


Pupil premium strategy statement – 2024/2025

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. The 2023/24 review covers Pupil Premium, Recover Premium and NTP.

This document 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	Great Heath Academy 
Number of pupils in school	463 (22 Nursery)
Proportion (%) of pupil premium eligible pupils	20.8%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	October 2024
Date on which it will be reviewed	Feb 2025 July 2025
Statement authorised by	Emily Mitchinson (Head Of School)
Pupil premium lead	David Hicks (Assistant Principal)
Governor	Steve Shore (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£182, 430
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£182, 430

Part A: Pupil premium strategy plan

Statement of intent

At Great Heath Academy, we target the use of the Pupil Premium funding to ensure that all our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future.

Our aim is that the achievement of children from disadvantaged backgrounds is comparable with that of non-disadvantaged children. We aim to remove barriers to learning, which have been created by poverty, family circumstances and background.

This strategy will focus on the key barriers that are preventing our disadvantaged children from attaining well: oral language, vocabulary, speech and language, gaps in curriculum knowledge, attendance and punctuality, social and emotional concerns and aspirations. Our approach will be responsive to both common challenges and our individual pupils' needs. We utilise robust diagnostic assessment, alongside educational research to plan effective interventions.

Our expectations at Great Heath are that all pupils, regardless of their background, will actively participate in a broad and balanced curriculum that is enriched by a variety of experiences within and beyond the classroom. It is our belief that reading fluently allows pupils to be able to access the curriculum as well as becoming responsible citizens.

The tiered approach we have adopted aids pupils to achieve well. In our approach we will:

- Ensure that disadvantaged pupils are challenged in their work and have the necessary experiences to excel in their learning
- Ensure that early intervention is identified that is focused and time limited
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and their expectations of what they can achieve
- Adopt a holistic approach working with families and other agencies to enable long lasting change

Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments, including the screening tool in our Talk Boost intervention programme, show low levels of early language acquisition coming into the Academy. The Communication and Language development in our Early Years classrooms requires significant intervention. This leads to an impact on disadvantaged pupils' Phonic development. We currently have 22% of Pupil Premium pupils on track to reach the pass mark in the Year 1 Phonics screening check.
2	Internal data shows there is a gap in Writing attainment between those pupils who are on the Pupil Premium register and those who are not.
3	Internal data shows there is a gap in Maths attainment between those pupils who are on the Pupil Premium register and those who are not. There was also a marked difference between these two groups in the Year 4 Multiplication Check, Summer 2024 with 18% of PP children scoring 21+.
4	Our Pupil Premium pupils have a lower overall attendance. At the end of Autumn 1, overall attendance for Pupil Premium pupils was 94.1%. Compared to our Non-Pupil Premium pupil group, who had an overall attendance of 96.4%.
5	Our SEN register in Autumn 1 shows an increased number of disadvantaged pupils with complex needs finding it difficult to regulate their emotions, have poor self confidence and behavioural issues leading to an increase in SEMH needs.
6	Pupil Premium pupils have limited cultural capital experiences.

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
Improved spoken language with a wider and varied vocabulary leading to improved Reading, Writing and SPAG outcomes in KS1 and 2.	Teacher assessment will show an improvement in spoken language leading to improved outcomes in English.
Improved spoken language and oracy for pupils with identified Speech, Language and Communication needs	Teacher and Speech and Language assessment data will show a reduction in the number of children who need interventions in Speech, Language and Communication.
Improved Attendance and Punctuality	Fewer PP children will be at PA level and the gap between attendance for PP and non-PP children will reduce.
Pupils have strategies to support their Mental Health, allowing them to maximise their learning opportunities.	Internal data for identified pupils will show an improvement in school readiness (eg Boxhall) ability to self-regulate and a reduction in Incidents
Pupils will have access to cultural capital experiences that would not otherwise be possible, allowing them to fully understand the curriculum.	Internal tracking data shows that disadvantaged pupils are exposed to the same opportunities as their non-disadvantaged peers.
Increased Attendance at clubs of PP children	Discussions with pupils, teachers & support staff indicate that Extra Curricular Experiences are supporting improved outcomes across the curriculum.
Improved Writing results across the school	Internal data from teacher assessments and end of KS2 outcomes shows an increase in children reaching age related expectation in English, particularly Phonics, SPAG and Writing.
Improved Maths results across the school	Internal data from teacher assessments and end of KS2 outcomes shows an increase in children reaching age related expectation in Maths.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £48,212.31

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Staff in Early Years and KS1 facilitate Speech and Language intervention, enhancing the quality of language interaction with pupils and quality first teaching</i></p> <p>£18 972.69</p>	<p>Teaching Assistant Interventions +4 months progress EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Oral language interventions can provide progress of +6 months EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>Early communication and language interventions can provide +6 months progress Communication and language approaches EEF https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches</p>	All
<p><i>Additional TA in Year 6</i></p> <p>£10,356</p>	<p>Teacher Assistant Interventions +4 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	All
<p><i>PP leader supporting staff in</i></p>	<p>https://journals.sagepub.com/doi/full/10.1177/1741143220905062</p>	All

<p><i>individual needs of PP pupils eg PP progress meetings and sign posting to CPD and intervention support</i></p> <p>£13 526.92</p>	<p>https://thirdspacelearning.com/blog/how-to-spend-pupil-premium-funding-primary/</p>	
<p><i>Head of Academy supporting PP lead in individual needs of PP pupils and CPD needs</i></p> <p>£5,356.70</p>	<p>https://journals.sagepub.com/doi/full/10.1177/1741143220905062</p> <p>https://thirdspacelearning.com/blog/how-to-spend-pupil-premium-funding-primary/</p>	All

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

Budgeted cost: £42,961.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Internal Booster sessions to support Phonics in Year 1, 2 and 3, Times Tables in Year 4 and Reading and Maths Sessions in Year 6.</i></p> <p>£10,000</p>	<p>1:1 tutoring proves highly effective progress +5 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Small group tutoring proves highly effective progress +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p> <p>Extending the school day for things such as tutoring or boosters +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	1, 2, 3
<p><i>Nessy</i></p> <p>£500</p>	<p>Individual instruction through various mediums including digital can provide +4 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	1, 2, 3
<p><i>Material to consolidate learning. CPG Maths and English Revision books for Year 5 and 6 and Multiplication practice for Year 4.</i></p> <p>£1,500</p>	<p>Small group tutoring proves highly effective progress +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 2, 3
<p><i>Cornerstones curriculum</i></p> <p>£2,750</p>	<p>A broad and balanced curriculum provides children with the skills, knowledge and understanding they need to develop into well-rounded, informed individuals.</p>	All

	<p>There is little disagreement that a broad and balanced curriculum is best, but recent and increasing pressures around testing and assessment has, in some schools, caused a narrowing of the curriculum with little time for curriculum development.</p> <p>Ofsted evidence shows that the best primary schools achieve high standards in literacy and numeracy by celebrating all subjects. A broad and balanced curriculum, especially for those children in lower socially mobile areas, is crucial, as a narrowed curriculum can restrict children's life choices and opportunities. A rich diet of learning experiences is undoubtedly the best way to develop well-rounded, happy individuals.</p>	
<p><i>Provide wider curriculum opportunity in DT/Food technology across the school</i></p> <p>£1500</p>	<p>A DT curriculum connects to elements of real life; it makes links with group topics that promotes thinking as a global citizen and develops creative skills that allows young people to explore their creative attributes. It also allows children to design and solve problems whilst making sense of the world. It is designed to enable children to make deep connections between learning and understanding the world that they live in, leading to children connecting taught knowledge and skills with creativity and purpose.</p> <p>Children need the foundations of valuable design and technology skills, which will enable further progression throughout their school years.</p>	1, 2, 3
<p><i>Resources to supplement the curriculum</i></p> <p>£3,000</p>	<p>A broad and balanced curriculum provides children with the skills, knowledge and understanding they need to develop into well-rounded, informed individuals.</p>	All
<p><i>Shine intervention</i></p> <p>£1230</p>	<p>Targeted intervention for Primary Reading, GPS and Maths.</p> <p>Deliver targeted individual and group intervention activities to directly address areas of weakness identified in your pupils' diagnostic test results and plug knowledge gaps. https://www.risingstars-uk.com/media/Rising-Stars/Reading/Impact%20Study/Shine-impact-report-web_2.pdf</p>	1, 2, 3

<p><i>Accelerated reader Reading books</i> (Books for struggling readers)</p> <p>£2500</p> <p><i>Early Phonic books</i> £1500</p>	<p>Reading Intervention +6 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Early Years Phonic +5 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2, 5
<p><i>Lexia</i></p> <p>£7,975</p>	<p>Education Endowment Foundation (EEF) Lexia Study (2021):</p> <p>Based on the strength of existing studies, Lexia's large user base across England and a strong alignment to their guidance reports on improving literacy, the EEF identified Lexia as a 'promising programme' to investigate. This two-armed randomised control study involved 697 pupils across 57 schools and focused on pupils identified as struggling readers in Year 2. The independent evaluation found that children offered Lexia made the equivalent of two additional months' progress in reading, on average, compared to other children. These results received a high security rating on the EEF padlock scale. In addition, the cost of delivery was reported as 'very low'. Regarding implementation, fidelity was high and schools were able to incorporate Lexia into their school routine. Over three-quarters of schools surveyed were satisfied with the access to the online pupil activities, support provided, and the usefulness of the reports.</p>	1, 2
<p><i>TTRS - Times Table Rock Stars</i></p> <p>£180 (Subscription)</p> <p><i>Resources</i> £250</p>	<p>Computer based numeracy program. Helps learners with their timetables and builds confidence. +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1, 3

<p><i>Speech Link Subscription</i></p> <p>£400</p> <p><i>SENCO assistant</i></p> <p>£5776.40</p>	<p>“Speaking and listening are critical to extending pupils’ receptive and expressive vocabulary. While pupils may have the decoding skills required to say a word out loud, they will only be able to understand what it means if it is already in their vocabulary.” This underlines the importance of knowing whether pupils have strong underpinning oral language skills”.</p> <p>It is recommended that pupils are screened for SLCN at the beginning of each key stage. Speech Link can be used alongside Talk Boost.</p>	
<p><i>Use of Freckle as a Maths intervention</i></p> <p>£2,900</p>	<p>Computer based maths program. A focused Maths support. Helps learners calculate with confidence. +5 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	1, 3
<p>Reading rewards</p> <p>£1000</p>	<p>Building reading habits at home through Read Every Day, Talk Every Day and Read to Succeed</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-wrapped-up-in-reading-building-longevity-into-book-gifting#:~:text=Build%20reading%20habits%20in%20school,and%20positive%20attitudes%20to%20reading.</p>	1, 2, 4

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

Budgeted cost: £89,304.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Subsidised trips and experiences</i></p> <p><i>£4000</i></p>	<p>https://www.primarytimes.co.uk/news/2016/07/how-much-the-true-cost-of-sending-your-child-to-school</p>	All
<p>Attendance officer to work on reducing PA and improve Whole school attendance, carrying out home visits, liaising with the LA regarding prosecution for PA.</p> <p><i>£23,966.38</i></p> <p><i>EWO: £800</i></p>	<p>Poor school attendance is a significant problem in the UK and many other countries across the world.</p> <p>Across the academic year 2023/24, 20.7% of pupil enrolments missed 10% or more of their possible sessions and are therefore identified as persistently absent. By school type, the persistent absence rate across the academic year 2023/24 was: 15.2% in state-funded primary schools, 26.7% in state-funded secondary schools, 37.6% in state-funded special schools.</p> <p>By school type, the absence rates across the academic year 2023/24 were:</p> <p>5.5% in state-funded primary schools (3.9% authorised and 1.6% unauthorised)</p> <p>9.1% in state-funded secondary schools (5.5% authorised and 3.6% unauthorised)</p> <p>13.0% in state-funded special schools (9.7% authorised and 3.3% unauthorised)</p> <p>By pupil characteristics, the absence rates across the academic year 2023/24 were:</p> <p>11.1% for pupils who are eligible for free school meals and 5.8% for pupils who were not eligible for free school meals</p> <p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) (E Edgerton, J McKechnie - Frontiers in Psychology, 2023) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).</p>	All, particularly 4, 5

	<p>The DFE published a report on the links between attendance and attainment in 2018-19</p> <p>https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4/2018-19</p>	
<p><i>Provide wider curriculum opportunity in learning to play an Instrument</i></p> <p>£5768</p>	<p>Arts participation +3 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task.</p> <p>Participation may be organised as regular weekly or monthly activities, or more intensive programmes such as summer schools or residential courses. Whilst these activities, of course, have important educational value in themselves, this Toolkit entry focuses on the benefits of Arts participation for core academic attainment in other areas of the curriculum particularly literacy and mathematics.</p>	1, 4, 5, 6
<p><i>ELSA subscription</i></p> <p>£250</p> <p><i>ELSA TA</i></p> <p>£4023.06</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. This approach can produce +4 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	All, particularly 4, 5
<p><i>Family support and Early Help support</i></p> <p>£33,341</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. This approach can produce +4 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	All, particularly 4, 5

	<p>Parental engagement through things such as homework projects particularly in EYFS can provide +4 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</p>	
<p><i>Rewards for pupils to promote positive behaviour and good attendance</i></p> <p>£1000</p>	<p>Praise, reward and reward charts are proven by research to be among the most successful ways to encourage children to behave well. Reward systems are very effective if used the right way. Keep it clear and simple and you have the best chance that the reward system will promote positive behaviour.</p> <p>https://www.westlothian.gov.uk/media/12262/Praise-and-Reward/pdf/praiseandreward.pdf</p>	<p>All, particularly 4, 5, 6</p>
<p><i>Access to clubs including breakfast and extra-curricular clubs</i></p> <p><i>Breakfast subsidy</i></p> <p>£12,656</p> <p><i>Clubs</i></p> <p>£1000</p>	<p>Research finds that providing school breakfasts free to all children in disadvantaged English primary schools helps pupils to make two months' additional progress over the course of a year.</p> <p>https://ifs.org.uk/articles/breakfast-clubs-work-their-magic-disadvantaged-english-schools</p> <p>DfE – Evaluation of Breakfast Clubs in schools with high levels of deprivation.</p> <p>https://assets.publishing.service.gov.uk/media/5a81cd62e5274a2e8ab55e78/Evaluation_of_Breakfast_Clubs_-_Final_Report.pdf</p> <p>Disadvantaged students are less likely to participate in extracurricular activities, potentially depriving them of future benefits</p> <p>https://www.nuffieldfoundation.org/sites/default/files/files/resb_r3-final.pdf</p> <p>Fully-funded and universally-available school clubs are hugely valuable at any time, thanks to their impact on children's learning, health and happiness.</p> <p>https://cpag.org.uk/news/case-and-after-school-clubs</p>	<p>All</p>
<p><i>Develop OPAL (Outdoor play and learning)</i></p>	<p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor</p>	<p>4, 5, 6</p>

<p><i>programme to improve pupil wellbeing and mental health</i></p> <p>£2500</p>	<p>adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning#:~:text=Closing%20the%20disadvantage%20gap&text=Through%20participation%20in%20these%20challenging,%2C%20self%2Dconfidence%20and%20motivation.</p> <p>https://outdoorplayandlearning.org.uk/the-opal-primary-programme/improve-well-being/</p>	
---	--	--

Total budgeted cost: £180, 478.15

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Teaching (for example, CPD, recruitment and retention)

Activity/Challenge	Impact of this approach	Actual Spend
<i>Additional staffing in early years to facilitate speech and language interventions, enhance language interaction with pupils and enhance quality first teaching</i>	<p>An additional TA was employed to support the children with their language in early years.</p> <p>65% of children achieved GLD in Early years.</p> <p>In communication and language 76% were at the expected level for language and understanding and 80% were at the expected level at speaking</p>	£6850
<i>Additional TAs in Year 6, 5, 4, 3, 2 and 1</i>	<p>Year 6 results</p> <p>Overall, 72% at expected for reading, 60% writing and 60% for Maths.</p> <p>PP children, 69% at expected for reading, 50% writing and 50% for Maths. This shows that in Reading PP children are very close to non-PP children and the gap is closing. However, in writing and Maths there is still a difference in outcomes between PP and non-PP children</p>	£48763
<i>Release middle leaders to conduct observations as part of Curriculum development</i>	Identified teachers were released to watch other teachers focusing on how PP children were being taught and strategies used.	£2000
<i>PP leader supporting staff in individual needs of PP pupils eg PP progress meetings and sign posting to CPD and intervention support</i>	PP lead worked closely with SLT and staff to support children on the PP register. Helped support interventions and	£7,268

<i>Principal supporting PP lead in individual needs of PP pupils and CPD needs</i>	Principal worked closely with PP Lead and staff to support children on the PP register to ensure that interventions were set up and pupil's progress tracked over the year. PP children were a focus of the Pupil Progress meetings.	£6,035
--	--	--------

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

Activity	Impact of this approach	Actual Spend
<i>My Tutor</i> <i>Targeted interventions + purchase of additional resources (Laptops and paper work)</i>	Targeted intervention was provided by the class teacher and TA to support children in Reading, phonics and Maths. This was provided as additional time out of lessons.	£3,500
<i>Boosters</i>	Internal booster sessions conducted by Teaching staff were run in Year 1, 2, 3, 4 and 6. Internal data shows that there was an improvement in attainment for all the children that attended.	£1,500
<i>Nessy</i>	Purchased and used across the school to support children with dyslexia.	£500
<i>CPG Maths and English catchup</i>	These books were purchased to support with reading in KS2 Purchased for those on PP register. Allowed children to complete at home.	£1000
<i>Speech Link</i> <i>Talk Boost</i>	TAs provided extra support at the Booster sessions for those in Early years and year 1. Accelerated progress was seen. This allowed teaching staff to lead small groups of intervention during school. Resources and training to support the younger members of school with their speech and language. This will be beneficial to use as assessment and a scheme of work before referring if needed.	£180 £1000 £94 (Training) £400 (Cover)

<i>Reading books (Books for struggling readers)</i>	Books were purchased for struggling reads.	£2000
<i>Early Phonic books</i>		£500
<i>Education City</i>	Children all had access to a learning platform that provided extra challenge to their learning in Maths and English as well as topic. Teacher used the platform to provide homework.	£750
<i>Shine intervention</i>	Key children were identified and worked with a member of staff on a specific intervention to support their learning.	£400
<i>Lexia</i>	All children including those on PP register were given a Lexia log on to use at home. Recently updated this to use on a tablet via an app. 100% of those on PP used Lexia and have made at least 10 levels progress.	£5,570
<i>Times table rock stars</i>	Children on PP register attended after school Mathletics/TTRS club each week, as well as the chance to use this at home.	£13
<i>Freckle (Maths)</i>	Freckle was used to meet the needs of identified children. This continuously adapts for the children that practice in math activities. This helped children learn at their own pace and all develop and made progress.	£3,845
<i>Accelerated Reader + books</i>	Accelerated Reader subscription was purchased and all children were given log ins to enable them to work on the program. KS2 reading was in line with the national results.	£3,845 £1000

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

Activity	Impact of this approach	Actual Spend
<p><i>Subsidised trips and experiences</i></p> <p><i>Trips:</i></p> <ul style="list-style-type: none"> • <i>Kingswood residential</i> • <i>Banham Zoo</i> • <i>Sealife centre</i> • <i>Colchester Castle</i> • <i>Duxford imperial war</i> • <i>Jimmy's farm</i> • <i>Lackford lakes</i> 	<p>There were in total 7 school trips across the year groups and several children were supported and subsidised to enable them to go on the trip and gain value life experiences.</p> <p>These trips ranged from Banham zoo to Kingswood, a residential outdoor activity centre.</p>	<p>£1289</p>

<p><i>Attendance officer to work on reducing PA and improve Whole school attendance, carrying out home visits, liaising with the LA regarding prosecution for PA.</i></p> <p><i>Assistant Principal supporting the attendance officer to support children and families to improve their attendance</i></p>	<p>Attendance officer worked closely with several families where attendance was a concern. Staff conducted door knock to check the welfare of the children and to offer support. Fixed penalty notices were issued.</p> <p>The table below shows the attendance for 23/24 compared to 22/23.</p> <p>It shows that overall attendance has slightly increased by 0.6% and also the PP children's attendance has improved.</p> <p>Targeted letters and Attendance meetings with identified and tracked pupil/parents are having an effect on improving attendance.</p> <p>Persistent absence (PA) overall is static but there were no children at SPA.</p> <p>PA for PP children have also shown a 1.3% decrease compared to last year. However, there is still a 3% difference between PP children and non pp children</p> <table border="1"> <thead> <tr> <th></th><th colspan="2">Year</th></tr> <tr> <th></th><th>22/23</th><th>23/24</th></tr> </thead> <tbody> <tr> <td>Overall</td><td>94.4%</td><td>95.0%</td></tr> <tr> <td>PP</td><td>92.9%</td><td>93.4%</td></tr> <tr> <td>Overall PA</td><td>13.2%</td><td>13.5%</td></tr> <tr> <td>PA for PP children</td><td>17.8%</td><td>16.5%</td></tr> </tbody> </table>		Year			22/23	23/24	Overall	94.4%	95.0%	PP	92.9%	93.4%	Overall PA	13.2%	13.5%	PA for PP children	17.8%	16.5%	<p>£18,528</p>
	Year																			
	22/23	23/24																		
Overall	94.4%	95.0%																		
PP	92.9%	93.4%																		
Overall PA	13.2%	13.5%																		
PA for PP children	17.8%	16.5%																		
<p><i>Support from the EWO in setting up meetings and attendance agreements</i></p>	<p>Attendance certificates were issued termly for individual pupils and weekly for classes.</p>	<p>£8,16 as package Additional £549</p>																		
<p><i>Provide wide curriculum opportunity in DT/Food technology across the school</i></p>	<p>Children from across the year groups were able to have access to cooking lessons to produce a food product linked to their topic/theme. This increased their knowledge of different foods, cultures and also improved their cooking skills and knowledge around safety in the kitchen.</p>	<p>£500</p>																		
<p><i>Provide wide curriculum opportunity in learning an instrument</i></p>	<p>All children in Year 5 learnt to play an instrument for the year. They widened their experiences by performing to an audience at the Bury st Edmunds Apex venue.</p>	<p>£6,300</p>																		

<p><i>ELSA trained staff to work with Vulnerable and PP children on their emotions</i></p> <p><i>Training of additional ELSA TA.</i></p>	<p>Over the year 24 children were supported by the 2 trained ELSA members of staff. The impact of this was that we saw less emotional outbursts from these children, and they were able to talk about how they felt and how they can control their emotions.</p> <p>To increase capacity a third member of staff was trained during the year and will now take on pupils from September 2024.</p>	<p><i>£1515 + £510</i></p> <p><i>£0 additional as course provide free</i></p>
<p><i>Subsidised uniform and PE kit</i></p>	<p>Across the school free jumper, ties and shirts as well as PE uniform were supplied to pupils that parents were struggling to provide the correct uniform.</p>	<p><i>£2,000</i></p>
<p><i>Family support working with families, vulnerable pupils</i></p>	<p>Family support new to post worked with numerous parents and children to support them on parenting skills and offer advice and sign-posting to external agencies.</p>	<p><i>£36207</i></p>

Service pupil premium funding (optional)

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?	Supported in Early years in language and in KS1 for language and Phonics. Support from PP Lead and Principal with transition into school. Pupils also benefited from ELSA support. Attendance officer also supported the families.
What was the impact of that spending on service pupil premium eligible pupils?	Improvement in language. Rapid catch up in Phonic in KS1 when they started the school with little or no prior phonics knowledge. Individual pupils supported with ELSA when needed and have shown an improvement in their emotional well-being.