

Pupil premium strategy statement – Hawridge and Cholesbury CE School

This statement details our school's use of pupil premium (and recovery 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	174
Proportion (%) of pupil premium eligible pupils	14.9% (25 children)
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)	December 2023 – December 2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Rosie Phillips
Pupil premium lead	Heather Woodward and Caroline Davey
Governor / Trustee lead	Phillip Harrison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1480 per child £37,000
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£37, 000

Part A: Pupil premium strategy plan

Statement of intent

At Hawridge and Cholesbury we want to ensure that all children make good progress and achieve their full potential. We recognise that some of our children may face additional challenges. Our aim is to ensure that we address these challenges in order to support disadvantaged children to achieve highly and make good progress in all areas of the curriculum. Our Pupil Premium Strategy focuses on putting the necessary support in place so that there is no discrepancy between the attainments of disadvantaged children when compared with the attainment of their non-disadvantaged peers.

We have carefully considered the challenges faced by the disadvantaged children in our school and outline in our strategy the evidence based support we will be putting in place to address these. The strategies we will implement aim to improve the progress and attainment of our disadvantaged children but it is our belief that all children in our school will benefit, leading to improved progress and attainment for all.

There is a substantial amount of evidence to support the effects of health and wellbeing on attainment. In order to learn, children must first have their physical and psychological needs met. The full impact of the pandemic on children's wellbeing is not yet understood but child health and wellbeing remains at the heart of everything we do and will be a major focus in our Pupil Premium Strategy.

Research has shown that high quality teaching is key to closing the disadvantaged attainment gap and for this reason it underpins much of our Pupil Premium Strategy. There will be a focus on developing the quality of teaching through focused CPD and sharing effective practice.

To ensure we achieve the intended outcomes of our Pupil Premium Strategy **we have:**

- used 'assessment not assumption' to identify the key challenges facing our disadvantaged children
- chosen evidence based approaches which will support the progress and attainment of all children
- set out a 3 year plan where we can fully embed the strategies outlined and build on our successes yearly.

To ensure we achieve the intended outcomes of our Pupil Premium Strategy **we will:**

- take a whole school approach to supporting disadvantaged children, where everyone

takes responsibility for children’s outcomes

- have high expectations of what children can achieve and ensure that children are appropriately challenged in order to move their learning forward.
- be responsive to the needs of our children
- be reflective about what is working well and what we need to change to meet the needs of our children.

Challenges

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

Challenge number	Detail of challenge
1	Additional Social and Emotional needs <i>37% of our disadvantaged children have additional social and emotional needs.</i>
2	Parental Engagement Parental engagement from our disadvantaged families continues to be an area for development. 25.9% of parents of disadvantaged children did not attend parents evening.
3	Attendance Attendance is a concern for 22.2% of our disadvantaged children.
4	SEND 37% of our children who are disadvantaged also have special educational needs.
5	Reading in Key Stage 1 In Summer 2023, the attainment gap between disadvantaged and non-disadvantaged in reading at Key Stage 1 was -64.0.

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
Children with social and emotional needs will have increased self-esteem, resilience and wellbeing.	There will be an increase in self-esteem and wellbeing shown by pupil questionnaires such as the Hare Self Esteem scale (Hare 1975) and wellbeing surveys. Teachers report increased resilience in disadvantaged pupils.

	<p>Children receive individualised support at the time of need :</p> <p>A range of interventions and support strategies are in place across the school that have been adapted to suit the needs of the child. These are put in place quickly once the need is identified.</p> <p>Children have a positive attitude towards school and know where they can go for support:</p> <p>Pupil Voice and pupil surveys demonstrate a positive view of school.</p> <p>Pupil surveys show that pupils know who they can talk to for support when they are worried.</p> <p>Pupil voice shows that pupils feel they have been given the right support to prepare them for secondary school.</p> <p>Pupil surveys show no difference between how prepared non-disadvantaged and disadvantaged children feel for their move to secondary school.</p>
<p>Improved parental engagement from parents of disadvantaged children.</p>	<p>Levels of engagement for disadvantaged children is in line with non-disadvantaged children</p> <p>This will be monitored through attendance at parents' evenings, reading records, homework, attendance at events, parent workshops etc.</p>
<p>Improved attendance of disadvantaged children.</p>	<p>Attendance data will show an improvement in the attendance of disadvantaged children.</p> <p>The attendance of disadvantaged children will be in line with the attendance of non-disadvantaged children.</p>
<p>Children with special educational needs make improved progress and attainment from their starting points in Maths.</p>	<p>67% of children with SEND achieve expected levels in Mathematics at the end of Key Stage 2 (July 2026).</p>
<p>To narrow the attainment gap between disadvantaged and non-disadvantaged children by the end of Key Stage 1 in Reading.</p>	<p>The gap between disadvantaged and non-disadvantaged children by the end of Key Stage 1 will decrease.</p>

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: £8650

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>In house phonics refresher training from phonics lead.</p> <p>Read Write Inc Phonics training for new staff, refresher training and access to the Portal.</p>	<p>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 children (+ 5 months).</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	4, 5
<p>Staff training on Rosenshine's principles and how to implement these in classroom practice.</p> <p>SENDCO training for all staff on how to support children with SEND to reach their full potential through the use of Rosenshine's principles</p>	<p>Research in cognitive science, research on master teachers and research on cognitive supports all support the principles developed by Rosenshine (2012). These principles of instruction will lead to more effective learning and greater cognitive retention for all learners if used effectively in the classroom.</p>	4, 5
<p>Teacher refresher training on effective conferencing with pupils.</p>	<p>Verbal feedback can provide + 7 months progress.</p> <p>Oral feedback involving metacognitive and self-regulatory approaches may have greater impact on disadvantaged and lower attaining children.</p> <p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress).</p>	4, 5

<p>Maths Training for all staff in how to support children with SEND in the subject using collaborative learning approaches. Teacher-share sessions half termly to discuss strategies used and their effectiveness. Regular pupil progress meetings. https://nationalcollege.co.uk/webinars/primary-maths-adapting-provision-send</p>	<p>The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year.</p>	<p>4</p>
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £11,908

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Nessy Intervention to support children who are working below ARE in reading.</p>	<p>A range of studies have found Nessy to be effective in developing children's reading and spelling abilities, particularly for children who are working significantly below age related expectation and those who demonstrate dyslexic tendencies. https://www.nessy.com/en-us/shop/research</p>	<p>4, 5</p>
<p>Catch up phonics interventions for children working below ARE in Reading</p>	<p>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 children (+ 5 months). Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>4, 5</p>
<p>SEND/CO/Teacher/LSA intervention groups to support development of fundamental skills for children working below ARE in Maths, Reading and Writing.</p>	<p>EEF Toolkit (Education Endowment Foundation, 2021) suggests that small group tuition has +4 months benefit and 1:1 tuition can have a benefit of +5 months</p>	<p>4, 5</p>

<p>Additional reading support for children working below ARE in Reading or who are not being read with regularly at home.</p> <p>5 mins reading with an adult each day for these children.</p>	<p>Paired reading is a research-based fluency strategy used with readers who lack fluency.</p> <p>The following research supports the use of the paired reading strategy for developing fluency and raising attainment:</p> <p>Fuchs, D., Fuchs, L., & Burish, P. (2000). Peer-Assisted Learning Strategies: An Evidence-Based Practice to Promote Reading Achievement. <i>Learning Disabilities Research and Practice</i>, 15(2), 85-91.</p> <p>Koskinen, P. & Blum, I. (1986). Paired repeated reading: A classroom strategy for developing fluent reading. <i>The Reading Teacher</i>, 40(1), 70-75.</p>	<p>4, 5</p>
<p>Teachers and LSAs to target children who are not being read with regularly at home and provide additional home communication or incentives. Work with families to increase parental engagement in weekly reading and the recording of this.</p>	<p>Research collated by the EEF suggests that the average impact of parental engagement approaches is an additional four months' progress over the course of a year, for low cost.</p> <p>Evidence suggests that there are higher impacts for children with low prior attainment.</p>	<p>2, 4, 5</p>
<p>1:1 teacher-pupil conferences for disadvantaged children and children with SEND in their class.</p> <p>Teachers to discuss targets and progress with each child, focusing on achievements and next steps in targeted areas.</p>	<p>Verbal feedback can provide + 7 months progress.</p> <p>Oral feedback involving metacognitive and self-regulatory approaches may have greater impact on disadvantaged and lower attaining children.</p> <p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress).</p>	<p>4, 5</p>
<p>Class teachers and LSAs use 'conferencing' and verbal feedback to respond to children's work.</p> <p>Children peer and self-assess their work. (In lesson time)</p>	<p>Studies have shown positive effects of feedback from teachers and peers (EEF)</p> <p>Verbal feedback can provide + 7 months progress.</p> <p>Oral feedback involving metacognitive and self-regulatory approaches may have greater impact on disadvantaged and lower attaining children.</p>	<p>4</p>
<p>Targeted interventions e.g. nurture groups, friendship groups, problem solving groups, ELSA.</p>	<p>Children's social and emotional wellbeing is now recognised as a key factor in determining how well children do at school (National Institute for Health and Clinical Excellence, 2008, 2009), with direct</p>	<p>1, 3, 4</p>

<p>Nurture group</p> <p>Lego therapy</p>	<p>teaching of EL found to increase children’s academic achievement and improve behaviour (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Zins, Bloodworth, Weissberg, & Walberg, 2007).</p> <p>Research has found that socioemotional skills and well-being underpin later academic achievement 3 (Duncan et al., 2007; Greenberg et al., 2003; Berger, Lidia, Alejandra & Neva, 2011; Djambazova-Popordanoska, 2016)</p>	
<p>Play Therapy</p>	<p>Play Therapy UK’s latest research shows that between 74% and 83% of children receiving play therapy, delivered to PTUK/PTI standards, show a positive change. The more severe the problems the greater percentage of positive change (74% for those with slight/moderate problems, 83% for those with severe problems). Age also has an effect on improvement: the younger the child the greater the percentage positive change: 80% at age 6 - 71% at age 12.</p>	<p>1, 3, 4</p>
<p>One to one social and emotional support/skills teaching</p>	<p>“Social and emotional skills can improve academic attainment and enhance pupils’ motivation, as well as promote wellbeing and help prevent mental health difficulties from developing.</p> <p>Schools can play a pivotal role in building the strong emotional foundations that all of us need in order to thrive and be mentally healthy.” (Anna Freud National Centre for Children and Families).</p> <p>Research has found that socioemotional skills and well-being underpin later academic achievement 3 (Duncan et al., 2007; Greenberg et al., 2003; Berger, Lidia, Alejandra & Neva, 2011; Djambazova-Popordanoska, 2016)</p>	<p>1, 3, 4</p>

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

Budgeted cost: £17, 726

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to promote and	Positive impacts have been found for both	2, 3

<p>develop new attendance initiatives to improve school attendance of all pupils.</p> <p>Track attendance of pupils carefully and address quickly where attendance drops below 90%</p> <p>Identify families who need support and put this support in place quickly.</p>	<p>parental communication approaches and targeted parental engagement interventions. The average impact was larger for targeted parental approaches. Responsive interventions in which a member of staff or team use multiple interventions and target approaches specifically to the needs of individual pupils was also found to be effective (EEF Attendance Interventions Rapid Evidence Assessment March 2022)</p>	
<p>Activities to increase wellbeing and cultural capital- residential, school trips, experiences, adventure days etc.</p>	<p>The EEF state “Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.”</p> <p>Educational trips have long been used to support learning in a range of subjects and learning to life. They can help pupils to develop a sense of responsibility outside the classroom, giving them opportunities to put into practice the content learned in the classroom.</p> <p>They can also help develop students’ self-esteem, self-confidence, and self-belief.</p> <p>It is well understood that trips and educational visits can provide children with the opportunity to experience different cultures, respect differences, and develop new friendships with their peers, broadening their horizons and knowledge.</p>	<p>1, 3</p>
<p>Hold enrichment days where children can choose from a selection of activities to increase their cultural capital e.g. cooking, sports, crafts.</p> <p>Involve parents where possible.</p> <p>Provide financial support for enrichment clubs and music lessons to ensure disadvantaged children can access these</p>	<p>Enrichment opportunities are encouraged by the Department for Education (DfE) and Ofsted. The importance of personal development and extending the curriculum beyond academic achievement is well understood.</p> <p>Enrichment opportunities can help children to develop their interests and talents and enable them to develop their character, including resilience, confidence and independence. They can support their understanding of how to keep physically and mentally healthy, prepare them for future success and help to equip them with the skills needed to become responsible, respectful and active citizens.</p>	<p>1, 2, 3</p>

<p>Art and Music activities and themed days/events Involve parents where possible.</p>	<p>Participation in artistic and creative activities such as dance, drama, music, painting and sculpture has been found to have a positive impact on academic outcomes in other areas of the curriculum (EEF + 3 months), as well as the additional positive impact on mental health and wellbeing. More positive attitudes to learning and have also consistently been reported.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>1, 2, 3</p>
<p>Involve parents in our well-being ethos through events, information and tips in the newsletters, text messages and website and social media posts. Provide resources and ideas for promoting well-being at home for children and parents.</p>	<p>Children’s social and emotional wellbeing is now recognised as a key factor in determining how well children do at school (National Institute for Health and Clinical Excellence, 2008, 2009).</p>	<p>1, 2, 3, 4</p>
<p>Implement and embed a wide range of parental involvement strategies (including the use of social media, parenting courses, improving pre-school links for smoother transition and earlier parental engagement)</p>	<p>Research collated by the EEF suggests that the average impact of parental engagement approaches is an additional four months’ progress over the course of a year, for low cost. Evidence suggests that there are higher impacts for children with low prior attainment. Positive impacts on school attendance have been found for both parental communication approaches and targeted parental engagement interventions. The average impact was larger for targeted parental approaches. (EEF Attendance Interventions Rapid Review, 2022)</p>	<p>1, 2, 3, 4</p>

Total budgeted cost: £38, 284

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of Academic Year 2023-2024

Outcome 1: Children with social and emotional needs will have increased self-esteem, resilience and wellbeing.

Success Criteria:

- *There will be an increase in self-esteem and wellbeing shown by pupil questionnaires such as the Hare Self Esteem scale (Hare 1975) and wellbeing surveys.*
- *Teachers report increased resilience in disadvantaged pupils.*
- *Children receive individualised support at the time of need.*
- *A range of interventions and support strategies are in place across the school that have been adapted to suit the needs of the child. These are put in place quickly once the need is identified.*

This year we have provided a range of strategies to support the wellbeing of our children as well as a host of enrichment opportunities.

Our PSHE scheme (Jigsaw PSHE) is fully embedded and helps to support the wellbeing and social and emotional development of all of our pupils.

We contributed at least 50% of the cost of all residential trips for our disadvantaged families as well as continuing to offer free homework club and enrichment after school club spaces to our disadvantaged children.

As a school we continue to provide a wide range of enrichment opportunities for our children which we believe are vital for the wellbeing and rich learning experience of our children. This year these have included:

- Live 'Meet the Author' sessions run by a local book shop to inspire the children to read as well as to inspire them with their own writing.
- Local trips to the common
- Forest School sessions for every child once a week for half a term with their class.
- School trips and residential.
- History days in school.
- Immersive learning opportunities such as the fire brigade visiting.
- Kith and Kin afternoons.
- A trip to the River Chess.
- **Year 2 Trout rearing and trout release at the River Chess**
- Bulb planting.
- Sports day.
- Inter-school sports events such as netball, football and tag rugby.
- **Multi-skills events at local secondary schools.**
- 150 year anniversary school planting project
- 150 year anniversary museum containing artefacts from the past 150 years
- Hatching and rearing chicks.
- A Year 6 'enterprise day'.

- Arts Award

Our KS2 children took part in The Buckinghamshire Children's Health and Wellbeing Survey 2023 in the spring term.

Year 6 pupils at H&C scored higher on the SWEMWB Scale (Short Warwick-Edinburgh Mental Wellbeing Scale) compared with Bucks.

KS2 pupils overall scored higher than Bucks on this scale.

0% of Year 6 children had a low perception score.

63% of Year 6 pupils had a high pupil perception score.

Follow up surveys will be carried out this academic year to measure the wellbeing of our pupils in KS2. KS1 will also be surveyed using an appropriate measuring tool.

Teachers have reported increased resilience in the majority of their disadvantaged pupils (84%). They have tailored support in place to help the remaining children develop their resilience and increase their independence. This may be recorded on an individual support plan if they have special educational needs.

As a school we pride ourselves on providing the necessary, individualised support at the time of need. We have a play therapist working with us who supports individual children and has worked with 5 of our children since December 2023. We have a weekly Key Stage 1 nurture group, a weekly Lego Therapy session for Key Stage 2 children and a Young carers group to support the emotional wellbeing of our pupils. One to one social and emotional support is also offered to individual children by the SENDCo as well as class teachers and LSAs. Support is tailored to the needs of the child and may include strategies advised by external professionals, for example social stories as advised by a specialist teacher.

Support is provided for children who have experienced bereavement, difficult family situations, trauma or are suffering from anxiety or Emotional Based School Avoidance (EBSA).

Teachers seek advice from our Educational Psychologist in termly advice sessions and receive advice from Occupational Therapists following referrals where support needs have been identified.

We also work closely with the Family Support Service and Social Services in order to support the wellbeing of specific pupils.

Success Criteria: Children have a positive attitude towards school and know where they can go for support:

- *Pupil Voice and pupil surveys demonstrate a positive view of school.*
- *Pupil surveys show that pupils know who they can talk to for support when they are worried.*
- *Pupil voice shows that pupils feel they have been given the right support to prepare them for secondary school.*
- *Pupil surveys show no difference between how prepared non-disadvantaged and disadvantaged children feel for their move to secondary school.*

Pupil voice carried out in May 2024 shows that 62% PPG children questioned have a positive view of school. 31% selected the neutral face citing friendship issues or the lessons being too long.

One child said they do not like school but we believe this to be the result of extenuating circumstances.

We will continue to measure our pupil's attitudes to school through pupil voice as the year progresses, analyse the responses and adapt/implement practices accordingly.

100% of children questioned said they know who they can talk to when they are worried. We

have worked hard to ensure this is the case, introducing and referring back to 'The Hand of 5' (5 people children choose who they can talk to if they have a worry), holding special assemblies, focusing on the importance of sharing our worries in PSHE lessons and introducing worry boxes into every classroom.

- *Pupil surveys show no difference between how prepared non-disadvantaged and disadvantaged children feel for their move to secondary school.*

Pupil voice in the summer term showed that 100% of Year 6 pupils getting ready to transition to secondary school said they felt prepared. This was achieved through class based support, transition days and visits from secondary school staff who spoke to the children. Some children had additional 1:1 support where they were able to share and worries or concerns about their move to secondary school.

Outcome 2: Improved parental engagement from parents of disadvantaged children.

Success Criteria:

- *Levels of engagement for disadvantaged children is in line with non-disadvantaged children*

This has been monitored through attendance at parents' evenings, events and parent workshops as well as the completion of homework and comments in reading records.

This year we have held a lot of events where parents were invited to join their children in completing different activities. We have also held parent information events and workshops and there have been performances put on by the children for their parents.

Events that have taken place that involve parental engagement in the past year include:

- 'Read-ins' in Key Stage 1 and Reception (EYFS) where parents are invited to read with their child on Friday mornings between 8:40-9:00.
- 'Mystery Reader' every Friday afternoon in EYFS and Key Stage 1 where a parent volunteer from that class reads a story to the children.
- Phonics workshops for parents.
- A Key Stage 2 'Phonics surgery'.
- Stay and Play sessions in EYFS in the summer term.
- 'Kith and Kin' afternoons.
- The Year 6 Production.
- Bulb planting.
- A Nativity production.
- A Key Stage 2 Carol service.
- Maths mornings where parents were invited to share a maths lesson with their child.
- Sports day
- Open afternoon where children's work from the year was displayed.

Parental attendance was very good at all of these events, including both parents of disadvantaged and non-disadvantaged children.

The attendance at parent's evenings by parents of disadvantaged children was in line with that of parents of non-disadvantaged children. Almost all of our parents of disadvantaged children attended.

There were no marked differences in attendance at sports day. Most children had at least one parent attend.

Some teachers report sporadic filling in of reading records and completion of homework for some of their PPG children but there is no significant difference between disadvantaged and non-disadvantaged children over all. Some children who were struggling to complete their homework at home now attend at least one homework club per week free of charge.

Open afternoon was a new event at the school and did not have the uptake we had hoped for. 76 parents attended in total and only 9.7% of our PPG parents attended. We will ensure that this is better promoted this year.

Parental attendance at our Kith and Kin events varies. Unfortunately, only 29% of our PPG parents attended the summer event. (62 parents attended in total.)

Kith and Kin Autumn

Outcome 3: Improved attendance of disadvantaged children.

Success Criteria:

- *Attendance data will show an improvement in the attendance of disadvantaged children.*
- *The attendance of disadvantaged children will be in line with the attendance of non-disadvantaged children.*

In Summer 2024, 45% of persistently absent children were PPG. Currently, 25% of our persistently absent children are PPG. Whilst this is much improved, it is higher than we would like and we will continue to strive to see this figure decrease. Tailored support is in place for those children experiencing difficulties attending school or transitioning into school in the mornings. We are working closely with families and where necessary, external agencies to provide the support needed.

Attendance remains a prominent focus and is promoted in assemblies each week. It is also celebrated in the weekly newsletter. The attendance of all pupils is carefully monitored by the Attendance Champion who works with class teachers and senior leaders to devise and introduce the necessary support when children's attendance becomes a concern.

Outcome 4: Children with special educational needs make improved progress and attainment from their starting points in Maths.

Success Criteria:

- *67% of children with SEND achieve expected levels in Mathematics at the end of Key Stage 2 (July 2026)*

Disappointingly, only 22.6% of children with SEND achieved expected levels in Maths in July 24. Much support is in place for our current year 6 cohort and we hope to see an improvement in this figure in July 2025.

Outcome 5: To narrow the attainment gap between disadvantaged and non-disadvantaged children by the end of Key Stage 1 in Reading.

Success Criteria:

- *The gap between disadvantaged and non-disadvantaged children by the end of Key Stage 1 will decrease.*

16 non-disadvantaged children out of 28 (57.1%) achieved the ARE or above in Reading at

the end of KS1 (July 2024).
 0/6 disadvantaged children achieved ARE in Reading. (3 of these had SEND).
 Currently, 100% of disadvantaged children in year 2 are on track to achieve ARE at the end of KS1.
 100% of disadvantaged children passed the phonics screening check in Summer 2024.
 The pass rate for the phonics screening was 86% overall.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Nessy	Nessy Learning
Clicker 8	Crick Software

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.