

# Pupil premium strategy statement – Sharley Park Community Primary School



This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	410
Proportion (%) of pupil premium eligible pupils	51.0%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Nicola Stevenson
Pupil premium lead	Chloe Sowood
Governor / Trustee lead	Vicky Botterill

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 316,365
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£ 0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 316, 365

# Part A: Pupil premium strategy plan

## Statement of intent

Sharley Park Community Primary School is situated in Danesmoor, Derbyshire. Children from Early Years (FS) to Year 6 (ages 4–11) are educated at Sharley Park, a larger than average primary school. The school location deprivation indicator and pupil base rank in quintile 5 (most deprived) among all schools in England. We recognise that our disadvantaged students experience a variety of challenges that may affect their learning. A significant percentage of children in the area are eligible for FSM due to a proportion of social deprivation, which also presents extra difficulties. As a school, we firmly believe that what separates successful students from unsuccessful ones is not their background but rather their enthusiasm and insatiable curiosity, as well as their devotion to learning. Our devoted staff are committed to making sure our children have every opportunity to realise their full potential. It is our objective at Sharley Park Community Primary School that all students, regardless of background or added obstacles, make strong progress across the curriculum.

The goal of our pupil premium strategy is to help disadvantaged students reach their full potential. We also ensure that adequate provision is made for children who we believe are disadvantaged or vulnerable, such as those who have a social worker or are young carers, but are not eligible for Pupil Premium funding.

When deciding how to utilise our Pupil Premium funding, we evaluate our school's setting and the barriers and challenges it poses to our children's development. We endeavour to stay updated on national research, particularly that conducted by the Education Endowment Fund (EEF) and their 'best bets' from the Pupil Premium Guide.

High-quality teaching and learning are central to our offering because we know that they are the most powerful drivers of change and have been shown to have the greatest impact on bridging the disadvantage achievement gap. We identified fundamental elements as areas of focus for our disadvantaged students, all of which have clear rationales and a strong research base to back up our judgements. The core areas include:

- Language Development
- Reading Strategies and Comprehension
- Metacognition and Self-Regulated Learning
- Relationships
- Social, Emotional and Mental Health /Pastoral Support

We intend to enhance quality first teaching with additional high-quality adult support via targeted intervention activities, both 1:1 and in small groups. We expect all students to participate in all elements of school life equally. We will give intense pastoral support to students and parents identified by the school as vulnerable or in need. We will attempt to boost disadvantaged students' attendance at school, so decreasing the gap between them and non-disadvantaged students.

The core concepts of our strategy are based on the understanding that high-quality teaching and learning, as well as good connections, are the most powerful drivers of

change for all students, so our investment in staff is critical. To help achieve our strategy's goals, we will adopt high-quality CPD and coaching.

Our strategy is responsive to our children's requirements and is based on assessments of the children and the priority of learning gaps. We shall conduct regular reviews of our efforts to ensure that they are effective.

## Challenges

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

Challenge number	Detail of challenge
1	Our understanding of our children and observations reveal that many of our disadvantaged pupils have limited life experiences and opportunity to participate in enrichment programs. As a result, their prior knowledge and overall understanding are limited when compared to their peers.
2	Our tracking shows that disadvantaged pupils have had lower attendance over the last year compared to our non-disadvantaged pupils, 93.3% compared to 94.0%)  The percentage of disadvantaged pupils who have been persistently absent was higher than their non-disadvantaged peers. We know that poor attendance negatively impacts on children's progress.
3	Our work with vulnerable families and interactions with students show a high level of need for pastoral care and SEMH services.
4	Our observations show that our children have difficulty applying metacognitive and self-regulation skills. This means that our children need help monitoring and evaluating their own learning. Teachers openly demonstrate how to apply these strategies when teaching.
5	Phonics tracking, observations, and interactions with students indicate that disadvantaged students struggle with phonics more than their peers. This has a negative impact on their reading abilities.
6	Our data and observations show that the partial school closures continue to have a bigger impact on the education and well-being of many of our disadvantaged students than on others. Our observations show that many of our disadvantaged students are less independent than other students. National research support this.  As a result, our disadvantaged students have significant knowledge gaps, causing them to fall farther behind age-appropriate standards.
7	The vast majority of pupils enter school significantly below expectations in reading, writing and maths. On entry (2024-25) data for all pupils is low and for disadvantaged pupils to EYFS it is lower. Reading 100% below ARE (97.4% not PP) Writing 100% below ARE (100% not PP) Maths 86.4% below ARE (63.2% not PP)

8	Assessments, observations, and discussions with students reveal difficulties with language development and comprehension. There are also large lexical gaps. This is evident upon entering school in the EYFS, where children are far behind age-related expectations and have significant speech and language impairments.
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## 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
Improved oral and language skills	Assessment and observations will demonstrate improved oral language among disadvantaged pupils. This is evident when triangulated with other evidence e.g. engagement in lessons and pupils work.
Pupils will make at least expected progress in reading, writing and maths.	End of KS1 and KS2 assessments will show that the gap has closed in progress made between PP and non-PP by 2025/2026.
Achieve National Average progress scores in KS2 Reading, Writing and Maths	Sustained data from KS2 assessments will show progress in line or above national.
Pupils access a wide range of enrichment experiences both in and out of school	Social skills, independence, perseverance and team work are developed.
To achieve and sustain improved attendance for all pupils, in particular our disadvantaged pupils.	Sustained levels of attendance in line with or above National by 2026/2027 demonstrated by: <ul style="list-style-type: none"> <li>The overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.5%.</li> <li>The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</li> </ul>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £79,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Instructional Coaching - Walkthrus	QA of Teachers CPD Rapid Evidence Review- <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/teachers-continuing-professional-development/">https://educationendowmentfoundation.org.uk/evidence-summaries/evidence-reviews/teachers-continuing-professional-development/</a> Evidence informed CPD - <a href="https://www.walkthrus.co.uk/">https://www.walkthrus.co.uk/</a>	4, 5, 6, 7 & 8
Maximising the Impact of Teaching Assistants	EEF Making the best use of Teaching Assistants <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants?search_term=quality%20first%20teaching">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants?search_term=quality%20first%20teaching</a> MITA – <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/maximising-the-impact-of-teaching-assistants/</a> UCL Deployment of Support Staff - <a href="https://discovery.ucl.ac.uk/id/eprint/10096858/">https://discovery.ucl.ac.uk/id/eprint/10096858/</a>	4, 5, 6, 7 & 8
Support for ECT teachers	Early Career Framework <a href="https://www.gov.uk/government/publications/induction-for-early-career-teachers-england">https://www.gov.uk/government/publications/induction-for-early-career-teachers-england</a>	All
Metacognition Training and development	EEF (2018) Metacognition and Self-Regulation Learning Guidance Report 'Getting Started with Metacognition' <a href="https://cambridge-community.org.uk/professional-development/gswmeta/index.html">https://cambridge-community.org.uk/professional-development/gswmeta/index.html</a>	4, 5, 6, 7 & 8

Curriculum Coordinator Release time for CPD / Coaching	An evidence informed approach to Curriculum Design <a href="https://researchschool.org.uk/dur-rington/news/an-evidence-informed-approach-to-curriculum-design">https://researchschool.org.uk/dur-rington/news/an-evidence-informed-approach-to-curriculum-design</a> OFSTED Curriculum Research Reviews <a href="https://www.gov.uk/government/collections/curriculum-research-reviews">https://www.gov.uk/government/collections/curriculum-research-reviews</a>	1, 4, 5, 6, 7 & 8
Ongoing CPD to improve phonics teaching	EEF Phonics Toolkit Strand consistent evidence to support phonics in developing Early Reading. Strong evidence base that indicates a positive impact on the accuracy of word reading <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/</a> EEF Improving Early Literacy – <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a> Improving Literacy in KS1 - <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/</a>	5

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

Budgeted cost: £ 94,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
Vocabulary and language enhancements e.g. Welcomm	EEF Language approaches – <a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches">https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</a>  Bridging the Word Gap at Transition - <a href="https://fdslive.oup.com/www.oup.com/oxed/wordgap/Bridging_the_Word_Gap_at_Transition_2020.pdf?region=uk">https://fdslive.oup.com/www.oup.com/oxed/wordgap/Bridging the Word Gap at Transition 2020.pdf?region=uk</a> Why Closing the Word Gap Matters - <a href="http://fdslive.oup.com/www.oup.com/oxed/Oxford-Language-Report.PDF?region=uk">http://fdslive.oup.com/www.oup.com/oxed/Oxford-Language-Report.PDF?region=uk</a>	4, 5, 6, 7 & 8

Additional Phonics sessions in KS2	A dedicated highly trained TA will solely focus on improving the attainment of children in KS2 who still need additional phonics intervention. EEF Improving Literacy in KS2 Report <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/</a>	5, 7 & 8
HFL Reading Fluency Project	EEF Improving Literacy in KS2 Report <a href="https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/">https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/</a> Reading Comprehension Strategies – <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/</a> Herts for Learning – <a href="https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks2-reading-fluency-project">https://www.hertsforlearning.co.uk/teaching-and-learning/research-projects/english-research-projects/ks2-reading-fluency-project</a>	5, 7 & 8

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

Budgeted cost: £ 143, 240

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with families and children – Full Time Pastoral Manager Part Time Attendance Manager Attendance Behaviour Support & Early Help Practitioner	Decrease in numbers of families at CIN, CP due to increase in families accessing Early Intervention (Early Help) from Pastoral Manager / Welfare Officer/Attendance Officer.  Dedicated person in role, who builds a relationship where the parents trust them and feels they will listen to them and provides  EEF Toolkit Parental Engagement <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>  EEF Improving Social and Emotional Learning in Primary Schools –	1, 3 & 4

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a>	
Engaging with families and children – Welfare Officer	<p>Dedicated person in role, who builds relationships with vulnerable children and provides them with the support that they require, leading to improved relationships with school.</p> <p>EEF Toolkit Parental Engagement <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p>EEF Improving Social and Emotional Learning in Primary Schools – <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	1, 3 & 4
Improving attendance and readiness to learn – Part time attendance officer. SEMH support e.g. Guardian Angels and training – Attachment Aware	<p>An Evidence Informed approach to improving attendance shows that pupils with good attendance make the most progress with increased opportunities for overlearning and access to a personalised curriculum. <a href="https://researchschool.org.uk/dur-rington/news/an-evidence-informed-approach-to-improving-attendance">https://researchschool.org.uk/dur-rington/news/an-evidence-informed-approach-to-improving-attendance</a></p> <p>Dedicated person and time for monitoring attendance and who has a good relationship with parents is most effective at ensuring good pupil attendance.</p>	1, 3 & 4
Enrichment opportunities	EEF Tiered approach <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/">https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/</a>	2

**Total budgeted cost: £ [insert sum of 3 amounts stated above]**

## 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 2024 to 2025 academic year.**

#### **Improved oral and language skills**

Improved oral and language skills – QFT and provision are used to develop Communication and Language understanding within our youngest children. As well as this, WellComm has again been instrumental in increasing the children's ability to communicate. Using WellComm data to Baseline the children, 73% of pupil premium children were below ARE in September (2024). Therefore, 27% were at ARE; this was lower than September 2023. At the end of the year, after the final data assessment this had been reduced to 26% below ARE therefore, 74% of pupil premium pupils left EYFS at ARE in language. In comparison to non-pupil premium children, 73.6% were below ARE in September (2024), therefore, 26.3% were at ARE. At the end of the year, 22% non-pupil premium were below ARE; 78% of these pupils left EYFS at ARE. Wellcomm assessments have been used throughout the year to assess and identify children to support with interventions.

#### **Pupils will make expected progress in Reading, Writing and Maths**

In the vast majority of cases 6 steps of progress was achieved for all pupils in all areas. A couple of year groups were highlighted as not making the required 6 steps of progress. These year groups will be closely monitored during the next academic year by the Assessment Lead. Progress, in most year groups, for disadvantaged pupils was in-line or above that of all pupils.

In our ongoing commitment to enhancing educational outcomes for our disadvantaged pupils, the Senior Leadership Team (SLT) has identified a potential impediment to progress stemming from an extended period of disengagement with learning during the summer break, specifically noting that it may take 5 to 6 weeks to recover from this learning hiatus. Consequently, it has been determined that a diagnostic assessment will be conducted in September 2025, immediately following the summer break. This assessment will involve revisiting the summer summative evaluations to identify specific areas of knowledge that may have been lost or diminished during the interim. The insights garnered from this assessment will enable new class teachers to pinpoint target areas for intervention, ensuring that effective support strategies can be implemented promptly. This proactive approach aims to facilitate the necessary scaffolding for our pupils to achieve their full potential and ensure continued progress throughout the academic year.

#### **Achieve data in line with the National Average for the Year 1 phonics screening check.**

In June 2025, our Year 1 pupils undertook the Phonics Screening Check, with a commendable pass rate of 79%. This result aligns seamlessly with the national standards, which also set the pass threshold at 79%. The consistent achievement of our students in this critical assessment demonstrates their growing proficiency in phonics, thereby laying a robust foundation for their reading skills. Furthermore, an analysis of the combined phonics scores at the end of Year 2 indicates significant progress, with an impressive 92% of pupils meeting the expected standard. This outcome surpasses the national benchmark of 89%, reflecting our ongoing commitment to enhancing literacy and ensuring that pupils are well-equipped for future academic success. Overall, these results signify that our phonics instruction is both effective and successful in meeting the educational needs of our learners.

### **Achieve National Average progress scores in KS2 Reading, Writing and Maths**

Although progress was made throughout the year, the Year 6 SATs 2025 data indicated that our cohort performed below national figures across all subjects. In Summer 2025, 65% of the Year 6 students achieved Age-Related Expectations (ARE) in Reading, which is 10% lower than the national average. In Writing, 61% reached ARE, falling short by 11% compared to national standards, while 65% achieved ARE in Mathematics, which represents a 9% deficit. Furthermore, when considering combined results, only 49% of the cohort met ARE in all areas, marking a 13% shortfall against national figures. In response to these outcomes, the school will implement careful monitoring of the cohorts during the next academic year. This will entail regular lesson observations, book scrutinies, and data triangulation to ensure targeted support and strategic interventions are effectively in place to enhance student achievement.

<b>National data %</b>	<b>All pupils %</b>	<b>Disadvantaged %</b>	<b>Difference %</b>
GLD	68.3	51.4	-16.9
PSC	79.9	66.8	-13.1
KS2 RWM	62.1	47.4	-14.7
KS2 Reading	75.0	63.1	-11.9
KS2 Maths	74.0	60.5	-13.5
KS2 Writing	72.2	59.4	-12.8
KS2 GPS	72.6	59.7	-12.9
<b>Sharley Park</b>	<b>All pupils %</b>	<b>Disadvantaged %</b>	<b>Difference %</b>
GLD	66.7	54.5 (22)	-12.2
Phonics	84.5	82.6 (23)	-1.9
KS2 RWM	49.1	37.9 (29)	-11.2

KS2 Reading	64.9	62.1 (29)	-2.8
KS2 Maths	64.9	58.6 (29)	-6.3
KS2 Writing	61.4	51.7 (29)	-9.7
KS2 GPS	64.9	58.6 (29)	-6.3

Our performance in closing the gap between pupil premium and non-pupil premium children is notably above the national average. As illustrated in the table above, nationally, there exists a discrepancy of 13.1% in phonics attainment between pupil premium pupils and their non-pupil premium counterparts. In contrast, at Sharley Park, this difference stands at a mere 1.9%, positioning us an impressive 11.2% above the national benchmark.

These figures are not merely numerical; they represent the result of our dedicated staff's unwavering commitment to delivering high-quality teaching and targeted interventions at the point of learning. This achievement is a testament to the effectiveness of our strategies and a strong testament to the resilience of our pupils and the ethos of our school community.

The sustained performance over the past seven years in closing the attainment gap highlights this aspect as one of the school's key strengths. It is imperative that we continue to build on this success, ensuring that we maintain our focus on equitable outcomes for all our pupils.

**To achieve and sustain improved attendance for all pupils, in particular our disadvantaged pupils.**

Attendance remains a focus. Throughout 2024-25, data was tracked and over the year, whole school attendance was 94.6%. This was 1.4% below the figure set by the Government. PP attendance was 91.9% which is 4.10% below the Government requirement. Whole school strategies have been implemented and we recognise that the workload from attendance in itself is challenging. A morning attendance officer was employed to solely focus on attendance away from the pastoral role; this has shown a positive impact and will continue to be a strategy in 2025-2026.

**Pupils access a wide range of enrichment experiences both in and out of school.**

As a school we continue to offer a variety of after school clubs including art, running club and gymnastics as enrichment opportunities.

The data indicates that the total percentage of disadvantaged children participating in extra-curricular activities is significantly lower than that of their non-disadvantaged peers. This discrepancy may arise from various factors, including prior commitments to

out-of-school activities, potential disengagement from the school environment, or a lack of awareness regarding the benefits of such offerings.

After-school clubs, conducted on school premises, not only provide an opportunity for children to engage with the core curriculum but also facilitate wider, enriching activities that can enhance both academic performance and social skills among our disadvantaged pupils. However, the data reveals that clubs requiring a payment are notably less popular amongst the pupil premium cohort, with the Cooking Club being a notable exception. Regardless, there remains a considerable gap in participation rates across all clubs, consistently favouring the non-pupil premium cohort.

In order to address this issue, Chloe Sowood, Pupil Premium Lead, will oversee monitoring engagement with extra-curricular offerings throughout the academic year and will research effective strategies to bridge the gap between the two groups.

To improve engagement in extra-curricular activities, several measures could be implemented. Firstly, conducting targeted outreach to families of disadvantaged pupils may raise awareness about the clubs' benefits. Furthermore, collaborating with local community organisations could provide additional resources and facilitate outreach. Ensuring that extra-curricular activities are aligned with the interests of disadvantaged pupils is essential in creating a more inclusive environment that promotes their engagement and overall development.

<b>Club Analysis (2024-2025)</b>		
<b>Club</b>	<b>% Pupil Premium</b>	<b>% Not Pupil Premium</b>
Cooking*	38.0%	61.5%
Dance	24.0%	75.9%
Football*	32.0%	67.9%
Multi-Skills	25.0%	75.0%
Netball	27.0%	73.3%
Running	17.0%	67.9%
<b>Average Total</b>	<b>27.2%</b>	<b>70.25%</b>
<i>*Paid for clubs via Parent Pay</i>		
After School Club	34.0%	65.9%
Breakfast Club	23.0%	76.9%

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

National Data shows that the disadvantaged gap index remains similar at **3.12** (Key stage 2 attainment, Academic year 2023/24 – Explore education statistics – GOV.UK (explore-education-statistics.service.gov.uk)) suggesting that disruption to learning during the COVID-19 pandemic still impacts pupils, especially if they are disadvantaged. Nationally, our (KS2) figures show that we are below the National averages in all areas. At Sharley Park we continue to work hard to provide the best all round education for all pupils, recognising that disadvantaged pupils may need some extra support.

**Improved oral and language skills**

Quality First Teaching and provision are used to develop Communication and Language understanding within our youngest children. As well as this, WellComm has again been instrumental in increasing the children’s ability to communicate. Using WellCom data to Baseline the children, 58% were below ARE in September (2023). Therefore, 42% were at ARE; this was higher than September 2022. At the end of the year, after the final data assessment this had been reduced to 17% below ARE therefore, 87% of pupils left EYFS at ARE (or higher) in language. Wellcom assessments have been used throughout the year to assess and identify children to support with interventions.

**Pupils will make expected progress in Reading, Writing and Maths**

Sharley Park's expected progress is six steps per academic year. Because we still have children below ARE who may still be affected by the pandemic (especially in KS2), research-informed interventions have been implemented. This is to address and close the gaps with the goal of achieving an aspirational eight-step progress for those students who have fallen behind. The table below illustrates the end-of-year progress for all students and disadvantaged students.

	Reading	Writing	Maths
EYFS (All)	8.1	6.6	5.9
EYFS (PP)	7.8	7.2	6.9
Year 1 (All)	6.2	6.2	5.6
Year 1 (PP)	6.3	6.4	6.0
Year 2 (All)	5.7	6.1	6.1
Year 2 (PP)	5.6	5.7	6.1
Year 3 (All)	5.9	6.1	6.0
Year 3 (PP)	5.7	5.9	5.8
Year 4 (All)	6.0	6.0	6.2
Year 4 (PP)	5.5	5.5	5.5
Year 5 (All)	6.0	5.9	5.7
Year 5 (PP)	6.5	6.5	6.1
Year 6 (All)	7.3	6.1	6.1

Year 6 (PP)	7.4	5.9	6.6
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In the vast majority of cases 6 steps of progress was achieved for all pupils in all areas. EYFS made accelerated progress in all areas, with 8.1 steps of progress in reading. Three-year groups were highlighted as not making the required 6 steps of progress (Year 2, Year 3 and Year 4). These year groups will be closely monitored during the next academic year. Progress, in most year groups, for disadvantaged pupils was inline or above that of all pupils.

**Achieve National Average progress scores in KS2 Reading, Writing and Maths**

	School Figures (2023)	National Figures (2023)	School Figures (2024)	National Figures (2024)
Reading	66% (-7)	73%	64% (-10)	74%
Writing	73% (+2)	71%	62% (-10)	72%
Maths	61% (-12)	73%	62% (-11)	73%

Although progress was made throughout the year, Year 6 SATs 2024 data was below National figures in all areas. In Summer 2024, the Year 6 cohort had 64% at ARE in Reading (-10% below National Standards), 62% at ARE in Writing (-10% below National Standards) and 62% at ARE in Mathematics (-11% below National Standards). Therefore, the cohort was below National figures on a combined level: 44% of the cohort being ARE in all areas (-17% below National Standards). During the next academic year, careful monitoring of the cohorts of children will take place – lesson looks, book looks and data triangulation. This Y6 cohort missed the beginning of their KS2 education. As an attempt to combat this, PP funding was used for specific interventions, including TA within class for maths and English, carefully planned afternoon interventions.

**Achieve data in line with the National Average for the Year 1 phonics screening check.**

June 2024, Year 1 phonics screening check; 85% of pupils passed which is above the National Standards (76%). In addition, by the end of Y2, the combined scores were of 90% which is above the National Standards (87%).

Fewer children in KS2 require an additional daily phonics intervention, this is a downward trend.

School and PP funding have invested in specific phonics coaches for EYFS, Year 1, Year 2 and a KS2 phonics coach. The impact from this has enabled us to achieve the results above and as a school we will continue through PP funding to use these phonics coaches to impact on children’s reading ability.

**To achieve and sustain improved attendance for all pupils, in particular our disadvantaged pupils.**

Attendance remains a focus. Throughout 2023-24, data was tracked and over the year, whole school attendance was 94.0%. This was 2.0% below the figure set by the Government; it was a decline on last year's figure of 94.2% (decrease of 0.2%). PP

attendance was 93.3% which is 2.70% below the Government requirement. Again, although below where we would like to see this figure, there was a small improvement from last year's figure (+0.7%). This trend needs to continue. Whole school strategies have been implemented and we recognise that the workload from attendance in itself is challenging. A morning attendance officer was employed to solely focus on attendance away from the pastoral role; this has shown a positive impact and will continue to be a strategy in 2024-2025.

**Pupils access a wide range of enrichment experiences both in and out of school.**

As a school, we continue to provide a range of experiences, interventions, and after-school groups for all of our students. The majority of these are free because our families are struggling financially, and some are available during the school day. The experiences on offer are listed in the table below.

<b>Club Analysis Autumn 1 (2024-2025)</b>		
<b>Club</b>	<b>% Pupil Premium</b>	<b>% Not Pupil Premium</b>
Choir*	35.7%	64.3%
Cooking*	30.0%	70.0%
Dance	36.7%	63.3%
Football*	31.0%	69.0%
Multi-Skills	33.3%	66.7%
Netball	26.7%	73.3%
Running Y3/4	48.7%	51.3%
Running Y5/6	22.2%	77.8%
<b>Average Total</b>	<b>33.0%</b>	<b>77.0%</b>
<i>*Paid for clubs via Parent Pay</i>		
After School Club	45.6%	54.4%

The total amount of disadvantaged children attending extra-curricular activities is significantly lower than children who are not disadvantaged. This could be due to prior commitments to out-of-school activities, disengagement with school etc. After-school-clubs, based on the school premises, ensures that children have access to both the core curriculum and wider enriching activities. Furthermore, the clubs and sports can improve the academic performance and social skills of our disadvantaged pupils. The

data above illustrates that the clubs that require a payment are not as popular to the pupil premium cohort of the school. On the other hand, there is still a significant difference in percentages across all clubs, favouring the non-pupil premium cohort.

### Externally provided programmes

Programme	Provider
Reading Fluency Project	Herts for Learning

### Service Pupil Premium Funding

How our service pupil premium allocation was spent last academic year
<p>During the last academic year, our allocation of Service Pupil Premium was strategically utilised to enhance the emotional wellbeing and educational outcomes of identified pupils, including service children. Our dedicated Pastoral Leader and Nurture Teacher implemented individualised provision tailored to the needs of these children, particularly those whose parents or carers are in armed services. Through Pupil Review meetings and rigorous assessment procedures, we identified educational gaps arising from transitions between schools. Targeted support was subsequently provided to address these gaps. Additionally, our Guardian Angels initiative ensured that a nominated adult was available to offer pastoral care when required, thereby fostering a supportive learning environment. Monitoring the progress of Service Pupil Premium children remained a priority, enabling timely interventions to boost their learning.</p>
The impact of that spending on service pupil premium eligible pupils
<p>Positive attitudes towards learning were cultivated, resulting in enhanced academic accomplishment. The implementation of Guardian Angels has been instrumental in fostering resilience, enabling these children to develop into well-rounded and supportive individuals. Teachers have reported notable improvements in the wellbeing of service children, which correlates with their academic progress. Assessments indicate measurable advancements in subject areas where targeted support classes were provided, underscoring the efficacy of this funding in promoting both emotional and educational growth.</p>

## Further information (optional)

Our Pupil Premium strategy will be supplemented by additional activities that are not funded by Pupil Premium or Recovery Premium. This will include embedding more effective practices around feedback, as the Education Endowment Foundation (EEF) evidence on feedback demonstrates significant benefits for pupils, particularly those who are disadvantaged. Furthermore, we will offer a wide range of high-quality extracurricular activities designed to enhance wellbeing, behaviour, attendance, and aspiration. These activities will focus on building essential life skills such as confidence, resilience, and socialisation, with particular encouragement and support for disadvantaged pupils to participate.