

Pupil premium strategy statement 2022-2025 Year 3 (2024-25)

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Thundersley Primary School
Number of pupils in school (Sept 2024)	448 (49 PPG including 2 LAC, 1 adopted)
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022/23 2023/24 2024/25
Date this statement was published	November 2024
Date on which it will be reviewed	October 2025 (termly throughout the year)
Statement authorised by	Simon English (Chair of Governors)
Pupil premium lead	Emma Dawson (Headteacher)
Governor / Trustee lead	Denise Murphy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£83,190

Part A: Pupil premium strategy plan

Statement of intent

All of our staff members and Governing Body take responsibility for ensuring that our disadvantaged children achieve the best possible outcomes – academically, pastorally and socially within our caring and nurturing school. Our vision for all our pupils is to create aspirational, resilient, lifelong learners who are curious about the wider world and ready for life in an ever-changing society. We are all committed to give our disadvantaged children every chance to succeed and ‘be the best they can be’. We are determined to narrow the gap that still exists in achievement for children in the disadvantaged group.

In order to be successful in improving outcomes for our disadvantaged children we:

- Ensure all our stakeholders have the highest expectations for our children.
- Use data from the Education, Endowment Trust to inform our choices so that we use research-based interventions, which have high impact. We will work as part of the Robus Multi-Academy Trust to participate in action research, led by the ‘Evidence Lead in Education’.
- Ensure that our Big Question curriculum has clear progression, incorporates the development of cultural capital and addresses social disadvantage.
- Ensure that learning to read and good oracy skills are at the heart of our curriculum.
- Ensure that ‘High Quality Teaching’ is in place across the school and that the core subjects of English and mathematics are taught to the highest standard so that children have the skills they need to access learning across the curriculum and life beyond the classroom.
- Ensure that support staff are trained to the highest standards so that they can enable disadvantaged children to reach their potential, by supplementing the work of the class teacher through use of the scaffolding framework.
- Track the progress of the disadvantaged children at regular pupil progress meetings to ensure that they make excellent progress.
- Give teachers dedicated time to spend one to one with disadvantaged children so that they really get to know them, listen to their voice and provide them with feedback on their learning.
- Recognise the challenges faced by our vulnerable pupils, including those who have, or have had, a social worker, and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.
- Have a robust ‘growth and development’ model of performance management for all Teachers and Learning Support Assistants.
- Engage parents and carers in their children’s learning at home and at school by giving them the tools to do so through workshops and information.
- Ensure that disadvantaged children have access to a broad range of educational experiences that we offer to open their minds to the wider world and the possibilities ahead through residential trips, learning a musical instrument, sporting events.

Challenges

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

Challenge number	Detail of challenge
1	Our data shows that on average, disadvantaged children have lower attainment and slower rates of progress. Some disadvantaged children have knowledge gaps and find it difficult to retain/recall prior knowledge.
2	By observing and working with children, and talking with teachers and parents, we have found that some disadvantaged children have poorly developed learning behaviours. They may find it difficult to work independently, organise their learning, make links in their learning and reflect on what they have done.
3	Our attendance data shows that there are lower attendance and punctuality rates and higher rates of persistent absenteeism amongst disadvantaged children. Our assessments and observations indicate that absenteeism and lateness is negatively affecting the progress of disadvantaged children.
4	By talking with families, we have found that some of our disadvantaged children may have social and emotional needs, which impact negatively on their education for example, attachment difficulties, emotional regulation difficulties and anxiety.
5	By listening to, observing and assessing our children, we have found that many of our disadvantaged children have underdeveloped language skills. This includes speech and language difficulties and a lack of exposure to a wide range of vocabulary.

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
Disadvantaged children make at least expected progress from their individual starting points across the curriculum and especially in reading, writing and mathematics. The gap between the progress and attainment of disadvantaged pupils and non-disadvantaged pupils is diminished.	KS2 reading outcomes in 2024/2025 such that more than 75% of disadvantaged pupils meet the expected standard. KS2 mathematics outcomes in 2024/2025 such that more than 75% of disadvantaged pupils meet the expected standard. KS2 writing outcomes in 2024/2025 such that more than 75% of disadvantaged pupils meet the expected standard.
Children will have good self-organisation skills, resilience and determination. They will be able to work independently with increasing confidence and reflect on their work.	Our disadvantaged children will master metacognition and self-regulation, and this will have a significant impact on their engagement with the curriculum and subsequently on their attainment and progress. We will use 'Myself as a Learner' Scale to assess the impact for children in Year 2 and above.

<p>To improve attendance and punctuality rates for disadvantaged children.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. • The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no more than 3% lower than their peers.
<p>Disadvantaged children have improved personal, social and emotional skills and a sense of belonging at school.</p>	<p>Sustained levels of well-being from 2024 / 2025 demonstrated by:</p> <p>Disadvantaged children are more engaged in their learning and show increasing independence and resilience.</p> <p>There will be consistency amongst staff whilst dealing with social, emotional and well-being concerns. All staff to follow 'Trauma Perceptive Practice' way of working. This will lead to a sense of well-being and enhanced belonging at school. Significant increase in participation of disadvantaged children in enrichment activities such as clubs, and school trips and journeys.</p>
<p>The language deficit for disadvantaged children is diminished.</p> <p>School will continue to develop a reading culture which ensures that all children read regularly and develop a love of books which is embedded throughout the school community.</p>	<p>Assessments and observations indicate significantly improved oral language amongst disadvantaged children. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p>Improved oral language skills and vocabulary among all pupils including disadvantaged pupils.</p>	<p>Communication and Language prime area of EYFS framework to be in line with or above local and national averages. Thundersley Systematic Synthetic Phonics scheme embedded throughout the school 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 and ongoing formative assessment.</p>

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: £41,595

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD provided for all staff so that teachers have a good understanding of the evidence on the impact of developing the oracy skills of all children.	The EEF has produced a number of reports detailing research which shows the impact of improving children's oracy on all areas of the school curriculum. We have explored the work of researchers at Cambridge university focussing on oracy and practitioners at Voice 21, a national charity which helps schools to build speaking and listening into their curriculum in order to improve oracy skills at our school.	All
Ensure that the 'growth' and 'instructional coaching' model of professional development for all teaching staff is successfully improving teaching and learning.	Our Growth Professional Development strategy will focus on teachers and Learning Support Assistants choosing an aspect of teaching that has been well evidenced to lead to improved outcomes for our children. The strategies they can choose to work on are: <ul style="list-style-type: none"> • Metacognition and self-regulation • Questioning and feedback • Memory Retrieval • Dual coding • Spaced and interleaved learning • Managing cognitive loading • Maximising the impact of Teaching Assistants • Embedding the Early Reading Framework • The effect of strong relationships on outcomes <i>Research provides strong support for the promise of coaching, or job embedded professional development, particularly on improving teachers' classroom instruction. Jacobs, Boardman, et al. (2018)</i>	1 and 2
Accelerated reader programme embedded across KS2.	Pupils who use Accelerated Reader are more likely to: <ul style="list-style-type: none"> • Enjoy reading • Have a favourite book • Agree that reading is cool • Read regularly at least once a week outside class More than 30 years of research prove Accelerated Reader is highly effective at raising reading achievement for pupils of all ability levels.	1, 2 and 5
Thundersley Systematic Synthetic Phonics programme embedded in EYFS/KS1. Release time for	EEF Phonics and Teaching Toolkit Phonics has a positive impact overall (+5 months) with very extensive evi-	1 and 5

<p>literacy lead to ensure that in all classes our Thundersley Systematic Synthetic Phonics programme is being followed consistently and is effective.</p>	<p>dence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds</p> <p>It is an expectation of the Department of Education that schools take an approach to the teaching of phonics that is rigorous, systematic, used with fidelity (any resources used should exactly match the Grapheme Phoneme Correspondence (GPC) progression of their chosen SSP approach), and achieves strong results for all pupils, including the most disadvantaged. All children in receipt of PPG read to an adult at school every day.</p>	
<p>Robus Research Review programme embedded across the trust</p>	<p>The purpose of this review is to get schools to work together and choose a research-based focus to enhance teachers' practice. The review is focussed on Metacognition and self-regulation skills.</p> <p>This strategy was taken from the Education Endowment Foundation report on cognitive science and can add up to 6 months of progress.</p>	<p>1 and 2.</p>
<p>Disadvantaged children have access to a broad range of educational experiences such as residential trips, sports and music clubs etc</p>	<p>The breadth of extra-curricular activities, spanning the musical, artistic, social and sporting domains, are widely considered valuable life experiences that should be open to all young people, regardless of background or where they happen to live.</p> <p>Activities such as being a member of a sports team, learning a musical instrument, or attending a local youth group are thought to be enriching life experiences. Apart from their inherent value, it is often claimed that young people can also develop positive tangible outcomes from these experiences of interacting and working with others through organised extra-curricular activities, which could benefit them in later life.</p> <p>DfE:An-unequal-playing-field-extra-curricular-activities-soft-skills-and-social-mobility</p>	<p>All</p>

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

Budgeted cost: £20,797

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lexia purchased as an adaptive teaching tool to progress the phonic and reading levels of our children.	<p>Evidence-based research studies have demonstrated that Lexia's literacy program, Core5, contributes to pupils' success on standardised reading assessments.</p> <p>Key Findings:</p> <p>Lexia programs contribute to improved scores on standardised reading tests for pupils in primary school.</p> <p>Targeted populations (such as pupils who are low performers) benefit significantly from Core5.</p> <p>Pupils who are English Learners show significant benefits from Core5, in some cases closing the reading gap with their native English-speaking peers.</p> <p>Lexia also supports the transition between learning to read and reading to learn.</p> <p>A recent EEF study rated Lexia as a low-cost & effective solution, particularly for FSM pupils.</p>	1, 2, 4 and 5
Small group maths or literacy support instruction for our pupils taught by a qualified teacher in Year 6.	<p>Based on the research findings of small group tuition from the Education Endowment Fund. They found that on average, small group tuition is very effective at improving pupil outcomes, adding 5 months to typical progress. Small group tuition is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p>	1 and 2.
Small group spoken language intervention (NELI) delivered in Early Years Foundation Stage.	<p>Based on the research finding on oral language interventions in the Early Years, the Education Endowment Foundation state that "All children appear to benefit from early literacy approaches, but there is some evidence that certain strategies, particularly those involving targeted small group interaction, may have particularly positive effects on children from disadvantaged backgrounds"</p> <p>Nuffield carried out robust evaluations and found NELI children made on average 3 months of additional progress in language.</p>	1, 2, 5.
Regular opportunities for teachers to work 1:1 with children to develop the relationship and to give high quality personalised feedback.	<p>The Education Endowment Foundation report states that feedback adds 7 months progress. This approach will also help to strengthen the relationship between child and teacher. Relationships are identified as being one of the core elements that is key to improving the outcomes for disadvantaged children, as identified by Mark Rowland, and as such forms an integral part of the Essex Strategy for Improving the Outcomes for Disadvantaged Children.</p>	All

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

Budgeted cost: £20,797

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentor to work on attendance; meta-cognition; developing self-regulation; delivering high impact interventions; liaison with parents and supporting class learning support assistants.	<p>Although the Education Endowment Foundation state that mentoring only has a small positive effect (plus 2 months of progress), the knock-on effects of the learning mentor in terms of engagement with parents, modelling high quality learning support and delivering trauma perceptive practice across with school will impact positively on outcomes.</p> <p>The Education Endowment Foundation states that social and emotional approaches can add 4 months of progress across a year.</p> <p>Improving social and emotional learning in primary schools</p>	All
Release time for Attendance team staff alongside out Attendance Officer to implement procedures, tracking systems, interventions and monitor impact of Statutory Attendance Guidance August 2024	<p>The Education Endowment Foundation (EEF) research highlights that improving school attendance for disadvantaged children in England is crucial because regular attendance is closely linked to better academic outcomes and social development. Disadvantaged pupils, are more likely to have lower attendance rates than their peers, which exacerbates the attainment gap.</p> <p>The key findings indicate that every day missed has a cumulative impact on a student's learning, and disadvantaged pupils face additional challenges in catching up due to fewer resources and support systems at home.</p> <p>The research emphasises that targeted interventions to improve attendance—such as early intervention, engaging parents, and fostering a welcoming school culture—can help narrow the gap and provide these children with more equitable opportunities for success. Additionally, the EEF suggests strategies like mentoring, parental engagement, and robust tracking systems to identify and support at-risk students early on.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	3
BATIC family support and counselling offered to families and children where necessary.	<p>Following DFE guidance from document Mental health and Behaviour in Schools</p> <p>Mental health and Behaviour in Schools</p>	4
Providing a wide variety of opportunities, trips and experiences which develop children's cultural capital	<p>Our Robus Promise, personal development provision, sports and arts programmes are seen as a way of ensuring that all children experience events and opportunities which build cultural capital e.g they learn about the world outside of their personal experience and thus widen their horizons.</p>	All

Total budgeted cost: £83,190

Part B: Review of outcomes in the previous academic year (2023-24)

Pupil premium strategy outcomes

This details the analysis of the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Analysis of outcomes for children eligible for Pupil Premium Grant (PPG)

Year	No. in cohort	No. of PPG	No. SEND and PPG
EY	59	5	2
1	62	4	
2	60	4	2
3	59	10	3
4	60	5	2
5	89	19	6
6	60	10	4

Years 1 – 6

Analysis of attainment in reading, writing, and maths for pupils in Y1-6 eligible for the pupil premium grant, including insights into standards achieved, trends by year group, and areas for targeted improvement:

Reading Attainment

- **Year 1:** Of 4 pupils, 3 are **Working Towards Standard (WTS)** and one child is achieving **GDS**.
- **Year 2:** Of 4 pupils, 3 are **Working Towards Standard (WTS)** and one child is achieving **EXS**.
- **Year 3:** Of 10 pupils, 50% are at or above **EXS**, with 40% meeting the EXS and another 10% exceeding (**GDS**).
- **Year 4:** Among 5 pupils, 60% are below expected, with 40% at **EXS**.
- **Year 5:** 19 pupils show strong results; 74% meet or exceed **EXS**, with 53% at **EXS** and 21% at **GDS**.
- **Year 6:** Of 10 pupils, 70% meet expected levels. None achieved **GDS**.

Observations:

- Reading attainment strengthens significantly by Years 3, 5 and 6, with notable percentages achieving GDS in Year 5.
- Years 1, 2, and 4 show room for growth, with many pupils working towards or below expected standards, particularly in Years 1 and 2. This is an area for development for 2024-25

Writing Attainment:

- **Year 1:** Of 4 pupils, 2 are working towards standard (**WTS**) and 2 achieving expected (**EXS**).
- **Year 2:** Of 4 pupils, 3 are Working Towards Standard (**WTS**) and one child is achieving **EXS**.
- **Year 3:** Of 10 pupils, 50% are at or above **EXS**, with 40% meeting the EXS and another 10% exceeding (**GDS**).
- **Year 4:** 5 pupils, with 60% below expected and only 40% at EXS.
- **Year 5:** Of 19 pupils, 63% are below expected, indicating writing as a key challenge, as 37% work towards EXS and 5% achieve **GDS**.

- **Year 6:** 50% of the 10 pupils achieve EXS

Observations:

- Writing remains a challenging subject across year groups in this group.

Maths Attainment:

- **Year 1:** Of 4 pupils 50% achieved **EXS** and 50% **WTS**.
- **Year 2:** Only 25% achieve **EXS** among 4 pupils, with a majority (75%) working towards.
- **Year 3:** Of 10 pupils, 50% meet **EXS**, 50% **WTS**
- **Year 4:** Maths is a challenge in this cohort, with only 20% meeting EXS.
- **Year 5:** Of 19 pupils, 58% achieved EXS and 11% achieving GDS.
- **Year 6:** 60% of the 10 pupils reached EXS.

Observations:

- Maths attainment shows a more positive trend in Years 3, 5, and 6, with several pupils achieving GDS in Year 5.
- Year 2 and Year 4 face challenges in maths, with higher percentages below EXS.

Summary of Attainment Patterns:

- **Strengths:** Reading and maths generally improve as pupil's progress through the years, with notable gains in Years 3, 5, and 6. Year 5 has a significant portion achieving at Greater Depth Standard, particularly in reading and maths.
- **Areas for Development:** Writing is consistently weaker across year groups, especially in Years 2, 4, and 5, suggesting a need for focused support. In KS1 there is lower attainment across subjects, indicating the need for early interventions to build foundational skills.

Recommendations:

1. **Targeted Support for Writing:** Given its weaker performance, targeted writing support in Years 2, 4, and 5 could yield significant improvements.
2. **Focus on early Interventions:** Years 1 and 2 will benefit from focused reading and maths interventions to help support children to achieve EXS.
3. **Sustaining Gains in Upper Years:** Maintaining and extending the successful practices observed in Years 5 and 6, especially for reading and maths, will help solidify these gains and support overall attainment across subjects.

EYFS

An analysis of the Early Years Foundation Stage Profile (EYFSP) attainment for pupils eligible for the pupil premium grant, based on the 2023-24 summer data. This overview demonstrates attainment in key developmental areas, identifying strengths and areas for potential improvement.

Key Findings in Developmental Areas:

Communication and Language

- **Listening, Attention, and Understanding:** Average score of 1.6 across 5 pupils, indicating most pupils are in the **Emerging** category. Only 60% meet expected standards.
- **Speaking:** Similar to listening skills, with an average of 1.6, with 60% meeting expected levels.

Personal, Social, and Emotional Development

- **Self-Regulation:** Average score of 1.6, with 60% meeting expected standards, indicating room for improvement.
- **Managing Self:** Stronger performance with an average of 2.0, meaning all pupils are at or above emerging, and 100% meet the expected standard.

- **Building Relationships:** Average score of 1.8, with 80% meeting expectations.

Physical Development

- **Gross Motor Skills:** Average score of 2.0, with 100% meeting expected standards, showing a strong attainment in physical development.
- **Fine Motor Skills:** Average score of 1.6, with 60% meeting expected standards, suggesting fine motor skills may need additional focus.

Literacy

- **Comprehension:** Average score of 1.4, with 40% meeting expected standards, showing comprehension as an area for improvement.
- **Word Reading:** Average score of 1.6, with 60% meeting expectations.
- **Writing:** Also at 1.6, with 60% achieving the expected standard, suggesting literacy development is still in progress.

Mathematics

- **Number:** Average score of 1.6, with 60% meeting expected standards.
- **Numerical Patterns:** Matches other maths outcomes with an average of 1.6, with 60% at expected levels.

Understanding the World

- **Past and Present:** Average score of 1.6, with 60% at expected levels.
- **People, Culture, and Communities:** Average of 1.8, with 80% meeting expected standards, indicating relatively higher understanding in this area.
- **The Natural World:** Highest score in this category at 2.0, with 100% meeting expectations.

Expressive Arts and Design

- **Creating with Materials:** Average score of 1.6, with 60% meeting expected levels.
- **Being Imaginative and Expressive:** Average of 1.8, with 80% achieving expected standards.

Summary of EYFSP Attainment:

- **Overall Development:** Of 5 pupils, only 1 child met the **Good Level of Development (GLD)**, indicating they are not yet reaching expected milestones across the board.
- **Strengths:** Strongest areas are in **Gross Motor Skills, Managing Self, and Understanding the Natural World**, where 100% of pupils meet expected standards. These areas reflect physical development, self-management, and environmental awareness.
- **Areas for Development:** **Comprehension, fine motor skills, and literacy** (particularly writing and reading) show lower attainment, with only 40% reaching expected levels. These areas may benefit from targeted support to help pupils achieve foundational skills in literacy and comprehension.

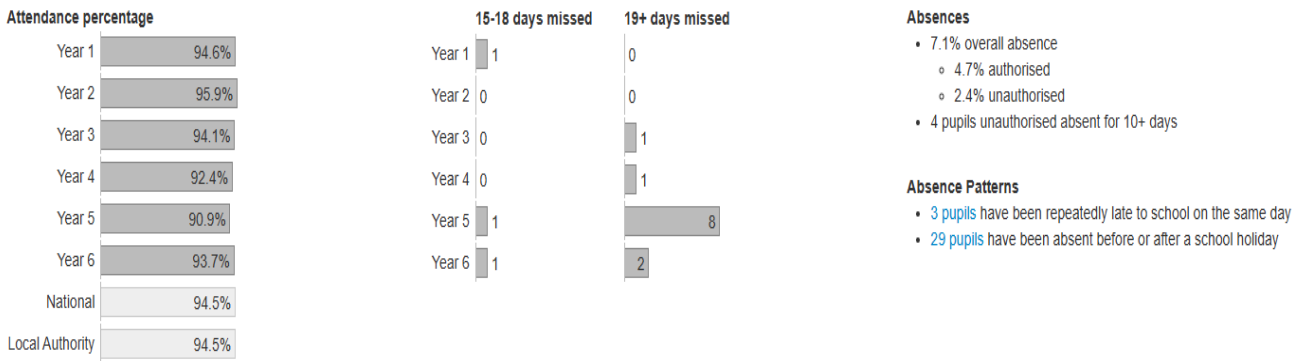
Recommendations:

1. **Enhanced Literacy Focus:** Target comprehension, word reading, and writing through early interventions like phonics and oracy activities.
2. **Individualised Support for Communication Skills:** With only 60% meeting expected standards in listening and speaking, structured interventions to develop verbal communication skills need to be put in place in year 1. E.g Talk Boost

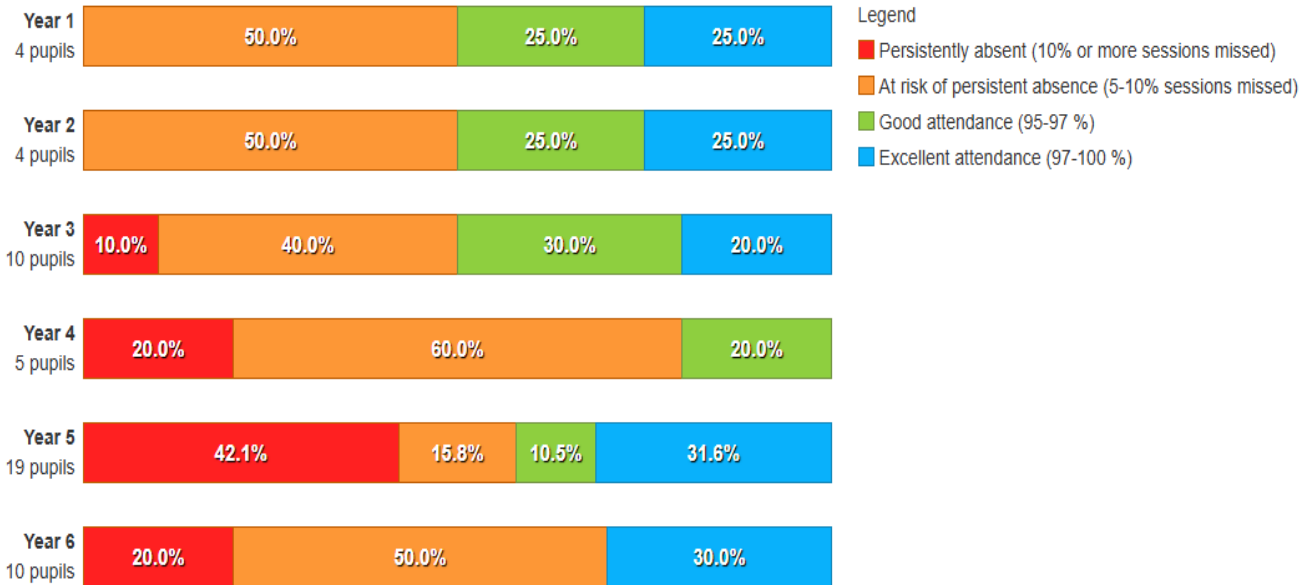
Analysis of attendance for children eligible for Pupil Premium Grant (PPG)

Overall attendance for PPG group 92.9%
 Overall attendance for non-PPG group 96.5%

Although this is an improvement on previous years, improvement is needed if children in this group are to close the gap with the non-PPG group, especially in Years 4,5 and 6.



Attendance Ranges



Information in the following tables breaks down the impact of individual strategies in our plan for 2023-24.

Teaching (for example, CPD, recruitment and retention)

Strategy	Outcome/Impact
Thundersley Systematic Synthetic Phonics programme embedded in EYFS/KS1.	The Thundersley Letters and Sounds programme is fully aligned with our decodable phonics books and is now embedded in the school. Careful and systematic phonic assessment ensures any gaps in phonic knowledge are swiftly identified and plugged using our decodable books and responsive phonic interventions. 89% of our Year 1 pupils passed the phonics screening test including 100% of children eligible for PPG.
Accelerated reader programme licences and books purchased.	The use of Accelerated Reader is embedded in KS2. The children quiz regularly and are motivated by gaining their word count. They read books in their zone. Teachers use data from the termly Star assessments to identify those children in need of extra support. Reading attainment strengthens significantly by Years 5, and 6. However, there is still a need to challenge children in this group to achieve greater depth.
Buying into a 'growth' and 'instructional coaching' model of professional development	Staff engagement in professional development is a strength of our school and this has led to a staff team with strong expertise across the board. Teachers and LSAs work on Hatchette walk thrus throughout the year which have been created based on research. Line managers use coaching techniques to support staff in achieving the walk thrus and ensuring that these techniques are adapted to suit the needs of children in their class or group.
Training for staff on metacognition based on research guidance from the Education Endowment Foundation and buying into a Trust Research Review programme to develop strong learners across the group of schools.	Metacognition is a key element of our school improvement approach and all staff across the trust have had training. Staff and LSAs explicitly model their thinking so that pupils can observe the reasoning behind different strategies and children are encouraged to have a plan, do review approach to their work. Children's approach to learning is positive and their use of metacognitive techniques is developing. We have developed the concept of a 'strong learner' across our Trust and we have been asking pupils to reflect on whether or not they have been a 'strong learner' within a lesson. Staff have had the opportunity to visit each others' schools each term. As a school we have been logging data against the 'strong learner' criteria and many of our pupil premium children have progressed from a developing learner to a strong learner.

Targeted academic support (for example, tutoring, 1;1 support structured interventions)

Strategy	Outcome/Impact
Lexia purchased as an adaptive teaching tool to progress the phonic and reading levels of our children.	Data from Lexia shows that in all year groups, the percentage of children working within the year group material increased significantly. Many children are coming in before school to access Lexia, but it continues to be a challenge to ensure that all children meet their weekly usage targets. We are considering starting children in EYFS on Lexia in the spring term.
1:1 or 1:2 maths support instruction for our pupils taught by a qualified teacher.	All children entitled to PPG received 1:1 or 1:2 Maths tutoring in Years 5 and 6 either from our tutor or Third Space online Maths. In Year 5, Of 19 pupils, 58% achieved EXS and 11% achieving GDS. In Year 6, 60% of children eligible for PPG achieved a scaled score of 100 or more in their SATs. 2 children came within 2 scaled score points of it.

Small group spoken language intervention for EYFS - NELI	NELI was implemented in EYFS following initial assessments of all children. Regular attendance ensured progress was made by all participants at the end of the programme. Children developed their language skills including narrative skills, active listening and phonological awareness. As a result, it improved overall language skills as well as supporting progress in reading comprehension. However, some of the children who were asked to join the group declined, so it was felt that there were children who could have benefited from this intervention who did not have the opportunity. We will reflect on this for next year.
Regular opportunities for teachers to work 1:1 with children	Teachers had focused time each half term to work with individual children eligible for PPG to reflect on the action plan they had co-created, give support in areas identified by the children and set new targets. These activities meant that the teachers built relationships with these children and had a more detailed knowledge of their strengths and areas to develop. The children appreciated the 1 to 1 time.

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

Strategy	Outcome/Impact
Learning mentor to work on attendance; meta-cognition; developing self-regulation; delivering high impact interventions; liaison with parents and supporting class learning support assistants.	Our Learning Mentor is an integral part of the pastoral support team, and her impact has been seen in: - <ul style="list-style-type: none"> • Engagement of families • Increased attendance of key children • Increased engagement and progress of key children. Small group tuition in maths has led to improved outcomes in KS1 maths Supported wellbeing of children, staff and parents.
Release time for Attendance team staff to develop and implement procedures and monitor impact. Increase number of pupils attending breakfast club whose attendance is not good.	In line with the DfE's guidance, our systems and processes for monitoring and addressing attendance issues are rigorous and impactful. Through the hard work of the attendance team, the attendance of children eligible for PPG increased from 92% to 92.9% which a significant number of individual children making huge gains. This contributed significantly to the judgement of outstanding in the Behaviour and Attitudes section in our recent Ofsted report (May 2023)
BATIC family support and counselling offered to families and children where necessary.	This service continues to support families through counselling for individual children and family support where needed. The waiting list grows each year and the funds we prioritise for it increases.
Building cultural capital – Thundersley / ROBUS Promise	Our detailed records show that the engagement of our children eligible for the PPG grant in the opportunities, events and clubs offered to all children is high. Where it dips, we engage with parents to ensure that they are aware of all that is on offer.