



# Honeybourne Primary School

## Pupil Premium Strategy

2024-27



**Honeybourne**  
Primary School

TURNING POTENTIAL INTO SUCCESS



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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	Honeybourne Primary School
Number of pupils in school	179 (Sept 2024)
Pupil Premium	16% (Nurs – Y6) 16% (YR – 6)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024 – 27
Date this statement was published	30 <sup>th</sup> September 2024
Date on which it will be reviewed	July 2025 July 2026 July 2027
Statement authorised by	Emma Pritchard (CEO Black Pear Trust)
Pupil premium lead	Rachel Evans-Cook (Headteacher)
Governor / Trustee lead	Louise Bucknall/ Paul Shoesmith

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,920
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£42,920</b>



## Part A: Pupil premium strategy plan

### Statement of intent

Our school motto is "Turning Potential into Success". We aspire for our children to achieve well, whatever their background and ensure that through high-quality teaching each child can make good progress. We place high expectations upon our pupils regardless of their background and there are no limits on learning. All children can achieve with the support of the adults around them, to offer support where needed, encouragement and praise.

Although we understand that many of our children have multiple 'barriers to learning', we believe that great teaching is crucial to ensure that children's needs are met. Therefore, at Honeybourne Primary School providing continued CPD is crucial to ensure children's needs are met. To further develop our teaching provision, we use the '*Great Teaching Toolkit*' created by Evidence Based Education to ensure that our pedagogical strategies are evidence informed. We also work in partnership with ELEs from Billesley Research School and the EEF to further improve teaching provision and outcomes for all children.

Our school curriculum is devised so that children can build upon firm foundations of knowledge and skills and, through wider experiences, bring this curriculum to life. In this way, children make the connections necessary to apply their learning to fully reach their potential. Working with families is crucial to gain the best for each child, including developing an understanding of regular attendance and punctuality. By ensuring excellent provision at a whole class, targeted support and wider experience levels, our aim is that every child will reach their full potential which will equip them well for the next stage of their education.

### Challenges

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

Challenge number	Detail of challenge
1. Communication and Language Deprivation	A significant proportion of children enter school with high levels of language deprivation and less secure oral language and communication skills. Diagnostic assessment tools to assess children's' language acquisition consistently evidences this gap on school entry. Left unchallenged, this and a continued narrow vocabulary would be a barrier for learning throughout children's education.
2. Attendance	Over the past two years, there has been a difference between the attendance of pupil premium and non-pupil premium children (>2%). Attendance of non-pupil premium children has been above the national attendance percentage, whilst pupil premium children have been below.  There is also a trend of a higher percentage of pupil premium children being persistently absent compared to their non-pupil premium peers.



3. Academic attainment	Whilst pupil premium numbers in each cohort may be low, data indicates that some pupil premium children perform less well than their non-pupil premium peers in some statutory assessments.
4. Limited Wider experiences	In some cases, children may lack the experiences that their non-disadvantaged peers may have had outside of school and, as a result, vocabulary can be less broad and children can lack context to their learning.
5. Social and Emotional Difficulties	<p>In some cases, children may have lower levels of emotional literacy than their non-disadvantaged peers.</p> <p>The mental health and well-being of parents impacted by the cost-of-living crisis may have a direct influence on that of children.</p> <p>The experiences of vulnerable families can have a wide-reaching impact on children in school: they are less likely to learn well in school without significant support and less likely to have support from home.</p>

### 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><b>1) Communication and Language Deprivation</b></p> <ul style="list-style-type: none"> <li>Language acquisition is a high priority throughout school and explicit strategies for extending vocabulary, as well as a language rich environment, are consistently in place and are effective.</li> <li>A careful selection of language is taught including high frequency words found in many different contexts.</li> <li>Pupils are able to use expressive and receptive vocabulary in order to demonstrate their understanding and join in with discussions with topics they have learnt.</li> <li>Pupils' demonstrate breadth in their language use and depth in the contexts in which they apply this.</li> <li>Identified children with specific speech and language difficulties make good progress from targets set.</li> </ul>	<p>Most pupils who were assessed as having language skills below their chronological age have made up this gap by the beginning of KS2.</p> <p>Curriculum plans identify academic and subject specific vocabulary which supports key knowledge.</p> <p>Pupil premium children are able to use identified language orally and in writing (if age appropriate) as well as their non-pupil-premium peers.</p> <p>Most pupil premium children can express their opinions and knowledge clearly.</p>
<p><b>2) Attendance</b></p> <ul style="list-style-type: none"> <li>Attendance for all children increases and the gap between the attendance of disadvantaged and non-disadvantaged children narrows.</li> </ul>	<p>Strategies are effective in raising attendance for all learners and particularly those who are disadvantaged. Attendance to reach at least 95%.</p>



	<p>Children and parents have a positive attitude towards school and are keen to attend. Parents understand the importance of good attendance and support plans to improve this attendance.</p>
<p><b>3) Academic attainment</b></p> <ul style="list-style-type: none"> <li>• The proportion of all children attaining GLD is above national average. There is little to no gap between PP and NPP children</li> <li>• The gap between the average score of PP and NPP children on the phonic screening test narrows.</li> <li>• More children reach the expected fluency standard in reading at the end of year 1 and 2.</li> <li>• The proportion of children reaching the expected standard in the times table check increases, with little to no gap between PP and NPP children.</li> <li>• The proportion of PP children reaching the higher standard by the end of KS2 increases</li> </ul>	<p>All staff have a good understanding of the systematic approach to the teaching of phonics and deliver effective provision daily.</p> <p>The teaching of reading fluency is high profile and staff feel confident in how to improve this for their children.</p> <p>The teaching of mathematical fluency is high profile and staff feel confident in how to improve this for their children.</p> <p>An increased proportion of PP pupils reach full marks in the times table check.</p> <p>An increased proportion of PP pupils score over 20 in the times table check.</p> <p>A greater proportion of parents support their children in improving fluency in both reading and maths. 80% of targeted families show an improved engagement in their children's learning.</p> <p>Staff have a good understanding of higher standards in reading, writing and maths and give children opportunities to develop the skills and knowledge to reach this standard.</p> <p>PP children close the gap on their NPP peers in reaching higher standards in reading, writing and maths; average score in phonics and multiplication check.</p>
<p><b>4) Limited Experiences</b></p> <ul style="list-style-type: none"> <li>• Children will have a broad vocabulary and can link learning to context.</li> <li>• Children can utilise widening experiences to support writing and other curriculum learning.</li> <li>• Children develop skills which support positive learning behaviours such as resilience, risk-taking, communication and co-operation.</li> </ul>	<p>Children have wider experiences to draw upon, resulting in greater creativity and clarity in their work.</p> <p>Parent and child voice recognises the importances of wider experiences.</p> <p>The proportion of PP children accessing wider experiences is in line with those of their NPP peers.</p>
<p><b>5) Social and Emotional Difficulties</b></p>	



<ul style="list-style-type: none"> <li>• Parents are better able to recognise emotional difficulties within their family and support children with these</li> <li>• Children are better able to self-regulate their emotions.</li> <li>• Children are able to use appropriate language to discuss their emotions.</li> </ul>	<p>Parental voice shows they feel school supports them and their families with well-being.</p> <p>Child voice shows that they feel supported by school in recognising their emotions and how to develop positive wellbeing.</p> <p>Anxiety-based absence improves.</p> <p>Over time, the number of behaviour logs for disadvantaged children is reduced, with pupil premium children being in line with non-pupil premium children.</p>
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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: £14,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All relevant staff to receive high quality Monster Phonics training and coaching to deliver phonics effectively.</p> <p><b>Monster Phonics development package</b></p> <p><b>Reading lead</b></p> <p>The teaching of reading to be effectively resourced to support children's' learning e.g. phonetically decodable books, online portal</p> <p><b>Monster Phonics portal</b></p> <p><b>Phonically decodable readers/online</b></p> <p>Early identification of children falling behind their peers will ensure effective provision can be put in place and impact measured.</p> <p><b>KS2 reading</b></p>	<p>Quality first teaching for all.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy (EEF)</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Phonics">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/Effective-Professional-Development">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3) Academic Attainment</p>



<p>All relevant staff to continue to receive high quality training and coaching to teach reading fluency and comprehension effectively. Coaching available to all staff where required.</p> <p><b>Accelerated reader</b> Accurate tracking of children's reading and progression will support teachers.</p> <p>Children will be able to access a range of appropriate reading material to aid their progression.</p> <p>Relevant strategies are introduced into reading pedagogy to support the development of fluency e.g. Echo reading, choral reading</p> <p>The fluency rubric is used to assess children's fluency</p>	<p>The EEF's Teaching and Learning Toolkit highlights that approaches supporting reading comprehension can, on average, deliver an additional 6 months' progress. AR was very well received by the vast majority of teachers and classroom support professionals who perceived positive impacts on pupil reading ability, reading stamina, and attitudes. For this reason, we believe it may support our disadvantaged pupils and aid motivation.</p> <p><a href="https://educationendowmentfoundation.org.uk/accelerated-reader-re-grant/">Accelerated Reader (re-grant)   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p><a href="https://educationendowmentfoundation.org.uk/effective-professional-development/">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p><b>Explicit teaching of language</b> Continued CPD for teachers to ensure high quality, explicit language teaching is provided across the curriculum.</p> <p><b>Word Aware/Freyers Model</b> CPD for staff in EYFS and KS1 will support the development of language and early language.</p> <p>CPD on the use of the Freyer model to support the acquisition of new language will bring consistency of approach and improve teacher subject knowledge</p>	<p>'Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.'</p> <p>Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary, modelling and extending children's language and thinking during interactions and activities such as shared reading.'</p> <p>"Vocabulary in Action" EEF</p> <p>The curriculum will continue to be developed to ensure the progression of language is layered. This will allow children to revisit prior knowledge and build on their understanding and use this language effectively both in their written and spoken language</p> <p><a href="https://educationendowmentfoundation.org.uk/improving-literacy-in-key-stage-1/">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1) Language deprivation</p>



	<a href="#">Vocabulary in Action poster: A tool for teachers   EEF (educationendowmentfoundation.org.uk)</a>	
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: 15,770

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All relevant staff to receive CPD</p> <p>Explicit teaching strategies will be used to effectively develop language.</p> <p>Children with specific language needs will receive regular support from trained staff.</p> <p>Staff delivering specific language intervention to receive full training.</p> <p>Identified children will receive small group or individual tutoring to close gaps in attainment and to enable good progress.</p>	<p>Small group tuition has an average impact of 4+ months progress across the course of a year.</p> <p><a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The effective deployment of teaching assistants both within and in addition to classroom teaching can support children's progress.</p> <p><a href="#">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1) Speech and language</p> <p>3) Academic Achievement</p>

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

Budgeted cost: £12,750

Activity	Evidence that supports this approach	Challenge number(s) addressed





<p>Attendance lead to roll out updated attendance strategy, ensuring support for families but also careful monitoring of children causing concern.</p> <p>They will ensure that previously hard-to-reach families maintain their improvement as well as targeting any further concerns. She will provide support where needed for improvements to be made.</p> <p>All teaching staff will also take responsibility as the "first line" of action when improving attendance.</p>	<p><a href="#">Absence and attendance   The Key for School Leaders (thekeysupport.com)</a></p> <p>UCL (2020) found that a sense of belonging improve attendance and behaviour of pupils. If hard-to-reach families feel a closer connection to school, then attendance of children should improve.</p> <p><a href="#">Research shows 'a sense of belonging' is important for pupils' learning and behaviour   I</a></p> <p>The EEF guidance report 'Working with parents to support children's learning' recognises the positive impact parents can have on children's academic achievements.</p> <p><a href="#">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2) Attendance</p> <p>3) Academic Achievement</p>
<p>Emotional Literacy Support Assistant (ELSA) and Trauma Informed School Practitioner will support children with identified social and emotional needs</p>	<p>The ELSA (Emotional Literacy Support Assistant) intervention supports the emotional needs of pupils by delivering individualised support programmes to meet their emotional needs. It recognises that children learn better and are happier in school if their emotional needs are also addressed.</p> <p>ELSA is an initiative developed and supported by educational psychologists, who apply their professional knowledge of children's social and emotional development to areas of need experienced by pupils. They provide on-going professional supervision to help maintain high quality in the work undertaken by ELSAs, thereby helping to ensure safe practice for ELSAs and pupils alike.</p>	<p>5) Social and emotional difficulties</p>



	<p>Trauma Informed Schools Practitioner has a diploma in this area who responds effectively to vulnerable children/young people who have experienced trauma and/or have a mental health issue. The government Green Paper, 'Transforming Children and Young People's Mental Health Provision' (December 2017), states:</p> <p><i>There is evidence that appropriately trained and supported staff such as teachers and teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems (anxiety, conduct disorder, substance use disorders and post-traumatic stress disorder."</i></p> <p><b>EEF Toolkit: Tailor targeted approaches to meet the needs of individuals in your school</b>          Universal behaviour systems are unlikely to meet the needs of all your students. For pupils with more challenging behaviour, the approach should be tailored to individual needs. Teachers should be trained in specific strategies if supporting pupils with high behaviour needs.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	
<p>Families are coming under increased pressure leading to more evidence of poor wellbeing and mental health. Some families are regularly in crisis.</p> <p>A family support worker will be employed part-time to support families to access help within the community. The intention is to decrease the chance of 'crisis' being reached and to help parents to help themselves as well as to access support.</p>	<p><a href="#">Parental mental health problems   NSPCC Learning</a></p> <p>Many parents with mental health problems are able to give their children safe and loving care, without their children being negatively affected in any way. But sometimes, parents with mental health problems need support from family members, friends, neighbours and/or professionals, to help them care for their children. Coping with lots of challenges at once can make it difficult for parents to provide their children with the care that they need.</p> <p>NSPCC</p>	<p>5) Social and emotional difficulties</p>
<p>Wider experiences will give children opportunities to develop language</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">Life skills and enrichment   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>4) Limited experiences</p>



<p>and first-hand experiences.</p> <ul style="list-style-type: none"><li>A) Visits and visitors</li><li>B) Outdoor learning, including forest school</li><li>C) Music</li><li>D) Residential visits</li></ul>	<p>Studies showing the benefits of wider experiences are complex, however all children should be entitled to a well-rounded, culturally-rich education. Where children lack wider experiences in the home, school can fill these gaps. These experiences can also support children's development of resilience, building relationships and managing emotions which will help them in their studies and later life.</p>	
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**Total budgeted cost: £42,900**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

#### *Review of impact September 2024*

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

#### **Priority 1 - All pupils benefit from great teaching and achieve the highest standard of educational outcomes regardless of circumstance or background**

CPD sessions and bespoke coaching was put in place to support quality first teaching and sharing of good practice for recently qualified and experienced teachers across the school. This has improved their practice, subject knowledge and promoted high expectations as seen through learning walks, peer reviews, book reviews, pupil voice, SIA visits and lesson observations. Practitioner knowledge of progression in English and mathematics to support adaptation strategies was a focus together with continuing to develop the core curriculum offer to raise outcomes at all key stages. Improving the writing offer in KS2 and next steps for priority areas were developed. Peer Review feedback included:

#### **Leadership**

- English lead strong and knowledgeable.
- Leaders are accurate with their self-evaluation
- Support from BPT having a positive impact (coaching model and CPD)

#### **Implementation**

- Staff feel supported to make improvements
- Culture of reflective practice
- Effective CPD – positive impact evident since TED in January
- Learning environment – pupils using learning walls to support their independence
- Resources to scaffold learning- word mats, phonics etc
- Adaptive teaching to support SEND pupils in place.
- CSP support is strong – reminding pupils to be on task (appropriately), good use of language to support learning, proactive, identifying who needs support, focused 1-1 support
- Modelling supported children's progress
- Chunking of learning
- LOs and SC in place and consistent



- PD evident in provision

### **Pupils**

- Pupils were confident talking about their learning with unfamiliar adults
- Pupils could tell us what to do if they were finding learning tricky
- Behaviour for learning is good

### **Other**

- School environment purposeful and calm
- Excellent pupil – pupil and staff – pupil relationships

The Pupil Premium children across the school of each cohort were identified and targeted intervention was put in place to enable these children to make progress and reach ARE. Whole School PP Progress Reading: 14 out of 30 children making expected progress; 14 out of 30 children making better than expected progress; Total of expected and above progress, 28 children. Writing: 19 out of 30 making expected progress; 8 children making better than expected progress; Total of expected and above progress, 27 children out of 30 children. Maths: 18 children out of 30 making expected progress; 8 children making better than expected progress; Total of expected and above progress, 26 children.

School Tutors were used effectively to deliver targeted intervention across the school for PP (inc. SATS, MTC). The continued purchase of Times Table Rockstars also supported with this and also helped enable the parents to engage with home learning. KS2 SATS Reading: 1 of 5 pupil premium children achieving the expected progress and 4 out of 5 children making accelerated progress – totaling 5 out of 5 children making good and above progress. Writing: 2 of 5 children achieved expected progress, however 3 of 5 children made above accelerated progress - totaling 5 out of 5 children making good and above progress. Maths: 1 of 5 pupil premium children achieving the expected progress and 4 out of 5 children making accelerated progress – totaling 5 out of 5 children making good and above progress.

Support staff were used effectively to deliver targeted intervention across the school for KS1 Phonics. Targeted intervention was delivered in Early Years and Key Stage one for phonics and early reading. The children across the school were assessed for phonic progress every six weeks and those that were not on track were given extra 1:1 intervention. Furthermore, the children in Year one and two were targeted for extra phonic tuition in preparation for their statutory phonic screening. Year 1 Phonics Screening Data: 4 out of 5 children making accelerated progress. Year 2 Phonics Retakes – all pp children making accelerated progress and making the expected standard. There was a real focus on reading intervention in Year two to develop fluency. This was to impact on the Year two statutory reading assessment results and to improve fluency in reading which would then impact on all subjects. This resulted in all pp children meeting expected progress. KS1 Maths SATS: All making expected standard. Writing: All making expected progress. Weekly tutoring has been in place for specific groups of children throughout the year, including Y3/Y4/Y5/Y6. Robust adaptive teaching and strategies intensely applied for writing in Y6 seeing increased progress of all pupils.



Key focus continues on developing adaptive teaching strategies across all cohorts. Where areas for development have been identified, SLT have provided additional coaching and mentoring for teachers. Ongoing monitoring shows that actions have been quickly implemented, and data will continue to be analysed to gather evidence/impact.

Due to whole school focus on improving attendance following the implementation of working together to improve school attendance, rewards (such as letters home, end of term certificates) were used as incentives to focus on improving attendance. Attendance meetings are held weekly, identifying children that have fallen into the persistently absent category (below 90%) and children falling below 95%. This involved the use of letters to parents and contracting meetings; children with improving attendance were rewarded with letters home. All staff have taken responsibility for improving attendance for their cohort and personally phoned home or met with parents to encourage good attendance and punctuality for their class. From this intervention children are in school and therefore being enriched with a range of vocabulary and accessing all of the curriculum and accessing interventions when required.

**Priority 2 - A rich and engaging curriculum builds clearly on the knowledge and skills pupils need to succeed.**

A new BPT EYFS curriculum was implemented, with adaptations made to meet the needs of pupils. This has been supported through collaboration with trust leaders. All activities are now closely linked to the learning objective with a clear focus on intended pupil outcomes. Routines have been adapted to ensure that core subjects have a high priority and are taught daily with this now being evidenced more effectively in floor books and individual pupil books. As a result, books show pupils are making more secure progress with key objectives being met. Feedback is more precise, targeting essential next steps in learning, for example letter formation and application of phonics.

The trust foundation curriculum is now in place. Effective support from school and trust leaders enabled staff to develop their knowledge of each subject and the intended outcomes. EYFS Topic Floor Books are now in place, showing the learning journey with pupil voice well evidenced. Next steps in learning are now identified, extending children's curiosity about learning. Additional PD will be provided for Nursery staff so that they can take additional responsibility for completing these.

The trust English Leads have created documentation to support teachers in meeting the needs of all pupils when teaching grammar and punctuation. Additional guidance has also been created to ensure there is a clear focus for teaching for each 'text type' taught. These were introduced at the start of the spring term and staff feedback is positive.

Subject leaders attend the trust network weekly sessions, developing their understanding of trust approaches and informing next steps in development. Book looks provide evidence that the planned curriculum is now the taught curriculum across all cohorts and subjects. All Year group leaders and subject leaders have met regularly to plan high quality and engaging lessons that focus on the development of progressive sticky knowledge and progression of key skills.

In the January TED, staff worked on developing their understanding of adaptive teaching, working collaboratively to plan and develop lessons. Our Teaching and Learning Lead has been given the remit of identifying barriers to implementing adaptive teaching and an initial implementation plan will be developed for the spring and summer terms.

Review of the wider curriculum has taken place across the trust. Teachers identified strengths and areas for development. During the summer term, faculty teams worked together to address areas for development. When leaders attend subject networks, they update staff



the following week and agree actions for implementation. These are then reviewed by senior leaders. An example of this is the implementation of entry and exit tickets and the reactivation dual coding that is now included in most subjects across the school. These strategies have impacted on the progress that children are making, and pupil voice strongly says that these models actively support their learning.

Visitors to school included the Community Police Support Officers, The Fire Brigade and the school nurse and history workshops. Class trips included the All Things Wild, West Midlands Safari Park, The Almonry Museum, The Toy Museum, Bellboating, The Henircan (100% PP children attended) to see a musical production and a whole school trip to the circus including workshops for all children including nursery. 40 year five/ six children had the opportunity to go on a residential trip to Condover Hall (PP children subsidised or fully funded). The focus of this residential was for them to experience a variety of outdoor and adventurous activities and enjoy working together as a team. Choir took part in a Young Voices event at the NEC where over 30 children were invited to sing alongside other schools in a West Midlands singing event- the cost of transport was subsidized so that the children were able to take part in this event. 30 KS2 children also took part in The Big Sing with other children across Worcestershire at Worcester University. Pupil voice was strong saying that these experiences gave them opportunities that they would not have otherwise had, therefore enriching their life experiences.

The long-term curriculum plan has been refined and now key 'sticky knowledge has been identified and dual coding has been embedded within wave one subjects. This will allow children to make connections across all areas of the curriculum. A proportion of funding was allocated towards the school's mental health lead who has supported the wellbeing of a number of children across the school year. A member of staff is now fully trained as an ELSA (Emotional Literacy Support Adult). This support has taken the form of 1-to-1 ELSA sessions, emotional check-ins, small group intervention, lunchtime support and wellbeing extra-curricular activities.

Structured play has continued to be a success which is led by Empower, sport coaches who ensure a range of supervised and structured activities are provided daily to enhance health, wellbeing, team playing and social skills. Children in Y6 (100% PP children in this year group) have been exposed to music lessons by FAME to develop cultural capital with the aim of developing a lifelong love of music and offering broad experiences of playing the djembe drum. Reception children have also been exposed to attending the cluster EYFS music festival (100% PP children in this year group) including singing and playing musical instruments to a variety of songs.

Aim	Outcomes
Improve Attainment and Progress in Reading	28 out of 30 disadvantaged pupils met the expected and above standard in reading and 27 out of 30 in writing, with 26 out of 30 meeting the expected standard in mathematics. This reflects the continued impact of lockdown. Outcomes for disadvantaged pupils has increased from last
Improve Attainment and Progress in Writing	



<p>Improve Attainment and Progress in Mathematics</p>	<p>academic year outcomes for KS2 by 6% in reading (expected and GDS), 4% in writing and 6% in maths.</p> <p>Targeted tuition ensured that children identified as at risk of failing to reach the expected standard made accelerated progress</p> <p>Additional interventions were implemented to provide targeted support with reading, writing and mathematics.</p> <p>This remains a key focus for us as we continue to tackle the impact of the pandemic. Improving progress in writing across KS2 and further improving attainment outcomes in reading and maths are focus areas for improvement. This will continue to be addressed through improving the quality of education, developing pedagogy and enhanced adaptive teaching.</p>
<p>Improve Phonics outcomes</p>	<p>79% of Y1 pupils and 89% of Y2 pupils achieved the expected standard in phonics in 2024.</p> <p>Y1 – PP 2 of the 5 children achieved expected standard. 2 of the 3 children below the expected standard have multiple barriers to learning and with 1 child having an EHCP in place.</p> <p>Y2 - PP 100% achieved expected standard. This evidences that gaps that persist at the end of Y1 are typically closed by the end of KS1.</p>
<p>Improve EYFS outcomes</p>	<p>100% of pupils achieved expected and above expected progress of GLD in 2024 as a result of high-quality teaching and targeted interventions.</p> <p>A significant number of pupils in our 23/24 cohort in EYFS had S&amp;L barriers and low entry data, with three children having an EHCP. Progress data for these pupils is very positive, with many being removed from the SEND register at the end of the academic year.</p>





<p>Improving Quality First Teaching</p>	<p>A robust coaching and mentoring programme has continued to be implemented and developed further to work with practitioners in class and during planning sessions, to ensure that provision rapidly improves. Leaders were released to provide this support, with a key focus on raising standards in English, reading and mathematics. Leaders were also released to engage with external programmes, including NPQs focused on improving teaching. Weak teaching was tackled and resulted in changes in staffing structure. As a result, teaching provision has improved as evidenced in our monitoring and evaluation activity which includes external validation from leaders in other settings.</p> <p>This continues to be an area of focus. Newly appointed staff will need a full induction programme of support from leaders and ECT's on their second year will continue to need a programme of support. We continue to focus on improving provision through developing our HPA Great Teaching Framework linking in to external reports, class profiles, training etc. Leaders of core subjects have dedicated time to focus on improving pedagogy and driving up outcomes for pupils.</p>
<p>Rapidly address low attainment in communication on entry to school in EYFS.</p>	<p>SALT specialist support is in place for children and we have strong evidence of the impact this is having on children making progress, for example securing sounds resulting in accelerated progress in phonics.</p> <p>A significant number of children entering EYFS for September 2024 have been identified as requiring S&amp;L support and this will continue to be a high focus.</p>
<p>Improve attendance to ensure that children are regularly accessing the educational offer in school.</p>	<p>Attendance was monitored throughout the year and our overall data was broadly inline with national data regularly released by the DfE. 73.4% of PP were above persistent absence category. Senior leaders work with trust leaders to identify additional strategies that can be implemented to address this area.</p>



<p>Provide additional support for children who have increased mental health and/or wellbeing challenges as a result of the pandemic or trauma.</p>	<p>Extensive support has been provided for children who have been impacted by trauma or those who have increased mental health/wellbeing challenges. The Headteacher is Trauma Informed School and Mental Health Lead trained and a member of the SLT has completed the Senior Mental Health Lead training too who has additional release time to lead on this provision, providing support at the time of need. We have also 2 members of staff trained in mental health first aid who can support children, teachers, parents with strategies and sign posts for referrals and additional support where needed. Attendance for key children improved and there was a reduction in serious breaches of our behaviour policy. Additional support through counsellors was also secured, along with play therapy support. This is supporting children with strategies such as self-regulation. An Educational Psychologist has provided additional support for teaching staff, sharing strategies for supporting children in whole class situations. Lunch times have also been a focus to help support children in social communication and this has shown a huge impact in behaviour with support from the Educational Psychologist.</p> <p>This continues to be a focus for 24/25 with a number of children identified as needing additional support. A CSP has completed her Emotional Literacy Support Assistant training and is now providing additional capacity and support for pupils. This has resulted in a reduced number of suspensions over the two years.</p>
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**Externally provided programmes**

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



Programme	Provider
Beanstalk Reading Support	Coram

