



The Discovery School

Pupil Premium and Recovery Premium Funding 2024/25

This statement details our school's use of the Pupil Premium Grant (and Recovery Premium for the 2024 to 2025 academic year) to help improve the attainment of our disadvantaged pupils.

The Pupil Premium Grant (PPG) is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who receive a Free School Meal (FSM); those looked after by the local authority (CIC) and the children of armed service personnel.

This statement 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.

All schools are required to report on the amount of funding they have received and how the money is being used to help narrow the gap in achievement for disadvantaged children.

The report below 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. It is intended to inform you about the things we have done in school to support disadvantaged pupils. In addition to the interventions listed, all staff implement strategies that do not incur a cost e.g. quality first teaching and daily quality feedback to children on how well they have worked and what they need to do next in order to improve.

| School Overview | |
|---|---|
| Detail | Data |
| Number of pupils in school | 635 |
| Proportion (%) of pupil premium eligible pupils | 9% |
| Academic year that our current pupil premium strategy plan covers | 2024/2025 |
| Date this statement was published | 9 th October 2024 |
| Date on which it will be reviewed | April 2024 |
| Statement authorised by | Annabel Cornall – Chair of Governors |
| Pupil Premium lead | Tina Gobell - Headteacher |
| Governor lead | Annabel Cornall - lead for Disadvantaged Pupils |

Pupil Premium Strategy Plan

Statement of Intent

All members of staff and the governing board accept responsibility for disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals, including progress for those who are already high attainers.

We expect that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential, now and in the future.

We will consider the challenges faced by disadvantaged pupils, including those who have special educational needs, have a social worker or are young carers. The support we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

In line with the Strategic School Improvement Plan, a significant proportion of the funding will be spent on supporting children with accessing the core knowledge and skills needed to succeed in English and Mathematics. Without the skills, knowledge and expertise needed in these core areas, there will be a barrier to accessing the full curriculum. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Our strategy will follow a continuous, cyclical four-step approach:

1. Diagnosis of our children's challenges and needs
2. Strong evidence which underpins our chosen strategy for support
3. Implementation of our chosen strategy
4. Monitoring and evaluation

This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our Pupil Premium strategy is also integral to our continuing, wider school plans for education recovery following the pandemic, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Children's key stages of development are also a focus at The Discovery School. Early identification of any barriers to learning is paramount. The Inclusion Team and the Social, Emotional and Mental Health Team will support staff in identifying how children can be best supported and will plan accordingly.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and quality first teaching underpinned by best practice and recognised research. To ensure our strategy is effective, we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve



The Discovery School

Pupil Premium and Recovery Premium Funding 2024/25

Section 1: Funding

| Funding Overview | |
|--|---------------------------------------|
| Total number of pupils on roll (September 2023) | 626 Pupils |
| Total number of pupils eligible for Pupil Premium Funding | 51 pupils |
| Total amount of Pupil Premium Funding allocated (2024 – 2025) | £90,200 |
| Total amount of Recovery Premium Funding remaining (2023 – 2024) | £4,520 |
| Total amount of PPG carried forward (2023 – 2024) | £682 (topped up from devolved budget) |
| Total amount PPG and Recovery Premium expected to be spent 2024-2025 | £93,881 |
| Total amount PPG remaining 2024-2025 | £839 |

Provision and expenditure review - Term 1 September 2024

Next Review – End of term 4 2025

Signed:

(Chair of Governors)

Date: 9th October 2024



Section 2: Planning & implementation

Objectives in spending PPG 2024/25

Overcome any barriers to learning that have been identified:

- Ensure that a range of structured teaching strategies and adaptations support effective, independent mathematical learning, specifically for those children that are disadvantaged.
- Phonics – disadvantaged children in Year 1 to achieve in line with non-disadvantaged children nationally.
- 100% of disadvantaged pupils in EYFS to make expected or better than expected progress from relative starting points.
- PPG – disadvantaged children to achieve in line with non-disadvantaged children nationally in reading (and combined core subjects) at the end of KS2.
- PPG – 100% of disadvantaged pupils achieving expected or greater than expected progress in core subjects from relative starting points.
- Ensure that the EYFS curriculum is adapted effectively to ensure that a range of structured teaching strategies and adaptations support effective, learning, specifically for those children that are disadvantaged, have SEND or delayed developmental needs.
- Ensure that disadvantaged children are enabled to attend school regularly with attendance levels at least 96%, with none that are persistently absent (where medical needs do not present)
- Ensure that disadvantaged children access learning activities that enhance their emotional well-being
- Ensure that disadvantaged children can access extra-curricular opportunities

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.

This will include:

- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- Regular fully funded Forest School will be offered to all pupils in EYFS and KS1. Research shows that children's academic attainment, social development, and emotional well-being increase as a result of Forest School, in particular, how social interactions in Forest School support emotional resilience which in turn support academic attainment <https://forestschoollassociation.org/new-research-a-longitudinal-study-on-forest-school/>

Planning, implementation, and evaluation

In planning our pupil premium strategy, we triangulated evidence from multiple sources of data, including assessments, book looks and conversations with parents, children and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also used the Sutton Trust <https://www.suttontrust.com/our-research/> and EEF <https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium>

We used this information to aid identification of continued challenges faced by some of our children.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We used the EEF's <https://educationendowmentfoundation.org.uk/news/new-and-updated-resources-to-help-schools-maximise-the-impact-of-their-pupil-premium-funding> to inform our decision making in allocating resources.

We have put a robust evaluation framework in place for the duration of our plan and will adjust it over time to secure better outcomes for pupils and further narrow the attainment gap between disadvantaged pupils and their non-disadvantaged peers.

Summary of the main barriers to learning faced by eligible pupils

- * Lack of access to extracurricular learning due to financial pressures
- * Parentally condoned absence, resulting in a negative impact on attendance for some pupils
- * School refusal arising from SEMH difficulties
- * External pressures on family life which impacts upon parental support for some pupils, including the current cost of living
- * Lack of early learning opportunities that promote collaborative learning and problem solving
- * Lack of early learning opportunities that promote language development
- * Low levels of social, emotional, mental health and well-being

| Key challenges to achievement that we have identified among our disadvantaged pupils | |
|--|---|
| Challenge number | Detail of challenge |
| 1 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among some disadvantaged pupils in EYFS and KS1. These are evident from Reception through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers. |
| 2 | Assessments, observations, and discussions with teachers suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 3 | Assessments indicate that mathematical attainment among disadvantaged pupils is below that of non-disadvantaged pupils, particularly with fluency and rapid recall in multiplication tables. On entry to Reception class in the last 3 years, show that approximately 66% of our disadvantaged pupils arrive below a typical stage of development compared to 33% of other pupils. |
| 4 | Our assessments and observations indicate that the mental health and wellbeing of many of our disadvantaged pupils is affected to a greater extent than for other pupils. These findings correlate with national studies. |
| 5 | Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for some pupils, notably due to the current cost of living crisis and wider issues of social exclusion in the community. |
| 6 | In 2023-2024, attendance for disadvantaged pupils was lower than that of non-disadvantaged pupils. Our assessments and observations for these children, indicate that absenteeism is negatively impacting upon progress. |

Intended Outcomes 2024 - 2025

How we will spend the pupil premium, the reasons for this approach and the outcomes we are aiming for by the end of our current strategy plan.

| Intervention | Cost | Intended outcome | Success criteria |
|---|--------------------------------------|---|---|
| Precision and Pre-teaching teaching – daily | TA support - £9,264 | To ensure that gaps in learning are quickly addressed to secure better than expected progress. | Assessments and observations indicate significantly improved outcomes, with disadvantaged pupils achieving in line with their non-disadvantaged peers. This is evident when triangulated with other sources of evidence, including statutory assessments, formative assessment, engagement in lessons, book scrutiny and pupil voice. |
| Year 1 Literacy and Numeracy support – daily | TA support - £7,226 | To ensure that those PPG pupils that did not reach a GLD in FS make accelerated progress so that they are achieving in line with their peers at the end of Year 1 | KS2 reading outcomes will show that 85% disadvantaged pupils met the expected standard and 35% met the higher standard. |
| Individual phonics tuition– daily | Additional CT support - £4,261 | To ensure that 100% of children reach the phonics threshold by the end of KS1 | KS1 (Year 1) phonics outcomes will show that 100% disadvantaged pupils (without SEND) met the phonics threshold in Year 1. |
| KS1 and KS2 Lunchtime Social Interventions Groups – daily | TA- £2,916 | To develop emotional resilience | Sustained high levels of wellbeing will be demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations |
| KS1 Additional speech and language intervention – daily | Additional HLTA support - £10,698 | To ensure identified pupils receive targeted support in language development | Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. |

| Intervention | Cost | Intended outcome | Success criteria |
|---|---|---|--|
| Online reading interventions to increase fluency and stamina in KS2– Reading Plus (270 licences) | Licences and electronic devices- £2,783 | To ensure that children read with the stamina and fluency required to access a range of challenging texts. | KS2 reading outcomes will show that 80% disadvantaged pupils met the expected standard and 25% meet the higher standard. This will be shown through moderated teacher assessments and end of KS2 statutory assessments |
| Mental Health and Well-being support - daily Attendance support | Family Support Manager- £1,679 | To improve parental engagement and attendance (where applicable) | A sustained & significant increase in parental engagement with school Attendance of disadvantaged children will be >96% |
| Additional full-time TA to support disadvantaged children in EYFS | TA support – £14,598 | To ensure that those PPG pupils that did not access pre-school opportunities are supported to make accelerated progress in EYFS | An increase in the % of children completing the EYFS achieving a typical level of development 100% of disadvantaged pupils making better than expected progress for relative starting points |
| Access to Forest School (EYFS, KS1 and targeted KS2) to enable language development, collaborative working, problem solving and enhanced well-being | CT support - £10,530 | To develop high quality personal development skills and resilience which will positively impact upon learning | Sustained high levels of wellbeing will be demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations |
| Access to extra-curricular opportunities – music tuition and sport | £1,297 | To ensure that disadvantaged pupils enjoy enhanced access to cultural and sporting activities and experiences | A sustained & significant increase in participation in enrichment activities, particularly among disadvantaged pupils will be recorded |
| Boxhall Profile licence | £390 | To ensure learning is suitably adapted to support targeted children | Children will be able to successfully access the National Curriculum. |
| Attendance at Breakfast and After School Club for targeted children | £5,329 | To support access to school, particularly late or non-arrival | Attendance of disadvantaged children will be =>96% |

| Intervention | Cost | Intended outcome | Success criteria |
|--|-------------------------|--|--|
| Therapy Dog | £171 | To develop emotional resilience | Sustained high levels of wellbeing will be demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations |
| UKS2 Mastery mathematics tuition – 3 x weekly before/after school (30 minutes) UKS2 mathematics tuition – 3 x weekly before/after school (30 minutes) UKS2 Writing tuition – 3 x weekly before/after school (30 minutes) | Teacher (QTS) - £10,371 | To ensure that disadvantaged pupils are provided with the additional support required to secure learning within the expected standard or higher standard/ greater depth in core subjects | End of KS2 outcomes will show disadvantaged children achieving the expected standard in reading, writing and mathematics, in line with the levels achieved by non-disadvantaged children nationally. |
| LKS2 focused tuition on acquiring proficiency in times tables. | Teacher (QTS) - £8,162 | To ensure that disadvantaged children receive the support required to achieve an average point score that is comparable to that achieved nationally by all pupils. | Disadvantaged children will achieve an average point score that is comparable to that achieved nationally by all pupils. |
| Subsidised school trips, including Residential stays | £4,206 | To ensure that disadvantaged children enjoy the same opportunities outside of the curriculum that non-PPG pupils enjoy | A sustained & significant increase in participation in enrichment activities, particularly among disadvantaged pupils will be recorded |

All staff have been set Performance Appraisal targets linked to further ‘narrowing the gap’ in achievement for all pupils, including disadvantaged children.

The School Strategic Improvement Plan (SIP) 2024 – 2025 additionally focuses on improved outcomes for disadvantaged children.

| Teaching activity (for example, CPD, recruitment and retention) in this academic year 2024 - 2025 <i>How we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above</i> | | |
|--|---|---|
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase of standardized NFER/CAT diagnostic assessments. Refresher training for staff to ensure assessments are interpreted and administered correctly. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF | 1, 2, 3 |
| Embedding oracy opportunities and specific speech and language activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding, extend and develop vocabulary. | There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF | 1, 2, 3 |
| Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for disadvantaged pupils | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF | 2 |
| Support for home learning and reading intervention to secure stronger fluency and stamina in reading | Reading Plus is an evidence-based adaptive reading intervention and improvement program with a large research portfolio that demonstrates statistically significant effects on improving pupil outcomes in reading comprehension, fluency and stamina https://www.readingplus.com/research-results/ | 2 |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time from our CPD budget to embed key elements of guidance in school and to access Maths Hub resources and CPD | The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3/ | 3 |
| Use Nurture UK/Boxhall profile to secure deeper understanding of how Adverse childhood Experiences (ACES) impact learning | Nurture UK is accredited organisation dedicated to improving the social, emotional, mental health and wellbeing of children, giving them the social and emotional skills needed to do well at school: https://www.nurtureuk.org/research-evidence/ | 1,2,3,4 Budgeted PP cost: £3,173 |

| Targeted academic support (for example, tutoring, one-to-one support structured interventions) <i>How we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above</i> | | |
|---|--|--|
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Implement a programme to improve speech, listening and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. | Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) | 1 |
| Additional phonics sessions and a precision teaching programme targeted at disadvantaged pupils who require further phonics support. | Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF | 2 |
| Engaging with bespoke, additional tutoring to provide a blend of tuition & mentoring for disadvantaged pupils, including those who are high attainers. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | 1,2 |
| Targeted mathematics and writing sessions targeted at disadvantaged pupils who require further support in closing any gaps in learning, including those who are high attainers. | National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3/ https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/closing-the-attainment-gap | 3 |
| Targeted early learning support targeted at disadvantaged pupils who require further support. | Gaps between more affluent children and their peers emerge before the age of 5, so targeted intervention to support children's learning in the early years are likely to be particularly important for children from disadvantaged backgrounds. Early Years Teaching and Learning Toolkit: https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years | 1, 2, 3 Budgeted PP cost: £64,580 |

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

How we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|---|
| <p>Embedding principles of good practice set out in the DfE's Working Together to Improve School Attendance.</p> <p>This will involve training and release time for staff to develop and implement new procedures and to improve attendance.</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> | 4, 5, 6 |
| <p>Enhanced access to extra-curricular activities such as specialist music and sport tuition, residential stays</p> <p>Access to Forest School (EYFS, KS1 and targeted KS2) to enable language development, collaborative working, problem solving and enhanced well-being</p> <p>Access to daily social intervention groups, facilitated by staff with appropriate training to develop and improve self-regulation</p> | <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social and Emotional Learning (SEL) can lead to learning gains of +4 months over the course of a year. The guidance stresses that effective SEL is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their non-disadvantaged classmates</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf</p> | 4, 5, 6 |
| <p>Contingency fund for acute issues.</p> | <p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p> | <p>All</p> <p>Budgeted PP cost:</p> <p>£26,128</p> |



The Discovery School

Pupil Premium Grant 2023/24

Section 3: Review and evaluation

Review of outcomes in the previous academic year

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

Assessments during 2023/24 showed that the performance of disadvantaged pupils was in line with non-disadvantaged pupils nationally in EYFS. The positive impact of Forest School provision was evident in our youngest children, with 60% of disadvantaged children in EYFS achieving a Good Level of Development at the end of EYFS (compared with 49% across the Local Authority).

Dedicated support for language development has had a positive impact in 2023-2024, with 100% of disadvantaged children meeting the phonics threshold at the end of KS1.

Whilst a higher % of non-disadvantaged pupils in our school achieved the expected standard in reading, writing and mathematics at the end of KS2 compared to disadvantaged pupils, disadvantaged children (without SEND) in our school attained higher than non-disadvantaged children nationally in all core subjects. The % of all disadvantaged children achieving the expected standard in reading, writing and mathematics in our school was higher than that achieved by disadvantaged children across the Local Authority. This evidences the positive impact of the work undertaken by the school over time. However, the residual attainment deficit between disadvantaged and non-disadvantaged pupils in our school means that this will remain an active focus for the coming academic year.

Overall attendance for disadvantaged pupils in 2023/24 was lower than that of non-disadvantaged children (though higher than that achieved nationally). Our assessments and observations for these children, indicate that absenteeism is negatively impacting upon progress. This is why attendance is a continued focus in our current plan.

| | |
|--|---|
| Total PPG received 2023 - 2024 | £57,941 plus £7,831 Recovery Premium plus £3,678 carried forward from 2022/2023 |
| Total PPG expenditure 2023 - 2024 | £70,132 |
| Total PPG remaining 2023 - 2024 | -£682 (topped up from devolved budget) |

Expenditure and Impact Report 2023-2024

| Objective | Intervention | Cost | Impact |
|---|--|--------------------------------|--|
| To ensure that gaps in learning are quickly addressed to secure better than expected progress. | Precision and Pre-teaching teaching – daily | TA support - £8,474 | Assessments and observations indicate that all disadvantaged children made expected or better progress from relative starting points. However, an attainment gap between disadvantaged children and their non-disadvantaged peers is evident. This will remain a targeted focus of intervention in 2024/2025. |
| To ensure that those PPG pupils that did not reach a GLD in FS make accelerated progress so that they are achieving in line with their peers at the end of Year 1 | Year 1 Literacy and Numeracy support – daily | TA support - £6,610 | Assessments showed that those PPG pupils (without SEND) that did not reach a GLD in FS made better than expected progress and achieved a GLD by the end of term 1 in Year 1. By the end of Year 1, these children were achieving in line with their peers at the end of Year 1 in the areas of mathematics and reading. Disadvantaged children with SEND made accelerated progress from their relative starting points in core skills. |
| To ensure that 100% of children reach the phonics threshold by the end of KS1 | Individual phonics tuition– daily | Additional CT support - £4,986 | End of KS1 phonics outcomes show that 100% disadvantaged pupils met the phonics threshold by the end of Year 2. |
| To develop emotional resilience | KS1 and KS2 Lunchtime Nurture Group – daily | TA- £5,649 | Sustained high levels of wellbeing have been demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations |

| Objective | Intervention | Cost | Impact |
|--|---|--|--|
| To ensure that disadvantaged pupils are provided with the additional support required to secure learning within the expected standard or higher standard/ greater depth in core subjects | <p>UKS2 Mastery mathematics tuition – 3 x weekly before/after school (30 minutes)</p> <p>UKS2 mathematics tuition – 3 x weekly before/after school (30 minutes)</p> <p>UKS2 Writing tuition – 3 x weekly before/after school (30 minutes)</p> | Teacher (QTS) - £10,371 | <p>End of KS2 outcomes showed 67% of disadvantaged children achieved the expected standard in reading, compared to 61% in Kent, 60% of disadvantaged children achieved the expected standard in writing, compared to 58% in Kent, 67% of disadvantaged children achieved the expected standard in mathematics, writing and mathematics, compared to 54% in Kent.</p> <p>In order to further close the gap, this will remain a targeted focus of intervention in 2024/2025.</p> |
| To ensure that children read with the stamina and fluency required to access a range of challenging texts. | Online reading interventions to increase fluency and stamina in KS2– Reading Plus (270 licences) | <p>Licences - £2,584</p> <p>Electronic devices- £200</p> | KS2 reading outcomes showed that 67% of disadvantaged pupils achieved the expected standard in reading at the end of Year 6, compared to 74% of pupils nationally. In order to further close the gap, this will remain a targeted focus of intervention in 2024/2025. |
| To improve parental engagement and attendance (where applicable) | Mental Health and Well-being support - daily Attendance support | Family Support Manager- £1,536 | A sustained & significant increase in parental engagement with school has been noted, with 94% of the parents of all disadvantaged children attending parent consultations or other meetings throughout the year. |
| To ensure that those PPG pupils that did not access pre-school opportunities are supported to make accelerated progress in EYFS | Additional full-time TA to support disadvantaged children in EYFS | TA support – £13,355 | 100% of disadvantaged pupils made better than expected progress for relative starting points, with 60% of disadvantaged children reaching a Good Level of Development, compared to 68% of all children nationally. |

| Objective | Intervention | Cost | Impact |
|---|--|-----------------------|--|
| To develop high quality personal development skills and resilience which will positively impact upon learning | Access to Forest School (EYFS, KS1 and targeted KS2) to enable language development, collaborative working, problem solving and enhanced well-being | CT support - £4,990 | Sustained high levels of wellbeing have been demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations |
| To ensure that disadvantaged pupils enjoy enhanced access to cultural and sporting activities and experiences | Access to extra-curricular opportunities – music tuition and sport | £362 | A sustained & significant increase in participation in enrichment activities among disadvantaged pupils has been recorded, with 92% of disadvantaged pupils engaging in curriculum enhancement and extra-curricular activities. |
| To ensure learning is suitably adapted to support targeted children | CPD focused on national nurturing school accreditation – all teachers able to assess using the Boxhall Profile and assign appropriate interventions to enable effective characteristics of learning Boxhall Profile licence | INSET Day £390 | Children have been able to successfully access their learning through an increased knowledge and understanding of how adverse childhood experiences (ACES) can impact learning. Through using Mazlo's hierarchy of need, teachers have been able to adapt the learning environment and conditions for learning so that all children have been able to access their learning. |
| To support access to school, particularly late or non-arrival | Attendance at Breakfast and After School Club for targeted children | £4,845 | Attendance of disadvantaged children was 93.4% compared to 95.6% of non-disadvantaged children. However, disadvantaged children's overall attendance was higher than that achieved by all pupils nationally (93.2%). |
| To ensure children are properly nourished and ready to learn | Food vouchers | £1,765 | Food voucher have been provided throughout the year, resulting in increased positive parent engagement with the school and children's improved well-being and readiness to learn |

| Objective | Intervention | Cost | Impact |
|--|--|--------|--|
| To ensure that disadvantaged children enjoy the same opportunities outside of the curriculum that non-PPG pupils enjoy | Subsidised school trips, including Residential stays | £4,015 | Equal opportunities to engage with enrichment activities provided. |