



Pupil premium strategy statement

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	96
Proportion (%) of pupil premium eligible pupils	12 pupils 12.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-25 2025-26 2026-27
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Governing Body
Pupil premium lead	Beulah Letchford
Governor / Trustee lead	Jon Baillie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (received April 2024)	£20,750
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£20,750

Part A: Pupil premium strategy plan

Statement of intent

Our School Vision

To provide a happy, inclusive and nurturing environment where everyone is learning, growing and succeeding together so that they have the skills, knowledge and values to make a positive difference to their communities in an ever-changing world.

We will use additional funding provided through Pupil Premium to:

- Ensure high quality teaching and support for all pupils*
- Ensure good progress is achieved by all pupils*
- Ensure all children are supported in their emotional and physical well-being*
- Ensure every child has access to an enriched curriculum including extra-curricular opportunities*

To help prioritise and focus our spending the Education Endowment Foundation (EEF) Guide to the Pupil Premium has been used, alongside our own knowledge of what our children need and what has previously worked well in our school to raise attainment and ensure every child is able to reach their potential.

All our eligible pupils will have an individual Pupil Premium Plan detailing the spending and support put in place for them.

Challenges

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

Challenge number	Detail of challenge
1	<i>Some of pupils have gaps in their reading, writing and maths knowledge and skills and haven't made the progress expected of them. Additional support through specific intervention programmes is needed to address these.</i>
2	<i>We know our children very well, and do our utmost to support their individual needs so they can thrive. Some of our children find it challenging to manage their emotions, this may be down to trauma experienced in the past; and there has been a rise in the number of children dealing with their own anxieties, which can lead to children finding it hard to come into school and therefore missing learning. Our school Emotional Literacy Support Assistant (ELSA) is able to provide support to these children. We also aim to run daily Thrive sessions as part of the Thrive programme for children.</i>

3	<i>Some of our PP children also have Special Educational Needs or Disabilities (SEND). Providing the right support for them so they can access fully the curriculum as well as other aspects of school life is key to enabling them to thrive. Ensuring teaching and support, including interventions, is meeting these children's needs is critical. The SENCO has time to monitor and evaluate the provision and to support staff through CPD opportunities.</i>
4	<i>There are some financial barriers to children engaging in clubs, activities and trips outside of the school curriculum. These enrichment activities are important parts of school life and children enjoy them enormously as it gives them the opportunity to make friends and develop their self-confidence.</i>
5	<i>Completing home-learning tasks makes a positive impact on the progress a child makes in their learning. Much of the learning is using apps and web-based programmes. Some of our children don't have the necessary technology to access these and therefore providing this is essential to them.</i>

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
<i>All pupils have access to high quality teaching and support including interventions</i>	<p>High quality teaching in every classroom through coaching and other Continuous Professional Development (CPD)</p> <p>Effective assessment systems in place to identify gaps and next steps in learning and therefore ensuring all pupils make good or better progress</p> <p>Effective use of interventions through training and support so that all pupils achieve intervention targets</p>
<i>All children make good or better progress across the curriculum from their starting points</i>	<p>Effective tracking of pupil progress through robust assessment systems and pupil progress meetings each term to discuss attainment, with all children demonstrating good or better progress</p>
<i>All children are supported in their emotional and physical well-being</i>	<p>Effective ELSA support enables pupils to feel positive about themselves and their learning. Individual ELSA targets set at the start of programmes of work are met.</p> <p>Thrive programme enables children to build trusted relationships with adults and supports their emotional development.</p>
<i>All children have access to extra-curricular opportunities</i>	<p>Every child from Y1-Y6 attends at least one club or extra-curricular activity (e.g music lesson) during the year</p> <p>School trips are attended by all pupils.</p>

<i>All children are able to access home learning through the appropriate technologies.</i>	All children complete home learning.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>National Foundation for Educational Research (NFER) Reading Assessments (£750)</i>	<i>Reading assessments will enable teachers to be clear about children's strengths and areas for development so they can plan and teach to meet all children's needs</i>	1,2
<i>Additional Learning Support Assistant (LSA) support in Y1/2 class (£11,000 per year however this aspect is 2 hours per day so approx)</i>	<i>Additional support will enable maths in Y1/2 to be taught in separate year groups with the LSA covering the other children in EYFS. This will mean number fluency and understanding will be better able to be taught and lead to solid foundations in their maths learning.</i>	1, 2
<i>SENCO has dedicated time to provide CPD for all staff</i>	<i>Having highly trained staff to meet children's needs in the classroom through high quality teaching and learning is central to all children making progress.</i>	1,2

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

Budgeted cost: £12,000 (approx.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Assisting Berkshire Children (ABC) reading</i>	<i>Three identified children not on track to meet Age Related Expectations (ARE) in</i>	1,2

<i>volunteer to provide additional support to three Y3/4 children with reading (£450)</i>	<i>reading and have reading ages well below chronological ages.</i>	
<i>Nessy intervention (£20 per licence. 20 licences purchased £400)</i>	<i>Reading and spelling programme for children with dyslexia or dyslexic tendencies. A structured programme with recognised results which children can access independently.</i>	1,2
<i>5x 0.5 days additional LSA support in Y1/2 class to run phonics keep up sessions (£40 per 0.5 day/£200 per week x 38 weeks)</i>	<i>Early interventions ensure children's foundations are in place to build on. Daily phonics keep up (using Little Wandle phonics scheme), is recognised as an effective intervention.</i>	1, 2,
<i>Spelling Shed (£148)</i>	<i>The teaching of spelling strategies in a meaningful way which sticks is key to building on excellent phonics learning and improving spelling and writing outcomes.</i>	1,2
<i>Y5/6 maths interventions run by maths tutor 2x0.5 days (£160 per day x 38 weeks)</i>	<i>Maths is a key area where children don't achieve as highly nationally. Additional support in this area will enable more children to reach ARE</i>	1,2,

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

Budgeted cost: £5230 (approx.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>ELSA support two afternoons a week (£40 per 0.5 day x 38 weeks £2880 minimum a year)</i>	<i>ELSA support builds self-esteem and confidence and allows children to understand their emotions and help them to self-regulate when faced with challenging situations. This enables them to focus on learning when in the classroom.</i>	2
<i>Trips and extra-curricular activities (£2,000)</i>	<i>Residential trips are a core part of the primary experience, extra-curricular clubs allow children to develop skills in other areas, music lessons give children an opportunity to learn, and enjoy, something they might not have had the opportunity to due to financial barriers.</i>	4

<i>Providing technology for children to complete learning at home (£350 for a Chromebook)</i>	<i>Home learning is an important part of the learning and enables children to make good or better progress.</i>	5
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Total budgeted cost: £21,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Last year was the end of our previous PP strategy plan. The SLT reviewed the success of the outcomes against pupil performance and emotional well-being, as well as engagement in wider school life. Overall it was felt the intended outcomes were met as the right areas had been addressed. These are still the same areas that need to continue to have the right provision in place so that children continue to make academic progress, have good emotional well-being, and are active and involved members of our school community.

2024 Data

Y1 Phonics assessments and Y6 KS2 SATs assessments were significantly above national figures and demonstrated good progress for all children.

Further information (optional)

We have a Pupil Premium register and this details potential barriers and provision in place for individual children as well as their end of year academic outcomes. This allows the school to track the impact of the pupil premium strategy.