

Lidget Green Primary School: Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium funding (and recovery premium for 2023 to 2024) 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 | Lidget Green Primary School |
| Number of pupils in school | 514 |
| Proportion (%) of pupil premium eligible pupils | 34% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023-2024 2024-2025 2025-2026 |
| Date this statement was published | December 2023 Reviewed 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Louise Woffendin Headteacher |
| Pupil premium strategic lead | Louise Woffendin |
| Governor / Trustee lead | Deirdre Bailey |

Funding overview

| Detail | Amount |
|---|-----------------|
| Pupil premium funding allocation this academic year | £ 235,240 |
| Recovery premium funding allocation this academic year | £ 0 |
| 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 | £235,240 |

Part A: Pupil premium strategy plan

Statement of intent

- At Lidget Green Primary School, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential.
- We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed in life.
- Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential. At Lidget Green Primary School, we are determined to provide the support and guidance they need to help them overcome these barriers.
- In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich and varied curriculum.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To provide a whole school approach to support vulnerable pupils' and their families' emotional and mental health.
- To enrich pupils' life experiences and opportunities by providing a bespoke, inclusive curriculum which meets the needs of all pupils.

The key principles of our Pupil Premium Strategy is to promote inclusive practice throughout school, to correctly identify barriers to learning for pupils and to use school based solutions to remove those barriers.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | EYFS and KS1 disadvantaged pupils achieve significantly below the national average in reading, writing and maths. |
| 2 | Pupils and their families have social and emotional difficulties, including medical and mental health issues and often have lower aspirations. |

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| 3 | Pupil Premium pupils have lower attendance and are more persistently absent from school than Non-Pupil Premium pupils. Last year (2023 to 2024) disadvantaged pupils' overall attendance was 90.4% compared with 92.9% of non-disadvantaged pupils. Current Persistent Absenteeism of disadvantaged pupils is 17.7% compared to non-disadvantaged pupils which is 15.6%. Poor punctuality is an additional barrier. |
| 4 | Lack of cultural capital and wider experiences outside of the home impeding ability to contextualise learning. |
| 5 | Poor language skills on entry to school. |

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 pupils in EYFS, KS1 and Year 3 will make accelerated progress and 'catch up' or exceed prior attainment standards. Children who have fallen behind receive targeted high-quality intervention. | <p>Summer data will show that between 95-100% pupils will have made at least expected progress from the previous summer.</p> <p>In KS1, the gap in attainment in reading, writing and maths between disadvantaged and non-disadvantaged pupils will decrease.</p> <p>End of summer data will also show that 10-20% of disadvantaged pupils will have made accelerated progress.</p> <p>Analysis of interventions will show that they have had a positive impact on disadvantaged pupil's learning and this has accelerated their learning.</p> |
| Disadvantaged pupils in KS2 continue to do as well as, if not better than, non-pupil premium pupils and they will make accelerated rates of progress. | <p>Summer data will show that between 95-100% pupils will have made at least expected progress from the previous summer.</p> <p>Pupil premium pupils at the end of KS2 will continue to make better progress than non-pupil premium pupils or at least as good as.</p> <p>Summer data will also show that 10-20% of disadvantaged pupils will have made accelerated progress.</p> <p>Analysis of interventions and 'catch up' will show that they have had a positive impact on disadvantaged pupil's learning and this has accelerated their learning.</p> |

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| <p>Pupils and families with identified social, emotional or health needs are well supported in school so that the needs are removed or alleviated.</p> <p>Pupils from disadvantaged backgrounds have high aspirations for themselves.</p> | <p>There is a whole school approach to emotional wellbeing and mental health. The Headteacher, SLT SENDCo, Inclusion Manager, pastoral team, class teachers and TLA's identify and support families and children to alleviate barriers to learning.</p> <p>The SENDCo completes the Senior Mental Health lead training.</p> <p>The school works very closely and in partnership with the MHST. There is impact evidence of the work they have done with pupils, families, staff and any external referrals made to relevant support agencies are swiftly carried out to ensure pupils and families receive the support they require.</p> <p>Interventions for specific pupils are identified and they have a positive impact on pupil's social, emotional or health needs. This leads to them making at least expected progress with their learning.</p> <p>RSE, Mental Health and Well-Being strategies are embedded and taught well throughout the curriculum.</p> <p>School achieves 'The Healthy Minds Charter Mark'.</p> |
| <p>The gap between Pupil Premium and Non-Pupil Premium pupils' attendance will diminish.</p> | <p>Whole school approach to attendance and punctuality has been embedded in school.</p> <p>Pupil Premium attendance will improve so it is in-line with non-pupil premium pupils.</p> <p>Fewer Pupil Premium pupils will be persistently absent/late from/to school.</p> <p>Pupil premium attendance will exceed national averages for pupil premium pupils and/or non-pupil premium (96+%).</p> <p>Attendance data and tracking of pupil premium and non-pupil premium will evidence the impact of strategies and support implemented.</p> <p>Families will engage well with the support that has been put into place in school and with external agencies.</p> |

Pupil premium pupils will have a breadth of experiences and access to a variety of exciting opportunities to enable them to contextualise their learning.

School will deliver an engaging, broad, rich and varied curriculum.

All pupil premium pupils will be offered experiences with school or during after school activities such as Forest Schools, Cooking Club, homework, sports, music lessons and reading clubs.

Teachers will broaden pupils' experiences by planning exciting hooks into learning, visitors into school, a wide range of trips outside of school and outdoor learning etc.

Children will be exposed to a wide range of social, cultural, enrichment and sporting experiences within (and outside) of the school day.

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: £10,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|---|
| <p>Accelerate progress in reading and writing in EYFS and KS1.</p> <p>Phonics scheme 'Little Wandle' is embedded, there is fidelity to the scheme and teaching is highly effective.</p> | <p>EEF- Phonics</p> <ol style="list-style-type: none"> 1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. 2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. 3. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). 4. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly. | <p>1. In EYFS/KS1 pupil premium/disadvantaged pupils have lower attainment and slower rates of progress that non- pupil premium pupils. The children have gaps and misconceptions and find it more difficult to retain/recall prior knowledge</p> |
| <p>Develop a whole school approach to English. Reading to explicitly teach reading comprehension skills.</p> <p>CPD staff training on Novel study approach in KS2 from Alison Philipson. TA's and teachers trained.</p> <p>Alison Philipson training for all staff on three stage approach to teaching English (Reading, toolkit phase and writing).</p> <p>Intensive support from the English hub at Burley to introduce the three-day read approach into the EYFS and KS1.</p> | <p>EEF Reading Comprehension</p> <ol style="list-style-type: none"> 1. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. 2. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. 3. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. 4. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently. 5. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects. Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. | <p>1. In EYFS/KS1 pupil premium/disadvantaged pupils have lower attainment and slower rates of progress that non- pupil premium pupils. The children have gaps and misconceptions and find it more difficult to retain/recall prior knowledge</p> <p>2. Disadvantaged pupils in KS2 continue to do as well as if not better than non-pupil premium pupils and they will make accelerated rates of progress.</p> <p>3. Pupil Premium Pupils have limited experiences beyond their home life and immediate community.</p> |

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| | <p>However, the UK evidence base is less extensive than the global average, and UK studies show lower impact for all pupils. We know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members.</p> <p>EEF Reading Comprehension</p> | |
| <p>Oral language interventions throughout school targeted intervention for pupil premium pupils.</p> <p>NELI</p> <p>Dialogic talk embedded throughout the curriculum.</p> | <p>EEF Oral interventions</p> <ol style="list-style-type: none"> 1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. 2. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. 3. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. 4. Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. | <p><i>1. In EYFS and KS1 pupil premium/disadvantaged pupils have lower attainment and slower rates of progress that non- pupil premium pupils. The children have gaps and misconceptions and find it more difficult to retain/recall prior knowledge.</i></p> <p><i>. Disadvantaged pupils in KS2 continue to do as well as if not better than non-pupil premium pupils and they will make accelerated rates of progress.</i></p> <p><i>5.Poor language skills on entry to school.</i></p> |
| <p>Effective deployment of highly skilled TLAs and trained HLTAs in specific subjects providing high quality PPA cover.</p> <p>High quality training program for TLA's to support pupils.</p> | <p>EEF Making the best use of teaching assistants.</p> | <p><i>1. In EYFS and KS1 pupil premium/disadvantaged pupils have lower attainment and slower rates of progress that non- pupil premium pupils. The children have gaps and misconceptions and find it more difficult to retain/recall prior knowledge.</i></p> <p><i>Disadvantaged pupils in KS2 continue to do as well as if not better than non-pupil premium pupils and they will make accelerated rates of progress.</i></p> |

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| <p>Whole school approach to emotions, wellbeing and mental health.</p> <p>My Happy Mind program is used weekly in every class in school.</p> | <p>EEF Improving social and emotional learning in Primary Schools</p> | <p>2. Pupils and their families have social & emotional difficulties, including medical and mental health issues and often have lower aspirations.</p> |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £62,090

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| <p>Targeted small group tutoring 'keep up' programs led by highly skilled TAs.</p> | <p>Small group tuition EEF</p> <p>Key findings</p> <ol style="list-style-type: none"> 1. Small group tuition has an average impact of four months' additional progress over the course of a year. 2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. 3. One to one tuition and small group tuition are both effective interventions. 4. Providing training to the staff that deliver small group support is likely to increase impact. 5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds. | <p>1. In EYFS and KS1 pupil premium/disadvantaged pupils have lower attainment and slower rates of progress than non- pupil premium pupils. The children have gaps and misconceptions and find it more difficult to retain/recall prior knowledge.</p> <p>Disadvantaged pupils in KS2 continue to do as well as if not better than non-pupil premium pupils and they will make accelerated rates of progress.</p> |
| <p>Non class-based specialist Teaching assistant employed to deliver bespoke speech and language interventions across school.</p> | <p>EEF Oral interventions</p> <ol style="list-style-type: none"> 1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. 2. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. 3. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. 4. Some pupils may struggle specifically with spoken language. Schools should | <p>5. 5.Poor language skills on entry to school.</p> |

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| | consider how they will identify pupils that need additional support around oral language and articulation. | |
| <p>A higher number than national average teaching assistants are employed throughout school to deliver targeted interventions.</p> <p>Teaching assistants will be highly trained on specific interventions to maximise their impact.</p> | <p>EEF- Teaching assistants' interventions.</p> <ol style="list-style-type: none"> 1. Teaching assistants can provide a large positive impact on learner outcomes 2. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, 3. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. 4. Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. | |

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

Budgeted cost: £46486

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|--|
| <p>Paul Dix- When the adult changes everything changes training for all staff.</p> <p>Embed the new relationships policy within school. New policy developed to include restorative practice to build trusting positive relationships.</p> | <p>EEF Improving behaviour in school</p> <p>EEF Improving social and emotional learning in schools</p> <ol style="list-style-type: none"> 1. Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. 2. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. 3. While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs. 4. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils. | <p>2. Pupils and their families have social & emotional difficulties, including medical and mental health issues and often have lower aspirations.</p> |
| <p>A whole school approach to attendance to include;</p> | <p>EEF evidence shows that the most effective schools have strong processes around analysing and collecting attendance</p> | <p>3. Pupil Premium pupils have lower attendance</p> |

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| <p>Expectations are communicated effectively with staff, pupils and parents.</p> <p>Positive engagement with parents if there are attendance issues.</p> <p>Robust systems and data analysis highlight patterns in specific groups such as CLA and Pupil premium pupils.</p> <p>Targeted intervention for specific individuals and groups of pupils.</p> <p>Strong links with the local authority to provide intervention with target families as necessary.</p> <p>Full time attendance office employed to support and improve attendance in school.</p> <p>SLA with Bradford LA ESW service to work alongside the Attendance officer</p> | <p>data which allows them to act quickly. Patterns of absence to be scrutinised and then targeted interventions to be put in place. The effectiveness of any interventions in place to improve attendance can be monitored and readjusted as necessary.</p> | <p>and are more persistently absent from school than Non-Pupil Premium pupils. Currently disadvantaged pupil's overall attendance is 91.9% compared with 95% non- disadvantaged pupils. PA of disadvantaged pupils is 29.2% compared to non-disadvantaged pupils which is 15.7%. Poor punctuality is an additional barrier.</p> |
| <p>High quality emotional support is provided to pupils by highly skilled pastoral team.</p> <p>1:1 Emotion coaching and restorative language</p> <p>Trained Mental Health First aider</p> <p>Providing targeted enrichment for Pupil premium pupils.</p> <p>Lunchtime sports clubs</p> <p>Small group interventions</p> <p>Art therapy provided by trained staff member.</p> <p>Forest schools for targeted pupils.</p> <p>Life skills groups for vulnerable pupils.</p> | <p>EEF Parental engagement</p> <p>EEF Improving social and emotional learning in schools</p> | <p>2. Pupils and their families have social & emotional difficulties, including medical and mental health issues and often have lower aspirations.</p> |
| <p>Breakfast club is highly subsidised for target vulnerable children to attend.</p> | <p>EEF evidence shows that the most effective schools have strong processes around analysing and collecting attendance data which allows them to act quickly. Patterns of absence to be</p> | <p>Pupil Premium pupils have lower attendance and are more persistently absent from</p> |

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|---|---|---|
| <p>Ensuring pupil's physical needs are met by subsidising milk and breakfast/nutrition as and when required.</p> <p>To improve the attendance and punctuality of disadvantaged pupils.</p> | <p>scrutinised and then targeted interventions to be put in place. The effectiveness of any interventions in place to improve attendance can be monitored and readjusted as necessary.</p> <p>Meet pupil's physical and nutritional needs according to statutory requirements. According to Maslow's hierarchy of need, children's basic physiological needs must be met as a priority before they are likely to thrive in other ways. IFS research supports the theory that 'health- and nutrition-based pupil premium policies can have real impacts on educational outcomes.'</p> | <p>school than Non-Pupil Premium pupils. Currently disadvantaged pupil's overall attendance is 91.9% compared with 95% non- disadvantaged pupils. PA of disadvantaged pupils is 29.2% compared to non-disadvantaged pupils which is 15.7%. Poor punctuality is an additional barrier.</p> |
| <p>Financial Support and incentives for pupil premium families. School heavily subsidises trips for Pupil premium pupils to widen their experiences.</p> | <p>EEF school uniform-</p> <ol style="list-style-type: none"> 1. Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. 2. Staff commitment to upholding and consistently maintaining a uniform policy is crucial to successful implementation. 3. If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform. | <p><i>Pupil Premium Pupils have limited experiences beyond their home life and immediate community.</i></p> |
| <p>Positively and actively engage and communicate with difficult to reach parents. Strong links with Early Help Team and outside agencies providing support to parents. Half termly coffee mornings. Inviting parents into school for events.</p> | <p>EEF parental engagement</p> <ol style="list-style-type: none"> 1. Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. 2. Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions. 3. Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how you will maintain parental engagement as children get older. 4. Consider what support you can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children. | <p>2. Pupils and their families have social & emotional difficulties, including medical and mental health issues and often have lower aspirations.</p> |
| <p>OPAL schools – whole school improvement through play to improve behaviour, wellbeing, social skills etc.</p> | <p>5 key benefits of outdoor learning</p> <p>Taking learning outdoors can enhance education and improve mental health Here are 5 key benefits for children</p> <p>1. Children's mental health and wellbeing improves There is an enormous body of research available showing that time spent in nature can improve children's mental health and wellbeing. Likewise, a lack of learning outdoors is steadily resulting in a 'Nature Deficit Disorder', where spending less time outside is suggested to lead to behavioural problems. By taking learning outdoors, we can combat Nature Deficit Disorder and increase mental health by improving mood, confidence and wellbeing. According to the Outdoor Classroom Day 2018 Muddy Hands report: "Children's lives are now far more stressful than in the past, alongside higher academic expectations, there are pressures created by social media use, which can monopolise children's time and attention, affect their body image, or expose them to age-inappropriate content. Many</p> | <p>All challenges.</p> |

children are under more time pressure, more peer pressure and more pressure to succeed. Getting outdoors is the cheapest and easiest way to reduce this pressure so children (and adults) feel less stressed."
And let's face it – happier, healthier children are more motivated and eager to learn; a winning outcome from all angles.

2. Children's relationship with nature improves

"If children don't grow up knowing about nature and appreciating it, they will not understand it. And if they don't understand it, they won't protect it. And if they don't protect it, who will?"

Sir David Attenborough

3. Education is more inclusive

All children are unique – they learn in different ways and for some, these can actually be stifled by the classroom. Especially for children with special educational needs, the classroom can bring with it added stress and ingrained feelings of academic or social 'difference'.

One of the many brilliant things about outdoor learning is that it gives more scope for inclusive activities and overall mindset. There are more possibilities and opportunities for *all* pupils to be together, experiencing the same range of activities. Plus, the sensory immersion opportunities are far higher and children feel less tied to one specific mode of learning.

"Inclusion in outdoor learning is about looking at how everyone in your class can be involved together, all gaining from the activities they are taking part in. Consider the sensory elements of the activity, your pupils' academic and physical abilities, the interaction of pupils with each other and the overall experiences gained. All children are different and will be engaged and enthused by different things, and all teachers are familiar with creating lessons that meet these different needs so that all their pupils can flourish. Teaching outdoors is no different."

Teaching the Primary Curriculum outdoors.

4. Curriculum learning is enhanced

"We know that many pupils thrive learning outside and that this shift in environment (and a practical approach) can actually help certain concepts come alive and be easier to understand," says Mary Jackson, LtL's Head of Education and Communities.

Learning outside isn't an unnecessary add-on it's a way to deepen children's learning experience by getting them to experience lessons in a new and exciting way.

It provides practical, real-life experiences: the type that children truly take on board. These engaging experiences can teach brand new skills and also enhance problem solving, teamwork and thinking skills while feeding seamlessly into the curriculum.

We see it as making lessons *stick* by fostering a genuine interest in the subject far beyond what a child can pick up in a textbook.

5. Child development is enhanced

By moving away from regimented seating plans and standard classroom based learning, children can embrace a greater sense of freedom and independence: essential contributors to their development.

[Research](#) has even suggested that outdoor learning boosts confidence, social skills, communication, motivation, physical skills, knowledge and understanding. It has also been found to boost children's self-esteem, self-confidence, ability to work cooperatively and positive attitude to learning.

It isn't just a nice to have: it's a crucial and transformative part of childhood.

Total budgeted cost: £235,240

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.

Intended outcomes

- **Outcome 1-** Disadvantaged pupils in EYFS, KS1 and Year 3 will make accelerated progress and 'catch up' or exceed prior attainment standards. Children who have fallen behind receive targeted high-quality intervention.
- **Outcome 2-** Disadvantaged pupils in KS2 continue to do as well as if not better than non-pupil premium pupils and they will make accelerated rates of progress.
- **Outcome 3-** Pupils and families with identified social, emotional or health needs are well supported in school so that the needs are removed or alleviated. Pupils from disadvantaged backgrounds have high aspirations for themselves.
- **Outcome 4-** The gap between Pupil Premium and Non-Pupil Premium pupils' attendance will diminish.
- **Outcome 5-** Pupil premium pupils will have a breadth of experiences and access to a variety of exciting opportunities to enable them to contextualise their learning. School will deliver an engaging, broad, rich and varied curriculum.

Key for impact data

| | | | |
|-------------------------------|-----------------------|---------------------------------|--------------------------------------|
| | | | |
| More than 10% above national. | At or above national. | Below national by less than 10% | Well below national by more than 10% |

Outcome 1- Impact on Disadvantaged pupils in EYFS, KS1 and Year 3

EYFS

| GLD | School 2023 | National 2023 | Difference | School 2024 | National 2024 | Difference | School impact 22/23 to 23/24 |
|-------------------|-------------|---------------|------------|-------------|---------------|------------|------------------------------|
| All | 52% | 67% | -15% | 62% | 67% | -5% | +10% |
| Disadvantaged | 54% | 52% | +2% | 58% | 52% | +6% | +4% |
| Non-Disadvantaged | 62% | 72% | -10% | 64% | 72% | -8% | +2% |

In 2024 in EYFS:

- GLD increased by 10% for all pupils
- GLD for disadvantaged pupils increased by +4% and was +6% above national for disadvantaged pupils.

Year 1 Phonics

| Phonics EXP | School 2023 | National 2023 | Difference | School 2024 | National 2024 | Difference | School impact from 22/23 to 23/24 |
|-------------------|-------------|---------------|------------|-------------|---------------|------------|-----------------------------------|
| All | 77% | 79% | -2% | 80% | 81% | -1% | +3% |
| Disadvantaged | 73% | 67% | +6% | 86% | 68% | +18% | +13% |
| Non Disadvantaged | 70% | 67% | +3% | 76% | 84% | -8% | +6% |

In 2024 phonics in Yr1:

- 80% of pupils achieved the expected standard in phonics which is inline with national.
- **Disadvantaged pupils achieved significantly higher (+18%)** than disadvantaged pupils nationally.
- **Disadvantaged pupils achieved significantly higher than the previous year (+13%).**

KS1 data

Year 2 Phonics

| Phonics | School 2023 | National 2023 | Difference | School 2024 | National 2024 | Difference | School impact from 22/23 to 23/24 |
|-------------------|-------------|---------------|------------|-------------|---------------|------------|-----------------------------------|
| All | 71% | 89% | -18% | 84% | 89% | -5% | +13% |
| Disadvantaged | 71% | | | 80% | | | +9% |
| Non Disadvantaged | 70% | | | 78% | | | +8% |

In 2024 phonics in Yr2:

- 84% of pupils achieved the expected standard in phonics by Year 2.
- **The gap has diminished between school and national average by 13% so the gap is now 5% not 18%.**
- **Phonic results for disadvantaged pupils has improved by 9%.**

Year 2 Reading

| Reading EXP | School 2023 | National 2023 | Difference | School 2024 | National 2023 | Difference | School impact from 22/23 to 23/24 |
|-------------------|-------------|---------------|------------|-------------|---------------|------------|-----------------------------------|
| All | 58% | 68% | -10% | 68% | 68% | 0% | +10% |
| Disadvantaged | 42% | 54% | -12% | 47% | 54% | -7% | +5% |
| Non Disadvantaged | 73% | 73% | 0% | 76% | 73% | +3% | +3% |

| Reading GD | School 2023 | National 2023 | Difference | School 2024 | National 2023 | Difference | School impact from 22/23 to 23/24 |
|-------------------|-------------|---------------|------------|-------------|---------------|------------|-----------------------------------|
| All | 15% | 19% | -4% | 13% | 19% | -6% | -2% |
| Disadvantaged | 8% | 18% | -10% | 0% | | | -8% |
| Non Disadvantaged | 13% | | | 7% | | | -6% |

In 2024 reading in Yr2:

- 68% of pupils achieved the expected standard in reading by Year 2 which was a **10% increase** on the previous year.
- **The gap has diminished** for disadvantaged pupils in reading compared with the national average for disadvantaged by 5% so the gap is now 7% not 12%.

Year 2 Writing

| Writing EXP | School 2023 | National 2023 | Difference | School 2024 | National 2023 | Difference | School impact from 22/23 to 23/24 |
|-------------------|-------------|---------------|------------|-------------|---------------|------------|-----------------------------------|
| All | 59% | 60% | -1% | 67% | 60% | +7% | +8% |
| Disadvantaged | 42% | 59% | -17% | 47% | 59% | -12% | +5% |
| Non Disadvantaged | 70% | 70% | 0% | 73% | 70% | +3% | +3% |

| Writing GD | School 2023 | National 2023 | Difference | School 2024 | National 2023 | Difference | School impact from 22/23 to 23/24 |
|-------------------|-------------|---------------|------------|-------------|---------------|------------|-----------------------------------|
| All | 6% | 8% | -2% | 5% | 10% | -5% | -1% |
| Disadvantaged | 4% | 22% | -18% | 0% | | | -4% |
| Non Disadvantaged | 5% | | | 7% | | | -2% |

In 2024 writing in Yr2:

- 67% of pupils achieved the expected standard in writing by Year 2 which was an **8% increase** on the previous year.
- **The gap has diminished** for disadvantaged pupils in writing compared with the national average for disadvantaged by 5% so the gap is now 12% not 17%.

Year 2 Maths

| Maths EXP | School 2023 | National 2023 | Difference | School 2024 | National 2023 | Difference | School impact from 22/23 to 23/24 |
|-------------------|-------------|---------------|------------|-------------|---------------|------------|-----------------------------------|
| All | 62% | 70% | -8% | 67% | 70% | -3% | +5% |
| Disadvantaged | 54% | 56% | -2% | 47% | 56% | -9% | -7% |
| Non Disadvantaged | 70% | 75% | -5% | 73% | 75% | -2% | +3% |

| Maths GD | School 2023 | National 2023 | Difference | School 2024 | National 2023 | Difference | School impact from 22/23 to 23/24 |
|-------------------|-------------|---------------|------------|-------------|---------------|------------|-----------------------------------|
| All | 10% | 16% | -6% | 7% | 16% | -9% | -3% |
| Disadvantaged | 11% | 19% | -8% | 0% | | | -11% |
| Non Disadvantaged | 10% | | | 9% | | | -1% |

In 2024 maths in Yr2:

- 67% of pupils achieved the expected standard in maths by Year 2 which was a 5% **increase** on the previous year.

Outcome 2- Disadvantaged pupils in KS2

The disadvantage gap index nationally has reduced from 3.21 in 2023 to 3.12 in 2024.

The 2024 disadvantage statistics are provisional and do not include pupils in the care of a local authority unless they were eligible for free school meals during the last 6 years or ceased to be looked-after in the last year.

Year 6 combined data

| Combined EXP | School 2023 | National 2023 | Difference | School 2024 | National 2024 | Difference |
|-------------------|-------------|---------------|------------|-------------|---------------|------------|
| All | 80% | 60% | + 20% | 57% | 60% | -3% |
| Disadvantaged | 63% | 44% | +18% | 46% | 45% | +1% |
| Non Disadvantaged | | 66% | | 65% | 67% | -2% |

Year 6 Reading

| Reading EXP | School 2023 | National 2023 | Difference | School 2024 | National 2023 | Difference |
|-------------------|-------------|---------------|------------|-------------|---------------|------------|
| All | 86% | 73% | +13% | 69% | 74% | -5% |
| Disadvantaged | 89% | 60% | +16% | 65% | 62% | +3% |
| Non Disadvantaged | | 78% | | 72% | 79% | -7% |

Year 6 Maths

| Maths EXP | School 2023 | National 2023 | Difference | School 2024 | National 2024 | Difference |
|-------------------|-------------|---------------|------------|-------------|---------------|------------|
| All | 86% | 73% | +13% | 75% | 73% | +2% |
| Disadvantaged | 81% | 59% | +22% | 62% | 59% | +3% |
| Non Disadvantaged | | 79% | | 83% | 79% | +4% |

| | Disadvantaged and non disadvantaged school gap 23/24 | Disadvantaged and non disadvantaged national gap 23/24 | School difference to national gap |
|-----------------------------|---|---|---|
| Combined ARE KS2 gap | 19% | 22% | Gap is 3% smaller than national for disadvantaged pupils |
| Reading | 7% | 17% | The gap is 10% less than national for disadvantaged pupils. |
| Writing | 20% | 20% | The gap is inline with national for disadvantaged pupils. |
| Maths | 21% | 20% | The gap is 1% more than disadvantaged pupils nationally. |

Outcome 3- Pupils and families with identified social, emotional or health needs

42 children have been referred to the NHS Mental Health Support team (MHST) for support from their team or additional outside agencies.

50% of these children are PP. 7 families have been referred to Early Help for intervention for Family Aid Workers to work with the families on parenting, behaviour at home/Mental Health. 6 of these children are PP.

Additional referrals (many of which are PP) have been made for parenting programs run by Early Help. The deputy completed the SMHL training.

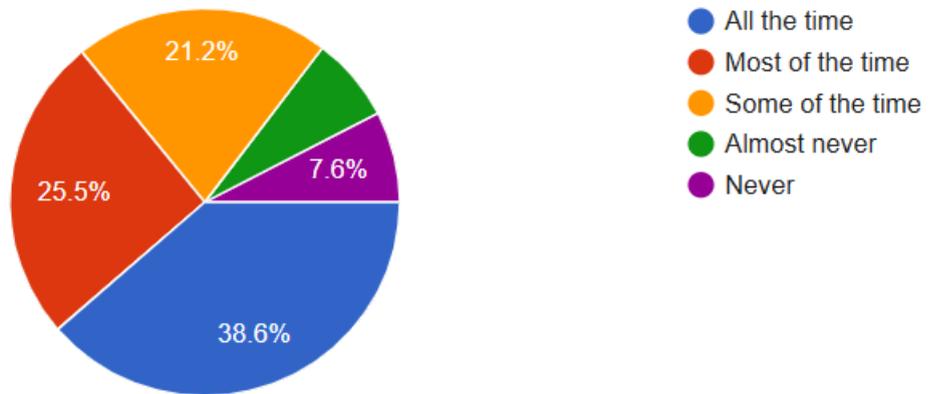
Whole school training on Emotion coaching including parental training from the MHST has led to fewer behaviour incidents logged on CPOMs.

There is a range of support from the local mental health team including psychologists who use a range of therapeutic support. The school is still completing the 'Healthy Minds' accreditation. Staff use a well-designed tool to identify children's mental health risk.

Pupil survey November 2024

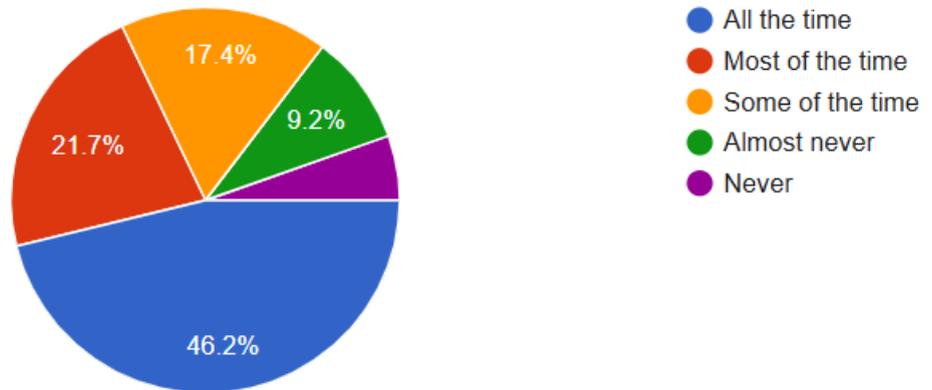
1. I enjoy school

184 responses



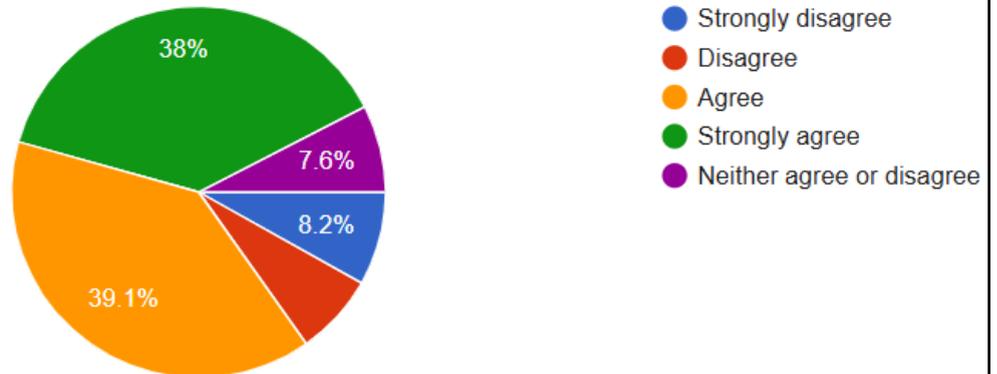
4. I enjoy learning at this school

184 responses



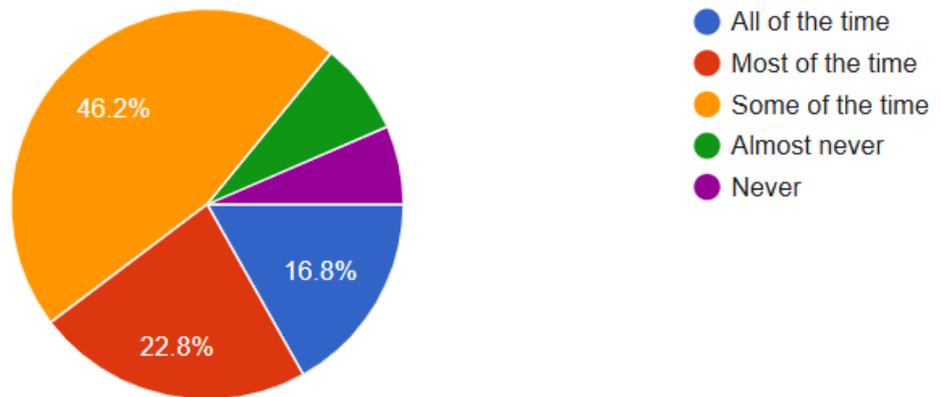
6. There is an adult at school I can talk to if something is worrying me

184 responses



7. The behaviour of other pupils in my lessons is good

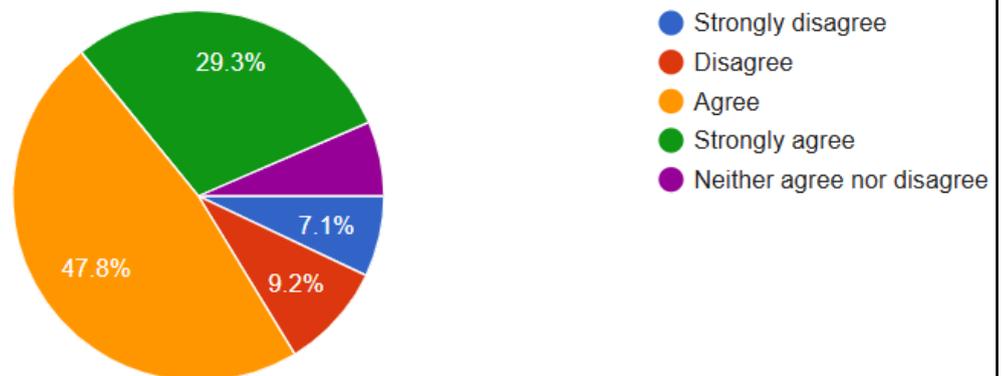
184 responses



12. My school encourages me to look after my emotional and mental health.

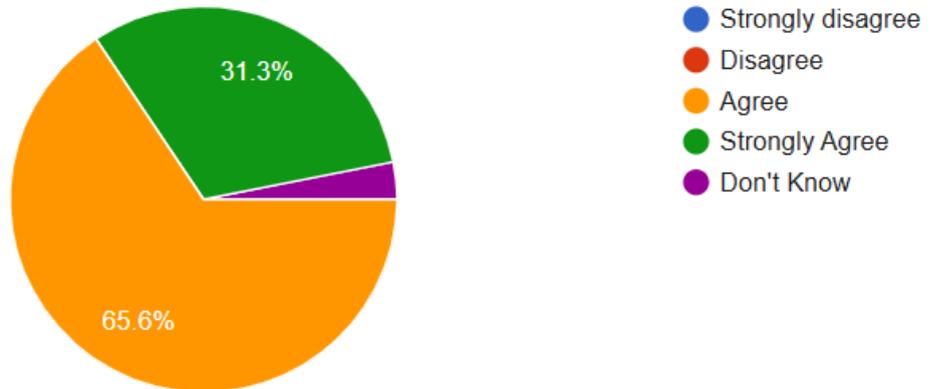


184 responses



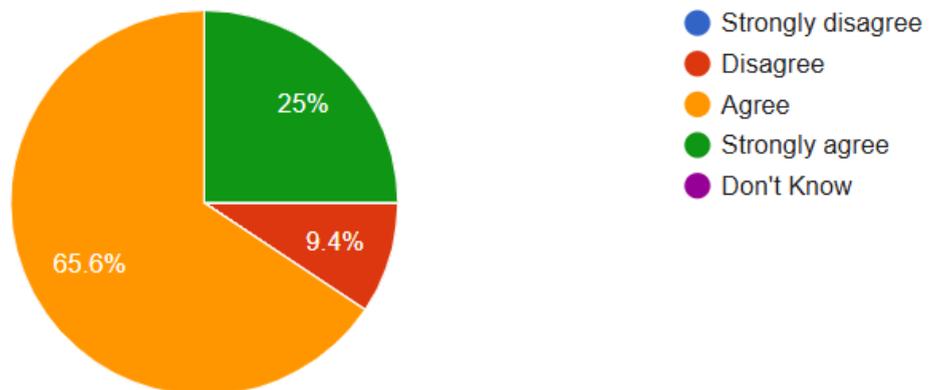
1. My child is happy at this school.

32 responses



2. My child feels safe at this school.

32 responses



Outcome 4- The gap between Pupil Premium and Non-Pupil Premium pupils' attendance will diminish.

Impact data comparisons 2022 to 2023 and 2023 to 2024

| | School 2022/2023 | School 2023/2024 | Impact |
|--------------------|------------------|------------------|--------|
| Attendance all | 90.6% | 93.7% | + 3.1% |
| Persistent absence | 34% | 21.1% | -12.9% |

| | School 2022/2023 | Bradford LA 2022/2023 | National 2022/2023 | Difference School/LA | Difference school/National |
|--------------------|------------------|-----------------------|--------------------|----------------------|----------------------------|
| Attendance all | 90.6% | 93.2% | 94.1% | -2.6% | - 3.5% |
| Persistent absence | 34% | 21.2% | 16.2% | +12.8% | +17.8% |

| | School 2023/2024 | Bradford LA 2023/2024 | National 2023/2024 | Difference School/LA | Difference school/National |
|--------------------|------------------|-----------------------|--------------------|----------------------|----------------------------|
| Attendance all | 93.7% | 93.3% | 94.5% | +0.4% | -0.8% |
| Persistent absence | 21.1% | 22% | 15.2% | - 0.9% | +5.9% |

| | Gap between school and LA has been diminished by (Impact from 22/23 to 23/24) | Gap between school and National has been diminished by (Impact from 22/23 to 23/24) |
|--------------------|---|---|
| Attendance all | +3% | +2.7% |
| Persistent absence | -11.9% | -11.9% |

Pupil groups 2022/2023 to 2023/2024 comparisons

| | School 2022/2023 | School 2023/2024 | Difference |
|--------------------------|------------------|------------------|--------------|
| Attendance all | 90.6% | 93.7% | +3.1% |
| Boys | 90.6% | 92.3% | +1.7% |
| Girls | 90.8% | 92.1% | +1.3% |
| Disadvantaged | 89.7% | 91.8% | +2.1% |
| Non-Disadvantaged | 91.5% | 92.4% | +0.9% |
| SEND | 90.7% | 92.5% | +1.8% |
| NON-SEND | 88.9% | 95.8% | +6.9% |
| EHCP | 87.2% | 92.6% | +5.4% |
| SEND Support | 89.4% | 92% | +2.6% |

Attendance Gap to National comparisons 2022/2023 to 2023/2024

| | School 2022/2023 | National average 2022 to 2023 | School 2023/2024 | National average 2023/2024 | Difference to National 2022 to 2023 | Difference to National 2023 to 2024 | Impact of improvements made in 2023/2024 |
|--------------------------|------------------|-------------------------------|------------------|----------------------------|-------------------------------------|-------------------------------------|--|
| Attendance all | 90.6% | 94.1% | 93.7% | 94.5% | -3.5% | -1.8% | +1.7% |
| Boys | 90.6% | 92.7% | 92.3% | 92.9% | -2.1% | -0.6% | +1.5% |
| Girls | 90.8% | 92.6% | 92.1% | 92.7% | -1.9% | -0.6% | +1.3% |
| Disadvantaged | 89.7% | 88.9% | 91.8% | 88.9% | +0.8 | +2.9% | +2.1% |
| Non-Disadvantaged | 91.5% | 93.9% | 92.4% | 94.2% | -2.4% | -1.8% | +0.6% |
| SEND | 90.7% | | 92.5% | | | | |
| NON-SEND | 88.9% | 93.4% | 95.8% | 93.5% | -4.5% | +2.3% | +6.8% |
| EHCP | 87.2% | 87.7% | 92.6% | 86.7% | -0.5% | +5.9% | +6.4% |
| SEND Support | 89.4% | 89.8% | 92% | 89.1% | -0.4% | +2.9% | +3.3% |

Outcome 5- Pupil premium pupils will have a breadth of experiences

of pupil premium pupils have taken up the opportunity to attend after school clubs provided by school. The opportunity was offered to all pupil premium pupils.

PP children have had trips subsidised by school. of PP pupils attend schools subsidised breakfast club. This has been offered to more pupils who haven't accepted a place.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|-----------|----------|
| N/A | |

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? | N/A |

| | |
|--|-----|
| What was the impact of that spending on service pupil premium eligible pupils? | N/A |
|--|-----|

Further information (optional)

| |
|--|
| |
|--|