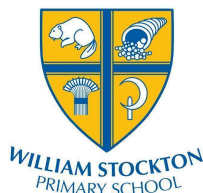


Pupil premium strategy statement

WILLIAM STOCKTON PRIMARY SCHOOL

HEATHFIELD ROAD, ELLESMERE PORT, CH65 8DH



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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	William Stockton Primary School
Number of pupils in school	350 (including Nursery) 321 (Reception – Y6)
Proportion (%) of pupil premium eligible pupils	148 (including Nursery) 42% 142 (Reception – Y6) 44%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2025 2025 - 2026 2026 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Governing Body
Pupil premium lead	Mrs Joanna Clark
Governor / Trustee lead	Peter Quayle

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£208, 680
LAC	£15,420
Total budget	£224, 100
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	£224, 100

Part A: Pupil premium strategy plan

Statement of intent

At William Stockton Primary School we live by our school motto: 'Achieve Excellence'

We target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, independent, socially-responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning and ultimately narrow the attainment gap between disadvantaged and non-disadvantaged pupils

Our intention is that **all** pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas in relation to national expected levels of attainment. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve those goals, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who could have less support at home, have a social worker, have attendance or punctuality issues and who may be young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. Therefore as identified by the EEF, we acknowledge that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils' and we intend to focus heavily on developing the quality of teaching through focused CPD of teachers and strong recruitment processes.

We ultimately endeavour to improve the self-belief, motivation and aspiration of all pupils. We are constantly striving to improve the standards of teaching and learning in order to accelerate progress by delivering Quality First Teaching. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our pupils receive high quality intervention and personalised provision to support them at our school and all pupils will experience success by teachers adapting lessons, whilst maintaining high expectations for all, so that **all** pupils have the opportunity to meet expectations. Additionally, providing small group

work focussed on overcoming gaps in learning and moving children to at least age-related expectations.

We liaise closely with our families and the local community to foster an invested interest in our school and to create a collaborative ethos with strong home-school connections. This includes emotional and wellbeing support to access learning and support payment for activities, educational visits and residential ensuring children have first hand experiences to use in their learning in the classroom.

Our Context

44% of pupils are eligible for Pupil Premium Funding in comparison to 25.9% nationally.

Whole School Objectives

- Remove barriers to learning created by poverty, family circumstance, and background, focusing on '[Achieving Excellence](#)'
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure **all** pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop pupils' confidence in their ability to communicate effectively in a wide range of contexts.
- Promote good attendance, and liaise closely with families to foster good collaborative relationships.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience in order to improve their self-motivation and aspiration.
- Access a wide range of opportunities to enhance their knowledge and understanding of the world.

Achieving Our Objectives

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers and support staff with high-quality CPD to ensure that all pupils access effective Quality First Teaching.
- Provide targeted intervention and adaptive teaching to quickly address identified gaps in learning including the use of small group work and 1:1 support.

- Use of highly qualified teaching assistants to deliver targeted support and intervention across the school as supported by EEF research.
- Provide opportunities for all pupils to participate in enrichment activities including sport and music, trips, residential visits and other first hand learning experiences.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom, and to support social and emotional wellbeing.

This is not an exhaustive list and strategies will change and develop based on the needs of the individuals.

Key Principles

We will ensure that effective teaching, learning, and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium lists, the specific intervention and support for individual pupils, which will be reviewed at termly. Alongside academic support we will ensure that those pupils with social, emotional and mental health needs will have access to appropriate high-quality provision.

Our approach will be responsive to common challenges and individual needs, with robust diagnostic assessment and not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel and achieve.

Disadvantaged pupil performance overview for last 3 academic years available.

	2021-22	2022-2023	2023-2024
Meeting expected standard in RWM at KS2	38%	36%	52%
Meeting ABOVE expected standard in RWM at KS2	0%	4%	4%
Average score in Reading	103	104	102
Average score in mathematics	99	101	101

Challenges

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

Challenge number	Detail of challenge
1	<p>Some children are not emotionally ready to access learning. Social, Emotional and Mental Health (SEMH) development.</p> <ul style="list-style-type: none"> - Raising the SEMH, self-belief, motivation and aspirations of individual pupils. - Our observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.
2	<p>Improve pupils Speech, Language and Communication</p> <ul style="list-style-type: none"> - Some very low language skills on entry to school and limited range of vocabulary - Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident in Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	<p>Narrowing the gap in Phonics</p> <ul style="list-style-type: none"> - 80% of disadvantaged children at William Stockton (2023-24 school year) passed the Phonics Screening Check compared to 68% nationally - Whole school target to improve standards of teaching, learning, achievement and progress in Phonics using a systematic, synthetic phonics scheme.(Little Wandle) - Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. - School and phonic action plan priority states school will 'ensure children and young people access a curriculum that allows them to acquire the necessary oracy, fluency and comprehension in reading.'
4	<p>Narrowing the gap in Reading and Writing</p> <ul style="list-style-type: none"> - Whole school target to improve standards of teaching, learning and achievement and progress. - We focus on the precision of intervention support for individual needs. - Assessments and observations from our teachers indicate that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils'. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. - School and phonic action plan priority states school will 'ensure children and young people access a curriculum that allows them to acquire the necessary oracy, fluency and comprehension in reading.' - The gap between disadvantaged writers and non-disadvantaged writers is closing, but still significant in Key Stage 2. English writing scheme implemented is based on Pathways to write but is adapted to suit pupil need.
5	<p>Narrowing the attainment gap in Mathematics</p>

	<ul style="list-style-type: none"> - We use a high quality, mastery based, mathematics scheme - Power Maths. Our subject leads are active members of the local mathematics hub. We supplement this scheme by using bespoke, on the day, keep up sessions for pupils. We also have systematic programmes for the teaching of multiplication as well as the use of Mastering Number from NCETM in EYFS and KS1. - We focus on the precision of intervention support for individual needs. - Assessments and observations from our teachers indicate that the education of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils'. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations.
6	<p>Attendance and punctuality for disadvantaged pupils is not yet in line with national standards.</p> <ul style="list-style-type: none"> - Attendance and limited parental support from some parents/carers to help children improve attendance and punctuality, despite the arranging of meetings for these pupils and the issue of FPN for persistent absenteeism. - Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 92.9%, lower than for non-disadvantaged pupils which 95.11% - 22.5% of PP pupils were persistent absentees. - Our assessments and observations indicate that absenteeism and punctuality is negatively impacting disadvantaged pupils' progress.
7	<p>Barriers to learning may be linked to SEND needs</p> <ul style="list-style-type: none"> - Observations and discussions with pupils and families have identified social and emotional issues for some pupils, notably due to challenges presented by lockdowns and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. - Disadvantaged children with SEND can demonstrate significant challenges that require additional support/specific intervention.

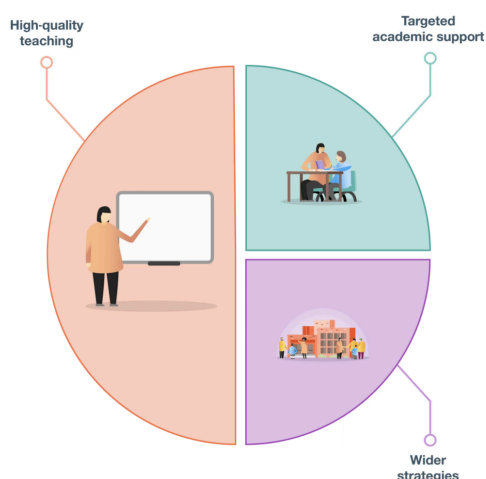
Intended outcomes

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.

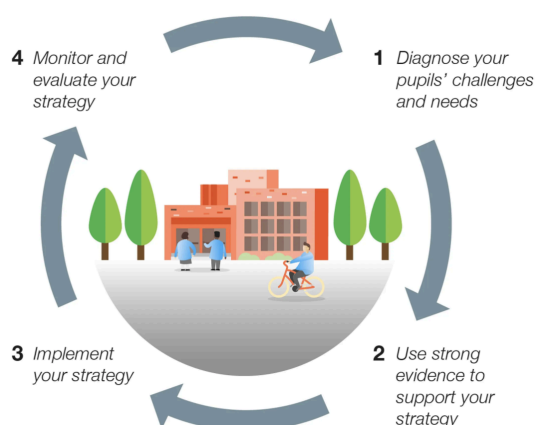
Intended outcome	Success criteria
<ul style="list-style-type: none"> - To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. 	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> - qualitative data from student voice, student and parent surveys and teacher observations; - a wider range of enrichment opportunities for all pupils; - a increase in participation in enrichment activities, particularly among disadvantaged children;

<p>Improved Phonics and/or Reading skills for Pupil Premium pupils.</p> <p>Lead practitioners in the school leading in the local phonics hub in the Trust. Continue to work closely with the English hub to develop subject knowledge through CPD opportunities.</p> <p>Subject leader training for curriculum subject leaders.</p> <p>Moderation opportunities within the Trust.</p>	<ul style="list-style-type: none"> - Progress in phonics and reading showing disadvantaged pupils are broadly performing in line with non-disadvantaged. <p>2023-24 PSC showed 80% of disadvantaged pupils achieved the standard compared to 86% non pupil premium.</p> <ul style="list-style-type: none"> - Half - termly and annual data to track pupil progress – Insight/Little Wandle and progress meetings.
<ul style="list-style-type: none"> - Improved outcomes narrowing the gap between pupil premium pupils and pupils nationally at end of EYFS, KS1 and KS2 - Target individuals through smaller groups and additional teachers. 	<ul style="list-style-type: none"> - KS2 Reading and Writing outcomes in 2024/25 show pupils to be in line with disadvantaged pupils nationally. - Progress to show pupil premium pupils in line with National non- pupil premium. - Achieve outcomes in-line with, or above, National average by the end of KS2. - Measures half termly internal tracking system ` (Little Wandle), then annually against National Standards and locality benchmarking in phonics. - Additional teachers across KS2, to improve maths progress and impact upon attainment with smaller focussed groups
<ul style="list-style-type: none"> - Improved mathematical understanding and attainment for Pupil premium Pupils.. - Internal (and external) assessments indicate that Mathematics attainment among disadvantaged pupils is below that of non-disadvantaged pupils. 	<ul style="list-style-type: none"> - KS2 Maths outcomes in 2024/25 show that more disadvantaged pupils are in line with pupils nationally. - On entry to Reception class some of our disadvantaged pupils arrive below age-related expectations. Pupils to make rapid progress in maths from their starting points.. - Progress to show disadvantaged pupils in line with National non-disadvantaged pupils in maths. - Quality of Education document monitoring records to show 'knowledge gaps' closing as measured by class teachers, subject leaders for maths, team leaders and senior leaders. - Measured termly internal tracking system (assessments) then annually against National Standards and locality benchmarking. <p>Additional teachers across KS2, to improve maths progress and impact upon attainment with smaller focussed groups.</p>
<ul style="list-style-type: none"> - Improved attendance and punctuality 	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> - the overall absence rate for all pupils being no more than 98%, and the

	<p>attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. 2023-24 the gap was 2.5%</p> <ul style="list-style-type: none"> - the percentage of all pupils who are persistently absent being reduced compared to non PP pupils. - 2023-24 - PP persistent absence = 22.5% Non PP = 10% The gap was 12.5% - Attendance support and tracking systems and early intervention (systems regularly reviewed) Through CPOMs records, attendance meetings, letters and attendance reports. Senior leaders and attendance team to monitor attendance (weekly) FPN's being issued.
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Source: EEF 'School Improvement Planning' 2021-22



Source: EEF 'Using pupil premium funding effectively' 2021

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 (Quality First Teaching, CPD, recruitment and retention)

Budgeted cost: £85,629

<u>Breakdown</u>	£85,629
- Staffing cost combined with teachers and teaching assistants	£44,189
- Monitoring from Team Leaders and subject leaders, Headteacher and Deputy and Assistant Headteacher (with only 0.2 class based commitment between them). Team Leaders and subject leaders with release time (costed 2 hours per week @ £35)	
- Targeted interventions planned for individuals in class from teacher and teaching assistant support (30 mins per week per pupil)	£25,480 £15,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Year 6 PP pupils' progress, from their KS1 end of phase data, and Year 2 PP pupils from their GLD to be 'good or better' and EYFS PP pupils from their starting points to GLD or better.</p> <p>Teaching and support staff reorganised to allow more targeted support of pupils across KS2.</p> <p>Formative Assessment focus on closing the gaps through structured conversations and adaptive learning on a daily basis.</p>	<p>Positive impact of structured, adaptive learning conversations on outcomes.</p> <p>As the CPD and advice for teaching staff to target PP pupils in the whole class system and in targeted interventions.</p> <p>(Feedback EEF +6)</p> <p>As the size of a class or teaching group gets smaller, it is suggested that the range of approaches a teacher can employ and the amount of attention each pupil will receive will increase, improving outcomes for pupils.</p> <p>We have analysed the needs across KS2 and have identified that making a small group of pupils with identified needs and catering for them would allow teachers to increase the amount of attention each child will receive.</p>	4 and 5
PP pupils' progress, from their starting points across the school to be good or better.	Pupils to continue collaborative work to further impact upon 'learning to learn' strategies and teacher 'structured learning conversations'	3, 4 and 5

Collaborative Learning strategies e.g. Little Wandle	<p>Small group support from teachers and teaching assistants on a daily basis to improve collaboration when learning.</p> <p>(Collaborative Learning EEF +5)</p> <p>Focused in school monitoring (quality of education document) to regularly assess effectiveness of strategy, practice and attainment.</p>	
<p>PP pupils' progress from their starting points across the school to be good or better.</p> <p>Meta-cognition and self regulation approach; learning to learn, mindset, CHAMPs learning structure, pedagogy and interconnectedness.</p>	<p>Teachers and Teaching Assistants' to use structured learning conversations in feedback daily around learning to further impact positively upon progress.</p> <p>(Meta-cognition and Self-regulation EEF +7)</p> <p>Whole school CPD on meta-cognition, pedagogy and interconnectedness of learning and curriculum. Schema training for all staff to support the children in making a change in the long term memory. Regularly assessed and revisited by SLT for effectiveness of strategies and consistency.</p>	1, 2 and 7
<p>Staff to be knowledgeable about individual needs and allocation of PP support.</p> <p>Staff to be proactive in seeking opportunities for PP children to excel across all areas of the curriculum.</p> <p>Staff knowledge of curriculum (where children have come from and where they are going, plus what gaps they may have).</p> <p>Interconnectedness</p>	<p>For interventions to be effective and children supported appropriately, staff must be knowledgeable about individual needs and barriers to success. Use of adaptive teaching providing targeted support.</p> <p>(Individualised Instruction EEF +4)</p> <p>Staff to use PP class lists effectively. ALL staff are aware of which children are PP across the school.</p> <p>All staff understand how PP is allocated and what the school provides for PP children so they can fully contribute to meeting individual needs of disadvantaged pupils.</p> <p>All staff to identify needs of PP children and the most suitable intervention/targeted approach for greatest impact.</p> <p>Teachers to liaise, plan and prepare appropriate interventions with teachers in their team and with team leader.</p> <p>Interventions to be evaluated and improved for maximum impact</p>	2,3,4 and 5

Targeted academic support (One-to-one and small group support structured interventions)

Budgeted cost: £99,591

<u>Breakdown</u>	£99,591
- <i>Assessment sessions with disadvantaged pupils Teaching Assistants (cost per hour £15) - £13.75 per child</i>	£12,399
- <i>Deployment of additional teachers (x2) to impact upon progress and attainment across KS2.</i>	£79,980
- <i>Attendance support (LM) /Admin</i>	£3000
- <i>Social, Emotional and Mental Health support (inc ELSA)</i>	£4875

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To raise standards of disadvantaged pupils in basic skills of reading, writing and maths, plus self-esteem and communication skills.</p> <p>Targeted maths and literacy intervention from additional teachers deployment across KS2 to support and improve progress and attainment of PP pupils.</p> <p>Termly Little Wandle Phonics monitoring from phonic lead. (LH). Little Wandle Phonics in LKS2 for those pupils who need it, including catch up sessions.</p>	<p>Early intervention for individuals to assess their own learning and provide targeted feedback for them to improve, impacting positively on end of key stage outcomes.</p> <p>(Feedback EEF +6)</p> <p>Assessments for pupils - qualitative and quantitative data (e.g. self esteem questionnaires and measures and tracking data) to target pupils.</p> <p>EEF guide to pupil premium - tiered approach - teaching is the top priority including CPD.</p> <p>Sutton Trust - quality first teaching has direct impact on student outcomes.</p>	1, 2, 3, 4 and 5

Weekly shared reading covers a variety of fiction, non-fiction and poetry texts, including genres linked to key calendar events		
To support pupils from Early Years to Year 6 in class and during small targeted intervention group sessions - providing pastoral support to ensure engagement in learning.	<p>EEF - oral language interventions consistently show positive impact on learning</p> <ul style="list-style-type: none"> - High quality small interventions - Proven interventions are used with evidence supporting the development in speech and language and mental health. <p>Feeling detectives, worry warriors, rockies and health box.</p> <p>EEF - social and emotional learning - improves interaction with others and self management of emotions - impacts on attitudes to learning and social relationships in school, which increases progress in attainment.</p> <p>(Small Group Tuition EEF +4 and Teaching Assistants EEF +4)</p>	1, 2, 3 and 7

Wider strategies (Related to attendance, behaviour, wellbeing)

Budgeted cost: £38,880

<u>Breakdown</u>	£38,880
- VARA sports provision for enhancement opportunities (inclusive of lunchtime provision and enrichment provision)	£12000
- Social, Emotional and Mental Health support (inc ELSA) for 1:1 support for individuals identified for intervention. (34 PP pupils)	£4880
- MGL computing provision for enhancement opportunities (including after school club)	£7000
- Financial support to ensure inclusion	£15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>To improve attendance and punctuality of identified pupils. Work closely with services to support children and families, inc. EWO, FSW etc.</p> <p>To work alongside families to reduce a range of barriers to learning including language skills, emotional skills and family support.</p> <p>Attendance monitoring by attendance champion, admin support, team leaders and senior leaders.</p>	<p>Attendance and punctuality of pupils is a priority; essentially to ensure the correct provision and support to identify barriers to pupils attending and being punctual.</p> <p>EEF - Pupils' attainment can only be improved if they are attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p> <p>(Parental Engagement EEF +4)</p> <p>Emotionally vulnerable groups of pupils require additional support to develop resilience to learning and improve their learning attitudes.</p> <p>(Social and Emotional Learning EEF +4)</p>	<p>1, 6 and 7</p>
<p>Financial support to ensure inclusion: pupils are supported financially in all educational trips and visits and subsidised residential visits.</p> <p>Support and enhancement opportunities for vulnerable pupils in developing 'learning attitudes' - targeted groups and individuals.</p> <p>VARA enhancement opportunities after school clubs (free of charge) as well as lunchtime and enrichment time to enhance improved resilience, mental health and wellbeing in all pupils. PP pupils encouraged to participate.</p>	<p>Studies of adventure learning consistently show positive benefits on academic learning and wider outcomes such as self confidence. On average pupils who participate in adventure learning appear to make approximately an additional four months progress.</p> <p>(Meta-cognition and Self-regulation EEF +7)</p> <p>The overall impact of sports participation on academic achievement tends to be positive but low. (about two additional months progress) There is recent evidence though from the UK that sports participation can have a larger effect on for example, mathematics learning when combined with a structured numeracy programme. (with one study showing an impact of up to ten months additional progress)</p>	<p>1, 2, 6 and 7</p>

Total budgeted cost: £224,100

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

1. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.

Children with emotional needs have been supported by the school pastoral team as well as teaching and support staff throughout the year. Reduction in incidents of dysregulation throughout school.

Identified children are supported and school staff are in regular contact with parents to analyse needs and support appropriately. This has been evidenced in learning walks and school monitoring. Identified children have also been selected as 'key focus' children for all members of staff (changing weekly) to help these pupils feel safe and secure in school. Programmes initiated such as worry warriors, passion for learning programme and through regular ELSA provision

- Reception nurture groups
- Well being group year 4/5/6
- friendship group year 5
- Shine programme - mental health and well being year 3 (healthbox)
- Health relationships year 5 and 6 CYC
- 1-2-1 well being support sessions for young carers
- MHST interventions and consultations 9 worry warriors/rocky resilience and feelings detectives
- Emotional based school avoidance (ESBA) - Marvin programme / LMS rolling out programme in spring term
- Transition sessions/ workshops through MHST
- Transition workshops within ELSA and local high school
- Coping with SATS (well being session) Year 6
- Emotional/Regulation dropins

2. Improved Phonics and/or Reading skills for Pupil Premium pupils.

In EYFS 73% of Pupil Premium children achieve a Good Level of Development (GLD) in word reading, which is in line with the same percentage of non pupil premium achieving this.

80% of Pupil Premium children achieved the phonics screening test compared to 86% of non Pupil premium 8 Pupil Premium children were required to retake the test in Year 2 and 38% passed, those who did not pass were either EAL new arrivals or SEND for cognition and learning and receiving SEND support.

The Little Wandle phonics scheme remains a priority for the school and keep up programmes are in place through into KS2 to support Pupil Premium pupils to keep up with Non Pupil Premium pupils.

3. Improved outcomes narrowing the gap between pupil premium pupils and pupils nationally at the end KS2.

KS2 SATs and end of year teacher assessments for 2023/24 suggest that the performance of disadvantaged pupils was below the children without Pupil Premium in Maths. 52% for Pupil Premium compared to 56% for non Pupil premium.

The percentage of Pupil Premium children achieving the expected level in reading was the same as non PP pupils at 66%.

This was the same in writing with both Pupil Premium and non Pupil premium achieving 67% in writing at the end of Key Stage 2. Indicating that the adaptations made to the curriculum are proving successful.

1 pupil premium child achieved Greater depth in RWM

4. Improved mathematical understanding and attainment for Pupil premium Pupils.

Internal (and external) assessments indicate that Mathematics attainment among disadvantaged pupils is below that of non-disadvantaged pupils.

The performance of Pupil Premium pupils is currently below those pupils who are non-PP. Power Maths' has embedded mathematical concepts and keep up groups for Pupil Premium pupils in maths, continue to narrow the gap between the groups. To tackle arithmetic, we have developed a more systematic and robust scheme to embed numbers facts and times tables across the whole school. We continue to use Mastering Number as an intervention in KS2 to support pupil premium children working below the expected standard. Our subject leaders are also supported by the local maths hub as part of a sustaining group.

5. Improved attendance and punctuality

In 2022-23, attendance was 92.79% for non PP children, and 90.99% for PP children, so PP was 1.8% lower.

In 2023-24, attendance was 95.11% for non PP children, and 92.9% for PP children, so PP was 2.21 % lower.

Therefore, as a whole attendance has improved for PP pupils, however there is still a gap between the attendance figures of the two groups.

There are a number of pupil premium families who have been identified as requiring further support due to persistent absenteeism. Weekly and half termly attendance checks are undertaken by the school pastoral team to compare children from the previous week in order to decide whether further strategies or intervention is appropriate. Each month, vulnerable groups are analysed including FSM, SEND, PP, LAC and Young Carers. Children put on attendance plans, should they need them. FPN's are now being issued where the thresholds are met.

Key Areas of Impact: - 2023-24

- 2024 EYFS PP (11 pupils) GLD - Reading - 73%
Writing - 73%
Maths - 73%
- 2024 July Term Phonics screening test results 84% (overall)
- Year 1 Phonics screening PP children (20) : 80% .
- Year 2 Phonics recheck PP children (8) : 38%

- *PP attendance figures for end 2023-2024: 92.9%*
- *2024 - End of KS1 Teacher Assessment (26 pupils)*
 - Reading 50% PP pupils were at or above expected standard*
 - Writing 23% PP pupils were at or above expected standard*
 - Maths 46% PP pupils were at or above the expected standard*
- *2024 - KS2 (27 pupils) SATs Reading 66% PP pupils achieved the pass mark.*
 - Writing 67% PP pupils achieved the pass mark*
 - Maths 63% PP pupils achieved the pass mark*
 - Combined 52% PP pupils achieved the pass mark*
- *2024 - KS2 (27 pupils) SATs GREATER DEPTH combined - Reading, Writing, Maths 4% (1 pupil)*
 - Reading: 5 pupils 19%*
 - Writing 1 pupil 4%*
 - Maths 2 pupils 7%*
-

Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year.
This will help the Department for Education identify which ones are popular in England*

**In no particular order*

Programme	Provider
TIMES TABLES ROCK STARS	TTRS
LITTLE WANDLE	LITTLE WANDLE
CLASS DOJO (behaviour)	CLASS DOJO
EDUCATION LIBRARY SERVICE	CHESHIRE LIBRARY SERVICES
FLASH ACADEMY	FLASH ACADEMY
VARA SPORTS	VARA SPORTS

MGL	MGL
DUOLINGO FRENCH	DUOLINGO
IDL ENGLISH	IDL

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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

Further information (optional)

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