

Frogwell Primary School: Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Frogwell Primary School
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	41.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/5 2025/6 2026/7
Date this statement was published	November 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Rachel Neville
Pupil premium lead	Lucy Cooper
Governor / Trustee lead	Sarah Scott-Bowen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,160
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total	£99,160
Service Premium allocation	£1360

Part A: Pupil premium strategy plan

Statement of intent

At Frogwell Primary School, we have high expectations for all our pupils and we aim for them to achieve their full potential. We target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We employ strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps.

School context

- As of Term 2 2024-25, our school has a percentage of children eligible for the Pupil Premium Grant (41.7%) that is well over double the Wiltshire Local Authority figure and more than 15% above national.
- 19% of all pupils in the school are both disadvantaged and have SEND. 44% of the disadvantaged children have SEND.
- 15% of our pupil population (29 children) are 'social care experienced' (i.e. have had a social worker), which is more than double the Wiltshire average of 6%.

Our principles

- We ensure that all pupils have access to high quality teaching and learning opportunities that meets the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, including the needs of disadvantaged pupils so that they are able to fulfil their potential.
- We recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will allocate Pupil Premium funding to support any pupil or groups of pupils that we have legitimately identified as being socially disadvantaged. This may include pupils who are social care-experienced,

Our ultimate objectives:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils so that disadvantaged pupils meet or exceed nationally expected progress rates.
- Minimise barriers to learning and achievement of wider outcomes created by absence, lateness, poverty, family circumstance and background.
- Support children's social and emotional wellbeing so that they can develop resilience, self-esteem and confidence to learn.

Achieving our objectives:

To achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that teaching and learning opportunities meet the needs of all the pupils.
- Frequently monitor pupils' progress to ensure accurate and timely identification of pupils in need of support
- Provide high quality, evidence-based interventions led by appropriately trained staff targeted intervention to quickly address identified gaps in learning.
- Target funding to ensure that all pupils have access to enrichment activities such as: trips, residential and first-hand learning experiences.
- Provide high quality pastoral support to improve children's social, emotional and mental health needs.
- Provide a robust focus on improving attendance, particularly of disadvantaged learners.

Challenges

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

Challenge number	Detail of challenge
1	Data indicates that writing attainment is the weakest area for pupils overall, and for disadvantaged pupils in particular. Spelling and sentence construction have been identified as key 'gap' areas in children's writing.
2	Data indicates that maths attainment among disadvantaged learners is significantly below other pupils. Our disadvantaged learners often have gaps in their basic number skills which in turn affects their ability to problem solve or have confidence in mathematical reasoning.
3	Assessments, observations, and discussions with our disadvantaged pupils confirm many have underdeveloped oral language skills and vocabulary gaps. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	Many of our disadvantaged learners are also on the SEND register so it is important that inclusive teaching strategies address both the needs of disadvantaged learners and those with Special Educational Needs and Disabilities (SEND). This overlap requires careful planning so that the curriculum is adapted to individual's needs.
5	High need for early help intervention for disadvantaged pupils and families. There is a high need for Early Support Assessment work and parenting support.
6	A number of our disadvantaged pupils have social, emotional and mental health needs which can be a barrier to successful learning and impact on learning conditions. They often demonstrate low levels of resilience and perseverance, especially when learning is more challenging. These challenges require a provision of a substantial and robust pastoral offer.
7	Although there has been improvement in attendance outcomes over the last three years, far more disadvantaged pupils are persistently absent than their non-disadvantaged peers. Our assessments and observations indicate that absence and lateness are negatively impacting these pupils' learning, progress and wellbeing.
8	A large number of our families struggle to pay for trips, uniform and extracurricular clubs resulting in a risk of inequity of opportunity.

Intended outcomes by September 2027

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
A	<ul style="list-style-type: none"> All children will have access to daily high-quality teaching across the full curriculum. 	<ul style="list-style-type: none"> Internal and external monitoring will show that the quality of teaching is good. Teachers will know, use and talk about the guiding principles of Quality first teaching. (EEF 2020)

B	<ul style="list-style-type: none"> Disadvantaged learners make at least expected or better progress from their individual starting points particularly focussing on Writing and Maths. 	<ul style="list-style-type: none"> Data shows that accelerated progress is made over the three years in Writing and Maths. The attainment of disadvantaged learners is broadly in line with non-disadvantaged learners nationally for Reading, Writing and Maths.
C	<ul style="list-style-type: none"> The language deficit for disadvantaged pupils is diminished and these pupils can communicate clearly and have a wide vocabulary. 	<ul style="list-style-type: none"> Pupil voice data and internal assessments show that disadvantaged learners can communicate effectively and have an appropriate vocabulary to support good learning.
D	<ul style="list-style-type: none"> Parents are supported to positively engage with school, including by encouraging their child to access extra-curricular clubs, trips and residential in order to support learning in line with the values and ethos of the school. 	<ul style="list-style-type: none"> Internal data shows an increase in disadvantaged learners being supported in their learning at home. Disadvantaged children will be able to access extra-curricular opportunities, including access to Breakfast club or After school club to support their attendance and wellbeing. Internal monitoring shows an increase in parental engagement in school activities: attendance at Parent's Evening, engagement with parent questionnaires and attendance at other school events.
E	<ul style="list-style-type: none"> Disadvantaged learners have strategies to help them self-regulate. They will be able to work independently and confidently for most of the time in class alongside their peers. 	<ul style="list-style-type: none"> Internal monitoring outcomes and pupil voice confirms that levels of engagement across lessons has improved. Our disadvantaged learners will be able to complete tasks independently and with more resilience.
F	<ul style="list-style-type: none"> Disadvantaged children will meet national expectations for attendance and persistent absence. 	<ul style="list-style-type: none"> Disadvantaged children will match or exceed national averages for non-disadvantaged pupils (96+%). Attendance is the same as or better than for non-PP children The vast majority of disadvantaged children attend school on time consistently.

Activity in this academic year (September 24 – July 25)

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: £33053

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving quality first teaching	Evidence suggests that professional development in specific teaching	Challenge 4 Intended Outcome A

<ul style="list-style-type: none"> • Improve quality first teaching strategies to enable disadvantaged learners to fully engage with learning and improve attainment. • Develop strategies including: Effective instruction and Questioning through LA CPD, and coaching sessions 	<p>strategies can improve student outcomes significantly (Education Endowment Foundation).</p> <p>EEF Special Educational Needs in Mainstream School</p>	<p>Lesson observations show that disadvantaged learners are engaged and participate in lessons.</p> <p>Disadvantaged learners make at least expected or better progress from their individual starting points in Reading, Writing and Maths</p>
<p>Deployment of TAs to support whole class teaching</p> <ul style="list-style-type: none"> • TA hours funded to support teaching and learning in class, specifically to support the whole class teaching of English and Maths. • CPD and appraisal for teaching assistants so that they develop and demonstrate effective practice in the classroom. 	<p>Pupil attainment data used to identify learners who need additional support to enable them to keep up with the learning.</p> <p>EEF Strategies to support high quality teaching</p> <p><i>Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met</i></p> <p>EEF – Making the best use of teaching assistants <i>Research has shown that improving the nature and quality of TAs' talk to pupils can support the development of independent learning skills, which are associated with improved learning outcomes.</i></p>	<p>Challenge: 1,2,3,4</p> <p>Intended Outcome: A,B</p> <p>Monitoring shows that flexible grouping is used to effectively support disadvantaged learners in class, if required.</p> <p>Disadvantaged learners make at least expected or better progress from their individual starting points in Reading, Writing and Maths</p>
<p>Improve spelling</p> <ul style="list-style-type: none"> • Revise and enhance the existing phonics and spelling curriculum across the school, in order to integrate a stronger focus on spelling high frequency words correctly. Regular assessments will be completed in order to tailor instruction to meets the individual needs of each pupil. 	<p>Improving Literacy in Key Stage 2 - EEF</p> <p>The EEF highlights that proficient spelling frees up cognitive resources for children to focus on the content, structure, and style of their writing. If children struggle with spelling, it can hinder their ability to express ideas clearly and effectively, impacting the overall quality of their writing.</p> <p><i>"Explicitly teach spellings and provide pupils with extensive opportunities to practice them."</i></p>	<p>Challenge: 1</p> <p>Intended Outcome: A, B</p> <p>Disadvantaged learners make at least expected or better progress from their individual starting points in Writing.</p>

<p>Mastering Number at KS1</p> <ul style="list-style-type: none"> EYFS, Y1 and Y2 teachers complete CPD about delivering the Mastering Number programme. Mastering Number programme is implemented with the whole class in EYFS and KS1 	<p>Mastering Number Programme (NCETM)</p> <p><i>"This programme will develop solid number sense, including fluency and flexibility with number facts, which will have a lasting impact on future learning for all children."</i></p> <p>The programme's focus on foundational numeracy skills has the potential to support disadvantaged pupils in developing essential mathematical understanding, which will contribute to closing attainment gaps.</p>	<p>Challenge 2</p> <p>Intended Outcome: B</p> <p>Disadvantaged learners make at least expected or better progress from their individual starting points in Maths.</p>
<p>Develop oral language</p> <ul style="list-style-type: none"> Develop the use of oral language across the curriculum, focusing on discussion, effective questioning, and interactive teaching techniques. This includes the explicit teaching of vocabulary and using stem sentences to support classroom discussion. Improve speech and language through introduction of early speech and language screening tool 	<p>This aligns with insights from the EEF that a knowledge-rich curriculum can aid language development by providing context and vocabulary.</p>	<p>Challenge: 3</p> <p>Intended Outcome: C</p> <p>Lesson observations and Pupil voice activities show that the language deficit for disadvantaged pupils is diminished, and these pupils can communicate clearly and have a wide vocabulary.</p>

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

Budgeted cost: £33053

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Precision Teach intervention:</p> <ul style="list-style-type: none"> Utilise teaching assistants effectively by having them deliver structured reading, spelling and times tables interventions using 	<p>Research shows that when teaching assistants are properly trained and used in targeted support roles, they can significantly affect pupil outcomes (EEF Toolkit).</p>	<p>Challenge: 1, 4</p> <p>Intended Outcome:</p> <p>Disadvantaged learners make at least expected or better progress from their individual starting points in Writing.</p>

<p>precision teach methods to target specific individual children.</p>		
<p>Oral communication</p> <ul style="list-style-type: none"> Employment of a specialist speech therapist to provide some additional SaLT assessment and advice for high-priority pupils, in addition to providing CPD for teaching assistants. 	<p>Specialist speech therapist is employed to support identified pupils to improve their speech and language. The therapist will also work alongside teaching assistants to upskill them so that sessions can be delivered in school.</p> <p>EEF -Teaching and Learning Toolkit: Oral language interventions consistently show positive impact on learning.</p> <p>EEF – social and emotional learning – improves interactions with others and self-management of emotions</p>	<p>Challenge: 3 Intended Outcome: C Disadvantaged learners can communicate effectively and have an appropriate vocabulary to support good learning.</p>
<p>Phonics intervention</p> <ul style="list-style-type: none"> Additional reading and phonics using Little Wandle 'Keep Up' and 'Catch Up' intervention to be delivered to specific pupils across the school 	<p>Pupils identified through termly phonics screening to receive additional 1:1 intervention, at least 3 times a week with a teaching assistant trained to deliver phonics teaching in line with school approach.</p> <p>EEF Teaching and Learning Toolkit - Teaching assistant led intervention</p>	<p>Challenge: 1 Intended Outcome: B Disadvantaged learners' make at least expected or better progress from their individual starting points in Writing.</p>
<p>Maths Intervention</p> <ul style="list-style-type: none"> Some TAs will complete training and deliver the White Rose Primary Intervention Programme to targeted individual pupils. 	<p>The White Rose Primary Intervention Programme is highly beneficial for disadvantaged learners due to its focus on addressing educational gaps with structured, evidence-based methods. It aligns closely with the National Curriculum and focuses on number and calculation. This is effective for students who may have fallen behind.</p> <p>White Rose Education</p>	<p>Challenge 2 Intended outcome: B Disadvantaged learners' attainment in the Year 4 Multiplication tables check is in line with non-disadvantaged learners.</p>
<p>Dyslexia Gold intervention</p> <ul style="list-style-type: none"> Use diagnostic assessment software such as 'Dyslexia Gold to frequently assess and identify reading and spelling difficulties. Targeted pupils use the programme for 12 weeks, aiming to close the gap in 	<p>Dyslexia Gold focuses on foundational skills such as phonological awareness, eye control, and phonics blending. This is crucial for learners who might not benefit from standard literacy interventions, particularly disadvantaged students who may lack additional support outside school</p> <p><i>"After three months of using Literacy Gold, children showed an average improvement of 12 months in their reading age."</i></p>	<p>Challenge: 1 Intended Outcome: B,D Disadvantaged learners have access to resources to support the learning of key skills. There is improvement in attainment in reading, writing and spelling</p>

reading and spelling attainment.	Dyslexia Gold	
Shine Intervention Resources <ul style="list-style-type: none"> Following the completion of whole school assessments 3 times a year, Shine resources identify gaps in reading and maths. These resources are used by teaching assistants to provide targeted interventions. 	EEF -Teaching and Learning Toolkit: <i>Small group tuition has an average impact of four months' additional progress over the course of a year.</i>	Challenge: 1, 2 Intended Outcome: B Disadvantaged learners' gaps in learning are identified through diagnostic tests. Shine materials will close gaps in learning so that learners can make progress.

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

Budgeted cost: £33053

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Help Support <ul style="list-style-type: none"> Pastoral Support Assistant employed for 15 hours a week to co-ordinate our early help offer and be a point of contact for parents. 	EEF Toolkit – Parental engagement Having a dedicated person to build a relationship with parents leads to improved relationships with school.	Challenge: 4, 5, 6 Intended Outcome: D CPOMS records show that an increasing number of disadvantaged learners and their families have been able to receive early help intervention and support.
Improve attendance and punctuality <ul style="list-style-type: none"> Pastoral Support Assistant employed for 15 hours a week to co-ordinate whole school procedures to monitor attendance and to support parents to improve attendance and punctuality, ensuring that swift action is taken to support families with persistent absence. Pastoral Support Assistant, Admin 	DfE – Improving school attendance (March 2022) Monitor and analyse attendance data regularly to ensure that intervention is delivered quickly to address absence. Use attendance, pastoral and SEND staff who are skilled in supporting pupils and their families to identify and overcome barriers to attendance.	Challenge: 6, 7 Intended Outcome: F School records show that disadvantaged learners have been contacted by letter or phone or/and had face to face meetings with the Pastoral Support Assistant or Headteacher to offer support to improve cases of persistent absence.

<p>staff, AHT and Headteacher to monitor attendance, report regularly and offer support to parents.</p>		
<p>Delivery of targeted interventions to promote positive social, emotional and mental health.</p> <ul style="list-style-type: none"> • Provision of 1:1 Thrive intervention for targeted children implemented by our Thrive practitioners. • ELSA intervention • Forest School intervention • Lego Therapy • Incredible Five Point Scale • Social Skills games 	<p>EEF Toolkit Social and Emotional Learning.</p> <p><i>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</i></p>	<p>Challenge: 5</p> <p>Intended outcome: E</p> <p>A high proportion of pupils accessing these targeted interventions are from disadvantaged families. They will be more able to self-regulate in order to positively engage in lessons.</p>
<p>Access to after school home learning club</p> <ul style="list-style-type: none"> • Currently available for disadvantaged learners in Y6, in order to provide teaching support and resources so that they can complete home learning. 	<p>The Sutton Trust</p> <p>"To level the playing field outside of the classroom, the Sutton Trust is recommending that schools establish 'homework clubs' to give disadvantaged pupils the extra support they need."</p>	<p>Challenge : 1, 2</p> <p>Intended outcome: B, D</p> <p>A high proportion of disadvantaged learners in Year 6 attend homework club in order to close the attainment gap between them and their peers.</p>
<p>Subsidised access to wraparound care and free access to extra-curricular clubs.</p> <ul style="list-style-type: none"> • Support social, emotional and mental health and improve transitions for specific children by offering access to before and after school care. • Prioritise access to free extra-curricular clubs to children from disadvantaged families 	<p>The Nuffield Foundation</p> <p>"Disadvantaged primary school pupils who attended after-school clubs once a week achieved, on average, a 1.7-point higher Key Stage Two score than predicted based on prior achievement."</p> <p>The Family and Childcare Trust</p> <p>"Wraparound childcare can support working parents and provide a stable environment for children, contributing to better educational outcomes."</p>	<p>Challenge: 5, 6, 8</p> <p>Intended outcome:</p> <p>A high proportion of disadvantaged learners access extra-curricular clubs.</p> <p>If required, to support a child's social, emotional and mental health, disadvantaged learners are able to access wraparound care at a subsidised cost.</p>

<p>Meet and greet sessions</p> <ul style="list-style-type: none"> Teaching Assistants are deployed in order to provide a positive start to the day for specific children 	<p>School records show that a number of children find the transition to school in the morning difficult due social, emotional and mental health issues.</p> <p>Supporting the Attainment of Disadvantaged Pupils (DfE)</p> <p><i>“Schools that prioritise positive interactions and relationship-building see better outcomes in attainment and well-being.”</i></p>	<p>Challenge: 6,7</p> <p>Intended Outcome:</p> <p>Behaviour records show that identified children have had a smooth transition to school in the morning and this has had a positive impact on their behaviour.</p>
<p>Plan and implement ‘Affordable Schools Strategy’</p> <ul style="list-style-type: none"> All children are able to participate in learning outside the classroom opportunities (day trips, residential trips and swimming lessons) as costs are subsidised for disadvantaged families. Provide information to parents about the cost of trips to allow for budget planning Provide information on the website with links to relevant financial support. Provide uniform items for disadvantaged families if needed. 	<p>Child Poverty Action Group</p> <p><i>The causal relationship between child poverty and educational outcomes is well established, with children from lower income households less likely to achieve than their more affluent peers.</i></p> <p>Ofsted research (2019) places emphasis on providing cultural capital, particularly for disadvantaged pupils.</p>	<p>Challenge: 8</p> <p>Intended Outcome: D</p> <p>Affordable Schools strategy has been developed and implemented including providing parents with information about future costs and information available on the website.</p> <p>Disadvantaged learners have received a subsidy for trips in order to engage in wider curriculum activities.</p>

Teaching: £33053

Targeted Academic Support: £33053

Wider Strategies: £33053

Total budgeted cost: £99,160

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

At the end of this academic year, 69 of the school's 187 pupils, that are considered for Pupil Premium, are classified as disadvantaged, this is 36.9% of our cohort. This is 10.6% higher than the national average of 26.3%.

Challenge 1: low attainment for disadvantaged learners in reading

Internal and external monitoring highlights that the school continues to have a strong fidelity to the 'Little Wandle Letters and Sounds' scheme and pupil outcomes in the Year 1 phonics check show that the expected standard percentage has increased by 6.9% from 73.1% in 2022/23 to 80.0% in 2023/24, this includes pupils in the Complex Needs Resource Base (84% excluding pupils in the CNRB). This is equivalent to approximately 2 more pupils achieving the expected standard in 2023/24 compared to 2022/23.

When comparing the performance for Year 1 disadvantaged pupils to non-disadvantaged pupils the results are strong. 83% of disadvantaged pupils (5 pupils) passed the phonics screening check, achieving above the national average, compared to 78.9% of non-disadvantaged pupils (15 pupils).

However, from a Year 2 phonics cohort of 8 pupils (3 pupils in mainstream and 5 pupils in CNRB), 12.5% achieved the expected standard of 32, this relates to 1 pupil. It will be important to focus the new Pupil Premium strategy on providing additional intervention to ensure that all pupils in Year 2 pass the phonics check by the end of Key Stage 1.

In EYFS, 63% of the mainstream cohort achieved the Early Learning Goal for Word Reading. Disadvantaged learners performed well, 71% achieved the Early Learning Goal compared to 56% of pupils who are not disadvantaged. 'Keep Up' and 'Catch Up' intervention to improve outcomes for all learners will be a priority as the class moves into Year 1.

The Reading assessment outcomes show a mixed picture with two cohorts showing a small gap in the performance of non-disadvantaged pupils compared to disadvantaged pupils and two cohorts where disadvantaged pupils have better outcomes than their non-disadvantaged peers.

Reading (excluding CNRB)	% of pupils on track (all)	% of pupils on track non-disadvantaged	% of pupils on track disadvantaged (gap)
EYFS	63%	56%	71% (+15%) 5 pupils
Y1	68%	68%	67% (-1%) 3 pupils
Y2	73%	82%	40% (-42%) 2 pupils
Y3	77%	75%	79% (+4%) 11 pupils
Y4	62%	75%	54% (-21%) 7 pupils
Y5	68%	69%	67% (-2%) 10 pupils
Y6	70%	82%	50% (-32%) 5 pupils

Analysis of whole school data from 2023/24 highlights that Writing has the weakest attainment and biggest gaps between non-disadvantaged and disadvantaged learners. As evidenced in

Pupil Progress Meetings, a reason for this is due to poor spelling of high frequency words and application of phonics. Funding will be used to target children who need additional intervention to improve phonic application and recall of high frequency words using the Little Wandle scheme.

Alongside 'Little Wandle' phonics intervention, we have also purchased 'Dyslexia Gold' which has proved successful. 15 pupils accessed Dyslexia Gold and on average, pupils increased their reading age by 5 months over a 3.5 month period. We will continue to embed this next year to ensure that children are able to access this intervention regularly and consistently.

We will continue to provide additional time for all pupils to read for pleasure in school and this will be included in all class timetables. Some funding has been used this year to improve and update the book stock to promote reading for pleasure. Next year, time will be spent developing the school library to promote and encourage children to read for pleasure.

Challenge 2: low attainment of disadvantaged learners in maths

Maths (excluding CNRB)	% of pupils on track (all)	% of pupils on track non-disadvantaged	% of pupils on track disadvantaged (gap)
Y1	76%	84%	50% (-34%) 3 pupils
Y2	68%	82%	40% (-42%) 2 pupils
Y3	77%	75%	79% (+4%) 11 pupils
Y4	76%	100%	62% (-38%) 8 pupils
Y5	68%	69%	67% (-2%) 10 pupils
Y6	67%	82%	40% (-42%) 4 pupils

In Maths the gap in attainment between disadvantaged and non-disadvantaged pupils is greater than the gap in reading attainment.

Multiplication Tables Check

% of pupils achieving a score >20	% of pupils achieving a score >20 non-disadvantaged pupils	% of pupils achieving a score >20 disadvantaged pupils
43% (9 pupils)	37.5% (3 pupils)	46% (6 pupils)

Disadvantaged pupils attainment in the MTC was stronger than non-disadvantaged children. Results were not as strong as last year when 87% of the cohort scored over 20. Funding will need to be used to provide additional intervention to ensure that most children are able to achieve a score over 20.

In the next academic year, to help to address the attainment gap in maths, the school is taking part in the 'Mastering Number' project run by the Maths Hub, which aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 2. The aim over time is that children will leave Key Stage 1 with better fluency in calculation and a confidence and flexibility with number. In addition to this, we will be introducing the White Rose Maths Primary Intervention which will be delivered by teaching assistants to children in Key Stage 2. Using 'White Rose Infinity' and 'Learning By Questions' online platforms will also support children to apply their knowledge to solve problems.

We are also going to adapt our lesson structure slightly to ensure that all children are getting increased exposure to reasoning and problem solving.

Challenge 3: disadvantaged families have underdeveloped oral language skills and vocabulary gaps

Our curriculum development work continues to have a focus on developing oral language skills and addressing vocabulary gaps. Teachers have identified key vocabulary for Science, History, Geography and Art. Knowledge Organisers are used across the school to detail the specific vocabulary that is taught.

Whole Class reading sessions and class story time are used to explicitly teach new vocabulary. Monitoring shows that teachers expect children to answer questions in full sentences.

Pupil Premium funding this year has been used to employ a specialist speech therapist to provide some additional SaLT assessment and advice for high-priority pupils, in addition to providing CPD for teaching assistants.

Challenge 4: improve positive relationships with parents of disadvantaged learners

Our work to improve relationships with parents of disadvantaged learners has continued. Parental feedback from the recent OFSTED inspection (June 2024) was particularly positive about pupil wellbeing, communication from the school and the clubs and trips on offer. 83% of parents who responded to the online survey would recommend the school to another parent. This is a considerable increase on the same survey conducted 2.5 years ago.

We have continued to invite parents into school for termly 'open classrooms' sessions and the launch of a new PTFA has contributed to greater parental engagement in extra-curricular activities.

In Year 6, a homework club was trialled, initially inviting only disadvantaged children and then extending to support parents who were finding it difficult to complete learning at home with their child. This was popular and out of the 9 children who regularly attended 6 children were able to achieve the expected standard in reading and maths.

We have appointed an additional Pastoral Support Assistant to join the pastoral team from September. The focus of this role will be on Early Help intervention with families and working closely with parents to support them and signpost to agencies who offer additional support.

Challenge 5: disadvantaged children have poor social, emotional and mental health needs

In the last academic year, 36 children (19% of the total school population) received some form of pastoral support. Of this group, 26 children (72%) were from disadvantaged families.

Support included Thrive and ELSA intervention, enhanced provision, meet and greets and a pastoral breakfast to support transition.

Challenge 6: disadvantaged learners have poor attendance in school

Attendance for the academic year to date is 93.6%, with national at 93.7%. Our Persistent absence rate is 12.6% compared to national at 17.7%.

Our disadvantaged cohort have an overall absence of 6.8%. This is 2.3% higher than the national non-disadvantaged cohort at 4.5%. However, there has been a decrease in the overall absence of the disadvantaged cohort's overall absence from 7.0% in 2022/23, to 6.8% in 2023/24.

Our PA and overall attendance rates are skewed by two disadvantaged pupils who are on roll until 3rd May but who have been living 40 miles away since February and do not attend our school and one disadvantaged pupil who remains on roll but who has been living 40 miles away since February and does not attend our school.

Although there is more to do to further reduce the overall absence of the disadvantaged cohort, this data shows the positive impact of the financial investment from PPG and school funds into the Pastoral Support Assistant role and the high focus on improving attendance across the school.

This challenge is still relevant for the new Pupil Premium Strategy and a priority area now needs to be on reducing the number of late arrivals to school as this is having a negative impact on our attendance data and means that pupils are missing out on short but critical chunks of learning at the start of the school day, impacting on their attainment.

Challenge 7: disadvantaged learners struggle to pay for trips, uniform and extracurricular clubs

Pupil Premium funding has been used to subsidise trips and residential. For both the Year 3 / 4 and the Year 6 residential, all pupil premium children who went on the trip, received a subsidy towards the cost.

There were a variety of day trips throughout the year, pupil premium funding was used to cover the cost for disadvantaged learners.

We continue to ensure that there are no costs for children who wish to attend extra-curricular clubs after school to ensure that they are accessible for all families.

This year the school has adopted Wiltshire's Affordable Schools Strategy and we have developed strategies and initiatives to support families with the cost of the school day. We have produced a costed calendar of enrichment activities so that costs can be shared with parents in advance and payments spread over a period of time.

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
White Rose Primary Intervention	White Rose Education
Dyslexia Gold	Engaging Eyes Ltd

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Provision of ELSA from qualified TA

What was the impact of that spending on service pupil premium eligible pupils?

Support pupils' wellbeing and mental health.