

Activity in this academic year 25/26

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

Amount allocated: **£23,983.33**

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To increase PP pupils attainment in reading to be in line with non pp pupils regardless of other factors eg send</p> <p>Additional TA provision to facilitate intervention catch up groups or 1:1</p> <p>We have recruited and trained additional TA staff to facilitate a number of our strategies to tackle disadvantage especially the acquisition of phonics and early reading. use of regular assessment via english hub and wandle.</p>	<p>As the majority of our pp pupils also have send needs they benefit from small group or 1:1 support.</p> <p>EEF research shows:</p> <p><i>Small group tuition has an impact of +4 (moderate impact).</i></p> <p><i>One to one tuition has an impact of +5 (high impact).</i></p> <p><i>individualise instruction EEF research +4 impact</i></p> <p>These interventions are led by both class teachers and teaching assistants.</p> <p>Staff are used to deliver catch up phonics using little wandle, wordsfirst</p> <p>EEF research:</p> <p><i>Reading comprehension strategies +6 impact</i></p> <p><i>phonics +5</i></p> <p>Maths and learn to move interventions</p> <p>All programs accredited by EEF research.</p> <p>Additional TA capacity enables trained and directed staff to deliver specific programmes of support – enabling us to meet our ‘keep up and catch up’ aims for little wandle phonics and white rose maths catch up/pre-teach</p> <p>School tracking and monitoring shows that this has been very effective in the previous year.</p>	1,3,4
<p>All staff CPD in:</p> <p>little Wandle training, Send training, Adapting teaching for Send pupils, Early years consultancy. Speech and language.</p> <p>relational behaviour, managing dysregulation.</p>	<p>A knowledgeable and effective staff are our most vital asset in reducing the disadvantage gap.</p>	1,3,4
<p>TAs supporting pupils learning within the classroom.</p>	<p>Additional TA staff will support the class teacher to work with identified children or cohorts in class to support and enable them to access the learning within class alongside their peers.</p> <p>EEF research shows;</p> <p><i>teaching assistant interventions +4</i></p> <p><i>timely and quality feedback has +6 impact</i></p>	1,3,4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staff provision to support emotional regulation through a wide variety of activities. Sometimes using specialist external staff to provide in some cases bespoke timetables.	To provide pastoral support to help dysregulation. Using zones of regulation Heavy work, outdoor ed, teamwork activities through sport, lego club, Brain breaks, sensory circuits, gardening club, forest school sessions, play therapy sessions, EEF research shows: <i>behaviour interventions has +4 impact</i> <i>meta cognition and self regulation has +7 impact</i> <i>social and emotional learning +4 impact</i> There were no permanent exclusions in 24/25	3
To provide research backed support to support regulation and attendance. The school does not currently have an evidence based well being and regulation approach. We have researched and purchased 'My happy mind' as a scheme including parental and staff support app. £1499 +VAT	EEF research shows: <i>meta cognition and self regulation has +7 impact</i> <i>social and emotional learning +4 impact</i>	3
To ensure PP pupils attend in line with non PP pupils. Monitoring and improving attendance and increasing capacity of admin staff to do this. Removing barriers to attendance.	EEF state there is some evidence of promise for several strategies including parental engagement approaches and responsive interventions that target the individual causes of low attendance Positive impacts were found for both parental communication approaches and targeted parental engagement interventions. The average impact was larger for targeted parental approaches. Responsive interventions in which a member of staff or team use multiple interventions and target approaches specifically to the needs of individual pupils was also found to be effective.	2
To ensure PP pupils access extra curricular activities in line with non PP pupils. £2500	<ul style="list-style-type: none"> • Offsite visits, including the Y4 residential visit are an important part of school life and memories building. We ensure that all children are able to take part. Residential subsidised by 25% • PP pupils 25% off all trips. • Any pp child wishing to learn an instrument will be subsidised by 50%. • some support given for places in wrap around care available to support parental working. • Contingency funds for non payments 	5

Targeted academic support: approx cost of 1 full time TA £25,000

nearly all funding goes towards the teaching assistant costs.

Total budgeted cost: 25/26 £29,000