

Woodlands Primary School: Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. In September 2023, we created a three-year strategy therefore, this plan will develop and be evaluated each academic year.

The strategy begins with the pupil premium funding allocations, including the recovery premium for the 2023 to 2024 academic year, which leaders have evaluated and used to plan this new academic year (2024-2025).

It outlines our three-year pupil premium strategy, how we intend to spend the funding in each academic year and the effect that last year's spending of pupil premium had within our school.

School overview 2024-25

| Detail | Data |
|---|-----------------------------------|
| School name | Woodlands Primary School |
| Number of pupils in school | 548 |
| Proportion (%) of pupil premium eligible pupils | 24% |
| Academic year/years that our current pupil premium strategy plan covers | 2023-24 to 2025-26 |
| Date this statement was published | October 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Vicki Lonie, Headteacher |
| Pupil premium lead | Amy Adams, Assistant Head teacher |
| Governor / Trustee lead | Steph Williams |

Funding overview 2024-25

| Detail | Amount |
|---|-----------------|
| Pupil premium funding allocation this academic year | £212,837 |
| Recovery premium funding allocation this academic year | £8,676 |
| Pupil premium funding carried forward from previous years | £0 |
| Total budget for this academic year | £221,513 |

Part A: Pupil premium strategy plan

Statement of intent

Our goal is that all pupils, regardless of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We want all pupils to want to come to school, be their best and be confident, independent, successful learners. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that objective, including progress for those who are already high attainers. The activities featured in this strategy are an integral part of our School Improvement Plan and other school action plans.

Our strategy aims to support pupils deemed to be vulnerable, regardless of whether they are disadvantaged or not. This may include those who have a social worker and young carers.

We use a range of data sources (including diagnostic assessment, attainment data, attendance data, pupil voice surveys, Leuven scales) to identify the main challenges affecting the progress and attainment of our pupils. The main aim is to address these challenges through high-quality teaching for all pupils, which is proven to have the strongest impact on those pupils eligible and also for those who are not. Experienced, highly-skilled staff are used to close identified gaps (for targeted academic and mental / emotional support).

We develop a culture of high expectations at Woodlands where all staff think deeply about the support of disadvantaged pupils. They strive to identify need at the earliest possible time and provide challenge in the work they set. We truly believe that supporting disadvantaged pupils is built upon a strong partnership between family and school. We involve parents in regular discussions about their child's learning and progress.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Our attendance data since September 2020 indicates that attendance among disadvantaged pupils has been up to 5% lower than for non-disadvantaged pupils. Furthermore, lateness is affecting our pupils because they might be arriving having missed key aspects of our day e.g. phonics. |
| 2 | Our ongoing discussions with pupils and their families show that a significant number of families require additional pastoral intervention to support their emotional wellbeing. |
| 3 | Observations and discussions show a proportion of our disadvantaged pupils struggle to maintain attention and focus during lessons, which affects their capacity to learn. |
| 4 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. |
| 5 | Assessments, observations, and discussions with pupils show that some of our disadvantaged pupils find it challenging to retain key concepts over the long-term. |
| 6 | Pupils' wider experiences from their home life have become increasingly limited for some children. The school's demographic of mostly white British limits their understanding of key themes i.e. culture and diversity. |

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan (July 2025), and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|--|---|
| 1. To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils | Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> Overall attendance for all pupils being no less than 96% Attendance gap (between PP and non-PP) reducing by 2% (Since September 2020 the gap has been 5%) |
| 2. To provide children and families with high-quality pastoral and emotional wellbeing support | Children and families who require additional support, report that they have received timely and high-quality pastoral support. Sustained high levels of emotional wellbeing are demonstrated by: <ul style="list-style-type: none"> qualitative data from pupil voice, pupil and parent surveys and teacher observations Leuven Scales and Boxall profiles data indicates pastoral support is benefiting pupils |
| 3. Attention and focus during lessons allows pupils to think deeply | Observations in lessons show that a range of strategies are utilised to support all pupils' improved attention and focus, including Cold Calling, Think, Pair, Share and Check for Understanding. This leads to pupils |

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|---|---|
| <p>about lesson content and learn effectively</p> | <p>consistently showing effective listening, engagement and focus on the learning, enabling them to make progress over the long term.</p> |
| <p>4. Disadvantaged pupils demonstrate a wider repertoire in terms of their vocabulary and greater confidence speaking in whole sentences</p> | <p>Improved oracy for all pupils, particularly disadvantaged pupils, demonstrated by:</p> <ul style="list-style-type: none"> • An overarching progression for oracy introduced and built into planning. • Use of the Voice 21 programme including staff training • Teachers establishing and modelling ambitious and challenging norms for talk, ensuring that pupils understand the expectations for talk in their classroom. • Opportunities for oracy being regular, purposeful, appropriately pitched and thoughtfully planned to ensure that pupils are well prepared to meet expectations • Pupils using full sentences when speaking to their peers and adults consistently both in and out of the classroom • Books showing good use of taught vocabulary • Children using taught vocabulary verbally in the classroom, in their writing and during pupil voice focus groups |
| <p>5. Pupils are given regular opportunities to retrieve key knowledge and this results in more pupils experiencing a change in their long-term memory</p> | <ul style="list-style-type: none"> • Lesson observations show teachers are utilising a range of retrieval techniques frequently • Use of techniques such as ‘Plickrs’ to support retrieval and on the spot self and teacher assessment • When talking with pupils, it is clear they understand that the struggle to remember is the key aspect of any retrieval task – they appreciate the metacognitive principles that underpin retrieval: the more times you try to recall something, the stronger the connections form in the long-term memory • When quizzed and asked to recall knowledge, more disadvantaged pupils are able to do so with confidence • Over time, regular retrieval of key knowledge allows disadvantaged pupils to make good progress in their learning (see Statutory Assessment targets) |
| <p>6. Disadvantaged pupils exposed to a rich and varied range of experiences and opportunities</p> | <ul style="list-style-type: none"> • Our Big Ideas (Culture and Diversity) overarch our curriculum and encourage pupils to develop a deep and detailed understanding of both concepts • Our Pupil Offer is monitored and reviewed annually with a view to ensuring all pupils receive an exciting, diverse range of experiences • Extra-curricular opportunities offered are varied and rich - disadvantaged pupils access to these is prioritised and monitored |

End of Key Stage Two Statutory Assessment Targets

We firmly believe that by addressing our challenges and achieving our intended outcomes, our disadvantaged pupils’ attainment will improve in the medium to long-term. Below, we have set our targets for end of Key Stage Two statutory assessments for the next three years in relation to our Pupil Premium pupils. These targets are based on the most recent assessments for each cohort and a thorough analysis of the pupils as individuals (which are given in the first column).

| Cohort | Last assmt (when) | Reading target | Reading actual | Writing target | Writing actual | Maths target | Maths actual |
|---------------------------|---|----------------|----------------|----------------|----------------|--------------|--------------|
| 2023 KS2 SATs (17 pupils) | R: 59% W: 65% M: 71% (End of Y5) | 65% | 47% | 71% | 64% | 71% | 58% |
| 2024 KS2 SATs (22 pupils) | R: 50% W: 50% M: 55% (End of Y5) | 59% | 50% | 68% | 64% | 59% | 54% |
| 2025 KS2 SATs (22 pupils) | R: 69% W: 39% M: 61% (End of Y5) | 72% | | 51% | | 64% | |

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: £84,825

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Develop a research-engaged pedagogical approach at the school using Walkthrus CPD programme | High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. EEF Education Evidence Guidance Reports Effective Professional Development | 3, 4, 5 |
| Embed instructional coaching to embed Core 6 principles of Walkthrus | We have developed ways of providing supportive and constructive feedback for improvement which we are building on this academic year. | 3, 4, 5 |
| ECT training | ECT framework introduced by the DfE to improve quality of teaching and teacher retention. | 2, 3, 4, 5 |
| Improve quality and consistency of phonics teaching through ongoing CPD and training | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: | 3, 4, 5 |

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| | Phonics Toolkit Strand Education Endowment Foundation EEF | |
| Use a PSHE curriculum which supports statutory RSE, as well as SMSC / British Values, E-Safety etc. | Well-regarded PSHE scheme recommended by schools in our collaboration. Jigsaw PSHE Curriculum | 2 |
| Refine and enhance vocabulary strategy | Approaches to develop vocabulary can be split into two groups: (1) explicit teaching of new vocabulary and (2) exposure to a rich language environment with opportunities to hear and confidently experiment with new words. Both approaches should be used. EEF Education Evidence Guidance Reports Improving Literacy in Key Stage 2 | 4, 5 |
| Introduce clear approach to teaching of oracy and expectations of progression through the school (including Voice 21) | The Oracy All-Party Parliamentary Group Inquiry found that oracy education matters for all children but can have a much greater impact on the learning and life chances of some for whom the blight of an absence of oracy in their education will also be most damaging. Research consistently finds that children from low-income homes start school with lower language levels than their more advantaged peers, and these gaps grow as children move through school. The pandemic has also widened the language gap. Research shows a greater focus on oracy can enable disadvantaged students to fulfil their potential and narrow the attainment gap between them and more advantaged peers. The Oracy All-Party Parliamentary Group Inquiry | 4, 5 |
| Introduce range of strategies to support teachers use of retrieval techniques | Retrieval practice potentially offers one of the most effective ways to help children learn. It can help them identify gaps in their knowledge as well as helping transfer information from short-term memory to long-term memory. This recent research suggests an added benefit: that it isn't affected by individual differences between pupils and this means that retrieval practice should be helpful, and encouraged, for all children. Inner Drive Retrieval practice: evidence suggests it benefits all students | 5 |
| Purchase of standardised diagnostic assessments Year 3 – 5: Reading, Maths and GPS | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: EEF Standardised tests Assessing and Monitoring Pupil Progress | 5 |
| Embed a new pro-active model of PD to improve teaching | A culture of proactive, self-driven personal development has been introduced and is now at the embed stage. New ideas are embraced and implemented in the classroom, taking risks where necessary. It is important | 3, 4, 5 |

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| | <p>to us that we reflect on research and trials, sharing personal learning.</p> <p>EEF Education Evidence Guidance Reports Effective Professional Development</p> | |
| Fine-tune school-wide approach to teaching for mastery in mathematics | <p>We have reflected deeply about our maths teaching and are implementing changes to our standard lesson structure in all year groups, in order to enable all pupils to access high-quality teaching of applied mathematical reasoning and problem-solving on a daily basis.</p> <p>NCTEM Supporting research, evidence and argument Key texts for the key components of teaching for mastery</p> | 5 |
| Continue developing a varied and ambitious knowledge-rich curriculum | <p>After refining our curriculum intent in 2022, we will continue to bring all subjects in line with this. Our methodology for implementing our curriculum will develop further and we will seek to introduce new ways for measuring its impact.</p> <p>DfE Teaching a broad and balanced curriculum for education recovery (2021)</p> | 5 |
| Embed Curriculum’s Big ideas – Culture and Diversity | <p>Our curriculum is very deliberate in its aim for children to remember more of what they are taught over the long term. The curriculum is the mechanism through which we share the things that we most value with our next generation. In this way, our curriculum aims to empower young people, nourishing both them and the society of which they are a part. However, remembering what they are taught is critical. If the knowledge we teach is forgotten, then our aims remain unfulfilled. Our two big ideas are one way that we intend for more knowledge to be retained. They are golden threads that run through our curriculum, upon which current, previous and future learning can be hung.</p> <p>Clare Sealy The 3D Curriculum That Promotes Remembering</p> | 5, 6 |

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

Budgeted cost: £66,650

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Additional teacher used to support early intervention in speech, language and communication needs. | Early intervention can significantly enhance a child’s ability to communicate, learn, and interact, setting a strong foundation for their future. Foundation for Learning: | 2, 3, 4, 5 |

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| | <p>Language skills are fundamental for literacy and academic success. Early support can improve a child’s ability to read, write, and learn in a classroom setting. Social Skills: Communication is key to building relationships. Early intervention helps children develop social skills, enabling them to interact with peers and adults more effectively. Emotional Well-being: Difficulties in communication can lead to frustration and low self-esteem. Addressing these issues early can promote better emotional health. Tailored Support: Early intervention allows for personalised strategies that cater to each child’s specific needs, increasing the likelihood of successful outcomes. Family Involvement: Engaging families in the intervention process helps create a supportive environment, reinforcing skills at home and fostering better communication overall.</p> <p>Best Start in Speech, Language and Communication: Supporting evidence (publishing.service.gov.uk)</p> | |
| <p>Additional teacher used in Year 1 and 2 to teach small phonics groups</p> | <p>Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller.</p> <p>EEF Education Evidence Teaching and Learning Toolkit Reducing class size</p> | <p>3, 4, 5</p> |
| <p>Introduce a group intervention to ensure gaps as a consequence of the pandemic are closed</p> | <p>Complete maths tutor has been introduced for individuals from January 2023. This involves short, engaging 1:1 tutor-led lessons delivered by experts in each developmental stage using proven pedagogical approaches. Example problem pair videos are used for every new concept, modelled by a teacher, so pupils can apply their learning on paper. Goal-specific quizzes are used to ensure understanding at a 'mastery threshold' before moving on. Retrieval practice is built in to ensure pupils have gripped new learning.</p> <p>EEF Education Evidence Teaching and Learning Toolkits One to one tuition</p> | <p>5</p> |
| <p>1:1 support for identified pupils around the oral language, vocabulary and phonics in Reception, Year 1 and Year 2</p> | <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>EEF Education Evidence Teaching and Learning Toolkit One to one tuition</p> | <p>3, 4, 5</p> |
| <p>Promoting a love of reading with disengaged pupils</p> | <p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational</p> | <p>2, 4, 6</p> |

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| | <p>purposes as well as personal development. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment.</p> <p>DfE Research evidence on reading for pleasure (2012)</p> | |
| <p>Consistent delivery of nurturing interventions to enable pupils to develop social and emotional skills</p> | <p>This study suggests that nurture groups are a highly promising form of provision for young children with a wide range of Emotional, Social and Behavioural Difficulties. There is also good evidence to suggest that successful NGs contribute to the development of the ‘nurturing school’.</p> <p>Emotional and Behavioural Difficulties The Effectiveness of Nurture Groups on Student Progress: Evidence from a National Research Study</p> | 1, 2, 6 |
| <p>Additional maths teacher allowing for groups in KS2, organised to prioritise PP children according to learning needs</p> | <p>Reducing class size is an approach to managing the ratio between pupils and teachers, as it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase as the number of pupils per teacher becomes smaller.</p> <p>EEF Education Evidence Teaching and Learning Toolkit Reducing class size</p> | 3, 5 |
| <p>Additional maths teacher used for targeted 1:1 support with pupils</p> | <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>EEF Education Evidence Teaching and Learning Toolkit One to one tuition</p> | 3, 5 |

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

Budgeted cost: £70,038

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Embed clear system to enable swift identification of persistent absentees and latecomers, along with clear follow-up procedures</p> | <p>Improving attendance is everyone’s business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. The foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn.</p> <p>DfE Working together to improve school attendance Guidance for maintained schools, academies, independent schools, and local authorities</p> | 1 |

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|---|---|-------------|
| <p>Participation in the Kent Nurturing School Programme (part of CATIE) to develop a whole school approach to nurture</p> | <p>Nurtureuk have been working with schools in Kent for a number of years to support inclusive education through a nurturing approach. A rigorous and broad look at what works to support vulnerable pupils in Kentish schools, coupled with the Timpson Review and the Department for Education's survey of mental health support in schools has led Kent County Council to recognise that nurturing approaches, with their rigorous evidence base, ground swell of support and outcomes in schools are a great investment to support inclusion in education. Their County Wide Approach to Inclusion or CATIE report, acknowledges the importance of nurture. As a result of this report, a tendering process was designed which nurtureuk took part in. This six month process culminated in nurtureuk being commissioned to lead this work for the county for the next three years.</p> | <p>1, 2</p> |
| <p>Embed use of Boxhall Competencies – to develop understanding and application of strategies to identify and support social, emotional, behavioural and /or mental health concerns.</p> | <p>On average, over a third of pupils have some social, emotional or mental health (SEMH) need. For one in ten pupils, this need will be high, presenting as behavioural difficulties or diagnosable disorders like ADHD. However, research in the ‘Now You See Us’ study suggests that another quarter of pupils will have moderate SEMH needs, which are much harder for teachers to identify, but which can have a significant impact on pupils’ learning. The Boxall Profile is used to identify and address these hidden issues, to ensure that every child gets the support they need to engage fully with their education.</p> <p>Referenced in DFE Mental Health & Behaviour in school</p> | <p>1, 2</p> |

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| <p>Pastoral offer including: Well being and mental health provision map reviewed and updated</p> <p>Mental health and well-being policy for pupils drafted with the support of school council</p> <p>Improved parental engagement –dedicated area on school website / information gathering sessions for parents to access information and be signposted to support</p> <p>Termly mental health and well-being team meetings</p> | <p>KCSIE 2022 highlights the need for ‘Early Help’. As well as working with external professionals and agencies, internal support for children is central to our offer.</p> <p>EEF Case Study Example</p> <p>DFE Supporting Wellbeing</p> <p>DFE Mental Health & Wellbeing in Schools</p> | <p>1, 2</p> |
| <p>Outdoor learning and / or Forest School for all pupils (staggered across the year)</p> | <p>There is a wider evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p> <p>EEF Education Evidence Teaching and Learning Toolkit Outdoor adventure learning</p> | <p>1, 2, 4, 6</p> |
| <p>Pupil Offer</p> | <p>We aim to demonstrate the richness of the world we live in to our pupils, so that we can expose them to experiences, knowledge and role models that lift them up out of their familiar context and give them the kind of perspective that comes from encountering new and different situations. We set out a diverse range of experiences that every pupil will be offered from Reception to Year 6 in our Pupil Offer.</p> <p>The Educational Value of Field Trips</p> | <p>5, 6</p> |
| <p>Extra-curricular opportunities provided</p> | <p>Extra-curricular activities provide children with opportunities to develop their interests and skills in a wider sense. By cultivating their confidence and happiness through attendance of clubs, these children are more likely embrace the whole school environment which could have a positive influence on their academic learning.</p> <p>DfE Research to understand successful approaches to supporting the most academically able disadvantaged pupils (2018)</p> | <p>6</p> |

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| <p>Subsidising of school trips</p> | <p>Some of our school trips are funded using the Pupil Premium grant, including year 5 and 6 residential visits for some children. School trips can make a major contribution to the acquisition of knowledge and development of skills. Studies of the natural and man-made world, the present and past, science and arts, language and music can all be enhanced outside the classroom.</p> <p>DfE Research to understand successful approaches to supporting the most academically able disadvantaged pupils (2018)</p> | <p>6</p> |
| <p>Music and sports lessons (including swimming for year 3 and 5)</p> | <p>Some children receive music lessons or take part in externally run clubs such as taekwondo and football. All PP children in year 3 and 5 receive half-price swimming lessons during the year. Music, adventurous activities and sports skills can form the foundation of life-long interests, as well as address the health and obesity agendas in our society. We believe that these activities enrich the lives of these children and develop their self-esteem across a range of areas.</p> <p>EEF Education Evidence Teaching and Learning Toolkit Arts participation</p> | <p>6</p> |
| <p>Parent communication – more robust information from parents and children - additional meetings with our PP parents</p> | <p>We understand the importance of our parents feeling empowered and engaged in their child’s education. We aim to build strong relationships with all our parents but particularly those of our PP children and this year we will develop this further.</p> <p>EEF Education Evidence Teaching and Learning Toolkit Parental engagement</p> | <p>1, 2</p> |
| <p>Breakfast and holiday clubs</p> | <p>By offering before school clubs, it enables the school to broaden its contact with certain families. We can ensure that these pupils have a calm and appropriate start to the day allowing them to achieve well in their learning. Holiday clubs allow the school to offer working families support in school holidays and further build the links between the school and its families.</p> | <p>1, 2</p> |
| <p>Role of the PSO is focused on our disadvantaged pupils and families</p> | <p>Parental involvement is consistently associated with pupils’ success at school.</p> <p>EEF Education Evidence Teaching and Learning Toolkit Parental engagement</p> | <p>1, 2</p> |
| <p>Milk purchased and made available to PP children at break times</p> | <p>Helping our pupils be well-nourished and hydrated will benefit their capacity to stay alert and focused in their learning, which in turn will support their progress.</p> | <p>2</p> |

Total budgeted cost: £221,513

Part B: Review of outcomes in the previous academic year (2023-24)

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

At Woodlands we continue to have focus on these six key areas with a view to long term success in outcomes:

- In school
- Feeling happy and safe
- Communicating well and with confidence
- Paying attention and focusing on their learning
- Remembering key knowledge in the long-term
- Given memorable and important life experiences along the way

In 2023-24 at a whole school level, 54% of pupil premium children made expected progress in reading and 20% made above expected progress. In writing, 59% of children with pupil premium made expected progress and 17% made above expected. In maths 56% of children receiving pupil premium funding made expected progress and 23% made above expected progress. At the end of year 6, 11 pupil premium children met the expected standard of attainment in reading, writing and maths.

A clear system has been embedded to enable swift identification of persistent absentees and latecomers, along with clear follow-up procedures. Children who had attendance below 90% were targeted for meetings with the class teacher and PSO which happened three times over the academic year. Other children whose attendance level fell below 95% were targeted through meetings with the PSO and actions were put in place on a case-by-case basis to improve attendance. Where necessary external agencies such as the local area attendance support officer, early help, social services referrals, liaising with EBSA consultation or mental health support was put in place on a case-by-case basis.

Data analysis shows that in

| | Whole School % attendance | PP % attendance |
|---------|---------------------------|-----------------|
| 2021-22 | 94.01% | 90.84% |
| 2022-23 | 94.1% | 91.46% |
| 2023-24 | 94.82% | 90.71% |

Attendance continues to be a key focus area to develop for children with Pupil Premium and individual action plans are in place with regular analysis.

Participation in the Kent Nurturing School Programme (part of CATIE) to develop a whole school approach to nurture is nearing completion and the focus is for our school developing a bespoke whole-school approach to embed a nurturing culture. This has many elements that benefit our pupil premium children directly and is linked to our whole school offer for supporting emotional and mental health.

Introduction of the use of Online Boxhall Competencies have allowed targeted support for specific children and a deeper understanding of the challenges they face. 27 children with pupil premium

had this assessment completed last year with the impact being a more detailed understanding of specific targets to support their SEMH development strands. These assessments can be revisited multiple times to inform analysis of need and next steps for support.

There is a dedicated area on school website/information gathering sessions for parents to access information and be signposted to support. This has targeted improved parental engagement. This has been alongside the direct work of the PSO to support families. This pastoral support includes food and fuel voucher referrals, signposting to support, parenting support, attendance support, emotional and wellbeing signposting and direct work and external agency referrals such as early help, bereavement charities or domestic abuse charity support.

All children with Pupil Premium have accessed outdoor learning and/or Forest School over the last year and pupil voice reports a high level of engagement and involvement from this. Last year, 9 children accessed this as additional group intervention to support them. We have seen this to target the six key areas of focus positively for each child. Case studies show positive outcomes from parental and child voice for all of these children.

All pupil premium children in year 3 and 5 last year had swimming lessons subsidised to support them in developing this key life skill. Those children whose year groups participated in day or residential trips had these residential trips had this opportunity opened up to them by subsidy of half of the payment for these trips. Three targeted children have accessed individual music lessons which has supported achievement of the 6 strategy foci. These children had complex SEND and SEMH difficulties which were supported positively by the opportunity to learn an instrument.

Externally provided programmes

| Programme | Provider |
|---------------------------------------|-------------------------|
| Lexia Core 5 Reading | Lexia UK |
| Comparative Judgement | No More Marking |
| Read, Write Inc. Phonics and Spelling | Read, Write Inc. |
| Oxford Owl | Oxford University Press |
| Toe-by-Toe | Toe-by-Toe |
| Times Table Rockstars and Numbots | Maths Circle Ltd |
| My Maths | Oxford University Press |
| Power of 2 | 123 Learning |
| White Rose Maths | White Rose Maths |
| Jigsaw PSHE Curriculum | Jan Lever Group |

Service pupil premium funding (optional)

| Measure | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year? | N/A |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |