



Pupil Premium Plan (including ‘Recovery/Catch Up’)

2023 - 2025 (2 year plan)

YEAR 2 - 24/25

School overview

Detail	Data
School name	Rushmere Hall Primary School
Number of pupils in school	532
Proportion (%) of pupil premium eligible pupils	16% (87/532)
Academic year/years that our current pupil premium strategy plan covers	2023 - 2025 (2 year plan) <u>Currently Year 1</u>
Date this statement was published	September 2023
Date on which it will be reviewed	<ul style="list-style-type: none"> ✓ December 2023 ✓ March 2024 ✓ September 2024 – December 2024
Statement authorised by	
Pupil premium lead	Paul Fykin
Governor / Trustee lead	Bradley Saunders

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,995
Recovery premium funding allocation this academic year	tbc
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total of pupil premium and recovery premium	£146,995
Total budget for this academic year	£146,995

Part A: Pupil premium strategy plan

Statement of intent

Whilst the Pupil Premium funding is generated based on the number of children within the school who receive Free School Meals, for us at Rushmere we believe that **all children should receive the best support and provision** from our school. **Any child** who is vulnerable either in regards to performance, socially or from a family perspective needs to be supported by the school regardless of whether they receive Free School Meals or not.

Strategies that we use across the school support **all of our vulnerable learners**. Our strategies are rooted in good, honest, quality teaching practice and build on the high quality relationships that already exist between the pupils and the staff within the school. The biggest strategy has to be the focus on the Quality of Teaching. We have very few support staff due to the school's finances and so 'people power' is not on our side. This means the provision our teachers provide in class has to be the absolute best quality. We are proud of the levels of care we provide the children. This strategy maps out what we do and what we hope to achieve.

As with previous years we have made close links between the School Improvement Plan (SiP) and the PP & Catch Up Plan. This will increase the likelihood of success of the plan whilst most importantly ensure that we remain focused on improving the outcomes for disadvantaged children within the school.

Challenges

This details the specific challenges to achievement that we have identified among our disadvantaged pupils.
July 24 - Review after 1 year

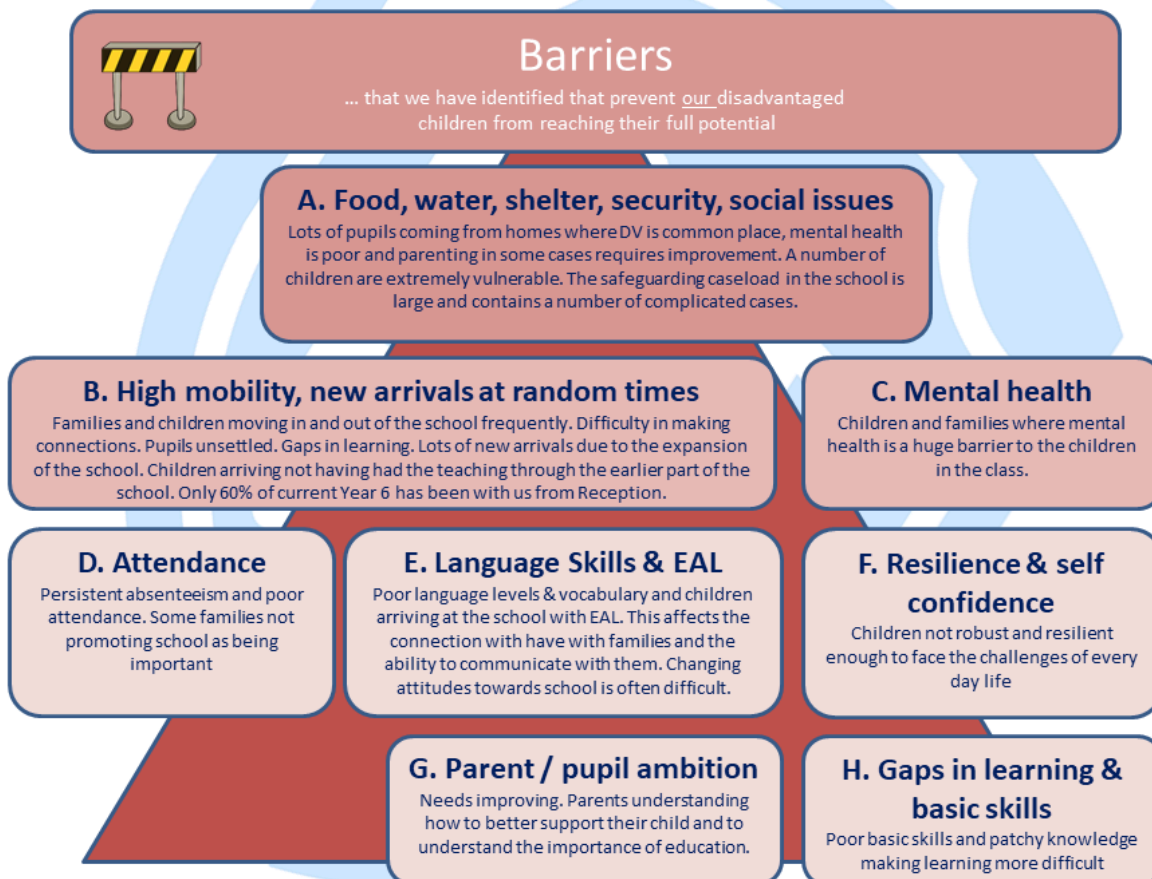
Challenge number	Detail of challenge
1	Not all children achieve the expected standard in Reading, Writing and Maths combined in Year 2 and Year 6. <i>July 24 - Standards are improving and gaps are closing. There is still a gap for PP and writing. [SIP 2024]</i>
2	Not all children pass the phonics assessment and are off the phonics programme (ready to be taught comprehension) early enough. Ideally end of year 1. <i>July 24 - 100% of pupils in the mainstream school passed the phonics test. PP pupils not passing the phonics test were within the Specialist Unit for Speech and Language.</i>
3	New arrivals not catching up quickly enough and not having bespoke plans in place to enable them to catch up. <i>July 24 - This continues to be a challenge for the school. School is currently developing a new arrivals programme.</i>
4	Vocabulary and understanding of vocabulary in KS1 causing challenges with reading comprehension in Year 2.

	<i>July 24 - This is ongoing but improving. The cohort within the two form entry classes is showing that this is less of an issue.</i>
5	Increase children's fluency in Year 1 and Year 2 (particularly those in Orange, Blue and Grey groups) <i>July 24 - Improving well and reflected in the number of children completing the phonics programme in year 2. Year 3 carrying out a fluency programme up until Christmas 24.</i>
6	SEND / PP pupils who are waiting on spaces at specialist provision struggling to manage with the intensity of the school day within the mainstream classroom. <i>July 24 - Only a small number of children are now waiting for specialist provision.</i>
7	Children with misconceptions are not picked up early enough making things difficult to unpick at a later point. <i>July 24 - Improving well - teachers are quick to spot misconceptions and address them.</i>
8	Home support is not high enough with regards to home reading, times table practice and homework. <i>July 24 - The home learning approach is keeping it clear and simple what the expectations are for parents. This links with information being shared at Parents Evenings.</i>
9	Continued increase in the number of children requiring nurture, mental health / Thrive support. <i>July 24 - Continued challenge and increasing.</i>
10	Some lessons are not adapted to ensure that all children are able to access the learning. <i>July 24 - Adaptations for SEND pupils and more able pupils has been more obvious. PP adaptations and for those children who are not at expected but not SEND need to be more carefully considered.</i>

General Barriers for children at Rushmere Hall

This details the general challenges / barriers to achievement that we have identified among the disadvantaged pupils in this school.

Pupil Premium at Rushmere Hall



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	⇒ Next Steps - Sept 24						
<p>To increase the number of children achieving combined Reading, Writing and Maths in Year 2 and Year 6.</p> <p>PP Challenge 1 SiP 23 Objective 1 SiP 24 Objective</p>	<p>Short Term: (end of autumn term) <i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> Staff are aware of children who need to achieve the RWM combined expected and have a plan in place for these children to achieve this. <p><i>This data is tracked more closely during the academic year and decisions made to ensure that support is provided earlier.</i></p> <p>Medium Term: <i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> Children identified at risk of not achieving the expected standard will be provided with additional catch up intervention / support or 1:1 tuition <p><i>Additional support has been put in place for children at risk of not reaching the standard. The curriculum is being adapted and teachers are making more adaptations within their planning to support the PP children.</i></p> <p>Long Term: <i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> Children achieving Reading Writing Maths combined is at the national average. <p><i>Reading, Writing and Maths combined data above national for all pupils and PP pupils. The gap is closing from 2023.</i></p> <table border="1" data-bbox="517 1312 1206 1503"> <tbody> <tr> <td>PP RWM (17 pupils)</td> <td>52.9%</td> </tr> <tr> <td>PP Suffolk RWM</td> <td>42.7%</td> </tr> <tr> <td>National RWM</td> <td>45%</td> </tr> </tbody> </table>	PP RWM (17 pupils)	52.9%	PP Suffolk RWM	42.7%	National RWM	45%	<p>>> Focus on PP writing to increase the number of children achieving RWM</p>
PP RWM (17 pupils)	52.9%							
PP Suffolk RWM	42.7%							
National RWM	45%							
<p>To ensure that the majority of children complete the phonics programme in Year 1, and those who haven't have finished the programme by Year 2 (October half term)</p> <p>PP Challenge 2 General Barrier H SiP 23 Objective 1</p>	<p>Short Term: (end of autumn term) <i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> Staff are aware of children who need to be targeted to ensure they complete the phonics programme by the end of the academic year. Progression grids are adapted to enable this to be mapped carefully. <p><i>Tracking of pupils was meticulously carried out. All staff were retrained and the school received specialist input from RWI consultants.</i></p> <p>Medium Term: <i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> Children identified at risk of not completing the program by the end of the year will be provided with 							

	<p>additional catch up intervention / support or 1:1 tuition</p> <p><i>1:1 and boosters given to those children who were at risk of not achieving the expected standard.</i></p> <p>Long Term: Specific Targets for Pupil Premium children</p> <ul style="list-style-type: none"> • The majority of children (95%) complete the phonics programme at the end of year 1. • The % of PP children completing the programme is no less than 5% different from non PP. <p><i>PP numbers in Year 1 are small. Many of the PP children are based in the Speech and Language Provision.</i></p> <ul style="list-style-type: none"> - 98% pupils within the mainstream passed the phonics assessment. - 46% have completed the programme by the end of Year 1. - Only 2 PP children in Year 1 - both on blue group (Almost off the programme). 0% vs 46% 	
<p>To ensure new arrivals (e.g those not starting in Reception in September) have a clear baseline assessment followed by clear ambitious end targets and a detailed plan mapped out to achieve this.</p> <p>PP Challenge 3 General Barrier B, H SiP 23 Objective 1</p>	<p>Short Term: (end of autumn term) Specific Targets for Pupil Premium children</p> <ul style="list-style-type: none"> • A clear programme of assessment for new arrivals is in place. From these assessments, ambitious end points are decided and an action plan of how this is going to be achieved. <p><i>School has been exploring a range of different assessments but needs to lock this into a new policy for arrivals mid year to make sure their induction is carefully managed.</i></p> <p>Medium Term: Specific Targets for Pupil Premium children</p> <ul style="list-style-type: none"> • Progress children are making against their start point is being measured closely and adaptations, tweaks to the plans are being implemented. Targets are regularly reviewed and adjusted if not ambitious enough. <p><i>Baseline assessments used in Year 1, Year 2 and Year 6 have been useful in identifying a start point. Assessments in other year groups to create a baseline to measure from is not yet embedded.</i></p> <p>Long Term: Specific Targets for Pupil Premium children</p> <ul style="list-style-type: none"> • Regardless of when the children join the school, progress they make from their start point is strong. • The plan has been followed closely and there is a wealth of evidence which shows the impact of the activities carried out to ensure the pupil achieves their ambitious targets. <p><i>School has been working closely with a London based school who has lots of in year arrivals. The processes are being developed and will be launched during the Autumn term 2024.</i></p>	

<p>To improve the teaching of vocabulary in Year R, 1 and Year 2 to support reading comprehension.</p> <p>PP Challenge 4 General Barrier E, H</p>	<p>Short Term: (end of autumn term) Specific Targets for Pupil Premium children</p> <ul style="list-style-type: none"> • A clear programme in place to ensure that children in Year R, Year 1 and Year 2 are acquiring a breadth of vocabulary across the curriculum. Including words that are similar to other words (EAL pupils) <p><i>This has been in place for the whole year and evidence from speech and language assessments show that children's vocabulary is improving and less children need specialist input by the end of the academic year.</i></p> <p>Medium Term: Specific Targets for Pupil Premium children</p> <ul style="list-style-type: none"> • Lesson plans, book scrutiny, lesson observations and discussions with children show that the amount of vocabulary they are being exposed to is increasing and where it isn't there are clear mechanisms in place to solve this. <p><i>Year R and Year 1 the use of vocabulary is exemplary and is impacting on the quality of the writing in the books. From year 3 onwards children are using ambitious vocabulary in their writing.</i></p> <p>Long Term: Specific Targets for Pupil Premium children</p> <ul style="list-style-type: none"> • In the year 2 reading comprehension paper more children are successful in answering the questions which involve understanding word meaning and their alternatives. • Writing in all of the exercise books in year 2 shows that pupils are using ambitious vocabulary. <p><i>Year 2 comprehension results are the strongest the school has had since the introduction of the more challenging SATS papers. The RWI Comprehension Programme has enabled children to achieve stronger results in their comprehension.</i></p> <p><i>In writing books there is evidence of good quality vocabulary being used in their writing.</i></p> <p><i>Evidence in History for examples provides some strong evidence of this.</i></p>	
<p>To increase reading fluency in Year R, Year 1 and Year 2 (particularly those on Orange, Blue and Grey books).</p> <p>PP Challenge 5 General Barrier E, H</p>	<p>Short Term: (end of autumn term) Specific Targets for Pupil Premium children</p> <ul style="list-style-type: none"> • A clear programme is in place to ensure that children in Year R, Year 1 and Year 2 are being supported and encouraged to be more automatic and fluent with their sounds. Teachers chosen for Orange, Blue and Grey are well-skilled in teaching these groups. <p><i>Programme in place and being tracked regularly. More children are completing the programme sooner. One to one support and tuition is ensuring children make rapid progress if falling behind.</i></p> <p>Medium Term: Specific Targets for Pupil Premium children</p> <ul style="list-style-type: none"> • Lesson plans, book scrutiny, lesson observations and discussions with children show that the speed and 	

	<p>fluency of children's reading is improving and where it isn't there are clear mechanisms in place to solve this.</p> <p><i>Reading results in Year 1, Year 2 and Year 6 are improving and are now well above national in Year 1, Year 6 and above national in Year 1. Fluency results collected and reported to parents show that children are achieving 90 words per minute by the end of Year 2.</i></p> <p>Long Term: Specific Targets for Pupil Premium children</p> <ul style="list-style-type: none"> 50% complete the phonics programme in Year 1 having not been stalled on the orange, blue and grey books due to fluency issues. The % of PP children who are off the phonics programme is no less than 5% different from non PP. <p><i>98% pupils within the mainstream passed the phonics assessment.</i></p> <p><i>53% have completed the programme by the end of Year 1.</i></p> <p><i>Only 2 PP children in Year 1 - both on blue group (Almost off the programme)</i></p>	<p>>> SEPT 24 Greater targeting and focus on completing the phonics programme.</p>
<p>To introduce an alternative provision offer (AP) during the afternoon session for those children who are awaiting specialist placement or struggle with the full timetable.</p> <p>PP Challenge 6 General Barrier A,C,F,D SiP 23 Objective 1</p>	<p>Short Term: (end of autumn term) Specific Targets for Pupil Premium children</p> <ul style="list-style-type: none"> The provision is set up with a clear timetable of activities and pupils who need to attend. EHCP targets have been woven into the provision. The curriculum is still broad and ambitious and prepares children for a successful future. Basic skills that are non negotiable for this group of children are planned effectively to ensure they are embedded and secured. <p><i>Set up. Having an impact on pupil attendance and wellbeing and SEMH needs.</i></p> <p>Medium Term: Specific Targets for Pupil Premium children</p> <ul style="list-style-type: none"> Lesson plans, book scrutiny, lesson observations and discussions with children are used to check the quality of the provision, the coverage and progress made against EHCP targets. <p><i>Not at this point yet.</i></p> <p>Long Term: Specific Targets for Pupil Premium children</p> <ul style="list-style-type: none"> The provision is successful in ensuring children make strong progress against their EHCP targets, ensuring they are going to be successful at their next placement. Basic skills are secured and embedded. <p><i>There are some successes shown from the AP but there needs to be further refinement.</i></p>	<p>>> SEPT 24 Greater focus needed in 24 about (a) exit criteria - what is the plan for them to return to full mainstream (b) how can we ensure curriculum coverage.</p>

<p>To find common misconceptions within the curriculum and ensure they are taught accurately when they are first introduced.</p> <p>PP Challenge 7 General Barrier H SiP 23 Objective 1 SiP 24 Objective</p>	<p>Short Term: (end of autumn term) <i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> Curriculum leads use information from the 22/23 academic year analyses and discussions with class teachers and pupils enable leads to identify misconception threads, where they commence and what needs to be adjusted in response. <p>Medium Term: <i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> Planning has been adjusted to deal with misconceptions that occur. Scripting is used to ensure accuracy of explanation. Evidence is beginning to reveal that there are fewer children struggling in these key areas. <p><i>Misconceptions found and woven into the curriculum. Scripting used and re sequencing of lessons to ensure that children are not making the same errors. Revisit of on the spot marking expectations.</i></p> <p>Long Term: <i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> A focus on dealing with misconceptions mean children arrive into Year 2 and Year 6 with few misconceptions. As a result, over results are higher and mistakes made with some of the basic concepts are fewer. <p><i>The work carried out has meant children are arriving in year 6 and year 2 with less misconceptions... especially around calculation methods and fractions (year 6).</i></p>	<p>>> SEPT 24 - Writing curriculum adjustments needed based on 23/24 analysis.</p>
<p>To create stronger engagement with parents, particularly PP and low performing.</p> <p>PP Challenge 9 General Barrier G, D</p>	<p>Short Term: (end of autumn term) <i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> A range of engagement activities are planned and beginning to be utilised to improve performance of children with basic skills e.g. reading, basic calculation. <p><i>Parent engagement has increased. Providing parents with assessment information around children's progress with TTs and fluency has helped their understanding of its importance.</i></p> <p>Medium Term: <i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> A review of these activities show that as a result of greater engagement children have made greater progress in particular areas. <p><i>Not at this stage yet.</i></p> <p>Long Term: <i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> Children with Pupil Premium close the gap between themselves and Non PP children in key areas such as reading and calculation. <p><i>See the data above. In some areas the gap is closing and in some areas it is not closing. Analysing the data can be difficult due to the children in the speech and language unit & incredibly low numbers in some year groups.</i></p>	<p>>> SEPT 24 - The school now needs to run workshops that match with the areas of focus.</p>

<p>To continue to provide high quality nurture support through Thrive 1:1s and through the lunchtime period.</p> <p>PP Challenge 10 General Barrier A,C,F</p>	<p>Short Term: (end of autumn term) <i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> Children needing or who would benefit from nurture support are identified and there is a clear plan in place for them across the course of the year. <p><i>Strong and embedded. Evidence from pupil perception interviews, school attendance and in annual reviews.</i></p> <p>Medium Term: <i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> A midpoint review of these activities reveal children are making good progress in these areas (and where relevant) there is strong evidence that either attendance is improving, attitude to learning is improving OR progress and attainment is improved as a result of this input. Where it isn't, other interventions and strategies are being considered. <p><i>Strong and embedded. Evidence from pupil perception interviews, school attendance and in annual reviews.</i></p> <p>Long Term: <i>Specific Targets for Pupil Premium children</i></p> <ul style="list-style-type: none"> There is strong evidence that either attendance is improving, attitude to learning is improving OR progress and attainment is improved as a result of this input. <p><i>There are now a few children left who need further support to help improve their attendance.</i></p>	<p>>> Sept 2024 - Additional work to improve attendance for all.</p>
<p>To assess accurately and adapt lessons to maximise the number of children who are able to access the learning.</p> <p>PP Challenge 11 General Barrier H SiP 23 Objective 1 SiP 24 Objective</p>	<p>Please see targets included in our SiP Priority</p>	<p>>> Sept 2024 - Further refinements to the curriculum are needed e.g. specifically in writing for PP children. Teachers now focus on the children who are not SEND but also not at the expected level.</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 / barriers listed above.

Teaching (CPD, recruitment and retention)

Budgeted cost: **£107,725**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All identified in the RHPS SEF</p> <p>Curriculum Curriculum leads supporting teachers to refine and tweak the curriculums to ensure they are progressive and core knowledge is identified.</p> <p>Teaching and Learning Research and evidence used around the Eko Trust 5 principles to ensure delivery is effective in supporting children within the class.</p> <p>Adaptations CPD delivered to all staff on adapting before lessons, during lessons and in response to lessons. Including focus on deeper assessment. Including more training for Support Staff to deliver tried and tested intervention.</p>		<p>SiP 23 Objective 1</p> <p>Sip24 Objective</p>
<p>Volunteer recruitment and training programme (inc. DBS checks etc)</p>	<p>To bolster reading practice and maths skill practice across the school, we are launching our volunteer recruitment. (especially in Year 2) The volunteers will complete all checks before receiving training from school staff to deliver additional reading / maths support across the afternoons.</p>	<p>PP Challenge 2,4,5,8 General Barrier G</p>
<p>EAL Teaching Assistant</p>	<p>The school has seen strong evidence of the impact that this staff member is able to have with EAL pupils. EAL pupils' attendance has increased and links between school and families are strong than they have been previously.</p>	<p>PP Challenge 1,2,3,4,5 General Barrier E</p>
<p>SPECIALIST ROLES</p> <ol style="list-style-type: none"> 1. Dyslexia Teaching Assistant 2. ASD Specialist Teaching Assistant 3. Speech and Language Teaching Assistant & Independent Speech Therapist 	<p>✓ EEF - One To One Tuition ✓ EEF - Teaching Assistant Interventions</p> <p>These three roles enable the school to address the growing challenges of children who receive CISS plans (ASD) or show signs of dyslexia. These programmes are overseen by professionals who monitor the children's programme and make adjustments to the materials delivered by school staff. The adults also liaise directly with the class teachers ensuring that strategies are embedded within the classroom too.</p>	<p>PP Challenge 1,2,3,4,5,10 General Barrier F</p>
<p>Inclusion Support Workers x2</p>	<p>✓ EEF - Social and Emotional Learning ✓ EEF - Behaviour Interventions</p>	<p>PP Challenge 9 General Barrier C,F</p>

	<p>The Thrive programme is nationally recognised and within the trust is widely used. One school has achieved awards for its Thrive implementation and this school has seen the impact that Thrive has within the school. Inclusion Support Workers are the key staff members who deliver the 1:1 sessions with the children. As a result incidents of serious behaviour have dramatically reduced and the number of FTEs has also reduced. The team are proactive and this is significantly impacting the disadvantaged children in two ways... (a) the majority of those children being flagged on Thrive assessments are disadvantaged (b) the lessons that disadvantaged children are in are less disrupted than previous - ensuring they are receiving higher quality teaching and learning.</p>	
<p>Additional Release time and 1:1 time with curriculum leaders to rework and rewrite parts of the writing curriculum</p>	<p>More details included in the SiP 2024</p>	<p>Sip24 Objective</p>

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

Budgeted cost: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics booster and 1 to 1 sessions (Year 1)	<p>✓ EEF - One To One Tuition ✓ EEF - Small Group Tuition</p> <p>The school data reveals that this approach is highly effective for ensuring as many children as possible are achieving the expected standard in reading. More importantly we will use this strategy to get more children to complete the phonics programme in order for them to access comprehension teaching in Year 2.</p>	<p>PP Challenge 2 General Barrier H</p>
Phonics booster and 1 to 1 sessions (Year 1)		
Phonics booster and 1 to 1 sessions (Year 2)* *until October		
Read Write Inc Comprehension Programme	A fully tested Comprehension Teaching approach for year 2 which uses the mechanisms seen in Read Write Inc lessons to ensure that numbers of children achieving the expected level increase.	<p>PP Challenge 1,5 General Barrier H</p>
Year 6 Easter School	<p>✓ EEF - Summer Schools</p> <p>In previous years, the school data shows that the Easter school was very effective in raising the standards for all pupils. In fact it was incredibly effective for the disadvantaged children who did not have the same level of support at home during the Easter break... a key time for carrying out revision tasks.</p>	<p>PP Challenge 1 General Barrier H</p>
Year 6 Booster	<p>✓ EEF - Small Group Tuition</p> <p>These run after school and are led by the class teachers who know the children well. The small groups supported the disadvantaged pupils by filling the gaps in their learning and dealing with any misconceptions they had. Parents were incredibly appreciative of this approach as they felt they were unable to support their child with some of the elements at home.</p>	<p>PP Challenge 1 General Barrier H</p>
Year 3 - 6 booster and 1:1 tutoring	<p>✓ EEF - One To One Tuition ✓ EEF - Small Group Tuition</p> <p>We know across the school that boosting and 1:1s are successful. This year we plan to booster and provide 1:1 tutoring for our year 3 pupils to help close the gaps in their learning but also to get the year group, as a whole, closer to the national %.</p>	<p>PP Challenge 1 General Barrier H</p>
Teaching assistants trained to deliver tried and tested interventions.	<p>✓ EEF - Teaching Assistant Interventions</p> <p>Our teaching assistant will deliver high quality interventions during the afternoons rather than supporting inside the classrooms.</p>	<p>PP Challenge 10 General Barrier H,F</p>

Language / vocabulary resources	Having seen the impact of the language and vocabulary work completed at Earlham Primary, we plan to use the same resources to promote vocabulary. We know that the known vocabulary of our disadvantaged children is less than non-disadvantaged pupils - this will impact on their reading ability, their writing and their ability to understand instructions and information they are being given.	PP Challenge 4 General Barrier E
Alternative provision	New to the plan The school will create its own Alternative Provision which will operate during the afternoons using two school adults. The work carried out will be themed and linked to interests but underpinned by the National Curriculum and the schools knowledge progression documents.	PP Challenge 6 General Barrier F

Wider strategies (related to attendance, behaviour, wellbeing)

Budgeted cost: **£9270**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff member with responsibility for Attendance tracking and monitoring	Two staff members have been allocated the responsibility for overseeing, tracking and monitoring attendance. The attendance lead manages the day to day evidence tracking whilst the DDSL is involved in the cases of persistent absenteeism and when we are unable to make contact with children who haven't arrived at school.	General Barrier D
Further investment into Whole School Thrive Approach	As mentioned above, the school has strong evidence that this has made a significant impact on the children within this school. By continuing to be proactive we are reducing the barriers to learning caused by anxiety, low confidence, anger etc.	PP Challenge 9 General Barrier F
Additional EWO support for Persistent Absentees	We know the expertise and 'clout' required to tackle persistent absentees is greater than what the school has. Additional EWO support will aid / bolster the Attendance Manager to tackle some of our most challenging cases.	General Barrier D
Funding for disadvantaged pupils to have access to residential trips and school trips.	Ensuring the disadvantaged have full access to the opportunities provided by the school is key to balancing things out. The trips, residential trips etc increase cultural capital, increase vocabulary and wider understanding of the world - all of which will make a difference to the children's outcomes.	N/A
Subsidising Breakfast Club for poor attenders / disadvantaged.	Evidence from previous years reveals that this strategy has helped reduce persistent absenteeism and ensured that some children start the day having had a good breakfast. Those children attending the breakfast club are ready to learn when they reach their classroom.	General Barrier D
Lunchtime Thrive and Nurture support	✓ EEF - Social and Emotional Learning In line with the school approach, the launch of lunchtime Thrive and Nurture support has already been invaluable for helping children navigate the social challenges of play times and lunchtimes. In turn, this ensures that lunchtime or playtime challenges do not impact the learning.	PP Challenge 6,9 General Barrier C

Total budgeted cost: £146,995

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.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

A review against last year's objectives has been completed above.

Looking back at last year's objectives we have seen the following successes:

- School is above National for RWM for all pupils and for Pupil Premium pupils
- School attendance for last academic year was 95.6%, an increase on the previous year.
- The percentage of pupils who were PA has decreased.

Performance data from the last academic year:

Key	
Above national average	<ul style="list-style-type: none"> ↑ Improvement on last year's results ← Same as last year ↓ Lower than last year

	2023 – 2024 PP		
	SCHOOL PP	SUFFOLK PP	NATIONAL PP
Reading % achieving EXPECTED	62%↑	61%	62%
Reading % achieving GREATER DEPTH	24%↑	17%	?
Writing % achieving EXPECTED	53%↑	56%	58%
Writing % achieving GREATER DEPTH	0%	5%	?
Maths % achieving EXPECTED	59%↑	55%	59%
Maths % achieving GREATER DEPTH	12%↑	11%	?
RWM % achieving SECURE or better	53%↑	43%	45%
RWM % achieving GREATER DEPTH	0%	?	?

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The data shows:

- The school was above the national average for RWM for PP children.

- In individual subject areas writing was below national, maths was at the national along with reading.
- The gap between PP children and all children had closed based on the previous year BUT is still higher than the local area gap and the national gap.

In year 1 and year 2 pupil data is skewed due to the fact there are such low numbers of PP children (2 children in year 1 and two children in year 2) and due to the fact that there are high numbers of PP children within the specialist provisions.

Based on all the information above, the performance of our disadvantaged pupils did meet some of our expectations but there is further work to do across the second year of this strategy. With some further interventions we hope to be on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that many of the strategies used proved to be effective but further work is needed in some subject areas e.g writing which would impact on both the individual result and the combined result.

Edits, adjustments for the following year have been added above to increase the prospect of achieving our objectives at the end of 2025.

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

Programme	Provider
PLOT	Independent
Deben Care Farm	Independent
Alderwood PRU	Raedwald Trust
Alternative Tuition Service	Suffolk County Council