

Review of Pupil Premium Spend 2023-2024

The aims below are taken from our 3-year strategy to improve outcomes for disadvantaged pupils.

Proposed Outcomes		
Aim	Success Criteria	Review (July 2023)
1. Improve communication and engagement between home and school in the EYFS.	Evidence on Tapestry shows active engagement with the activities sent home, to encourage communication and language between parents/carers and children and improve early interactions.	High: The majority of EYFS families were actively engaged during 2023/24 through posting photos of activities on Tapestry. These families engaged with Talking Teddys, reading for pleasure, topic related activities and homework bags.
2. Develop language and communication skills across the school.	Results from Early Talk Boost interventions show that children make good progress to be at the age-appropriate level.	Medium: All children completing the programme made at least 11 points progress from their starting points and 20% of children moved from 'amber' to 'green'.
3. Embed a Systematic Synthetic Phonics Programme across the school.	Phonics Screening Check Results will be in line with National.	High: The PSC results increased again (from 73% in 2022, 78% in 2023 and 81% in 2024) and continue to be above National (80%). Disadvantaged pupil's results were 63% which was almost in line with National (68%).
4. Improve attendance for PP children.	Attendance for children in receipt of PPG will be 95% or above	Low: Attendance for children in receipt of PPG was below target at 88%. This data was significantly impacted by three children in receipt of PPG who were persistently absent. Although, attendance figures for 'all children' were in line with National (92.8%).
5. Regular parent workshops for classes and PP group.	Parents will actively engage with workshops in school and therefore child's learning.	High: A high percentage of children had parents/carers attend open sessions throughout the year as evidenced on Tapestry.
6. Support children's social and emotional skills for learning.	Targeted nurture group to support children's social and emotional skills for learning using ELSA based activities. Time to Talk Programme to support social and emotional skills and communication and language skills.	Medium: Due to the success of interventions to support children's social and emotional skills, and as indicated by the Boxall Profiles, there wasn't the demand for a fixed nurture group this year. Following on from assessments, it was identified that a particular cohort of children were in need of additional support with playing co-operatively, turn-taking and showing sensitivity towards others. Therefore, time and resources were spent playing turn-taking games with these children to support them in this specific stand of social and emotional development. The ELSA was of course available to support all children with their emotional wellbeing, as and when required.