

Pupil premium strategy statement – Hazel Leys Academy – 2024-2027

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	Hazel Leys Academy
Number of pupils in school	226
Proportion (%) of pupil premium eligible pupils	23.89% (54 pupils) YR (3 pupils) Y1 (7 pupils) Y2 (5 pupils) Y3 (11 pupils) Y4 (13 pupils) Y5 (8 pupils) Y6 (7 pupils)
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	September 2025
Date this statement was reviewed and revised	September 2025
Date on which it will next be reviewed	September 2026
Statement authorised by	Beverley Trotman Principal
Pupil premium lead	Beverley Trotman Principal
Governor / Trustee lead	Charlotte Krzanicki

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,555

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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Part A: Pupil premium strategy plan

Statement of intent

At Hazel Leys Academy, the intent remains one where all individuals are regarded with high esteem. The school encourages and promotes a learning environment in which Pupil Premium pupils are happy to attend, where they work diligently to reach ambitious progress targets and to attain proficient grades and where parents and staff recognise and celebrate those achievements. The school wants and will work diligently to develop well rounded, independent and confident learners.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who are LAC and young carers. We will remove barriers to learning created by poverty, family circumstances and backgrounds and ensure wide access to enrichment and extracurricular activities which we believe have a profound impact on the lives and well-being of our pupils.

Intent:

Our school curriculum is knowledge-rich, ambitious and provides all pupils, including those from disadvantaged backgrounds and those on the SEND register, the knowledge and cultural capital they need to succeed in life. Our curriculum aligns with the national curriculum. It has been coherently planned and is well-sequenced, laying the foundations of knowledge in EYFS and building on this throughout the primary years.

The improvement of Quality First Teaching is key to the success of all pupils, including Pupil Premium children. We believe that through the development of our bespoke curriculum, that is child centred and designed to inspire and celebrate our diverse school community, that children's engagement in learning will be increased and progress will accelerate. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. We offer emotional well-being and foster a support network within the home. We want children to be able to access enrichment opportunities as part of their curriculum, thus embedding enrichment activities throughout our curriculum.

Implementation:

At Hazel Leys Academy teaching and learning is planned using assessment for learning. This personalised approach expects all children to reach or exceed national expectations, to achieve in all areas of development and to be able to generalise their learning to new situations. High expectations of progress apply equally to children working above, at, or below age-related expectations, including those who have been identified as having special educational needs.

Precision targeted interventions will be a key focus for all children based on their gaps and barriers to knowledge. Some interventions will take place through additional support in the classroom during lessons. Other interventions will take place outside of the classroom with our well-trained Teaching Assistants. There are clear plans to support those who are struggling to maintain trajectory. The teacher's priority is to support children so that they can keep up with the pace of learning and make good rates of progress. By supporting equality of opportunity and inclusion we endeavour to close or narrow the attainment and progress gaps evident between groups of pupils within school and nationally.

Pastoral and attendance support for our Pupil Premium children and families is another key element of ensuring that we are developing the whole child and ensuring a positive impact on their futures. This support is given in a range of ways including one to one nurture sessions, group nurture sessions, early trauma or bereavement support, parent support workshops, targeted support for parents, early help intervention with families, support for material disadvantage and development of cultural capital. This list is not exhaustive, and we will work with each family individually, where the need arises to ensure the very best outcome is reached for the children in their care. These will be reviewed termly, and further funding used based on the children's emerging needs.

Impact:

Impact will be measured, not only in academic outcomes, but also in all aspects of development. This will include all skills, behaviour, attitude and in children showing that they can care for themselves, others and the world in which they live. For children to know that they are the instigators of change and that they are able to contribute positively to society.

The impact of our curriculum is measured by assessment procedures which allow us to measure outcomes against all schools nationally. The impact of those other key skills for life will be measured in self-fulfilment and in recognition by others through awards and rewards.

Children are placed at the centre of all that we do, and the academy's success will be measured by how well the academy is able to fulfil that goal.

Challenges

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

Challenge number	Detail of challenge
Oracy Skills, Writing	Oracy skills – Some of our PP children have gaps in learning in the core subjects of reading, writing and maths are significantly reduced for disadvantaged learners. Some of our PP children have speech, language and communication difficulties.
Attendance	Low attendance by some of our children limits their learning and widens knowledge and skills gaps. Our analysis shows some disadvantaged pupils and families need additional support to secure and sustain better attendance and punctuality.
Equality of success and opportunity	Some of our PP children have limited cultural experiences and access to wider opportunities. Participating in additional enrichment opportunities add to the development of the whole child. For example, Sports, Music, School Trips including residential and other enrichment activities
Barriers to Parental Engagement	Some of our PP children face challenges with their social, emotional, and mental health, which can create barriers to consistent and sustained parental engagement and/or support. We aim to ensure that our most disadvantaged families are directed to the appropriate resources and receive the necessary support. A family support worker will collaborate closely with the Local Authority (LA) and other Academy schools on cross-school outreach programs
Phonics	Phonics - There are increasing numbers of pupils who start junior school without a secure understanding of phonics. We therefore need to reassess children on entry and develop programmes to address this need.
Vocabulary Development	This is an issue that has been noted nationally and impacts on some of our PP children. Consequently, we are developing several strategies to provide creative opportunities to improve language skills; developing CPD opportunities for staff; and producing bespoke vocabulary programmes for our pupils.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 40,000

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
To offer a bespoke broad and balanced curriculum, where teaching and learning is at least good.	2025 – 2027 the primary knowledge curriculum is embedded and reflects the commitment of the school to enhance the pupils’ life experiences. Pupil, parent and teacher questionnaires and observations show pupils have self-belief, high aspirations and a strong desire to achieve. 2025-2027 a significant increase in parent / carer participation in school life is evident – parent workshops, school community events etc. LPPA (Leading Parent Partnership) 2025- 27 results from pupil voice, parent questionnaires and teacher observations indicate that vulnerable pupils are well supported and their needs are being met as a result of at least good teaching and learning.
All non-SEND PP Children achieve outcomes in-line with, or above, national average by the end of KS2 in reading. Improved oral language skills and vocabulary is reflected in EYFS communication and language.	2025 – internal and external observations and deep dives in reading and EYFS show high quality teaching and learning 2025 – outcomes in reading for disadvantaged pupils shows a significant improvement from their baseline 2026 - KS1 and 2 outcomes are in line with national Pupil Premium average 2027– KS1 and KS2 outcomes are in line with all pupils national average. 2025,26,27–the gap between PP and non in progress and attainment in reading in EYFS is narrowed

<p>All non-SEND PP Children achieve outcomes in-line with, or above, national average by the end of KS2 in writing.</p>	<p>2025 – internal and external observations and deep dives in writing show high quality teaching and learning 2025 – outcomes in writing for disadvantaged pupils shows a significant improvement from their baseline 2026 - KS1 and 2 outcomes are in line with national Pupil Premium average 2027– KS1 and KS2 outcomes are in line with all pupils national average. 2025,26,27–the gap between PP and non in progress and attainment in writing is narrowed</p>
<p>All non-SEND PP Children achieve outcomes in-line with, or above, national average by the end of KS2 in maths.</p>	<p>2025 – internal and external observations and deep dives in maths show high quality teaching and learning 2025 – outcomes in maths for disadvantaged pupils shows a significant improvement from their baseline 2026 - KS1 and 2 outcomes are in line with national Pupil Premium average 2027– KS1 and KS2 outcomes are in line with all pupils national average. 2025,26,27–the gap between PP and non in progress and attainment in maths is narrowed</p>
<p>All non-SEND PP children pass the PSC at the end of year 1.</p>	<p>2025 – internal data shows disadvantaged pupils in Year one have made good progress in phonics from baseline 2026 – Phonics screen for disadvantaged pupils is in line with national average and the in-school gap between disadvantaged and non has narrowed. 2027 – phonics screen for disadvantaged pupils is above national average and the in school gap has closed.</p>
<p>Additional needs of PP children are clearly identified and addressed</p>	<p>2025-2026 - Identification of and support for SEND/EAL or additional needs to ensure pp children make expected progress or exceed their targets set for R, W and M.</p>

	2027 – the gap between PP with additional needs is narrowed
The attendance of targeted PP children who are persistent absentees, improves	2025- Work undertaken demonstrates a notable improvement in PP attendance percentages. Close links with home and school, including follow up calls/ letters. Family Support Worker in place to track, monitor and intervene. 2026-2027 – Targeted PP children identified as PA improves
Equality of success and opportunity. Communication between parents and school continue to thrive and parents feel supported in their needs.	2025- 27 results from pupil voice, parent questionnaires and teacher observations indicate that vulnerable pupils are well supported, and their needs are being met. A significant increase in participation in enrichment activities for disadvantaged and vulnerable pupils is evident. The Family worker work with staff to swiftly identify pupils in need of additional, bespoke support.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD to continue to embed the teaching of phonics through the Little Wandle Programme	Consistency in phonics approach is expected by the DfE based on research evidence. Identified children will access this programme regularly and consequently improve their phonics knowledge and apply this when reading and writing. Phonics EEF (educationendowmentfoundation.org.uk)	1,3,5,6
Quality First Teaching supported by evidence informed CPD for teachers and support staff.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	1,5,6
Knowledge rich curriculum. Curriculum planned and	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.	1,3,5

delivered with SLT support. Gaps in learning are addressed and pupils make good progress Curriculum is broad and suits the needs of all children.	Mastery learning EEF (educationendowmentfoundation.org.uk) Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	
A broad and engaging curriculum that focusses on language acquisition.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,3,5
Recruitment of Intervention teacher 4 x afternoon session to support with phonics and early reading across KS1.	EEF: High quality small group interventions Phonics EEF (educationendowmentfoundation.org.uk)	1,5,6
Sports/ creative programme of study	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Physical activity EEF (educationendowmentfoundation.org.uk) Arts participation EEF (educationendowmentfoundation.org.uk)	3
PP children receive class text for each half term.	EEF: Identify pastoral needs for individual families. Parental engagement EEF (educationendowmentfoundation.org.uk)	1,5,6
Vocabulary	A whole school strategy for teaching and learning vocabulary will be embedded across the curriculum. Children’s receptive language will improve which will, in turn, improve reading ages and writing skills. Oral language interventions EEF (educationendowmentfoundation.org.uk)	6

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

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching support for all teachers and teaching assistants.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf	1,5,6

	Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	
Small group interventions/ support in KS1 for phonic specific and early reading.	EEF: High quality small group interventions Small group tuition EEF (educationendowmentfoundation.org.uk) Oral language interventions EEF (educationendowmentfoundation.org.uk)	1,5,6
Same day- in class, intervention.	EEF: High quality small group interventions	1,5,6
Teacher-led, targeted group teaching	EEF: Small group tuition is most likely to be effective if it is targeted at pupils specific needs. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf	1,5,6
Specific intervention programmes, led by both the Teacher and Teaching Assistant.	EEF: High quality small group interventions Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1,5,6
Pupil Progress Meetings track progress of PP pupils and appropriate, timely interventions are put in place.	EEF: High quality small group interventions https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf	1,5,6
1:1 Boosters / group boosters in Year 6.	EEF: High quality small group interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1,3,5,6
Family support worker to provide support for families and children for transition into school.	EEF toolkit– Parental engagement Decrease in numbers of families in CIN, CP due to increase in families accessing early intervention from Inclusion lead. A dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-	3,4

	parents/EEF Parental Engagement Summary of recommendations.pdf?v=1635355222 Social and emotional learning EEF (educationendowmentfoundation.org.uk) Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.	
Revision guides for Year 6	EEF: Support with academic learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1,3,5,6

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

Budgeted cost: £ 26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creating a sports/ creative arts programme.	Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which cannot be evidenced in pupil books and data. EEF – sports participation increases educational engagement and attainment. Physical activity EEF (educationendowmentfoundation.org.uk) Arts participation EEF (educationendowmentfoundation.org.uk)	2,3,4
To implement enrichment opportunities, for example, food tasting.	Enrichment activities offer children a context for leaning and a stimulus to trigger their interest which can be evidenced in pupil books and data.	2,3,4
Improve attendance. Communication with families made easier by strength of relationships already in place, meaning their families trust the school's approaches and	EEF toolkit– Parental engagement Decrease in numbers of families in CIN, CP due to increase in families accessing early intervention from Inclusion lead. A dedicated person in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family. Dedicated person who monitors attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.	2,3,4

support the strategies in place for learning as well as well-being.	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Summary_of_recommendations.pdf?v=1635355222	
Daily phone calls- supports established relationships and routines.	EEF: Identify specific pastoral needs for families.	2,3,4
Improve well-being.	EEF: Identify specific pastoral needs for families. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	2,3,4
Subsidise residential for our children.	Equality of success and opportunity. Pupil surveys reflect greater enjoyment and engagement in school.	2,3,4
Breakfast Club entitlement for PP children	EEF: Identify specific pastoral needs for families.	2,3,4
Book fair ticket	EEF: Identify specific pastoral needs for families.	1,3,5,6

Total budgeted cost: £ 114,040

Further information (optional)

<p>Additional activity</p> <p>Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium.</p> <p>This will include:</p> <ul style="list-style-type: none"> • Providing a variety of high-quality extracurricular activities aimed at enhancing well-being and raising aspirations, with a particular focus on supporting disadvantaged pupils' participation. • Offering a weekly lunchtime sports session to promote well-being, health, and fitness for all pupils, run by external providers Clubs Complete and Unmatched Coaching, targeting disadvantaged pupils. • Offering a subsidised breakfast club to our most vulnerable pupils <p>Planning, implementation and evaluation</p> <p>In developing our current pupil premium strategy, we started by reviewing our previous strategy to assess the impact of the intended outcomes. This year's approach considers the overall well-being, academic progress, and holistic development of the pupils. We have a well sequenced curriculum where knowledge is valued and taught to remembered and that addresses areas of concern, learning gaps, and fosters an</p>

eagerness to learn among our pupils. The EEF's implementation guidance has supported the development of our three-year strategy. We will continue to review, adjust, and evaluate this approach to ensure better outcomes for pupils over time.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the **impact that our pupil premium** activity had on pupils in the 2022 to 2023, 2023-2024, 2024-2025 academic year.

Review of the year 2024-2025:

Year 6 cohort 28 pupils of which 15 disadvantaged.

Year 2 cohort 30 pupils of which 11 disadvantaged.

Review of the year 2023-2024:

Year 6 cohort 30 pupils of which 10 disadvantaged.

Year 2 cohort 30 pupils of which 13 disadvantaged.

Review of the year 2022-2023:

Year 6 cohort 31 pupils of which 9 disadvantaged.

Year 2 cohort 28 pupils of which 6 disadvantaged.

		% of pupils achieving the expected standard																		Academy		National		Academy		National		Academy		National	
Year group	Subject	All Pupils						PP Pupils						Non-PP Pupils						22/23 PP-NPP gap	22/23 PP-NPP gap	23/24 PP-NPP gap	23/24 PP-NPP gap	24/25 PP-NPP gap	24/25 PP-NPP gap						
		2022/23		2023/24		2024/25		2022/23		2023/24		2024/25		2022/23		2023/24		2024/25													
		Academy	National	Academy	National	Academy	National	Academy	National	Academy	National	Academy	National	Academy	National	Academy	National	Academy	National												
EYFS	GLD	67%	67%	77%	68%	70%	68%	71%	100%		40%	33%	70%		74%		77%	52%	1%		26%		-37%	-19%							
Year 1	Phonics	68%	79%	90%	80%	97%	80%	54%	89%		100%	67%	71%		90%		96%	85%	-17%		-1%		4%	-18%							
Year 2	Phonics	89%	89%	77%	89%	97%	89%	60%	62%		91%	25%	95%		88%		95%	71%	-35%		-26%		-4%	-46%							
Year 2	Reading	68%	68%	67%	71%	79%	72%	40%	54%		82%	50%	73%		76%		74%	73%	-33%		-22%		8%	-23%							
	Writing	57%	60%	60%	62%	69%	64%	40%	54%		64%	33%	60%		65%		68%	59%	-20%		-11%		-4%	-26%							
	Maths	68%	70%	67%	72%	79%	73%	40%	54%		82%	33%	77%		71%		68%	65%	-37%		-17%		14%	-32%							
	Combined	54%	-56%	60%	58%	69%	59%	20%	54%		64%	33%	59%		64%		68%	59%	-39%		-10%		-4%	-26%							
Year 4	Multiplication Times Check	23%	29%	23%	34%	43%	37%	42%	17%		33%	0%	12%		25%		48%	20%	30%		-8%		-15%	-20%							
Year 6	Reading	63%	73%	70%	74%	82%	75%	50%	70%		80%	69%	75%		80%		92%	88%	-25%		-10%		-12%	-19%							
	Writing	63%	71%	73%	72%	89%	72%	50%	70%		86%	51%	70%		75%		92%	78%	-20%		-5%		-6%	-27%							
	Maths	63%	73%	63%	73%	75%	74%	50%	60%		80%	56%	75%		70%		75%	78%	-25%		-10%		5%	-22%							
	Combined	53%	60%	60%	61%	64%	62%	50%	60%		67%	44%	65%		65%		85%	70%	-15%		-5%		-18%	-26%							

Aim	Outcome
Communication between parents and school continue to thrive and parents feel supported in their needs. Parents feel they can discuss with school, their family needs and wants. Parents are signposted accurately by school.	2021- 2022 -Termly class newsletters which link with learning from the curriculum. Remote Learning provision updated on the school website. 2022-2023 - Family Support Worker has developed effective pastoral care strategies along with the support of the school SENCO, DSLs and DDSLs.

	<p>2023-2024 - School on track to achieve the LPPA – Leading Parent Partnership Award further improving parental partnerships.</p> <p>2024-2025 – LPPA achieved in full.</p>																																																									
<p>Pupils make accelerated progress in Writing - The gap will close so that their attainment shifts closer to that of their peers Close the gap marking improves visible outcomes for all pupils Succinct vocabulary choices in writing</p>	<table border="1"> <tr> <th colspan="2">Year 6 2024-2025 Outcomes</th> <th>Non-PP</th> </tr> <tr> <td>Reading (disadvantaged)</td> <td>80%</td> <td>92%</td> </tr> <tr> <td>Writing (disadvantaged)</td> <td>87%</td> <td>92%</td> </tr> <tr> <td>Maths (disadvantaged)</td> <td>80%</td> <td>85%</td> </tr> <tr> <td>Combined (disadvantaged)</td> <td>67%</td> <td>85%</td> </tr> <tr> <th colspan="2">Year 2 2024-2025 Outcomes</th> <th>Non-PP</th> </tr> <tr> <td>Reading (disadvantaged)</td> <td>82%</td> <td>74%</td> </tr> <tr> <td>Writing (disadvantaged)</td> <td>64%</td> <td>68%</td> </tr> <tr> <td>Maths (disadvantaged)</td> <td>82%</td> <td>74%</td> </tr> <tr> <td>Combined (disadvantaged)</td> <td>60%</td> <td>64%</td> </tr> <tr> <th colspan="2">Year 6 2023-2024 Outcomes</th> <th>Non-PP</th> </tr> <tr> <td>Reading (disadvantaged)</td> <td>70%</td> <td>70%</td> </tr> <tr> <td>Writing (disadvantaged)</td> <td>60%</td> <td>73%</td> </tr> <tr> <td>Maths (disadvantaged)</td> <td>60%</td> <td>64%</td> </tr> <tr> <td>Combined (disadvantaged)</td> <td>60%</td> <td>60%</td> </tr> <tr> <th colspan="2">Year 2 2023-2024 Outcomes</th> <th>Non-PP</th> </tr> <tr> <td>Reading (disadvantaged)</td> <td>54%</td> <td>67%</td> </tr> <tr> <td>Writing (disadvantaged)</td> <td>54%</td> <td>60%</td> </tr> <tr> <td>Maths (disadvantaged)</td> <td>54%</td> <td>67%</td> </tr> </table>	Year 6 2024-2025 Outcomes		Non-PP	Reading (disadvantaged)	80%	92%	Writing (disadvantaged)	87%	92%	Maths (disadvantaged)	80%	85%	Combined (disadvantaged)	67%	85%	Year 2 2024-2025 Outcomes		Non-PP	Reading (disadvantaged)	82%	74%	Writing (disadvantaged)	64%	68%	Maths (disadvantaged)	82%	74%	Combined (disadvantaged)	60%	64%	Year 6 2023-2024 Outcomes		Non-PP	Reading (disadvantaged)	70%	70%	Writing (disadvantaged)	60%	73%	Maths (disadvantaged)	60%	64%	Combined (disadvantaged)	60%	60%	Year 2 2023-2024 Outcomes		Non-PP	Reading (disadvantaged)	54%	67%	Writing (disadvantaged)	54%	60%	Maths (disadvantaged)	54%	67%
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<p>To improve vocabulary of our PP children in EYFS/ KS1 and KS2. A rich and varied vocabulary used by our children, both at home and at school.</p>	<p>2022-2023 Each class has working walls which include subject vocabulary (tier 3) and therefore purposeful based on education research. Subject specific vocabulary explored in every class.</p> <p>2023-2024 – Evidence in data that the gap is beginning to narrow.</p> <p>2024-2025 – Clear evidence of closing the gap.</p>																																																									

<p>Targeted and same-day intervention - In-year and across year gap is closed for R, W, M.</p>	<p>2022-2023 The school provided before and after interventions for Year 2 and Year 6 pupils. Employed an extra teaching assistant to provide interventions year 1 and year 2 R, W, M catch up. 2023-2024 - Evidence in data that the gap is beginning to narrow as a result of consistent keep up and catch up sessions. 2024-2025 – Clear evidence of closing the gap.</p>
<p>All staff to have participated in phonic training to support all pupils, including those who are disadvantaged.</p>	<p>2022-2023 All staff participated including new, complete training for the teaching of our phonics system – Little Wandle. 2022-2023 Phonics leader provided with regular phonics support for leadership, tracking, monitoring and evaluation. 2023-2024 – Evidence that the gap is beginning to narrow as a result of targeted CPD for staff. 2024-2025 – Clear evidence of closing the gap.</p>
<p>To achieve in line with the National Average in Phonics. Increase in the number of pupils achieving national average in phonics, as well as KS1 and KS2 Reading results.</p>	<p>2021-2022 Y1 Phonics PP - 42.9% passed (3/7 pupils) Nat ave PP 2019 – 70% 2021-2022 End of KS1 reading – 57.1% - expected + (4/7pupils) Nat ave PP 2019 – 60% 2022-2023 Y1 Phonics PP – 58% passed (7/12 pupils) 2022-2023 - End of KS1 reading 58% – expected + (7/12 pupils) 2023-2024 - Y1 Phonics PP – 89% 8/9 pupils End of KS1 reading 54% – expected + (7/13 pupils) 2024-2025 – Y1 Phonics PP – 100% 5/5 pupils End of KS1 reading 82% – expected</p>

<p>Additional needs of Pupil Premium children are clearly identified and addressed - Identification of and support for SEND/EAL or additional needs to ensure Pupil Premium pupils make expected progress or exceed their targets set for R, W and M.</p>	<p>The school provided before and after interventions for Year 2 and Year 6 pupils Employed an extra teaching assistant to provide interventions year 1 and year 2 R, W, M catch up. Family Support Worker has developed effective pastoral care strategies along with the support of the school SENCO, DSLs and DDSLs.</p>
<p>Improve attendance to 97% Close links with home and school, including follow up calls/ letters.</p>	<p>2021-2022 PP and non-PP attendance is broadly the same. The impact of Covid-19 has meant that the average attendance is below target. PP attendance (79 pupils) 89.71% against non-pp (184 pupils) 91.10% attendance.1.39% difference 2022-2023 – The FSW has ensured that close links with home and school is robust and improved for our most vulnerable pupils with communications happening in a timely manner. This is making a difference to our PP attendance (79 pupils) 90.13% against non-pp (180 pupils) 91.63% attendance. 1.5% difference. 2023-2024 – We continue to narrow the difference with our PP attendance (60 pupils) 91% against non-pp (181 pupils) 91.61% attendance.61% difference. 2024-2025 PP (66 pupils) 92% and non-pp (183 pupils) 93.67%. difference-1.67%.</p>
<p>Equality of success and opportunity. Disadvantaged pupils have equality of opportunity to access events, trips, visits and clubs each half term leading to improved confidence, attainment and better mental health.</p>	<p>Trips are carefully planned to support our wider curriculum and with consideration of the impact on families given the ongoing cost-of-living crisis. Finance plans and financial support is offered to support with the cost of all trips and visits. Trips and visits offered in 2022-23: Y6 Willersey Castle Residential; Y4&5 KidZania, London. Y2 Rutland water; Y3 Flag Fen; Y4 Nene Outdoors; Y5</p>

	<p>Warwick Castle; Trained Forest School Leader provides an afternoon every week for each year group; Big Sing event; Other local visits were organised, within walking distance to keep costs to a minimum. All children have been able to take part in trips where they have taken place.</p> <p>2023-2024 – School working with external provider and subsidising costs for all pupils to take part in after school clubs provided. Many free clubs also offered and taken up.</p> <p>2024-2025 - As children through the school, all children have sustained engagement across the curriculum in various enriching activities.</p> <p>Disadvantaged pupils access a range of fully funded, partially subsidised and additional opportunities as they move through the school.</p>
<p>To broaden pupil's life experiences. Children are provided with a rich and varied curriculum, full of enriching learning opportunities.</p>	<p>2022-2023 – Further curriculum development - Our school curriculum is knowledge-rich, ambitious and provides all pupils, including those from disadvantaged backgrounds and those on the SEND register, the knowledge and cultural capital they need to succeed in life. Our curriculum aligns with the national curriculum. It has been coherently planned and is well-sequenced, laying the foundations of knowledge in EYFS and building on this throughout the primary years. The broad curriculum is followed consistently by all pupils.</p> <p>2023-2024 – Knowledge rich ambitious curriculum for all pupils one year and show positive impacts on teaching and learning of our disadvantaged pupils.</p> <p>2024-2025 – As they move through the school, all children have sustained engagement across the curriculum in</p>

	<p>various enriching activities. Disadvantaged pupils access a range of fully funded, partially subsidised and additional opportunities as they move through the school.</p>
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Externally provided programmes

Programme	Provider
Little Wandle Phonics	Little Wandle Letters and Sounds
Vocabulary	Vocabulary Ninja
Spelling Shed	EdShed
Times Table Rock Stars	Maths Circle
Numbots	Maths Circle
Physical Education curriculum and CPD	Allison PE Consultancy
Maths Mastery	Ark Maths Curriculum Plus in conjunction with EEF (Education Endowment Fund)