

Pupil premium strategy statement – Lowton West Primary School 2024-2025

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
Number of pupils in school	433
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	J. Westhead
Pupil premium lead	N. Gould
Governor / Trustee lead	S. Black

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,330.00
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous year	£0
Total budget for this academic year	£133,330.00

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that all pupils, irrespective of their social or economic background or challenges they may face, make good progress from their starting points and achieve high attainment across all aspects of the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including the progress of SEND pupils and those who are already high attainers.

The focus of the pupil premium grant is to:

- Support the identification of the barriers to learning that pupils are experiencing
- Identify learning priorities for pupils through consultation with teachers and leaders
- Support all children's mental health and wellbeing, developing resilience and independence
- Ensure attendance continues to be prioritised for pupil premium children.

Our inclusive curriculum aims to develop all of our pupils through our school values: Respect, Resilience, Kindness and Confidence

Our school vision is to inspire, achieve and succeed, we will aim high and build dreams and futures together. At the centre of our provision is high-quality teaching, as we believe this has the greatest impact on closing the disadvantaged attainment gap, whilst benefitting all our pupils, including non-disadvantaged pupils in our school. This approach is also evident in our school's planned provision, including targeted intervention and support from highly skilled teachers for identified pupils. Professional development of all our staff is a whole school priority ensuring quality first teaching for all. Professional development is informed and built upon the most impactful and relevant pedagogical research from recognised authorities and organisations.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To deliver an ambitious and high-quality curriculum, designed to maximise potential and provide opportunities for all pupils, particularly disadvantaged pupils, to build their cultural capital, giving all pupils access to a wide and rich set of memorable learning experiences.
- To maximise learning through providing high-quality teaching, using teaching approaches to ensure long-term retention of knowledge, fluency in key skills, development of executive functioning skills and confident use of metacognitive strategies.
- To develop every child's speech and language acquisition to ensure all our pupils can articulate and express their own thoughts and opinions by the time they leave our school.
- To ensure every child is a fluent reader with a well-developed vocabulary and good understanding, which they can in turn apply in their writing and enable them to access the breadth of the curriculum.
- To develop every child's knowledge of GPS and develop the application of GPS skills in pupils' independent writing.
- To enable pupils to look after their social and emotional wellbeing and to develop resilience and independence through consistently promoting and supporting the emotional well-being and personal development of disadvantaged pupils and those pupils identified by the school as vulnerable pupils.
- To promote excellent attendance and punctuality and reduce the percentage of persistent absenteeism.

We aim to do this through:

- Understanding the context of our families and the school community and focus on pupil needs, socially and emotionally and academically, through an individualised approach.

- Developing strong relationships with families, working with external agencies and the school's Senior Leadership team, Attendance and Welfare Officer, school's Mental Health and Well-Being Practitioner and Safeguarding and Pastoral Manager to encourage excellent attendance and provide effective pastoral support.
- Targeting funding to ensure that all pupils have access to trips, extra-curricular opportunities, residential and first-hand learning experiences.
- Prioritising Personal Development across school; with a focus on the mental health and well-being of pupils through the training of all staff in attachment and early-life trauma, sensory processing, nurture, executive functioning skills, adaptations and inclusive practices and key staff in mental first aid, in conjunction with the provision of high quality PSHE lessons.
- Using robust, diagnostic assessments, focused on pupil need, to provide a clear sequence of learning and tightly focused improvement priorities to adjust teaching responsively so that all children can build on their prior knowledge and skills, address gaps in learning to ensure pupils who have not secured important foundational knowledge receive high quality opportunities to practice these skills before undertaking a more complex task in order to make accelerated progress in knowing more and remembering more.
- Providing targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition.
- Providing targeted support to develop fine and gross motor development to develop self-help skills and handwriting fluency.
- Providing proprioceptive input for targeted pupils to support regulation in school.
- Adopting consistent approaches to supporting pupils with executive functioning difficulties, including: multi-sensory approaches, consistent routine, environmental adaptations, mediated learning strategies, scaffolding and adaptations.
- Continuing to improve the quality of teaching and learning, through evidence based high quality, whole school CPD, to ensure that pupils access effective quality first teaching.
- Promoting high quality reading experiences for all. Accurately assessing children's attainment to identify next steps and increasing opportunities for reading and pupil discussion to develop fluency, vocabulary and the acquisition of speech and language. School will provide a high quality systematic synthetic phonics approach, using the Read Write Inc. programme and promote reading for pleasure across all year groups.

In making our decisions about the use of Pupil Premium funding, we have considered the context of our school community and the challenges faced and reflected on historical challenges and successes, using research conducted by EEF to support the decisions around the usefulness different strategies and their value for money. We also recognise that the challenges facing our disadvantaged children are not generic, with some children having multiple vulnerabilities, therefore strategies must meet the needs of the individual children at our school.

Challenges

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

Challenge number	Detail of challenge
1	Speech and Language acquisition. Limited language and communication skills on entry to school. EYFS Baseline Assessments September 2024 indicate limited skills in Listening, Attention and Understanding and Speaking.

	<p>Oral language assessments and observations indicate limited communication skills and vocabulary gaps across school, which are more prevalent among disadvantaged pupils than their peers.</p>
2	<p>Limited opportunities and life experiences. Pupils or families with limited cultural capital. Our assessments, observations and discussions with pupils and families indicate that many of our disadvantaged pupils have limited experiences outside of their immediate home environment. Families struggling financially and personally as a result of changes in employment have impacted negatively on family circumstances. This can therefore be a limiting factor in their understanding of texts, vocabulary, writing and their ability to make cross-curricular connections.</p>
3	<p>Family engagement and emotional well-being. Personal and Social Development:</p> <ul style="list-style-type: none"> • personal friendships and anxiety, including separation anxiety, transition to new classes • children whose family have suffered bereavement • attachment issues following changes in family / home environment or extended periods of absence from school <p>A significant number of disadvantaged pupils have experienced disrupted home backgrounds, challenging home circumstances, emotional loss or trauma in their life. Currently, 11% (Oct 2024) of our Pupil Premium cohort were previously looked-after pupils (PLAC). Increasing numbers of Pupil Premium eligible pupils are presenting with SEMH difficulties, lacking coping strategies when faced with challenges. A number of families have also historically been supported by social care, Start Well services or through an Early Help Plan.</p>
4	<p>Poor attendance and punctuality. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. School wish to continue to further improve the attendance and punctuality of disadvantaged pupils and improve links between school and parents through Early Help and support. Through targeted work the attendance figures for disadvantaged pupils 2023/2024 is 93.29% (2023: 94.1%; 2022: 93.1%) and FSM6 pupils is 92.91%.</p>
5	<p>Parental engagement in home reading routines and supporting homework activities is often limited or sporadic for disadvantaged pupils. This leads to:</p> <ul style="list-style-type: none"> • Limited language development, with lower baseline assessments and starting points. • Limited understanding of vocabulary in different contexts.
6	<p>SEND: high proportion of disadvantaged pupils also have SEND and are on the school's SEND register. October 2024 data: 30% are FSM6 pupils 57% of the PLAC (PP+) cohort 32% Pupil Premium cohort</p>
7	<ul style="list-style-type: none"> • The acquisition of curriculum knowledge and metacognition. • The securing of foundational knowledge (such as word reading fluency, automaticity in phonics and maths fluency) in order to make accelerated progress. • Limited GPS knowledge and the application of GPS skills evident in pupils' independent writing.

8	<ul style="list-style-type: none"> Limited fine motor and gross motor development, including self-help skills in EYFS and KS1 impacting on handwriting fluency in pupils' independent writing. Increasing numbers of pupils requiring proprioceptive input to help regulate their sensory processing system.
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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
<p>Desired Outcome: To improve and maintain attendance and punctuality of targeted pupils.</p> <p>Measured through: Rigorous tracking of attendance data. Effective implementation of Attendance monitoring and Early Help meetings, to improve attendance and reduce persistent absence figures. (Attendance and Welfare Manager)</p>	<p>Reduce the percentage of absent PP pupils so that attendance and punctuality of disadvantaged pupils is in line with national data.</p> <p>Attendance figures remain above national (National 94.1% 2022-2023).</p>
<p>Desired Outcome: To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged. To support identified pupils in developing emotional self-regulation and independence.</p> <p>Measured through: Rigorous tracking of pupil and parent questionnaires, SDQ checklists, Boxall Profiles, Pupil Voice and Learner Profiles/ ILPs. Early Help Assessment and Review documentation.</p>	<p>Children identify and use the Zones of regulation, to self-regulate with growing independence. Sustained high levels of well-being demonstrated through qualitative data from pupil voice, pupil and parent questionnaires and teacher observations.</p> <p>Learners' attitudes towards their education is positive (90% positive responses on pupil questionnaires). Improved scores in Early Help Assessment and Review documentation.</p>
<p>Desired Outcome: The school curriculum offer will be ambitious for all pupils and foster aspiration amongst our pupils to become educated citizens. Disadvantaged pupils will acquire a secure cultural capital through experience and opportunity, in line with their non-PP peers.</p> <p>Measured through: Monitoring of extra-curricular activities, ensuring high uptake for PP pupils. Regular monitoring of curriculum for PP and other pupils by Senior Leaders and Curriculum Leaders. Implementation of pupil voice by curriculum leaders.</p>	<p>Through pupil voice, disadvantaged pupils can articulate aspirations for the future and know how their learning will support this. There will be a high uptake of clubs and extra-curricular activities, in line with peers.</p>

<p>Desired Outcome: Improve attainment in line with national benchmarks by continuing to secure quality first teaching across the school. Maintain and improve attainment, with a high number of PP pupils achieving the Expected Standard or better in all subjects, particularly writing and GPS at the end of Key Stage 1 and 2.</p> <p>Measured through: Rigorous tracking of progress and attainment data towards expected standard in reading, writing, maths and GPS.</p> <p>Termly intervention records and data, phonics and CEW assessment data and ILPs.</p> <p>Increased attainment in writing among disadvantaged pupils at KS2.</p>	<p>Disadvantaged pupils attain in line with or above national progress measures.</p>
<p>Desired Outcome: To improve language acquisition for all pupils.</p> <p>Measured through:</p> <ul style="list-style-type: none"> - Improved Renfrew Picture Analysis scores for all PP pupils accessing the Time to Talk, Talking Partners and Speech and Language interventions delivered across school. - Impact and reports received from Speech and Language Therapists, for pupils following SALT programmes in school. Programmes might be based upon the development of different - aspects of speech and language, such as: clear speech sounds, grammar and use of tenses. <p>Improved language acquisition is evident when triangulated with other sources of evidence, including engagement in lessons, work scrutiny and ongoing formative assessment.</p>	<p>Assessments and observations indicate significantly improved oral language among all pupils, particularly among disadvantaged pupils.</p> <p>Language exposition is embedded through quality first teaching, in order for pupils to build a rich repertoire of language and sentence constructions.</p>
<p>Desired Outcome: To continue to maintain the attainment, of those eligible for PP, in passing the Phonics Screening Check. Continue to maintain the Y2 re-sit attainment data, keeping it well above national data.</p> <p>Measured through: Rigorous tracking of progress and attainment data towards expected standard, including regular RWI phonics assessment and fluid groupings for phonics to escalate progress.</p>	<p>The pupil attainment for eligible pupils is at least in line with national.</p>

<p>Desired Outcome: To improve fine motor and gross motor skills for all pupils in our school, particularly our disadvantaged. To support identified pupils in developing sensory-regulation through proprioceptive input in order to stay focused and organised throughout the day. To support the development of executive functioning skills and ensure the core approaches to supporting children with executive functioning difficulties are in place.</p> <p>Measured through: OT reviews and observations, ILPs/ Pupil Voice, regular monitoring by Senior Leaders and SENDCO. Regular monitoring of pupils' writing and targeted interventions. Early Help Assessment and Review documentation. SEND Reviews for identified pupils.</p> <p>Improved sensory regulation and adjustments in place to support Executive Functioning is evident when triangulated with other sources of evidence, including engagement in lessons, work scrutiny and ongoing formative assessment.</p>	<ul style="list-style-type: none"> • Identified pupils demonstrate improved fine motor and gross motor development and self-help skills in EYFS and KS1. • Improved letter formation and handwriting fluency in pupils' independent writing in KS1 and KS2. • Pupils access appropriate proprioceptive and sensory input on a daily basis in order to self-regulate and facilitate attention and learning in the classroom. • Staff adopt consistent approaches to supporting pupils with executive functioning difficulties, including: multi-sensory approaches, consistent routine, environmental adaptations, mediated learning strategies, scaffolding and adaptations.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,780.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional training for all staff across school to ensure high quality teaching and learning in early reading; phonics (Read Write Inc) and reading fluency across KS1 and KS2.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading and spelling.</p> <p>References: (DfE: The Reading Framework July 2021, last updated September 2023) Fluent decoding: "As pupils gain fluency, their motivation increases: they start to enjoy reading more and are willing to do more of it." p.60</p>	<p>1, 5, 6, 7</p>

<p>Consistent high quality delivery of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>The delivery of the SSP programme must teach a reversible code – segmenting (decoding) for reading and blending (encoding) for spelling/ writing, with opportunities for phonics teaching and practice embedded across the curriculum.</p>	<p>EEF Toolkit links: (Phonics / toolkit Strand / EEF)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	
<p>Increased opportunities for communication and language across the curriculum to develop a language rich environment.</p> <p>Speech and Language interventions delivered by teachers and trained teaching assistants, following speech and language programmes.</p> <p>Strong links, training/ guidance and communication with Speech and</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialog activities including high-quality group and whole-class discussions have high impacts on reading and writing.</p> <p>EEF Toolkit links: (Oral language interventions/ Toolkit Strand EEF)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	<p>1, 2, 5, 6</p>

<p>Language Therapists.</p> <p>Increased speech and language intervention programmes led by experienced staff across KS1 and KS2.</p> <p>Dialogic activities embedded across the school curriculum to support pupils in articulating their ideas, consolidating understanding and extending vocabulary.</p>		
<p>Deliver a broad and engaging curriculum that focuses on vocabulary and builds pupils' life experiences and cultural capital.</p> <p>Subject leaders to receive training, long-term and medium term plans reviewed – emphasis on subject specific language development, acquisition of knowledge and metacognition.</p> <p>A wider range of experiences on offer, both in the curriculum and through extra-curricular opportunities.</p>	<p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>There is a strong evidence base that suggests that personal experiences and hands on learning develop knowledge further, building stronger links across the curriculum.</p> <p>EEF Toolkit links: EEF – Aspiration Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions EEF – Metacognition and self-regulation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1, 2, 3, 6, 7</p>

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

Budgeted cost: £85,198.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Daily focused phonics interventions which are delivered by staff who are highly trained.</p> <p>Additional phonics sessions targeted at KS2 disadvantaged pupils who require further phonics support.</p>	<p>Targeted phonics interventions have been shown to be more effective when delivered consistently over a period up to 12 weeks.</p> <p>Targeted phonics interventions using the RWI programme have seen a dramatic positive impact on results and on children's attitudes.</p> <p>School has utilised the EEF reports on how Teaching Assistants can be effectively used to support progress through supporting high quality teaching and learning.</p> <p>EEF Toolkit links: (Phonics / Toolkit Strand EEF) +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 5, 6</p>
<p>Individual consultations and referrals completed to Speech and Language Team.</p> <p>Daily targeted speech and language groups or 1:1 focused and teaching interventions delivered by teachers and teaching assistants.</p> <p>Time to Talk and Talking Partners interventions delivered by trained staff.</p>	<p>Communication and oral language interventions can have a positive impact on pupils' language skills.</p> <p>Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment.</p> <p>EEF Toolkit links: (Oral language interventions/ Toolkit Strand EEF) +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Delivering highly structured interventions; short sessions delivered over a finite period, and link learning to classroom teaching.</p> <p>Teaching Assistant Interventions: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1, 5, 6</p>
<p>Individual consultations and referrals completed to Occupational Therapy Team.</p>	<p>Physical development in the early years refers to the growth of the body and brain from birth through early childhood. This includes changes in body size, muscle strength, balance, co-ordination, sensory development, and skills such as movement and handling. Physical development is a foundational area that enables children to</p>	<p>3, 6, 7, 8</p>

<p>Daily fine and gross motor skills groups or 1:1 focused and teaching interventions delivered by teachers and teaching assistants and school's Mental Health and Well Being Practitioner.</p> <p>Sensory Circuits, sensory self-regulation and OT recommendations to develop self-regulation through proprioceptive input delivered by trained staff across KS1 and KS2 on a daily basis to targeted groups of pupils.</p>	<p>engage with the world around them and lays the building blocks for later physical capabilities and health.</p> <p>There is also a link between physical development and literacy in the area of handwriting. Both involve mark-making and motor skills.</p> <p>There is also a relationship between physical development and self-regulation and executive function. For example, there is evidence that persistence and attention are associated with physical development.</p> <p>EEF Toolkit links: EEF Physical Development (educationendowmentfoundation.org.uk)</p> <p>EEF Self-Regulation and Executive Function (educationendowmentfoundation.org.uk)</p> <p>EEF Early Literacy (educationendowmentfoundation.org.uk)</p>	
<p>Increased regular opportunities to read to an adult throughout the week.</p> <p>Increased opportunities to develop reading fluency.</p> <p>Increased opportunities to explore language within texts and develop knowledge and understanding of newly acquired vocabulary.</p>	<p>Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease. Nevertheless, it is likely that a small number of pupils will require additional support—in the form of high-quality, structured, targeted interventions—to make progress.</p> <p>EEF Toolkit links: (Reading Comprehension / EEF) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>(Improving Literacy in KS2 / EEF Guidance report) https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1, 3, 5, 6
<p>Use of standardised diagnostic assessments.</p> <p>Effective formative assessment (NfER) as a central point of T&L.</p> <p>Analysis for gaps based on previous terms test data.</p>	<p>Standardised tests can provide reliable insights into specific strengths and weaknesses of each pupil to help they ensure they receive the correct additional support through interventions or teacher instruction.</p> <p>EEF Toolkit links: (Standardised tests/ Assessing and Monitoring Pupil Progress/ EEF)</p>	1, 5, 6

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	
<p>A blended approach of high-quality planned intervention and targeted support within the classroom in order to support pupils who have not secured important foundational knowledge (including maths fluency and GPS).</p> <p>Targeted intervention and in-class support in literacy and maths; leading Maths Recovery Intervention groups across KS1 and KS2; Precision Monitoring for spellings, CEWs, phonics, times tables; providing 1:1 or small group support for the lowest 20% of readers across EYFS, KS1 and KS2.</p>	<p>Research is clear that high-quality early education establishes the foundations for later success, including academic achievement, good health and well-being. While high-quality education benefits all children, it is especially important for those whose early learning has been limited. This may include children who come from disadvantaged backgrounds and those whose language and communication are delayed.</p> <p>Strong foundations in the first years of school - GOV.UK (www.gov.uk) Published Oct 2024</p> <p>Support targeted at specific needs and knowledge gaps can be an effective method to support lower attaining pupils or those falling behind, both 1:1 and in small groups.</p> <p>EEF Toolkit links: (One to one tuition / EEF) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>(Small group tuition / toolkit strand/ EEF) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1, 3, 4, 5, 6, 7, 8</p>
<p>Targeted intervention and in-class support - supporting pupils in developing their executive functioning skills.</p> <p>Staff ensure that the core approaches to supporting children with executive function difficulties are consistently in place, including: multi-sensory approaches, consistent routine, environmental adaptations, mediated learning strategies,</p>	<p>Early Years studies show that self-regulation strategies can have a positive impact equating to three months' progress on children's learning and may be a cost-effective approach for raising attainment.</p> <p>EEF guidance reports that strategies should be taught in conjunction with specific subject content as pupils find it hard to transfer these generic tips to specific tasks.</p> <p>EEF Toolkit links: EEF Self-Regulation and Executive Function (educationendowmentfoundation.org.uk)</p> <p>Self-regulation strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3, 4, 5, 6, 7, 8</p>

scaffolding and adaptations.	Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £32,352.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for all staff in attachment and early-life trauma, sensory processing, executive functioning skills, nurture, Team Teach, Emotion Coaching and inclusion practices and key staff in mental first aid.</p> <p>Improve the quality of social and emotional learning.</p> <p>Emotional well-being will be embedded into routine education practices.</p>	<p>There is extensive evidence linking childhood social and emotional skills with improved outcomes at school and in later life. (e.g. improved academic performance, attitudes, behaviour and relationships with peers.)</p> <p>Both targeted interventions and universal approaches can have positive overall effects.</p> <p>EEF Toolkit links: (EEF Social and Emotional Learning) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>(Behaviour interventions /EEF) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	2, 3, 4, 6
<p>Targeted 1:1 and small group support for identified pupils exploring resilience, self-esteem, self-regulation strategies through the school mental health and well-being practitioner and Safe-guarding and Pastoral Manager.</p> <p>1:1 counselling support via school funded Wigan Family Welfare Counsellor.</p> <p>Parental support and Early Help support for parents through the school mental health and</p>	<p>School data, Early Help reviews, pupil and parent questionnaires and Strengths, Difficulties Questionnaires (SDQs) indicate the positive impact of the support provided by the school's Mental Health and Well-Being Practitioner and Pastoral Manager.</p> <p>EEF Toolkit links: (Self-regulation /EEF) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</p>	2, 3, 4, 6, 8

<p>well-being practitioner and Safeguarding and Pastoral Manager.</p> <p>School's Safeguarding and Pastoral Manager to work closely with multi-agencies, including CAMHS school link and Wigan's Healthy Schools Team to ensure parents and pupils access appropriate support for positive health and wellbeing.</p>		
<p>Welfare and Attendance Officer and Safeguarding and Pastoral Manager to monitor and act on PP absence and punctuality to reduce absenteeism for the disadvantaged cohort.</p> <p>Offer parental support and Early Help support for parents and pupils and work with Senior Leaders and class teachers to support individual pupils to achieve attendance targets set.</p>	<p>School data (attendance data and Early Help reviews) indicates the positive impact of the support provided by the school's Welfare and Attendance Officer.</p> <p>DfE 'Improving School Attendance' advice has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>3, 4, 6</p>
<p>Funding for disadvantaged pupils to access extra-curricular opportunities and enrichment activities, building pupils' life experiences and cultural capital.</p> <p>Funding for the Y6 Residential Trip for all Y6 pupils accessing Free School Meals.</p>	<p>There is a strong evidence base that suggests that personal experiences and hands on learning develop knowledge further, building stronger links across the curriculum.</p> <p>EEF Toolkit links: EEF – Aspiration Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p> <p>EEF – Outdoor Adventure learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	<p>1, 2, 5, 6</p>

Total budgeted cost: £133,330.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

IMPACT OF PUPIL PREMIUM SPENDING 2023-2024

EARLY YEARS FOUNDATION STAGE (2 pupils eligible for PP):

- In the EYFS (Early Years Foundation Stage), 50% of pupils eligible for PP achieved a GLD (Good Level of Development).

YEAR 1: (7 pupils eligible for PP)

In the Year 1 Phonics Screening test, 5 out of 7 pupils (71%) of pupils eligible for PP passed the test (78% in 2023; 82% in 2022; 78% in 2019; 86% in 2018).

KEY STAGE 1: (13 pupils eligible for PP)

- 10 out of 13 pupils (77%) achieved the Expected Standard in Reading at KS1.
- 7 out of 13 pupils (54%) achieved the Expected Standard in Writing at KS1.
- 11 out of 13 pupils eligible for PP (85%) achieved the Expected Standard in Maths at KS1.

KEY STAGE 2: (17 pupils eligible for PP)

- 14 out of 17 pupils eligible for PP (82%) achieved the Expected Standard or above in Reading at KS2 (compared to the national figure for other (non-PP) pupils: 79%).
- 11 out of 17 pupils eligible for PP (65%) achieved the Expected Standard or above in Writing at KS2 (compared to the national figure for other (non-PP) pupils: 77%).
- 13 out of 17 pupils eligible for PP (76%) achieved the Expected Standard or above in Maths at KS2 (compared to the national figure for other (non-PP) pupils: 79%).
- 13 out of 17 pupils eligible for PP (76%) achieved the Expected Standard or above in Grammar, Punctuation and Spelling at KS2 (compared to the national figure for other (non-PP) pupils: 78%).

Year 6 residential

We used this money to subsidise the Year 6 residential visit, building pupils' life experiences; leading to increased self-esteem, confidence, resilience and strength of character.

Counselling

A number of our pupil premium children benefited from sessions with the counsellor. This helped with emotional well-being and enabled the children to concentrate more on their class work.

Attendance

We use this money to employ an Attendance Officer to monitor the attendance of all pupils, with a focus on the attendance of pupils eligible for PP.

In 2023-2024, the attendance of the pupils eligible for PP was 93.3%.

Mental Health and Wellbeing Practitioner

The Mental Health and Well-being Practitioner supported a significant number of pupil premium children. As a result of this, pupils were well supported with their emotional well-being; pupils were taught to identify and use zones of regulation enabling them to self-regulate with growing independence. Sustained high levels of wellbeing were demonstrated through pupil, staff and parent voice.

Some pupil premium children benefited from 'early bird' morning sessions which were led by the Mental Health and Well-Being Practitioner. This helped with emotional well-being and enabled children to concentrate more on their class work.

Externally provided programmes

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

Programme	Provider