



Aldermoor Farm Primary School

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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	Aldermoor Farm Primary School
Number of pupils in school	661 pupils
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	April 2025 September 2025 October 2025 (final)
Statement authorised by	Lucy Wright
Pupil premium lead	John Chylinski
Governor	Charlotte Abell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£334,480
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 334,480



Aldermoor Farm Primary School

Part A: Pupil premium strategy plan

Statement of intent

At Aldermoor Farm Primary School, we have high expectations of all children, regardless of background.

We support our children and families through our relentless drive to ensure quality first teaching, the support from our strong pastoral team and a carefully planned curriculum which allows all pupils to develop the cultural capital needed for an ever-changing world. We aim to ultimately ensure that all pupils become active members of society and are fully prepared for the next stage in their life.

Strong leadership ensures that the Pupil Premium funding is allocated effectively each year to have the necessary impact across school so children achieve then national expectation. All pupils have equal access to the extended curriculum and enrichment opportunities, eradicating educational inequity.

High-quality **teaching** is at the heart of our approach. This has proven to have the greatest impact and at the same time will benefit 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 the progress of their disadvantaged peers.

We carefully plan **academic targeted support** so pupils 'keep up rather than catch up'. Using evidence-informed interventions, we ensure that the support they receive meets their needs and accelerates their progress.

Through the work of a strong pastoral and leadership team, **wider strategies** to support families are in place to ensure all children are ready to learn.

When allocating our funding, we use a range of research and evidence such as the Education Endowment Foundation and Sutton Trust.

Challenges

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



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	Detail of challenge
1	Attendance of our disadvantaged pupils is below that of our non-disadvantaged pupils
2	Some pupils' difficulties with their social and emotional well-being prevents them from being able to engage fully in their education and wider school life
3	Some pupils lack the communication and language skills required for them to become successful communicators
4	Many pupils enter the school with a lack of exposure to a wide range of vocabulary and reading opportunities.
5	Ensuring all staff are trained and skilled to a high standard, enabling them to provide high quality education across all curriculum subjects
6	Parental/carer engagement in school and learning is often lower, with many having poor literacy and maths skills themselves

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.



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Intended outcome	Success criteria																								
<p>Increase attendance across the school.</p> <p>PP children attendance to be at least in line with non-PP children.</p>	<ul style="list-style-type: none"> The school target for attendance will be met (95%). <table border="1" data-bbox="753 297 1409 598"> <thead> <tr> <th colspan="2">Aldermoor Farm 24-25 attendance</th> <th colspan="2">National 24-25 attendance</th> </tr> </thead> <tbody> <tr> <td colspan="2" style="text-align: center;">94.11%</td> <td colspan="2" style="text-align: center;">94.75%</td> </tr> <tr> <th>AF PP</th> <th>National PP</th> <th>AF non-PP</th> <th>National non-PP</th> </tr> <tr> <td style="text-align: center;">92.33%</td> <td style="text-align: center;">92.1%</td> <td style="text-align: center;">94.32%</td> <td style="text-align: center;">95.75%</td> </tr> </tbody> </table> The % of persistent absence will continue to decrease. <table border="1" data-bbox="753 730 1409 837"> <thead> <tr> <th>21-22</th> <th>22-23</th> <th>23-24</th> <th>24-25</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">27.94%</td> <td style="text-align: center;">22.09%</td> <td style="text-align: center;">18.45%</td> <td style="text-align: center;">16.48%</td> </tr> </tbody> </table> <p>PA has decreased over time.</p> PP attendance will at least be in line with non-PP attendance <p>Aldermoor Farm PP attendance is above national for 24-25.</p> A staged and evidence-based approach to attendance is followed consistently and applied to all pupils <p>The Attendance Lead follows a rigorous approach that identifies children and ensures families are closely communicated with regarding their child's attendance when the child's attendance is a concern to the school.</p> <p>Children who have historically poor attendance are part of an intensive monitoring list and have a key worker within the school to offer support.</p> All stakeholders will understand the importance of high attendance and will promote this within school <p>Stakeholders understand their role in attendance and how they can contribute towards the improved percentage. Teachers are regularly informed about which parents to contact and what the concern is.</p> <p>A staff voice highlighted the impact of this awareness. 'Staff are now more involved in communicating with parents when their child's attendance becomes a concern. This displays the whole-school approach to the parents.'</p> <p>Teachers are frequently updated about attendance, reminding all that attendance is everyone's business. Teachers regularly speak to parents of their child's attendance is a concern. This is monitored.</p> Early Help is effectively used as a tool to improve attendance. 	Aldermoor Farm 24-25 attendance		National 24-25 attendance		94.11%		94.75%		AF PP	National PP	AF non-PP	National non-PP	92.33%	92.1%	94.32%	95.75%	21-22	22-23	23-24	24-25	27.94%	22.09%	18.45%	16.48%
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	<p>Through a strong pastoral team, breakfast club and assistance with bus fare, identified children have been supported to attend school on time.</p> <p>Key workers work very closely with families to support attendance.</p> <p>Aldermoor Farm work very closely the LA Attendance Officer who offers support and assists us.</p> <p>A pupil voice demonstrated this support. 'I come to breakfast club five times a week, and it is a nice place to be. We eat nice food and play games with their friends.'</p> <ul style="list-style-type: none">• Parent/carer workshops will be delivered effectively to educate families on the importance of good attendance <p>A parent stated, 'It is good to hear about attendance. You don't realise how much of work a child can miss if they miss a couple of days.'</p> <p>(SIP 5)</p>
<p>All children are ready to learn</p>	<ul style="list-style-type: none">• Families and children needing additional support will be quickly identified and effective support will be put in place. This includes support for bus fares and school uniform. <p>Children who require additional support are identified by staff in school. The Family Support Workers are then in place to offer swift support.</p> <p>A parent commented, 'I really felt supported when I asked for help. It was so good to talk to people at the school.'</p> <ul style="list-style-type: none">• Learning mentors will work effectively with identified children to ensure children are ready to learn and can 'keep up rather than catch up' <p>Specific interventions have been put in place to support identified children. Lesson visits (including a RWI and Ark Maths Mastery visits) have identified that behaviour for learning is good. Learning Mentors have rigorous timetables that are regularly monitored and when children are identified, interventions are put in place to keep children up with learning. This has been seen through the monitoring of intervention groups, learning walks and pupil progress meetings.</p> <p>A pupil voice highlighted the work Learning Mentors do. "I enjoy working with x. Feel calm after the work and am ready for class."</p> <ul style="list-style-type: none">• Early help will be used as a tool to effectively support families who need it



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	<p>Through a strong pastoral team, breakfast club and assistance with bus fare, identified children have been supported to attend school on time. A pupil voice demonstrated this support. 'I come to breakfast club five times a week, and it is a nice place to be. We eat well and play games with their friends.'</p> <ul style="list-style-type: none"> Breakfast club will support children to be on time for school. A healthy breakfast and experienced staff working with the children will support them to have a good start to the day. <p>A pupil voice highlighted the importance of breakfast club. 'Going to breakfast club prepares me for school. I am on time and not hungry. We then get given toast at break for a healthy snack.'</p> <p>A member of staff discussed the impact of breakfast club. 'You know that the children who come into class after breakfast club have had time to prepare for the school day. They enter the room settled and ready to learn.'</p> <ul style="list-style-type: none"> Clear routines will be established across the school to ensure children understand expectations and feel safe and secure <p>Children are aware of routines and expectations, and they are shared daily with them.</p> <ul style="list-style-type: none"> Behaviour for learning will show that children understand the school rules of <i>Ready, Respectful and Safe</i> <p>Pupil voice demonstrates this. 'We have done a lot of work around our school rules and know what being ready, respectful, safe looks like.'</p> <p>(SIP 3 and 5)</p>								
<p>Improve communication and language skills (oracy)</p>	<ul style="list-style-type: none"> The % of children meeting the ELG in Communication and Language will be at least in line with national. <table border="1" data-bbox="753 1460 1407 1563"> <tr> <td>Aldermoor Farm</td> <td>National</td> </tr> <tr> <td>76%</td> <td>80%</td> </tr> </table> <p>In children meeting the ELG for Communication and Language, Aldermoor Farm are 4% behind national ELGs for the academic year 24-25.</p> <ul style="list-style-type: none"> The % of PP children meeting the ELG in Communication and Language will be at least in line with their non-PP peers <table border="1" data-bbox="753 1803 1407 1906"> <tr> <td>Aldermoor Farm PP</td> <td>National PP</td> </tr> <tr> <td>75%</td> <td>67%</td> </tr> </table> <p>Pupil Premium children at Aldermoor Farm are above children nationally during the academic year of 24-25.</p> <ul style="list-style-type: none"> Observations indicate improved oral language amongst all children. This is evident when 	Aldermoor Farm	National	76%	80%	Aldermoor Farm PP	National PP	75%	67%
Aldermoor Farm	National								
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	<p>triangulated with other sources of evidence (engagement in lessons, teaching and learning, book looks and pupil voice).</p> <p>There has been a focus on oracy at Alder Moor Farm this year. Children are more engaged in learning and strategies are in place to ensure thinking and speaking classrooms. The teachers have received CPD around these strategies-both for Teaching and Learning and Oracy.</p> <ul style="list-style-type: none"> • Development of Voice 21 principles will be embedded across the school <p>The Alder Moor Farm Talk Charter and Listening Ladder are being referred to in all classrooms. There have been assemblies to introduce the children to these principles, and the strategies are being utilised in classes.</p> <p>Oracy CPD is in place to ensure it is a school priority. An oracy toolkit has been introduced to assist pupils in using the strategies.</p> <ul style="list-style-type: none"> • Opportunities to develop their communication skills (clubs, leadership opportunities etc.) <p>Student Leaders have been appointed, and they regularly communicate with the other pupils. There are a number of after-school clubs that present children with the opportunity to talk to their peers.</p> <ul style="list-style-type: none"> • Parent/carer workshops will be delivered effectively to educate families on the importance of oracy and how they can support their children at home. <p>Oracy is made a part of workshops to ensure parents are aware of our approach to language and communication.</p> <p>(SIP 4)</p>
Develop vocabulary	<ul style="list-style-type: none"> • The teaching of vocabulary in all subjects will be consistent and embedded across the school <p>Oracy journey continues across the school and there is a focus in each area with star words for subjects.</p> <p>A pupil commented, "We use star words in many subjects, and they help us understand what the words mean and how we can use them."</p> <ul style="list-style-type: none"> • Vocabulary flowers within EYFS will be used effectively to develop the children's vocabulary in all areas of the provision <p>These are used by staff across EYFS, and work has been done around how to use them.</p> <ul style="list-style-type: none"> • The % of children meeting the expected level in Writing will be in line with national in all year groups



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Year Group	% at EXP+
Year R	74%
Year 1	69%
Year 2	68%
Year 3	61%
Year 4	54%
Year 5	73%
Year 6	73%

Years R, 5 and 6 are above national (72%) for writing.

- The % of PP children meeting the expected level in Writing will be at least in line with their non-PP peers

Year Group	PP % at EXP+	Non-PP % at EXP+
Year R	100%	73%
Year 1	57%	72%
Year 2	55%	76%
Year 3	54%	67%
Year 4	46%	61%
Year 5	66%	79%
Year 6	58%	81%

PP in Year R are above their non-PP peers.

- Pupil voice will demonstrate that children have the vocabulary needed to be able to communicate effectively

A recent pupil voice highlighted the impact oracy has on communication across the school. 'We must speak in full sentences, and my teacher has worked with us on talking to your partner and showing them, you are listening. I like that we both get to speak and share ideas.'

A staff voice highlighted the impact of the work around vocabulary. "It is fantastic to see how the children have developed in their oracy skills. The work on the Listening Ladder and Talk Charter is evidenced in classrooms. Children have become more skilled speakers and listeners."

- Book looks will show that children are able to use a wide range of vocabulary within their work

This has been evidenced through books looks and learning walks.

- High uptake at parent/carer workshops on developing vocabulary at home and school



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	<p>Workshops continue to be held, and parent uptake is increasing.</p> <p>(Sip 4)</p>																								
<p>Accelerate learning in Reading to enable children to know more and remember more</p>	<ul style="list-style-type: none"> The % of children meeting the ELG in Reading will be at least in line with national. <p>EYFS Comprehension</p> <table border="1" data-bbox="751 450 1409 557"> <thead> <tr> <th>Aldermoor Farm</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>73%</td> <td>80%</td> </tr> </tbody> </table> <p>Aldermoor Farm are 7% behind national for comprehension.</p> <p>EYFS Word Reading</p> <table border="1" data-bbox="751 692 1409 799"> <thead> <tr> <th>Aldermoor Farm</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>77%</td> <td>77%</td> </tr> </tbody> </table> <p>Aldermoor Farm are in line with National for word reading.</p> The % of PP children meeting the ELG in Reading will be at least in line with their non-PP peers <p>EYFS Comprehension</p> <table border="1" data-bbox="751 1061 1409 1169"> <thead> <tr> <th>Pupil Premium</th> <th>Non-Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>100%</td> <td>77%</td> </tr> </tbody> </table> <p>PP children at Aldermoor Farm are above national.</p> <p>EYFS Word Reading</p> <table border="1" data-bbox="751 1267 1409 1375"> <thead> <tr> <th>Pupil Premium</th> <th>Non-Pupil Premium</th> </tr> </thead> <tbody> <tr> <td>100%</td> <td>75%</td> </tr> </tbody> </table> <p>The % of PP children meeting the ELG in word reading and Comprehension is above their non-PP peers.</p> The % of children meeting the expected level in the Phonics Screening Check will at least be in line with national at the end of Year 1 and Year 2. <p>Year 1</p> <table border="1" data-bbox="751 1671 1409 1778"> <thead> <tr> <th>Aldermoor Farm</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>79%</td> <td>80%</td> </tr> </tbody> </table> <p>We are in-line with national for the Year 1 PSC.</p> <p>Year 2</p> <table border="1" data-bbox="751 1877 1409 1984"> <thead> <tr> <th>Aldermoor Farm</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>44%</td> <td>50%</td> </tr> </tbody> </table> <p>Aldermoor Farm are 6% behind national for the Year 2 PSC.</p> 	Aldermoor Farm	National	73%	80%	Aldermoor Farm	National	77%	77%	Pupil Premium	Non-Pupil Premium	100%	77%	Pupil Premium	Non-Pupil Premium	100%	75%	Aldermoor Farm	National	79%	80%	Aldermoor Farm	National	44%	50%
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- The % of PP children meeting the expected level in the Phonics Screening Check will at least be in line with national at the end of Year 1 and Year 2.

Year 1

Aldermoor Farm PP	National PP
71%	67%

Year 1 PP are above national at expected for the PSC

Year 2

Aldermoor Farm PP	National PP
33%	44%

Year 2 PP are below national at expected for the PSC

- The % of children meeting the expected/GD level in Reading will be in line with national in all year groups.

Year Group	% at EXP+	% at GDS
Year 1	72%	21%
Year 2	64%	16%
Year 3	61%	18%
Year 4	62%	15%
Year 5	67%	22%
Year 6	84%	41%

At the end of Key Stage 2, the % of children meeting EXP+ in reading for national was 75%.

Year 6 are 9% above national. There is a 3% difference with Year 1.

At the end of Key Stage 2, the % of children meeting GDS in reading for national was 33%.

Year 6 are 8% above national.

- A consistent approach to Reading will be evident when triangulated with a range of sources of evidence (engagement in lessons, teaching and learning, book looks and pupil voice).

This has been seen through monitoring (learning walks, review days).

A pupil commented, 'I used to not like reading but now I love going to the library and changing my books. My teacher checks my planner every day and we take test on Accelerated Reader. I am proud when I get a good score.'

- RWI phonics programme will be followed with fidelity. Regular monitoring takes place, and the staff have fortnightly CPD.



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	<ul style="list-style-type: none"> Staff CPD will support teachers to develop their Reading teaching and meet the needs of all pupils. Regular evidence-informed CPD is delivered to staff on Whole Class Reading. A member of staff commented, “It is great to receive the training every two weeks. That regular feedback allows us to hone our practice.” Regular and rigorous assessments will ensure support is put in place to allow children to ‘keep up rather than catch up’ The school has an assessment programme in place and staff have received CPD on how to use QLA to meet the needs of their class. A warm and welcoming library will give the children an opportunity to be exposed to a wide range of high-quality texts A pupil voice noted the impact of the library. ‘I love changing my book. There are lots to choose from and I like to pick books from different authors, with different styles. If I am not sure, one of the librarians helps me.’ The library has been refurbished to allow for a larger quantity of high-quality texts and was launched through an open day. <p>(Sip 4)</p>								
<p>Accelerate learning in Writing to enable children to know more and remember more</p>	<ul style="list-style-type: none"> The % of children meeting the ELG in Writing will be at least in line with national. EYFS Writing <table border="1" data-bbox="751 1296 1409 1404"> <tr> <th>Aldermoor Farm</th> <th>National</th> </tr> <tr> <td>74%</td> <td>72%</td> </tr> </table> <p>EYFS are 2% above national in writing.</p> The % of PP children meeting the ELG in Writing will be at least in line with their non-PP peers EYFS Writing <table border="1" data-bbox="751 1592 1409 1700"> <tr> <th>Pupil Premium</th> <th>Non-Pupil Premium</th> </tr> <tr> <td>100%</td> <td>55%</td> </tr> </table> <p>EYFS PP are above non-PP children for writing.</p> The % of children meeting the expected/GD level in Writing will be in line with national at the end of EYFS, KS1 and KS2. 	Aldermoor Farm	National	74%	72%	Pupil Premium	Non-Pupil Premium	100%	55%
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EYFS Writing

Aldermoor Farm	National
74%	72%

Stage	% at EXP+	% at GDS
KS1	68%	14%
KS2	73%	5%

National was 72% at EXP+ and 13% at GDS

KS2 are above national for EXP+. KS1 are above national for GDS.

- The % of PP children meeting the expected/GD level in Writing at the end of EYFS, KS1 and KS2 will be at least in line with their non-PP peers

Pupil Premium Writing

Stage	% at EXP+	% at GDS
KS1	55%	3%
KS2	63%	3%

National was 59% for EXP+, 7% for GDS. Year 6 PP are above national for EXP+.

Non - Pupil Premium Writing

Stage	% at EXP+	% at GDS
KS1	76%	21%
KS2	80%	6%

National was 78% for EXP+, 16% for GDS. Year 6 are above national for Non-PP for EXP+.

- A consistent approach to Writing will be evident when triangulated with a range of sources of evidence (engagement in lessons, teaching and learning, book looks and pupil voice).

Ready Steady Write is used, and teachers have received support with planning.

A pupil commented, 'I like writing. We know that we look at a book, then a text and then plan, draft and write our own piece of writing.'

- A Writing leadership team will be developed to closely monitor the use of Ready, Steady, Write, Spelling Shed and handwriting to develop writing provision across school.

The Curriculum Lead and Subject Champion monitor these through learning walks and book looks.

(Sip 3 + 4)



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A clear and consistent evidence-based approach to teaching is embedded across school and delivered by highly skilled teachers

- Teaching profile shows that teaching and learning across school is effective or exceptional.

Learning walks have evidenced that teaching is effective.

An Ofsted pilot highlighted that Teaching and Learning is at the expected standard.

- Teaching and learning team will have clear roles and responsibilities to develop the strategic plan for teaching across the school

Regular CPD and monitoring of Teaching and Learning has been in place. A clear action plan, focussing on the school's needs has been created and is being implemented. Strategies have been taught to staff to deal with Attention, which is the first focus of the Teaching and Learning action plan. Questioning has also been a focus of CPD.

Strategies for active learning are being taught to staff through-evidence-led CPD.

- The % of children achieving GLD will be at least in line with national

GLD

Aldermoor Farm	National
63%	69%

Aldermoor Farm are above national.

- The % of children passing the PSC in Y1/Y2 will be at least in line with national

As above

- Outcomes from the Multiplication Check will be at least in line with national

MTC average score

Aldermoor Farm	National
18	21

- The % of children meeting the expected/GD level in Reading, Writing and Maths at the end of KS1 and KS2 will be in line with national

As above

- The % of PP children meeting the expected/GD level will be at least in line with their non-PP peers

As above

- Staff voice will show that CPD supports their development and meets their needs

A member of staff supported this. 'I enjoy our CPD sessions. We are given the rationale for what we are doing, and I feel I my practice has improved because of these sessions.'



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	<p>Bespoke sessions are delivered to ensure staff receive CPD to develop areas that are matched to their needs.</p> <p>Professional Growth is now in place to ensure staff have a voice in their own development and will enhance knowledge and expertise to bring about changes in their own practice.</p> <p>Bespoke CPD is delivered to staff to meet their needs and development.</p> <ul style="list-style-type: none">An instructional coaching programme will be developed across the school <p>Steplab has been purchased, and the Coach Lead has action plan and vision for coaching.</p> <p>Some Year Leaders are currently being coached, with the aim that more teachers become coaches and can spread good practice.</p> <ul style="list-style-type: none">All ECTs will develop their knowledge and skills and will pass their ECT year. <p>There is currently one ECT who is not on track. That ECT is on a support plan.</p> <p>All other ECTS are on track.</p> <p>(SIP 1 and 2)</p>
Improved parental/carer engagement across the school	<ul style="list-style-type: none">The number of families engaging with parent/carer workshops will increase <p>A parent workshop plan was put in place to strategically plot out the workshops and when they will be most effective, including dates and times.</p> <p>Open classrooms with opportunity to work with their child has been very successful.</p> <ul style="list-style-type: none">Targeted support will be put in place for hard-to-reach families to improve communication and engagement between school and home <p>The Family Support Workers work alongside the Assistant Headteacher, who is the Designated Safeguarding Lead and Lead on Attendance. This has improved communication and engagement across school, highlighted by the improved persistent absences.</p> <ul style="list-style-type: none">The % of parents/carers engaging with Class Dojo will increase. <p>Sign up has increased and is nearly 100%</p> <ul style="list-style-type: none">Parent/carer voice will demonstrate they feel supported by the school and know how they can support their children at home <p>A parent voice supported this. 'I have been to workshops and have been given information to help with how I support my daughter. The teacher was</p>



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	<p>happy to answer any questions the parents had. I will definitely come to more.'</p> <p>(SIP 3 and 5)</p>
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 124, 523

Activity	Evidence that supports this approach	Challenge number(s) addressed
Secure quality first teaching through the successful implementation of RWI phonics and a whole-school approach to Reading. £38 000	Evidence from Education Endowment Foundation – the Guide to Pupil Premium: A tiered approach to spending. Sponsored partially by the EEF for 2 years due to the impact of the programme.	4 and 5
Secure quality first teaching through the successful implementation of Ready Steady Write to develop teaching and outcomes in Writing. £24 000	Evidence from Education Endowment Foundation – the Guide to Pupil Premium: A tiered approach to spending.	4 and 5
Coaching to develop teacher expertise across the school through planning clinics, team teaching and coaching model. Costs of training and cover. £33, 023	Evidence from Education Endowment Foundation – the Guide to Pupil Premium: A tiered approach to spending. ‘Teaching quality is important. It is arguably the greatest lever at our disposal for improving the life chances of the young people in our care (Hattie, 2015), particularly those from disadvantaged backgrounds (William, 2016).	5
Develop a clear and consistent approach to Oracy across the school to develop language development. £29, 500	Evidence from Education Endowment Foundation – the Guide to Pupil Premium: A tiered approach to spending. On average, oral language approaches have a high impact on pupil outcomes of 6 months’ additional progress.	3 and 4



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

Budgeted cost: £ 68, 757

Activity	Evidence that supports this approach	Challenge number(s) addressed
NELI £4657	Education Endowment Foundation – Teaching and Learning Toolkit - Children who are involved in communication and language approaches make approximately six months additional progress over the course of a year.	3 and 5
Online teaching programmes to support learning £ 18, 300	Lexia, TTRS, Spelling Shed and Century (programmes based on Artificial Intelligence) helps educators to track children’s progress, provides powerful data-driven reports, help teacher track student progress and personalised learning routes. Provides insight into how to support classrooms or individual learners. Education Endowment Foundation – Using Digital Technology to Improve Learning. Technology can offer a means for lower ability, special educational needs and disadvantaged young people to access intensive support and catch up with their peers. (Higgins et al, 2012).	3,4,5,6
Accelerated Reader £13, 000	Education Endowment Foundation – Accelerated Reader provides an opportunity for individualised instruction – 4 months additional progress.	4
1:1 and small group phonics support £25, 000	Evidence from Education Endowment Foundation Toolkit – phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.	4
Pupil progress meetings and provision maps. Use of Insight to track children’s progress and Smartgrade to	Education Endowment Foundation - implementation requires ongoing evaluation and adjustments according to the impact of interventions.	1,2,3,4,5,6



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to analyse data through QLA. £7800		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 141, 200

Activity	Evidence that supports this approach	Challenge number(s) addressed
A strong and experienced pastoral team to support vulnerable children and families. £62, 000	Internal evidence base shows that working with families to address individual needs has a positive impact on the academic and social outcomes for children. Use of Cpoms for safeguarding ensures that consistent and thorough tracking, record keeping and monitoring takes place.	1,2,6
The leadership of attendance & pastoral support £28,000	Education Endowment Foundation report (2015) states that pupils need to be in school to learn and achieve and that there is a direct link between pupil achievement at KS2 and KS4. Pupils with no absence are 1.6 times more likely to achieve level 4 or above, and 4.7 times 3 4 8 more likely to achieve level 5 or above, than pupils that missed 15-20 percent of all sessions	1,2,6
Provide breakfast club for children. £4200	Research shows that children learn better when they have had food. Education Endowment Foundation - Social and emotional learning = +4 months	1,2,6
Wider enrichment opportunities e.g., clubs, trips and residential. Subsidise all trips to £10 to support all families. £35 000	Education Endowment Foundation guide - tiered approach. children develop cultural capital by subsidising school trips to allow them to take part in all activities. Many pupils do not have access to activities, which promote cultural capital. "Out of school activities and the education gap" Dr Emily Tanner Professor Liz Todd "After school club attendance was associated with positive academic and social outcomes for disadvantaged children in particular." "Organised physical activities were associated with higher attainment and better social, emotional and behavioural outcomes at age 11."	1,2,6



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	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	
Increase opportunities for two-way communication between school and home, through parental workshops and communication tools £12 000	Education Endowment Foundation – the average impact of parental engagement approaches is an additional four months progress over the course of a year.	1,2,6

Total budgeted cost: £ 334, 480