Teaching Trained (continue to train new staff)
- OPAL & Forest School
- School of Sanctuary
- IQM Centre of Excellence
- MHST NHS Wellbeing Champions, 'Timid to Tigers' Parenting Programme
- Attendance Team (DHT & SLT, Attendance Officer) detailed tracking & monitoring, early intervention
- Attendance strategies including free breakfast for all children, family support, EBSA support, wrap around care, pilot for DfE extended hours
- Social supermarket & uniform bank

Grove Street Pupil Premium Strategy Statement 2024- 2027

School overview

Detail	Data
School name	Grove Street Primary School
Number of pupils in school	334
Proportion (%) of pupil premium eligible pupils	63% (182)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Nicola Cornford (CoG)
Pupil premium lead	Lisa Walsh (HT)
Governor lead	Nicola Cornford (CoG)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£268,320
Recovery premium funding allocation this academic year	£7,084 (7/12ths of £12,144 in Period 6)
School led tutoring	£2,526 (7/12ths of £4,331 in Period 6)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£277,930

Part A: Pupil premium strategy plan

Statement of intent

Grove Street Primary School is a Centre of Excellence for Inclusion, a Therapeutic School, a Centre of Excellence for Oracy (Voice 21) and a School of Sanctuary. We are fully committed to ensuring that every child has a champion and ensuring their emotional, social and academic needs are exceptionally well met. All children, including disadvantaged children are valued, respected and supported to develop to their full potential, irrespective of disadvantage. As a local Family Hub we support children from birth and have Early Years Provision from 2 years old. We are a 2 form entry in the mainstream classes, we also have LA resourced provision bases for children with ASC / social communication needs, with further bases planned for 2025/26.

Our school is in an area of high deprivation (Index of Multiple Deprivation Decile = 1- most deprived in England), on the Income Domain (index 2- residents experience income deprivation), Decile 1- highest for unemployment and the Health Deprivation and Disability Domain index 1 - most deprived (measures the risk of premature death and the impairment of quality of life through poor physical or mental health). In the recent research article "left behind neighbourhoods", New Ferry / Rock Ferry appeared in the worst 10% of areas for both deprivation and community needs. There is a high level of crime in the area (Crime decile index 1- highest in England), particularly gang warfare, county lines, drugs, knife, gun crime. Our community police have an active role in school, striving to build relationships and trust between children, families and the police.

The majority of our children are identified as disadvantaged (approx. 60% pupil premium-PP, with KS2 cohorts averaging 75%PP), significantly above the national average of 24.6% PP. We have high numbers of children on the SEND register: 42% (in the mainstream classes), significantly above the national average of 12.6%. 24% of our children have safeguarding agency involvement, including social workers and similar percentages access our mental health interventions. There is also high mobility in the area, for example; during 2023/24 we had 32 in year admissions and 30 leavers across all year groups. EAL groups were historically 2-4%, however over the past few years we have welcomed more families and this has increased to 16%. This informs our approach to pupil premium spending in that we prioritise strategies that impact on the majority of our children, however we specifically consider those children who are deemed to be

at a disadvantage educationally. Our intention is that all children, 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 children to achieve that goal, including progress for those who are already high attainers.

We are relentless in our drive to improve standards for our children, using evidence based approaches and have an excellent track record of supporting children who need that support the most and we will continue to target this funding at areas of disadvantage to ensure that all our children can achieve.

“Leaders and staff set out high expectations for pupils’ achievement. Pupils, including those with special educational needs and/or disabilities (SEND), respond positively to the high expectations set out by staff. Pupils achieve well due to a strong and effective curriculum. Children in the early years are well prepared for the demands of Year 1.”

“Leaders have developed an ambitious curriculum which begins right from the moment that children enter the early years. Leaders continually refine the curriculum to make sure it meets the needs of pupils, including children in the Nursery and Reception classes. They have carefully considered what pupils must learn in each subject. Subject leaders are well informed about their curriculum areas through continuous training and research.”

Ofsted, October 2022

As a Centre of Excellence for Oracy, spoken language and oracy skills are given significant importance within our curriculum. This focus empowers children to communicate effectively, express themselves confidently, and engage in meaningful discussions. Our curriculum ensures that there is no compromise on academic standards. The curriculum is grounded in research and evidence-based practices. This commitment to research ensures that educational strategies and interventions are informed by the latest findings, providing children with the most effective learning opportunities. By embracing an open entry, high-expectations approach, children are encouraged to reach their full potential, with adaptations where necessary to suit their individual needs. High quality teaching and learning is therefore at the core of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit non-disadvantaged children.

At Grove Street Primary we believe that four key strands must underpin the effective use of the Pupil Premium. We strive for all children at Grove Street:

- To secure the foundational knowledge and skills (to communicate, read, write and calculate) that every child needs by the end of key stage 1 to give them the best chance of educational success, whilst supporting children to develop executive function, crucial for both learning and well-being.
- To make rapid progress in their learning, particularly in communication and language, reading and maths. To raise the outcomes in core subjects to be consistently in line with or above national, especially for our children eligible for pupil premium.
- We want to ensure that they feel safe and happy in school and are emotionally ready to learn, attending school every day.
- We want our parents and carers to feel supported and confident that we are giving their children the best start to their education.
- We will offer high quality teaching to all our children and ensure that support for all children, including disadvantaged children, is closely matched to ongoing and accurate assessment.

Challenges

This details the key challenges to achievement that we have identified among our children eligible for pupil premium. .

Challenge number	Detail of challenge
1	<p>Mental health, resilience, emotional regulation and executive function “Self-regulation and executive function are closely interrelated. They are typically applied together to help children gain greater control over their thoughts, actions, and emotional responses. Children’s ability to apply these skills can be influenced by their early experiences, their current state of wellbeing (including their emotional state), and levels of motivation. Supporting the development of these skills may mean children are more likely to do better later in school” EEF EEF Self-Regulation and Executive Function</p> <p>The number of children struggling with these aspects has further increased post Covid, this is evidenced through Pupil Progress Meetings, ELSA Pyramid of Needs, SEND register & graduated approach tracker, CYPMHS and MHST,</p>

	<p>learning walks and child/parent voice. Our ELSA pyramid of needs indicates that in Autumn 2024, 71% of our children accessing ELSA support are also PP. Ongoing significant mental health, resilience and emotional regulation needs of children caused by multiple ACES including high levels of deprivation, parental domestic abuse and substance misuse. The latest multiple deprivation report indicates that our pupils live in the bottom 10% of the most deprived areas nationally.</p> <p>Small Merseyside town where people are 'terrified to go out at night' - Liverpool Echo Woman 'scared to go outside' as area taken over by balaclava clad gangs - Liverpool Echo Most depressed English communities 'in north and Midlands'</p>
2	<p>Through our strong relationships and knowledge of our families, we have identified that a significant number have mental health concerns, anxieties and behaviours that are barriers to their own and their children's emotional, social and academic development. We strive to support our families and children to reduce the impact of mental health, anxiety and contextual safeguarding issues to increase the aspirations and life chances of our children.</p> <p>Due to the socio-economic challenges around poverty and housing issues, our children experience a level of instability, and the challenge is to reduce the impact of this on their educational and emotional outcomes.</p>
3	<p>Attendance and Punctuality: evidenced through FFT, LAO and Pupil Progress Meetings</p> <p>There are higher levels of absenteeism amongst children eligible for pupil premium, which impacts on their learning. The number of PPG children who are persistently absent is high: we aim to reduce their PA so that our vulnerable children do not miss out on vital learning opportunities.</p>
4	<p>Low vocabulary on entry to school and low vocabulary acquisition for many disadvantaged children: evidenced through WELCOMM, NELI and Voice 21 assessments (FFT)</p>
5	<p>Although our assessments and monitoring identify that we consistently narrow the attainment gap in Reading, Writing and Maths between disadvantaged and non-disadvantaged children, our challenge is to further raise standards so that our children achieve results in line with or above National averages. Our regular high level of</p>

	non-routine admissions, including high numbers with SEND and who have experienced trauma, can also impact our data.
6	Due to the high levels of deprivation, the majority of our children have limited experiences beyond their immediate environment and very limited cultural capital (evidenced through observations and discussions). This impacts on children's understanding of elements of the curriculum: especially reading, writing and language and communication.

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
To achieve and sustain an improved percentage of children working at age related expectations for all children in our school, particularly our disadvantaged children.	<ul style="list-style-type: none"> • Internal assessments evidence improved percentage of children are secure in the foundational knowledge and skills (to communicate, read, write and calculate) that every child needs by the end of key stage 1 to give them the best chance of educational success. • Children make rapid progress in their learning, particularly in communication and language, reading and maths. • Percentage of children attaining the expected phonics pass mark to be at or close to the national average.

	<ul style="list-style-type: none"> • Outcomes in core subjects to be consistently in line with or above national, especially for our children eligible for pupil premium. (KS2 SATS Reading, Writing, Maths & Combined). • Increase the percentage of children achieving at or close to national attainment in KS2 Maths with a greater proportion of children attaining Higher Standard. • Sustain our greater proportion of children attaining the Higher Standard in Reading at the end of KS2.
<p>To reduce the speech & language delay of our children in our 2 year old provision, nursery & reception, particularly children eligible for pupil premium.</p>	<ul style="list-style-type: none"> • Assessments (WellComm, teacher assessment data, speech and language therapist reports) and observations indicate significantly improved communication and oral language skills. • Summer 2025 begin the pilot of Portsmouth Profiling Tool (shared by DfE as best practice) / Wirral Neurodiversity Profiling Tool to identify needs (including speech and language) at an early stage.
<p>Improve and maintain high levels of attendance, particularly for children eligible for pupil premium.</p>	<ul style="list-style-type: none"> • For attendance of pupil premium children to be closer to or in line with non-pupil premium children. • Reduce the percentage of pupil premium children who are PA to be in line with national and non-pupil premium children.
<p>Continue to improve and sustain improved mental health, resilience, emotional regulation and executive function for all children in our school, particularly our children eligible for pupil premium.</p>	<ul style="list-style-type: none"> • Observations of children's engagement in learning demonstrate improved levels of resilience, emotional regulation and executive function. Evidenced through: Pupil Progress Meetings, ELSA Pyramid of Needs, SEND register & graduated approach


	tracker, CYPMHS and MHST, learning walks and child/parent voice.
Continue to improve cultural and childhood experiences for all children across school.	<ul style="list-style-type: none"> • All children access forest school weekly. • All children access OPAL every day. • Cultural capital experiences (visits and visitors included) are planned and embedded in our curriculum. • A wide range of free (or very low cost) extra-curricular activities are available to all children. • All children access our Building Futures career and aspirations day. • KS2 children access Positive Footprints and Teach First Primary career programmes.

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.



High Quality Teaching (for example, CPD, recruitment and retention)


Budgeted cost: £138,965

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Quality first teaching supported by additional CPD for teachers and support staff. Focused on evidenced based 	<ul style="list-style-type: none"> •  EEF-Effective-Professional-Development-Gui... • EEF Self-Regulation and Executive Function 	1,4,5

<p>approaches and continued work with EEF, DfE English Hub, Maths Hub & Computing Hub, Primary Science Quality Mark, IQM and ADHD Foundation. Staff completing NPQs. Specialist leaders of education (SLE)</p> <ul style="list-style-type: none"> • SLT dedicated leadership time to coach, team teach, complete lesson studies • ECT Mentor & coach. Quality assures for Liverpool Hope University 	<ul style="list-style-type: none"> • Metacognition and self-regulation EEF • Self-regulation strategies EEF • Principles of Instruction • Great Teaching Toolkit • EEF Primary Science Quality Mark Trial • Best start in life part 1: setting the scene - GOV.UK • Best start in life part 2: the 3 prime areas of learning - GOV.UK • Best start in life part 3: the 4 specific areas of learning - GOV.UK • Strong foundations in the first years of school - GOV.UK • High quality teaching benefits pupils with SEND – The 'Five-a-day' principle 	
<ul style="list-style-type: none"> • As a Centre of Excellence for Oracy we continue to utilise the Voice 21 CPD and resources. • Welcomm assessments in EYFS. Welcomm interventions run across EYFS based on assessments. • Our school was selected as one of the DfE International Early Learning and Childhood Wellbeing Study schools 2024/25. • Summer 2025 begin the pilot of Portsmouth Profiling Tool / Wirral Neurodiversity Profiling Tool to identify needs (including speech and language) at an early stage. • Investment in highly qualified staff in EYFS e.g. QTS in 	<ul style="list-style-type: none"> • Oral language interventions EEF • Communication and language approaches EEF • International early learning and child well-being study (IELS): national report for England • IELS thematic report: Young children's development and deprivation in England • International Early Learning Child Well-being Study (IELS) for the Department for Education (DfE) AlphaPlus • Rethinking child neurodiversity BPS • Earlier starting age EEF 	1,4,5

<p>2s, 2 X QTS Nursery, HLTAs. High staffing / child ratio to increase communication modelling and dialogue in continuous provision and to support with emotional regulation. EYFS SENDCo (in addition to AHT/SENDco)</p>	<ul style="list-style-type: none"> • Play-based learning EEF • Best start in life part 1: setting the scene - GOV.UK • Best start in life part 2: the 3 prime areas of learning - GOV.UK • Best start in life part 3: the 4 specific areas of learning - GOV.UK • Telling the story: the English education subject report - GOV.UK • Strong foundations in the first year at school Ofsted webinar for schools • Strong foundations in the first years of school - GOV.UK 	
<ul style="list-style-type: none"> • Rigorous and methodical approach to teaching of basic skills: phonics/grammar • Read, Write, Inc. <ul style="list-style-type: none"> o Reading Leader (SLE)- assesses all children (phonic knowledge & reading fluency) for consistent & accurate assessment & tracking; monitoring quality of teaching; coaching; 1:1 tuition plans for lowest readers (all year groups) o RWI Consultant Development Days (observing learning & teaching, coaching, focused action plans,). o RWI 6 weekly assessment tracking- teaching tailored to children's individual needs. 	<ul style="list-style-type: none"> • Phonics EEF • Reading comprehension strategies EEF • Early literacy approaches EEF •  Literacy_KS1_Guidance_Report_2020.pdf •  EEF-Improving-literacy-in-key-stage-2-repo... •  Factors_influencing_primary_school_pupils__e... • Telling the story: the English education subject report - GOV.UK • Research review series: English - GOV.UK • Strong foundations in the first years of school - GOV.UK 	1,4,5





<ul style="list-style-type: none"> o RWI CPD for all staff & coaching with Reading Leader o Online RWI Training portal & home learning • Reading Fluency; Accelerated Reader • Bespoke reading fluency and English curriculum 		
<ul style="list-style-type: none"> • Rigorous and methodical approach to teaching of basic skills: number bonds/times tables/phonics/grammar • Maths <ul style="list-style-type: none"> o Maths Lead (SLE) DfE Maths Hub Lead Mastery Specialist (Leading mastering number across Wirral & Cheshire) o Reading Leader (SLE)- assesses all children (additive facts and multiplication facts) for consistent & accurate assessment, tracking & identification of gaps); monitoring quality of teaching; coaching; small group invention plans (all year groups) teaching tailored to children's individual needs o CPD for all staff, lesson studies & coaching with maths lead o Maths mastery in addition to Power Maths o Maths Fluency daily, School Jam, Times Tables Rockstars 	<ul style="list-style-type: none"> • Mastery learning EEF • Early numeracy approaches EEF •  Factors_influencing_primary_school_pupils__e... • Coordinating mathematical success: the mathematics subject report - GOV.UK • Research review series: mathematics - GOV.UK • Strong foundations in the first years of school - GOV.UK 	1,4,5
<ul style="list-style-type: none"> • Teacher / HLTA led inventions and PPA cover • Small classes (investing in extra teachers) 	<ul style="list-style-type: none"> • Small group tuition EEF •  Wirral's+Graduated+Approach+-+June+23.... 	1,4,5

<ul style="list-style-type: none"> Extended PPA weekly to complete the graduated approach ensuring that we use individually tailored, inclusive strategies. EEF 5 a day. Non-teaching AHT/SENDco to support SEND targets, strategies, inclusive environments and resourced provision 	<ul style="list-style-type: none"> •  EEF_Special_Educational_Needs_in_Mainstre... • Children's services leaders in England call for national 'plan for childhood' • Analysis of the consultation responses to the SEND review:right support, right place, right time (DfE, 2023) Independent analysis of the consultation responses to the SEND review right support right place right time.pdf • A vision for the future of primary Education (Oxford School of Thought)OST+Report+on+Future+of+Primary+Education+v.1.1.pdf • Rethinking child neurodiversity BPS • High quality teaching benefits pupils with SEND - The 'Five-a-day' principle 	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £69,482

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Welcomm • RWI 1:1 Daily tuition (any child below RWI ARE) 	<ul style="list-style-type: none"> • Phonics EEF • Reading comprehension strategies EEF 	1,4,5

<ul style="list-style-type: none"> • Fresh start – RWI intervention y5/6 • Lowest 20% readers – focused guided reading with teacher daily • Lowest 20-50% readers – focused guided reading with teacher x 2 per week • Dyslexia Gold • Maths small group tuition NCETM Mastering Number EYFS & KS1, Mastering Number KS2 • Racing to English (Children new to speaking English) 	<ul style="list-style-type: none"> • Early literacy approaches EEF •  Literacy_KS1_Guidance_Report_2020.pdf •  EEF-Improving-literacy-in-key-stage-2-rep... •  Factors_influencing_primary_school_pupils_... • Telling the story: the English education subject report - GOV.UK • Research review series: English - GOV.UK • Strong foundations in the first years of school - GOV.UK • Mastery learning EEF • Early numeracy approaches EEF •  Factors_influencing_primary_school_pupils_... • Coordinating mathematical success: the mathematics subject report - GOV.UK • Research review series: mathematics - GOV.UK • Strong foundations in the first years of school - GOV.UK 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)



Budgeted cost: £69,482

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Family Hub, Mental Health & Wellbeing Hub- 'The Bungalow' 	<ul style="list-style-type: none"> • EEF Self-Regulation and Executive Function • Social and emotional learning EEF 	1,2,3,4.6

- 3 x Emotional Literacy Support Assistants (ELSA's) trained by Educational Psychologists- support for individual children & families with emotional support & attendance. Pyramid of needs.
- Family Support Worker & Early Help Advisor
- MHST Mental health support team 1:1 & groups, parent support
- Health visitor drop in
- ADHD Foundation- individual counselling, CPD, parental support, parent & child group
- MHST NHS Wellbeing Champions, 'Timid to Tigers' Parenting Programme
- Therapeutic School- All staff Therapeutic Teaching Trained (continue to train new staff)
- Our school was selected as one of the DfE International Early Learning and Childhood Wellbeing Study schools 2024/25.

- [Self-regulation strategies | EEF](#)
- [Working definition of trauma-informed practice - GOV.UK](#)
- <https://www.traumatransformation.scot/implementation/>
- <https://www.traumatransformation.scot/>
- [Trauma-Informed Wales](#)
- [Practical tips for trauma-informed schools that also build wellbeing](#)
- [Mental Health Awards | Carnegie Centre of Excellence for Mental Health in Schools | Leeds Beckett University](#)
- Family Hubs and Start for Life Programme Guide (DfE, 2022)
[Family Hubs and Start for Life programme guide.pdf](#)
- Annex E: Family Hub Model Framework (DfE, 2022)
[Annex E - family hub model framework.pdf](#)
- Annex F: Family Hub Service Expectations (DfE, 2022)
[Annex F - family hub service expectations.pdf](#)
- [Children's services leaders in England call for national 'plan for childhood'](#)

- Analysis of the consultation responses to the SEND review:right support, right place, right time (DfE, 2023)
[Independent analysis of the consultation responses to the SEND review right support right place right time.pdf](#)
- A vision for the future of primary Education (Oxford School of Thought)[OST+Report+on+Future+of+Primary+Education+v.1.1.pdf](#)
- <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour>
- <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- <https://youthendowmentfund.org.uk/toolkit/interventions-to-prevent-school-exclusion/>
- <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send>
- [International early learning and child well-being study \(IELS\): national report for England](#)
- [IELS thematic report: Young children's development and deprivation in England](#)
- [International Early Learning Child Well-being Study \(IELS\) for the Department for Education \(DfE\) | AlphaPlus](#)

<ul style="list-style-type: none"> • OPAL & Forest School • School of Sanctuary • IQM Centre of Excellence 	<ul style="list-style-type: none"> • Physical development approaches EEF • IELS thematic report: Young children's physical development in England • play - a report by the all-party parliamentary group on fit and healthy childhood corrected 1.pdf • supporting-school-improvement-through-play-1.pdf • The-Case-For-Play-In-Schools-web-1-1.pdf • https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2 • growing-up-in-the-covid-19-pandemic-evidence-review-of-the-impact-of-pandemic-life-on-physical-development-in-the-early-years.pdf • The Future of Education and Skills E2030 Future of Education Position Paper (05.04.2018).pdf • https://www.childrensuniversity.co.uk/ • EEF Testing the impact of social action on young people's engagement and attainment at school. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/childrens-university • Children's services leaders in England call for national 'plan for childhood' •  EEF_Special_Educational_Needs_in_Mainstr... 	<p>1,2,3,4.6</p>
<ul style="list-style-type: none"> • Attendance Team (DHT & SLT, Attendance Officer) detailed tracking & monitoring, early intervention 	<ul style="list-style-type: none"> •  CBP-9710.pdf School Attendance in England 	<p>1,2,3,4</p>

<ul style="list-style-type: none"> • Attendance strategies including free breakfast for all children, family support, EBSA support, wrap around care, pilot for DfE extended hours • Social supermarket & uniform bank 	<ul style="list-style-type: none"> • Working together to improve school attendance - August 2024 - GOV.UK • Toolkit for schools: communicating with families to support attendance - GOV.UK • Summary table of responsibilities for school attendance (applies from 19 August 2024) • Supporting attendance EEF • Attendance interventions rapid evidence assessment EEF • Belonging, engaging and participating: Guidance on improving learner engagement and attendance • An evidence-based plan for improving school attendance A country that works for all children and young people 	
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Total budgeted cost: £294,002

Part B: Review of the previous academic year - to be updated when validated data is published January 2025

Outcomes for disadvantaged pupils

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

- Data from the previous academic year's national assessments and qualifications, once published.

- Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).
- Information from summative and formative assessments the school has undertaken.
- School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

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
Read, Write, Inc.	Ruth Miskin (DfE approved scheme)
Voice 21 Centre of Excellence	The National Oracy Education Charity

Accelerated Reader, STAR Reader, STAR Maths	Renaissance
Power Maths and School Jam	Pearson
Times Tables Rockstars	Maths Circle 7
Mastering Number EYFS & KS1, Mastering Number KS2	NCETM
WellComm	GL Assessments