

Pupil premium strategy statement – Upton Westlea Primary and Nursery School

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	165
Proportion (%) of pupil premium eligible pupils (%) of service children (Ever 5)	50 pupils 30.3% 10 pupils 6.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Pupil premium lead	Kath Carruthers
Governor / Trustee lead	Marjorie Sargent

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 79,980
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£ 79,980

Part A: Pupil premium strategy plan

Statement of intent

At Upton Westlea Primary and Nursery School we are committed to meet the needs of all children eligible for the PP grant to support their academic needs as well as their social / emotional needs.

Objectives:

- To provide high quality learning experiences across the curriculum for all learners.
- To provide additional support and intervention to ensure PP children achieve their potential.
- To provide personalised social and emotional support to PP children to maximise their well-being.
- To support parents support their children overcome barriers to learning that affect their well-being and academic achievements.
- To provide both curricular and extra-curricular enrichment activities to support social and emotional development and academic progress and attainment.

We (SLT including Safeguarding Lead, SENCO) will regularly evaluate the impact of our approaches on the children's needs. We will continue to liaise with schools within our EiP, sharing good practice, comparing approaches and improving our own.

Challenges

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

Challenge number	Detail of challenge
1	<p>Weaker oracy and communication skills than their peers (gap evidenced in speaking, understanding and listening and attention assessments on entry to Nursery / Reception – WELLCOMM).</p> <p>Many have general language difficulties (delayed language development). Some children with social communication difficulties also have speech/language difficulties.</p> <p>Lower starting points – weaker basic skills on entry to Nursery / Reception (gap evidenced in on-entry baseline in Reading, Writing and Maths).</p>
2	<p>External data for Year 6 end of key stage SATs shows 2024 - 67% PP children reached the expected standard or above in Reading, 56% Writing, 56% Maths</p> <p>Internal data shows the gap between PP and non-PP children is not closing although progress is good.</p>
3	<p>Effects of early childhood trauma, movement of service children, attachment needs and emotional needs on overall attainment and progress of our PP children.</p>

4	Social, mental health and emotional needs – some difficulties with regulating behaviour, social skills and peer relationships, some weaker parental engagement and lower attendance of pupils, increased proportion of families experiencing difficulties (and increasing Safeguarding needs).
5	Less opportunities to develop life experiences to make links / lack of stimulus to use within their learning – reading and writing.

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
PP children in EYFS achieve age related expectations	PP children to achieve age related expectations by the end of EYFS.
Improve the quality of teaching for PP children	Teaching of PP is good and frequently outstanding. Quality teaching results in PP children making the same levels of good progress and achieving the same achievement standards as non-PP children.
PP pupils will make at least expected progress across their time in school and achieve their true potential.	<p>Reading:</p> <p>For at least 60% of PP children in Y6 to achieve the expected standard and 10% to achieve above the expected standard.</p> <p>For at least 60% of PP children in Y1 to Y5 to reach age related expectations or above.</p> <p>Writing:</p> <p>For at least 40% of PP children in Y6 to achieve the expected standard and 10% to achieve above the expected standard.</p> <p>For at least 40% of PP children in Y1 to Y5 to reach age related expectations or above.</p> <p>Maths:</p> <p>For at least 60% of PP children in Y6 to achieve the expected standard and 10% to achieve above the expected standard.</p> <p>For at least 60% of PP children in Y1 to Y5 to reach age related expectations or above.</p>
Improved behaviour of disadvantaged pupils who struggle to follow the school rules, show lack of engagement or low level disruptive behaviour.	<p>Reduction in behaviour incidents in and out of class, with children taking responsibility and reflecting on their behaviour choices positively.</p> <p>Disruption during learning is minimised resulting in high levels of engagement and higher rates of progress and achievement.</p>
Children will have regular contact with a family support worker and/or ELSA. Family support and parental engagement, high attendance for all PP children. Emotional and Social support.	Parents and children feel fully supported. Behaviour incidents decrease and attendance improves for all PP children.
Children will receive an enriched curriculum including residential trips, educational visits, visitors, after school / lunchtime clubs, forest school as well as access to high quality literature and models for reading and writing.	Increased number of PP taking part in enrichment activities and clubs. Improve the cultural capital of our PP children. Improve self-esteem and confidence for PP children.



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: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement a bespoke model of behaviour, social and emotional interventions. (Learning Mentor)</p>	<div data-bbox="384 618 724 678"> <p>Social and emotional learning Moderate impact for very low cost based on very limited evidence</p> </div> <div data-bbox="735 618 1267 696"> <p>Implementation cost ⓘ Evidence strength ⓘ Impact (months) ⓘ</p> <p>£ £ £ £ £ £ £ £ £ £ +4 months</p> </div> <p>Many of our disadvantaged children require additional support from the learning mentor and support staff to ensure they are ready to fully access the curriculum, engage positively and develop self-esteem and confidence within lessons. This approach has clearly accelerated progress and raised attainment outcomes higher than they were previously on track to achieve. There is also the rationale of a wider school benefit, where less disruption within classes means an environment more conducive to learning for everyone.</p>	3, 4, 5
<p>Provide ELSA training for Learning Mentor (+ additional TA) to maximise their impact upon children.</p>	<div data-bbox="384 983 724 1043"> <p>Social and emotional learning Moderate impact for very low cost based on very limited evidence</p> </div> <div data-bbox="735 983 1267 1061"> <p>Implementation cost ⓘ Evidence strength ⓘ Impact (months) ⓘ</p> <p>£ £ £ £ £ £ £ £ £ £ +4 months</p> </div> <p>A number of our disadvantaged children need support with emotional needs and behaviours, with this being the biggest barrier to them accessing to and progression within their learning. By training our learning support mentor in ELSA, we will be meeting such needs on an individual basis and being able to target other resources for where they are most needed. In addition to this, the ELSA trained staff can deliver this to other staff in school to build self-improvement within this area in our staff. See rationale for this approach above.</p>	3, 4, 5
<p>Develop whole staff understanding of the needs of pupils with needs relating to Attachment and Developmental Trauma (Donna Davies Training)</p>	<div data-bbox="384 1348 724 1408"> <p>Social and emotional learning Moderate impact for very low cost based on very limited evidence</p> </div> <div data-bbox="735 1348 1267 1426"> <p>Implementation cost ⓘ Evidence strength ⓘ Impact (months) ⓘ</p> <p>£ £ £ £ £ £ £ £ £ £ +4 months</p> </div> <p>Teaching and teaching assistant staff are the first and most regular point of contact for pupils. It is important that they develop a deep understanding of the needs that are specific to our children who are adopted from care, in special guardianship arrangements or are under the care of the local authority. This will enable them to meet each pupil's needs on a daily basis as effectively as possible. Whilst this may not show immediate and dramatic acceleration in progress this academic year, based on research relating to the needs of this particular group of pupils, we are confident this approach will accelerate progress increasingly over the 3-year period of this plan.</p>	3, 4, 5
<p>Quality CPD - Implement Zones of Regulation Team Teach Training SLT and Learning Mentor to work closely with staff supporting children displaying ongoing</p>	<div data-bbox="384 1753 724 1814"> <p>Behaviour interventions Moderate impact for low cost based on limited evidence</p> </div> <div data-bbox="735 1753 1267 1832"> <p>Implementation cost ⓘ Evidence strength ⓘ Impact (months) ⓘ</p> <p>£ £ £ £ £ £ £ £ £ £ +4 months</p> </div> <p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. However, estimated benefits vary widely across programmes.</p> <p>Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective, on average.</p>	3, 4

challenging behaviour.	School-level behaviour approaches are often related to improvements in attainment, but there is a lack of evidence to show that the improvements are actually caused by the behaviour interventions, rather than other school interventions happening at the same time. Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline and so are worth considering as alternatives to direct behaviour interventions.	
Quality CPD to improve practice in EYFS.	Quality CPD has proven to improve progress and attainment (outcomes) for all children.	1, 2, 3, 4
To develop speech and language skills for PP pupils (WELLCOMM) and EAL pupils.	<p>Oral language interventions Very high impact for very low cost based on extensive evidence</p>  <p>Impact in early years (+7 months) and primary schools (+6 months) tends to be higher than that secondary schools (+5 months.)</p> <p>By far the majority of studies have looked at the impact on reading. Where studies have investigated other subjects such as mathematics and science the effects are substantially lower (+1 month), though the number of studies is very small.</p> <p>Oral language interventions supported or led by trained teaching assistants have broadly similar impact (+6 months) as those by teachers.</p> <p>Oral language interventions with frequent sessions (3 times a week or more) over a sustained period appear to be most successful.</p>	1, 2
Improvement of Phonics, Reading and Spelling	<p>Phonics High impact for very low cost based on very extensive evidence</p>  <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</p> <p>Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.</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.</p> <p>While there have been fewer studies examining phonics with older readers, there is evidence that it can be a positive approach. With any reading intervention, careful diagnosis is required on the difficulties that the reader is experiencing, regardless of age. If an older reader is struggling with decoding, phonics approaches will still be appropriate. Where readers are struggling with vocabulary or comprehension, other interventions may be more appropriate.</p>	1, 2, 5
Ensure PP pupils are challenged appropriately through the curriculum and	EEF research shows that a mastery learning approach has a +5 rating in effectiveness. It is also particularly useful for narrowing any attainment gap for all learners of all abilities. A high expectation of work from disadvantaged learners (a recommendation from the EEF), is consistently expected by all teachers and support staff; along with the use of effective teaching schemes and resources,	1, 2, 5

<p>receive high quality teaching and learning through the roll out and resourcing mastery programmes.</p>	<p>Mastery learning High impact for very low cost based on limited evidence such as Maths No Problem,</p> <p>Reading comprehension strategies Very high impact for very low cost based on extensive evidence Little Wandle, Pathways to Write and Spell. This will ensure all disadvantaged children have access to and are challenged appropriately. Money to be spent on resources, training for staff in the programmes listed about and individual resources as required by specific learners as identified by staff who work with them.</p>	
<p>Create a positive, mental well-being culture in which our pupils build resilience, self-esteem and character. (SCARF)</p>	<p>Social and emotional learning Moderate impact for very low cost based on very limited evidence</p> <p>SCARF's whole-school approach supports Upton Westlea in promoting positive behaviour, mental health, wellbeing, resilience and achievement.</p>	<p>3, 4, 5</p>

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further develop bespoke interventions. (TA interventions)</p>	<p>Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence</p> <p>Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.</p> <p>The high average impact hides a large variation between the different approaches to teaching assistant deployment. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes.</p> <p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</p> <p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</p> <p>Phonics, Reading and comprehension are the fundamentals of learning and understanding so an increase in targeted support within these areas serves to aid disadvantaged pupils improve further, across the curriculum whilst also developing self-confidence, resilience and engagement. Identified disadvantaged pupils regularly supported to review and apply their phonics, reading and spelling skills.</p>	<p>1, 2, 3, 4, 5</p>
<p>Additional targeted support in lessons allowing for increased opportunities for feedback at point of teaching to increase the number of PP pupils achieving the</p>	<p>Feedback Very high impact for very low cost based on extensive evidence</p> <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>Feedback can be effective during, immediately after and sometime after learning.</p>	<p>1, 2, 5</p>

	School has managed to 'source' some 'free' places within our Holiday Club for FSM children (this is supported by the Local Authority HAF fund)	
Residential Trips / Outdoor Learning including day trips	<p>Residential trips are proven to support growth mindsets, increase confidence and teach team building activities.</p> <p>Children learn vital life skills of resilience and perseverance and this in turn impacts on their academic progress within lessons as they are able to apply these skills when back in the learning environment.</p> <p>Residentials and trips increase inclusion, cultural capital and raises self-esteem.</p>	4, 5
Attendance – Improve the attendance of PP pupils and reduce persistent absences of PP pupils.	<p>'Working Together to Improve School Attendance' identifies that 'improving attendance is everyone's business'.</p> <p>Good attendance improves progress and attainment. Children who attend school regularly are more likely to develop social skills and confidence by making friends and socialising. They are more likely to get better results which will improve his/her chances in life. Poor attendance can lead to behaviour issues.</p>	4
Providing Emotional Support through ELSA, Passion for Learning and Storyhouse.	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="background-color: #2c3e50; color: white; padding: 5px;"> Social and emotional learning <small>Moderate impact for very low cost based on very limited evidence</small> </div> <div style="background-color: #2c3e50; color: white; padding: 5px; display: flex; gap: 10px;"> <div>Implementation cost ⓘ £ £ £ £ £</div> <div>Evidence strength ⓘ 🔒 🔒 🔒 🔒 🔒</div> <div>Impact (months) ⓘ +4 months</div> </div> </div> <p>It is proven that those children who have accessed ELSA, Passion for Learning and Storyhouse activities have a more engaging attitude to learning, show resilience and perseverance.</p> <p>ELSA in particular supports:</p> <ol style="list-style-type: none"> 1. Children learn better and are happier when their emotional needs are addressed. 2. They develop coping strategies and learn to talk about difficulties. 3. ELSA helps them interact more successfully with others. 4. It promotes self-awareness and better management of school. 5. Pupils feel better about themselves. 6. Well-planned ELSA sessions lead to smoother learning experiences, focused Objectives and clear next steps. 	3, 4, 5
Increase Parental involvement and engagement.	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="background-color: #2c3e50; color: white; padding: 5px;"> Parental engagement <small>Moderate impact for very low cost based on extensive evidence</small> </div> <div style="background-color: #2c3e50; color: white; padding: 5px; display: flex; gap: 10px;"> <div>Implementation cost ⓘ £ £ £ £ £</div> <div>Evidence strength ⓘ 🔒 🔒 🔒 🔒 🔒</div> <div>Impact (months) ⓘ +4 months</div> </div> </div> <p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. It is crucial for school to consider how to engage with all parents to avoid widening attainment gaps.</p> <p>Parental engagement strategies are typically more effective with parents of very young children.</p> <p>Effects are substantially higher in early years settings (+5 months) and primary schools (+4 months) than secondary schools (+2 months).</p> <p>Effects tend to be higher for literacy (+5 months) than for mathematics (+3 months).</p> <p>Approaches where a parent works directly with their child one-to-one typically show greater impact (+5 months). Lower attaining pupils appear to benefit in particular.</p> <p>Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p>	3, 4

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

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Quality of Teaching for All

Action	Intended outcome	Impact	Cost
WELLCOMM	To increase the proportion of PP pupils with age appropriate communication and language. In Reception develop oracy skills and confidence in communication.	All Nursery children were assessed in the first week. Reception children currently being assessed. New children who have joined Nursery have been assessed on WELLCOMM. Numerous referrals into SALT have followed.	Staffing costs £93
Reading for Pleasure	To embed a love of reading and a purpose for their reading – pleasure. Improve parental engagement. Develop book corners in every classroom.	Children are still being encouraged to read on a regular basis – Sparkly Box Readers awarded at the end of half term Reading continues to be a high priority in every class – those who read are celebrated on dojo and awards are given at the end of each half term. Poetry day in January – all children were given the opportunity to read and recite poetry. Environmental subject walks took place in February. Reading areas in all classes were looked at. Book corners are being ‘stripped back’ – they were appearing too cluttered. Staff are concentrating on the ‘100 Top Recommended’ books for their year group. HK disseminated information re. Reading in staff meetings. Pupil Voice took place for reading at the end of Spring 1 (see pupil voice feedback sheets). Introduced ‘Recommended Book’ assembly – different members of staff will recommend a book they have read, share an exert with the children and say why they like it. Books will then be displayed on a new display outside the school hall. Celebrated World Book Day. Invited the Book Fair into school – as a result some books were donated to school. HK shared the results from the pupil voice – on the whole it was very positive. 6 staff have now recommended a book. LD has created a display which promotes these books.	£200 (book corners) Book donations to enhance class libraries
Snack Provision	All pupils in EYFS receive a daily snack. (Cereal, Bagels and Fruit will be offered to KS1 and KS2)	Nursery and Reception continue to provide their own snack. Whole school snack potentially being implemented after Xmas. Snacks continues to be provided to EYFS and KS1 – unfortunately due to staffing we’ve not been able to do it for KS2. Any ‘leftover’ fruit from KS1 is given to KS2. Nursery and Reception plus KS1 continue to have daily fruit offered, any left overs goes to KS2 or ASC.	£200 plus parent contributions (EYFS) Breakfast Scheme
SCARF – Coram Education	Create a positive, mental wellbeing culture in which our pupils build resilience, self-esteem and character. Develop life-long habits and learn to thrive.	SCARF sessions continue in every class weekly. CJ did a SCARF assembly on 27 th Sept to the whole school. SCARF certificates are given out weekly in celebration assembly. SCARF sessions have continued weekly. Year 6 were due to do a SCARF assembly but it had to be cancelled due to the Nursery flooding and the children having to be taught in the hall. SCARF assembly on ‘Safety’ by Y6 took place on the 8 th Jan. SCARF sessions continue weekly as do the SCARF certificates in celebration assembly on a Friday. Y5 did a SCARF assembly on ‘Caring’ on the 29 th Jan. PSHE sessions were disseminated to Years 1 to 6 by Young Carers.	£375

		SCARF assemblies in Achievement (Year 4) and Resilience (Year 3) have taken place this half term.	
Reading / Phonics CPD for all staff	Increased knowledge of all staff including KS2 TAs on how reading and phonics are taught. Full implementation of the 'Little Wandle' Letters and Sounds programme.	<p>HP & AH training from LD</p> <p>11th Sept training for all Y1, 2, 3 staff including DE and AH.</p> <p>15th Sept p.m. CP, AH, HP – Little Wandle Training</p> <p>25th Sept p.m. EYFS – updated phonics training. LD has modelled some lessons for HP.</p> <p>LD has continued to model some lessons for staff.</p> <p>14th Nov – English Hub visited and observed phonic sessions – very positive feedback.</p> <p>5th Dec - HP attended a Phonics Roadshow at Wolverham</p> <p>LD has requested a Phonics staff meeting in the Spring Term.</p> <p>3rd Jan – Phonics update in staff meeting</p> <p>LD has been given some additional phonics time to observe sessions, listen to KS2 children read and liaise with staff.</p> <p>13th Feb – Reading for Pleasure Course</p> <p>26th Feb – Reading for Pleasure Course</p> <p>12th March – English Hub visited and completed an audit.</p> <p>14th March – LD attended a 'Supporting Learners with Dyslexia and Literacy Difficulties'.</p> <p>16th April – Reading for Pleasure Course (LD)</p> <p>30th April & 10th May – Accelerated Reader Training (KC, VF)</p> <p>21st May – Reading for Pleasure Course (LD)</p>	£750 Little Wandle subscription
Maths No Problem /Mastering Number CPD	Improve the mastery approach. Full implementation of the 'Maths No Problem' scheme.	<p>Unfortunately, the 2 dates in the Autumn Term have clashed with other meetings so KC & VF have been unable to attend Maths Hub CPD. VF attended a Maths Subject Lead twilight on the 5th Dec.</p> <p>VF and KC attended the Maths Hub CPD on the 31st Jan. VF observed Maths in Wallesey on 14th Feb.</p> <p>VF attended a Maths Subject Leader Course – 5th March</p> <p>VF attended the Maths Hub meeting on Procedural Variation – 20th March</p> <p>VF attended the Maths Hub CPD on 24th April.</p>	£5000 Maths No Problem Subscription and Resources
Daily targeted basic skills and times tables	Increase the proportion of PP pupils achieving in Maths.	<p>Times Table Rockstars continues to be pushed in every class. Morning Maths continues at least 3 times a week in every class.</p> <p>Class teachers are continuing to promote Times Tables Rockstars.</p>	£123 (Timestable Rockstars)
Daily targeted Phonics	Maintain high levels of phonic achievement for all PP pupils.	<p>Phonics teaching continues to be a high priority in EYFS and KS1. Small cohorts of KS2 pupils are also accessing daily support.</p> <p>Daily phonics teaching continues as does Guided Reading.</p> <p>Great progress in phonics in Reception and Year 1 due to the additional interventions in the afternoons from TAs.</p>	
Curriculum Development	<p>Develop a clear progression of vocabulary across the curriculum.</p> <p>Implement INSIGHTs as a new assessment system for all subjects</p>	<p>Staff are working hard on their curriculum areas. This term VF has met with CJ (RE), FMc (DT, Computing) and LD (Art).</p> <p>KC & VF attended INSIGHTs training on 20th Sept. Staff had initial training on INSIGHTs on 11th Oct and were given to opportunity to input their baseline data.</p> <p>KC and BD initiated a History Deep Dive on 17th Oct (to be completed on the 7th Nov due to unforeseen circumstances).</p>	<p>Release staff to observe and scrutinise work.</p> <p>£749</p> <p>SG cover £6000</p>

		<p>History Deep Dive was completed – very positive outcomes. Staff continue to work hard on their curriculum areas with the support of VF. 3rd Nov – PSHE planning (CJ) 17th Nov – RE Book scrutiny (CJ) 24th Nov - DT planning & LTPs (FMc & VF) 29th Nov – Staff Meeting – Subject Leadership Time 1st Dec – Geography planning (EC & VF) 8th Dec – PE planning and book scrutiny (CJ) 13th Dec – Staff Meeting - Subject Leadership Time</p> <p>Staff continue to work hard on their subject areas: 3rd Jan – Staff Meeting – DT (FMc) and Art (LD) VF has an additional day a week to look at the curriculum – in Spring 1 she has prioritised Subject Policies 12th Jan – Art Planning (LD) 17th Jan – EYFS across the curriculum (EC) 19th Jan – PE planning 24th Jan – DT Planning (VF & FMc) 7th Feb – Computing Planning (DT & FMc) 14th Feb – Staff Meeting – Subject Leadership Time</p> <p>VF has created 'Road Maps' for all subjects except French and Music.</p> <p>28th Feb – ASIA meeting – Curriculum discussion took priority – Monitoring needs to be more robust. KC led a staff meeting (28th Feb) on French – 3 prospective schemes were discussed – Staff decided on Primary Language Network. 1st March – KC & VF visited Parklands to discuss the curriculum and assessment. 1st March – Art planning and book scrutiny (LD) VF led a staff meeting (6th March) on Music – 2 prospective schemes were discussed. 6th March – Geography Book Scrutiny (EC, KC, KC from Parklands) 8th March – English Subject Leader time (HK) 12th March – English Book Scrutiny (HK) 20th March – RE lesson observations (CJ) 20th March – Computing and DT subject Leader time (FMc) 27th March – Staff Meeting – Subject Leader Time</p> <p>New monitoring system implemented – In Summer 1 the following was completed: SEND Review (CH & VF) Maths lesson visits (VF) Nursery visit (EC) Foundation subject lesson visits (KC) Computing lesson visits (FMc) English Moderation with The Literacy Company (Years 1 to 6) Science Deep Dive (KC, JE, Kim Cairns, Head at Parklands) PE Assessments (CJ) English writing moderation Years 1 to 3 (KC, HK, Laura Hughes, DHT at Parklands) Art Day visits (LD)</p>	
Continue to embed Pathways to Write	Embed a structured approach to writing across the school. Improve the proportion of PP pupils achieving ARE in writing across the school.	Pathways continues to be a success story across school – the children are enjoying the books and the subsequent writing reflects this.	£995
			£14,485

Targeted Support

Action	Intended outcome	Impact	Cost
Speech and Language sessions	Improve spoken language and storytelling of EYFS and KS1 pupils.	Autumn Term - Eden children continue to have access to a SAL therapist who comes into school regularly. The children are on a rota basis – they are not seen every week. Some mainstream children are seen in clinic and activities to support progress are sent into school. Spring Term – As above Summer Term – As Above	
IDL subscription	Allow specific pupils to access a multi-sensory intervention programme that uses sound, touch and voice with repetition to increase reading and spelling abilities.	Year 6 – 5 children Year 5 – 7 children	£239
Booster Groups /Catch-up/Face-to-Face sessions	Increase the proportion of PP pupils achieving ARE in Reading, Writing and Maths.	KS2 Phase 3 Blending – 7 children (DE) KS2 Guided Reading Intervention – 7 children (DE) KS2 Phase 5 Phonic intervention – 7 children (DE) Phonics Rapid Catch Up – 7 children (AH) Booster sessions are starting in the Spring Term. Y2 Sentence and CEW – 6 children (SB) KS1 Phase 3 blending 14 children (HP) Y3 Reading Comprehension Booster – 5 children (CJ) Y2 Additional Reading – 13 children (LD) Y2 Phase 2 Blending – 4 children (HP) KS2 Spelling Intervention – 10 children (DE) Little Wandle Phase 2 Intervention – 3 children (DE) Little Wandle Super Supported Blending – 1 child (DE) KS2 Spelling Intervention – 10 children (DE) Phase 2 Little Wandle Phonics – 4 children (JS) Y2 Additional Reading – 11 children Little Wandle Phase 3 Blending intervention – 5 children (DE) Little Wandle Phase 4 Blending – 5 children (HP) Little Wandle Phase 3 Blending – 4 children (HP) Little Wandle Phase 2 Blending – 1 child (HP) Reading Comprehension Booster – 6 children (LD) EAL Language builder – 1 child (PH) Phonics Screening preparation – 5 children (SB)	Staffing costs (Tutoring Fund)
FirstClass@Number 1 /2 Maths intervention	Increase the proportion of PP pupils achieving ARE in Maths.	AH is supporting a group of children with a Maths intervention in the afternoons for Year 5.	Staffing costs
Social Stories	Support vulnerable children with change.	Social stories completed for JS, MA (Year 5) and LF (Year 6).	
Assessments for Dyslexia and Pre Assessment checks	Formal diagnosis of pupils with Dyslexia. Completion of pre-assessment checks to aid planning and differentiation.	3 x children were assessments for Dyslexia 1 x Y4, 2 x Y5 – Two children deemed to have Dyslexia – recommendations implemented into the classroom and reports shared with parents. Y5 – Beat Dyslexia – 2 children (AH)	£600 assessments £300 pre-assessment checks

Bespoke interventions – Inference, Handwriting, Maths	Increase the proportion of PP pupils achieving ARE in Reading, Writing and Maths. The children's gaps in learning narrow and overcome barriers to learning.	<p>Year 3 – Handwriting Intervention – 5 children (DE)</p> <p>Year 2 – Additional Reading 14 children (Parent Helper)</p> <p>Year 4 Colourful Semantics 1 child (CH)</p> <p>Year 1 Recognising Nos to 10 – 1 child (SB)</p> <p>Year 5 Volcano in my Tummy – 1 child (DG)</p> <p>Year 2 – Selective Mutism Course – 1 child (CP)</p> <p>Year 5 – Meet and Greet – 1 child (DG)</p> <p>Year 3 – Handwriting Intervention – 6 children (DE)</p> <p>Year 2 – Selective Mutism intervention – 1 child (LD)</p> <p>Year 2 – Number Recognition – 1 child (DJ)</p> <p>Year 1 Maths Booster – 7 children (FMc)</p> <p>Year 2 Maths Booster – 6 children (SB)</p>	Staffing costs
			£1,138 + staffing costs

Other Approaches

Action	Intended outcome	Impact	Cost
Family Support Worker	Family support and increased parental engagement. High attendance for all PP pupils.	<p>DG continues to support numerous children and families. DG is supporting one specific Y6 child and her Mum this half term. She is working in conjunction with the Autism Team. The child is currently on a part-time timetable.</p> <p>DG has become like a 1 to 1 for a specific child in Y6 who is still on a part-time timetable. She is not only supporting the child but also the parent.</p> <p>DG continues to support a significant number of other children.</p> <p>Current figures for the Autumn Term are: TAF – 4 (6 families) CIN – 1 (1 family) CP – 4 (4 families) CiC – 4 (2 families)</p> <p>DG has worked significantly with two children who are currently on part-time timetables – on has a medical issue and the other significant SEN difficulties. She also continues to support a number of other children.</p> <p>Current figures for the Spring Term are: TAF – 9 (5 families) CIN – 2 (2 families) CP – 2 (2 families) CiC – 5 (3 families)</p>	£28,904
ELSA, Passion for Learning and Storyhouse	Provide emotional and social support.	<p>Passion for Learning Enrichment Club began on the 27th September and has 15 members. 1 to 1 Passion for Learning sessions are being accessed by 15 additional children.</p> <p>Storyhouse players did a performance of 'A Midsummer Night's Dream for Years 2 to 5 on the 3rd October – the children were mesmerised by the costumes and scenery. A truly magical experience for all – an alternate look at Shakespeare!!</p> <p>Year 5 and 6 accessed another event at the Storyhouse on the 18th October – they went to see the author Ross Welford promote his new book 'The Monkey who fell from the Future' The children were given the opportunity to listen to him read and ask him questions about being an author.</p>	<p>ELSA Supervision £300</p> <p>Passion for Learning £3000</p> <p>Storyhouse £1500</p>

		<p>Passion for Learning continue to support 15 children individually and an additional 15 at Enrichment Club. The children from Enrichment visited Chester Zoo to see the Lanterns – it was VERY cold but enjoyable!</p> <p>KC & DG met with Jacob from the Storyhouse re. an enrichment programme – from the Spring term a practitioner from the Storyhouse will be visiting school on a weekly basis.</p> <p>Storyhouse practitioner, Jess has worked with Year 5 supporting their Vikings topic. Quotes from the children...</p> <p>'We got to learn new things about the Vikings which was our history topic'. 'We liked looking at the Viking gods and completing arts and crafts (making shields)' 'It was really interesting to learn different facts We learned through playing games.' 'We completed freeze frames and role play' 'I didn't think we could have that much fun in history/school.' 'It was fun being out of the classroom to learn.'</p> <p>Passion for Learning continue to support 15 children individually and an additional 15 at Enrichment Club. DG and CH attended a Passion For Learning event at Eaton Hall. Enrichment Club also had a visit from the 'Circus' – they enjoyed participating in juggling skills, balancing skills etc.</p> <p>Storyhouse practitioner, Jess has worked with Year 2 supporting their 'The Great Fire of London' topic. Quotes from the children...</p> <p>'My favourite part was when we were playing a game. When they shouted "bury some cheese" we had to do this (did digging action)' 'My favourite part was when we pretending to sleep and did the diary'. 'My favourite part was packing the chest with our special things to bury'. 'My favourite part was saying our names and something about ourselves'.</p> <p>All the children can retell the key events of the Great Fire of London!</p> <p>Storyhouse practitioner, Jess has worked with Year 3 supporting their 'The Iron Age' Quotes from the children...</p> <p>Ella - I liked it when we were making our own hillforts. Alma- We did lots of physical theatre. Ophelia - We were doing actions to our key words. It helped me remember what it was. Nathan - I liked it when we did the warm up and asked about our favourite things. Lilly - I liked the games and acting. Raheem - I liked it when we did true and false quizzes at the end of the lesson. Reagan - I liked it when we played the games. Alfie - I liked all of it! Ella - I liked it when Jess shouted ROUND-HOUSES and we had to get into groups to make it.</p>	
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Attendance	Improve attendance of PP pupils and reduce persistent absences of PP pupils.	<p>Attendance at the end of half term was 95.8% for non PP children and 95.9% for PP children.</p> <p>Attendance at the end of the Autumn Term was 95.1% for non PP children and 95.2% for PP children.</p> <p>Attendance at the end of half term was 94.4% for non PP children and 93.7% for PP children.</p> <p>Attendance at the end of the Spring Term was ??% for all children and ??% for PP children.</p> <p>Attendance at the end of half term was ??% for non PP children and ??% for PP children.</p>	£600 Attendance awards
Forest Schools	Children will be more familiar and confident learning how to use tools safely which in turn promotes trust. Raise pupil's confidence and self-esteem which will enhance learning therefore making good/outstanding progress in school.	<p>Year 2 – Autumn 1</p> <p>PK - 'I like Forest School because we learn about wildlife and the animals'</p> <p>JT – 'I like Forest School because we take care of nature'</p> <p>FD – 'I Like Forest School because we toast marshmallows and play lots of games'</p> <p>GAR – 'I like Forest School because I like nature and learning about it'</p> <p>AB – 'I like the campfire'</p> <p>Year 3 – Autumn 2</p> <p>JF - It was really fun this half term and I want to do it every year!</p> <p>AT - I love learning about the different bones and the scientific names in our skeleton.</p> <p>RD -I liked it when we played tic tac toe.</p> <p>PS -I love Forest School and I hope we do it again. -</p> <p>EJ - I loved it when we were building our own skeleton. Mr E teaches us about all of the colours of the different leaves.</p> <p>HF - I liked the game with the hoops and doing rock, paper, scissors. I liked the game where we had to collect the leaves and guess the pattern....and I likes the leaf crowns.</p> <p>AS - It's very adventurous and exciting.</p> <p>NB -I liked the rock, paper, scissors game.</p> <p>EO - I liked it when we made the crowns.</p> <p>Year 4 – Spring 1</p> <p>"We had fun eating pancakes with honey and black pepper because it was a typical Roman snack!"</p> <p>"We built a shelter because it was raining. It was quite difficult but it was still fun."</p> <p>"We built catapults like the Romans. It was really fun!"</p> <p>Unfortunately Year 4 only had 2 weeks of Forest School due to staff absence.</p> <p>Year 5 – Spring 2</p> <p>Year 1 – Summer 1</p> <p>'I enjoyed the scavenger hunt to find and name the different plants and trees'.</p> <p>'I enjoyed all of it'.</p> <p>'I enjoyed the campfire and eating the marshmallow'.</p> <p>'I enjoyed free time to build the den'.</p> <p>'We planted sunflowers'.</p> <p>'I enjoyed learning about plants and climbing the trees'.</p>	£10,038 + resources

		Year 6 – Summer 2	
Enrichment Activities (trips, visits, residential)	Broaden life experiences and stimuli for vulnerable pupils. (Provide stimulating wider life experiences).	<p>Autumn 1 Year 6 – Visit to the Military Museum Year 1 – Walk around the Local Area Whole School – Cheshire Phoenix Basketball Years 2-5 – A Midsummer Night’s Dream from the Storyhouse Years 5 & 6 – Ross Welford, Author event at the Storyhouse Year 1 – Packed Lunch Pals</p> <p>Autumn 2 Years 5 & 6 – ‘Life Exhibition’ @ Upton Baptist Church Year 4 – Beth Tweddle Gymnastics Workshop Year 2 – Residential to Delamere KS2 – SCARF workshops Year 2 – Visit from the Owl Man (with Skunk!) Year 2 – Don’t Skip Breakfast workshop with Healthbox Year 4 – Lantern Workshop with Chester Artist Nursery & Reception – Handwashing with Healthbox Year 4 – Chester Lantern Parade Whole School – Pantomime @ The Storyhouse</p> <p>Spring 1 Year 5 – Storyhouse Practitioner working with Y5 for half a term on the Vikings Year 5 – Puberty Workshops with Healthbox Year 4 – Roman Experience in Chester Nursery & Reception – Oral Hygiene with Healthbox Year 6 – Bikeability Years 5 & 6 – Internet Safety talks from the PCSO Year 6 – Visit to Chester and The Storyhouse Whole School – Visit to Chester Zoo</p> <p>Spring 2 Year 2 – Storyhouse Practitioner working with Y2 for half a term on ‘The Great Fire of London’ Years 1 – 6 – PSHE sessions with Young Carers Years 5 & 6 – SNAP TRAP presentation (Internet Safety) Year 3 – Visit to Blue Planet</p> <p>Summer 1 Year 3 – Storyhouse Practitioner working with Year 3 on the ‘Iron Age’. KS2 – Fire Awareness from Cheshire Fire Brigade Whole School – Cricket Day Years 3 & 4 – GnT Robotics Workshop Year 2 – Local Environmental walk to the Post Box!!</p>	
Wider Opportunities (Sport and Music)	Improve pupil confidence, memory and performance skills. Improve the wellbeing, behaviour and engagement of targeted pupils.	Autumn – Variety of clubs provided voluntarily by staff including Film (28), Just Dance (9), Cosmic Yoga (8), Colouring (17), Choir (17), Seasonal Event Planning (26), Lego(12), Football (22), Fitness/Outdoor Games (21) – number of children attending in brackets.	

		<p>Spring - Variety of clubs provided voluntarily by staff including Film (16), Choir (33), Seasonal Event Planning (32), Lego(10), Netball (26), – number of children attending in brackets.</p> <p>Summer - Variety of clubs provided voluntarily by staff including Choir (22), Lego(9), Netball (23), Playground Games (12)– number of children attending in brackets.</p>	
Playground Leaders	<p>Reduction in poor behaviour. Children engaged in activities and are not 'bored'. More opportunities to work together, socialise and buddy younger children.</p>	<p>Playground Leader training took place on 30th November 2023. MDAs were also invited to attend. A timetable is currently being drawn up by Y6 pupils to be implemented in Spring 1.</p> <p>VF completed an audit of playground equipment and used some additional funds to purchase different and challenging resources. The playground shed was sorted and cleared. Assembly took place on the 11th arch to introduce the children to the new equipment. Additional Playground Leader training took place on the 14th March. Playground leaders working with Years 1-3.</p> <p>Playground Leaders are working exceptionally well. The Playground Shed is up and running and new resources are being put to good use.</p>	
TA record of Impact	<p>Clear pupil progress records that support teacher judgements at PP meetings. Support judgement for future support of pupils.</p>	<p>TAs (and Teachers) continue to use Edukey to record interventions.</p> <p>TAs (and Teachers) continue to use Edukey to record interventions.</p> <p>TAs (and Teachers) continue to use Edukey to record interventions.</p> <p>TAs (and Teachers) continue to use Edukey to record interventions.</p> <p>TAs (and Teachers) continue to use Edukey to record interventions.</p>	<p>EduKey £1098</p> <p>Staffing costs</p>
Horse Riding	<p>Develop co-ordination and the organisation of movement in turn aiding balance and muscle tone. Engage in a relationship with a real living creature improve cognitive and language skills and social skills.</p>	<p>A group of children access weekly horse riding lessons in Eden class. This is a thoroughly enjoyable experience and the children look forward to this each week. The children gain so much from the experience and we believe it acts as a therapy, developing core strength, promoting relaxation and positive wellbeing. Children are always enthusiastic to attend the sessions and when driving back to school, the children are calm and happy. I have noticed the greatest impact on those children with ADHD.</p> <p>3 Y6 boys from Eden have been enjoying weekly horse riding.</p> <p>Archie: I enjoy it because sometimes you get to go for a ride down the road and sometimes we trot. It makes me feel happy.</p> <p>Logan: I enjoy it because when it's not raining, we go for a ride down the lane and when it is raining, we ride indoors and learn skills like trotting. We also play games. I am always excited to go and I feel happy.</p> <p>Murray: I absolutely love because I learn to trot and when my horse is too slow, the ladies help me to trot to catch up. It makes me feel like I'm infinity</p> <p>Dyllan - I like it when we trot.</p> <p>Ella - I love horse riding because the way they do it is amazing. My favourite bit is where we go outside for a walk and see the different horses.</p>	<p>£1590</p>

		<p>Bryn - I love the trotting because it makes me go up and down and that's fun. When it's over it makes me day dream.</p> <p>All three Eden children achieved their Level 1 Horse Care and Riding certificates. Our Year 6 children are enjoying their final sessions before they move to their new schools.</p>	
Breakfast and After School Clubs	<p>Provide a safe and stimulating environment. Provide stability and continuity for children. Enhance social, cultural and physical development of children. Encourage positive attitudes towards behaviour. Create independence and co-operation. Support parents wishing to return to work.</p>	<p>Breakfast Club and ASC continue to be very popular. Activity weeks have been organised e.g. Halloween. Numbers are continuing to rise – additional staff have been needed on some nights. A real increase of children attending with additional needs. Numbers are still rising. Some PP children are being offered free ASC as their sibling is attending an after school booster class with their class teacher. Same as Spring 2 – more children are attending their booster sessions as their siblings are able to join ASC at no cost. Numbers are continuing to rise – on occasions an additional member of staff needs to be brought in. High number of PP children using the facility.</p>	Staffing Costs
Additional Swimming	<p>Improve the physical health and physical safety of swimming by achieving National Curriculum swimming requirements.</p>	<p>Year 6 additional swimming sessions commenced the week beginning the 20th June – 10 children are accessing the sessions.</p>	
Homework Club	<p>To enable PP pupils to access equipment and teacher support.</p>	<p>Homework Club is now being offered within ASC (at no cost to Parents) on a Friday. Key children have been identified and invited to join. Homework Club continues to be offered within ASC on a Friday. As above</p>	
Family Member to School sessions	<p>Engage parents in school life and invite them to work with their children.</p>	<p>Autumn 1 - 112 Family Members engaged in our first Family Members to School event. Over 90% of responses were Outstanding / Very Good. Some quotes below... 'Nursery seems such a lovely warm friendly environment where the children look relaxed and happy'. 'Thank you for giving us this amazing opportunity to see our children in class' 'Great lesson and excellent teaching skills' 'Lovely opportunity to be able to spend some time with our children in the school environment' 'I loved watching my child get involved and creative'</p> <p>Spring 2 – Over 100 Family Members engaged in our second Family Members to School event. Over 95% of responses were Outstanding / Very Good. Some quotes below... 'I look forward to the next one' 'Great learning environment for children' 'We loved this event' 'Fantastic opportunity to meet staff and see the children in their learning environment' 'Good course/subject delivery – active class participation' 'Awesome afternoon – thank you' 'Spending time seeing what actually happens in school as it sometimes can be a big secret!'</p>	

		<p>'Really enjoyed today, lovely to see what the children learn and all the teachers are lovely'</p> <p>'I enjoyed seeing the children interacting with each other and seeing them help each other with problems'</p> <p>I liked how their learning has them thinking and talking to each other'</p> <p>'I feel so lucky to spend this time with my child in school'</p> <p>'R has thrived since being in Year 3 and I'm very thankful to the teachers'</p>	
			£47, 030 + additional staffing costs

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

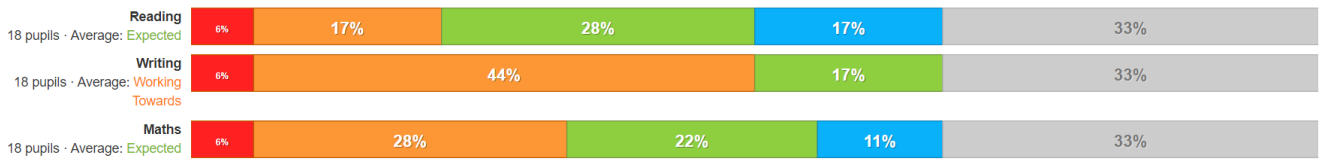
Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
<ul style="list-style-type: none"> - Enrichment Clubs - Organised 1-2-1 sessions with a charity, 'Passion for Learning' - Drop in sessions for parents to discuss any issues or concerns - Support of year 6 children to high school, plus admissions to Nursery and Primary - Team around the Family (TAF) Referrals - Regular liaisons with army welfare - Supporting new families coming in - Supporting access to outside agencies including CAMHS, Play Therapy - Supporting children to reach their true potential - Supporting families with deployments and battalion moves.
The impact of that spending on service pupil premium eligible pupils
Attainment 2023-24

Attainment Overview for Pupils (from 2023-2024) who are Service Children - 2023-2024 Summer - Main Assessment

Print

Legend ■ Well below ■ Just below ■ Expected ■ Above ■ No data



Progress 2023-24

Progress Overview for Pupils (from 2023-2024) who are Service Children – 2023-2024 Entry to 2023-2024 Summer Main Assessment

Print

Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected ■ Insufficient Data

