

Pupil Premium Strategy Statement: Berkswich CE Primary School

This statement details our school's use of pupil premium and recovery premium for the 3-year duration of the strategy spanning from 2025-2028.

This update reflects spending and supporting evidence for the allocation of the funds to help improve the attainment of our disadvantaged pupils for the 2024 to 2025 academic year.

For mainstream and special schools, the PP grant for financial year 2024 to 2025 will include pupils recorded in the October 2023 school census who have had a recorded period of FSM eligibility since (and including) January 2018, as well as those first recorded as eligible in October 2023.

For mainstream and special schools, the PP grant for financial year 2024 to 2025 will include children recorded in the October 2023 school census who were looked after by a local authority or other state care immediately before being adopted, or who left local authority or other state care on a special guardianship order or child arrangements order (previously known as a residence order).

PP grant is allocated to local authorities based on the number of LAC supported by the authority. LAC are defined in the Children Act 1989 as those who are in the care of, or provided with accommodation by, an English local authority. It is for the local authority to decide how much of this funding to pass on to the child's school. If LAC PP funding is retained by the local authority it must still be spent to improve the attainment of eligible pupils and in accordance with the menu of approaches (see section 3.1 of the pupil premium conditions of grant for further detail).

Pupils in state-funded schools in England attract the service pupil premium grant (SPP) if they meet the following 2 criteria:

- one of their parents is serving in the regular armed forces, including pupils with a parent who is on full commitment as part of the full-time reserve service – this includes pupils with a parent who is in the armed forces of another nation and is stationed in England
- they have been registered as a 'service child' on any school census in the past 6 years

They would also be eligible if:

- one of their parents died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme

For mainstream and special schools, the SPP for financial year 2024 to 2025 will include pupils recorded in the October 2023 school census who have been recorded as a service child at any point since the January 2018 census, as well as those recorded as a service child for the first time in the October 2023 school census.

Changes in Pupil Premium allocation will be listed on the Pupil Premium Policy.

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	Berkswich CE Primary School
Number of pupils in school	216 (Rec – Y6)
Proportion (%) of pupil premium eligible pupils	8.8%
Academic year/years that our current pupil premium strategy plan covers	2025-2026 (New plan started) 2026-2027 2027-2028
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Samantha Jackson Headteacher
Pupil Premium Lead	Lisa Andrews SENDCo
Governor / Trustee Lead	Clair O' Prey Lead for Disadvantaged Pupils

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,280
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	£28, 280

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Berkswich CE Primary, grounded in our Christian values and in partnership with our church community, we are committed to fostering aspirational expectations for every learner, believing that potential is not determined by background but by the development of essential skills and values. We recognise that some pupils, particularly those from disadvantaged backgrounds, those previously in care, or those from forces families, may face additional challenges. These challenges are increasingly complex in today's rapidly changing world, influenced by evolving technologies and a shifting climate, which can further exacerbate existing parental struggles and financial pressures. Therefore, we dedicate all available resources to empower these pupils to reach their full academic and social potential. We understand that Pupil Premium funding addresses specific barriers that can hinder progress, and we are determined to provide the necessary support and guidance to overcome them. This includes access to a rich and varied curriculum and exciting enrichment opportunities designed to broaden horizons and build resilience. Our support also extends to other vulnerable pupils, including those with social workers and young carers, ensuring their needs are met regardless of their Pupil Premium status. High-quality teaching remains central to our approach, with a targeted focus on areas where disadvantaged pupils require the most support. This approach, led by current evidence-based research is proven to effectively narrow the attainment gap, benefits all pupils across the school. We adopt a proactive and responsive approach, addressing both common challenges and individual needs through robust diagnostic assessment, avoiding assumptions based solely on disadvantage. To ensure maximum effectiveness, we will: challenge disadvantaged pupils in their work; intervene early when needs are identified; and adopt a whole-school approach where all staff share responsibility for disadvantaged pupils' outcomes and maintain high expectations for their achievements.

Challenges

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

Challenge number	Detail of challenge
1	Attainment and Progress: School data reveals that some Pupil Premium/disadvantaged children demonstrate lower attainment and slower

	progress in reading, writing, and mathematics compared to their non-disadvantaged peers.
2	Enrichment Opportunities: Pupil Premium children, including those with social workers and those facing financial hardship, require broader enrichment experiences to expand their horizons beyond their immediate home and community environments.
3	Special Educational Needs and Disabilities (SEND): There is a growing prevalence of SEND needs across the school, with 24% of Pupil Premium children identified as having one or more Special Educational Needs.
4	Speech and Language Needs: The school is experiencing a rise in speech and language needs, particularly within the Early Years Foundation Stage.
5	Social, Emotional, and Mental Health (SEMH): There is a growing concern regarding anxiety, social and emotional difficulties, and poor mental health, including the impact of negative early childhood experiences, particularly for children who are or have been looked after.

Intended outcomes

This explains the outcomes we are aiming for by the end of our new (2025-2028) strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Accelerated Progress in Reading	Children will achieve National Average or above in Reading.
Accelerated Progress in Writing	Children will achieve National Average or above in Writing.
Accelerated Progress in Mathematics.	Children will achieve National Average or above in Mathematics.
Pupil Premium children will achieve a statutory pass in the Phonics Screening Check.	100% of Pupil Premium children in Year 1 will achieve the expected standard (pass mark) in the Phonics Screening Check, with a focus on narrowing the gap between Pupil Premium and non-Pupil Premium children following purposeful intervention and quality first teaching of systematic phonics.
Pupil Premium children, including those with social workers and those facing financial austerity, will have increased access to and participation in enriching experiences that broaden their horizons, develop their skills, and enhance their overall well-being. This will contribute to improved social-emotional	To ensure Pupil Premium children benefit from wider enrichment, we aim for planned participation in two or more diverse activities per term, encompassing cultural visits, sports, arts, outdoor adventures, and more, while actively removing barriers like cost and transport where applicable. We will track participation and breadth of experience to

development, increased cultural capital, and greater engagement with learning.	ensure equitable access. This will be measured by demonstrable progress in key skills (e.g., communication, teamwork) alongside positive changes in confidence and motivation, evidenced through assessments, observations, and feedback. Furthermore, children will demonstrate increased cultural understanding and a stronger connection to their community.
Attendance of all Pupil Premium children is above 96% on average across the length of this 3-year strategy.	All Pupil Premium Children will achieve 96% or above attendance across the school year.
By utilizing the Early Outcome Fund's speech and language screener and implementing the 'It's Time to Talk' program, we can ensure early identification and intervention of speech needs, leading to improved outcomes.	Increased staff members accessing this CPD. Children will achieve an improvement in scores on the 3 annually screener. Progress will also be monitored on the It's Time to Talk intervention. Screening takes place three times across the year September, March and July. Results help to target evidence-based interventions.
Conducting screening assessments using GL Assessment and implementing subsequent targeted interventions, including 'It's Time to Talk,' EPATT, and Sensory Circuits, to provide timely and effective support to Pupil Premium Children.	To ensure timely and effective support for Pupil Premium Children, we will conduct screening assessments using GL Assessment. Following these assessments, we will implement targeted interventions such as "It's Time to Talk," EPATT, and Sensory Circuits. This approach aims to provide tailored support and address the specific needs identified through the screening process.
Children's mental health and wellbeing are nurtured and protected throughout their school experience, with a strong emphasis on early identification and intervention.	Children and young people's emotional well-being is fundamental to their safety, growth, and success in life

Activity in this Academic Year

This details how we intend to spend our pupil premium in academic year **2024-2025** to address the challenges listed above.

Teaching

Budgeted cost: £ 16,546

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-Quality First Teaching	The Early Career Framework claims that 'high-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.' Major & Higgins (2019). The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. (EEF, 2021) EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. Pupil_Premium_Guidance.pdf (educationendowmentfoundation.org.uk) Some example research: Collaborative learning (+5) - The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year. Mastery learning (+5) (e.g., Maths Hub) - The impact of mastery learning approach additional five months progress, on average, over the course of a year. There is a lot of variation behind this average. It seems to be important that a high bar is set for achievement of 'mastery'. Metacognition (+7) - The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.	1,3,4

Staff CPD including NPQ and Associative MAT training and networking.	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD. EEF, (2021). Professional learning holds one of the keys to sustained improvement at a systemic level. A 2015 review of international research into teacher professional development suggested that subject-specific continuing professional development (CPD) is more effective than generic pedagogic CPD, in terms of its impact on pupil outcomes (TDT, 2015). The report from the Teacher Development Trust (TDT) suggests that effective CPD should be underpinned by: subject knowledge, subject-specific pedagogy, clarity around learner progression, starting points and next steps, content and activities dedicated to helping teachers understand how pupils learn, both generally and in specific subject areas. A more recent report into current practice suggests that subject-specific CPD is favoured by teachers and appears to have more impact on pupil outcomes. Staff have been trained on the Educational Psychology Service Recommended Reading Intervention and have implemented this throughout school. Staff have been on a wider variety of CPD courses to further advance their understanding in relation to Autism. We know that effective CPD programmes built around subject expertise are likely to improve outcomes for young people as well as teachers' sense of job satisfaction. The education Exchange DESIGNING A CPD MODEL FIT FOR THE FUTURE Tharby, (2021)	1,3,4,5
Teaching Assistant Support	The latest research shows that when TAs are used in a focused way – to deliver structured,	1,3,4,5

	high-quality support to small groups or individual children – pupils make an additional two to four months' progress. Evaluation of the two studies was funded by the Education Endowment Foundation (EEF,2021) charity, which says there is compelling evidence that should help shape the way TAs are used in schools to ensure they improve pupils' results. Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one intervention can be a powerful tool for supporting these pupils when they are used carefully. These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable. EEF, Targeted Academic Support (2025)	
Speech and Language Training	Early intervention programs are designed to enhance the developmental competence of participants and to prevent or minimize developmental delays. Children targeted for early intervention may either include environmentally or biologically vulnerable children, or those with established developmental deficits. There is growing consensus based on the best available evidence that early interventions can exert moderate positive effects. <i>Benefits of early intervention for children with developmental disabilities. Annette Macjemer, 1998</i> The first years of life are vital in giving every child the best start, with speech, language and communication skills an important indicator of child wellbeing. These skills shape a child's ability to learn, develop friendships and their future life chances. Every child, regardless of circumstance should be able to develop and thrive. There is increasing concern about the numbers of children starting school with poor speech, language and communication skills, with unacceptable differences in outcomes in	4

	different areas of the country. Inequalities in early language development are recognisable in the second year of life and have an impact by the time children enter school. This guidance is part of a wider programme of work to support early child development including the Department for Education's work to encourage parents to engage in activities that support their child's early learning – and the modernisation of the Healthy Child Programme announced in the Green Paper, Advancing Our Health: prevention in the 2020s. Public Health England, 2020 The importance of early identification and intervention is further supported in the SEND Review, March 2022.	
SEND Training on range of areas of need including ASD.SLCN and pastoral support.	Autism and ASD CPD courses can help you develop a better understanding and awareness, including what it is and how to recognise common signs and behaviour. Autism CPD courses can help you explore subjects such as causes, common misconceptions, diagnosis and assessments. CPD courses can be a great way to learn for teachers, caregivers, parents and educators, as well as any individual who wishes to understand the subject better and become more confident in their understanding of autism. <u>https://cpduk.co.uk/news/cpd-for-autism-and-asd-courses</u>	1,3,5
Timetable Rock Stars and Ten Town Software Programs Maths Mastery	Times Tables Rock Stars continues to grow its reach and influence. • More than 8,000 primary and secondary schools were subscribed in August 2018, including 3,000 in the North of England. • An estimated 370,000 disadvantaged children are benefitting from Times Tables Rock Stars. • The most recent speed data on more than 327,000 children shows that on average, students are 38% faster at answering times tables questions after using Times Tables Rock Stars than when they started using it. <u>https://shinetrust.org.uk/case-study/times-tables-rock-stars/</u> 2021	1
EYFS/KS1 Book Investment	Over the last two decades, there has been a deepening recognition of the fundamental importance of improving reading standards on a child's future academic achievement,	1

	wellbeing and success in life. The reading and writing of Standard English, alongside proficient language development, is the key to unlocking the rest of the academic curriculum. Pupils who struggle to read struggle in all subjects and the wonders of a knowledge-rich curriculum passes them by unread. Fluency of reading is also a key indicator for future success in further education, higher education and employment. Even more significantly, being a highly engaged reader has the potential to allow a child to overcome their background. In 2000, results from the OECD's Programme for International Student Assessment (PISA) showed that: "while the degree of engagement in reading varies considerably from country to country, 15-year-olds whose parents have the lowest occupational status but who are highly engaged in reading obtain higher average reading scores in PISA than students whose parents have high or medium occupational status but who report to be poorly engaged in reading. This suggests that finding ways to engage students in reading may be one of the most effective ways to leverage social change. This finding remains pertinent, with a 2021 OECD report stating that "PISA data consistently shows that engagement in reading is strongly correlated with reading performance and is a mediator of gender or socio-economic status" The Reading Framework July 2021	
Little Wandle Phonics Scheme validated by the Department for Education in line with the new Reading Framework.	To Ensure high quality consistent teaching of phonics and early reading for every child in every classroom and help you continue to grow a love of reading in your school. Little Wandle 2021. The further development of rich resources has been purchased to ensure the ongoing success of the program. This included monitoring, resourcing and ensuring staff training is current and consistent. A member of staff is leading this alongside another member of staff who is leading the phonics specifically.	1
Hygge Approach in Nursery, Reception and Year Five.	Resources are carefully organised to make them visible to adults and children, not hidden away but valued and celebrated! They should also be presented in ways to make	3,4,5

	them not only appealing to use but also to support incidental learning, e.g., using labelling and shadowing to reinforce early literacy and numeracy. Creating delightful corners of curiosity Alongside continuous provision, creating delightful corners of curiosity enables us to introduce inspiring enhancements to bring new learning to our early year's classrooms – enriching language, deepening understanding and providing opportunities to embed prior learning in new and diverse contexts Early Excellence Centre for Inspiring Learning, June 2021 Berkswich CE Primary Early Years is a Hygge Accredited setting. Hygge is the Danish approach to living well, that focuses on being in the moment and embracing the feelings of warmth, simplicity and togetherness. When we think about Hygge we are really focusing on the FEELING. We reflected on our learning environment to reduce chaos and bring calm, whilst also making sure that we have high levels of engagement and that learning is always purposeful. We strive to ensure that our environment feels homely and comfortable, so all accessing it have a heightened sense of wellbeing. A sense of arrival is critical, as it sets a tone and leaves those in the setting feeling reassured and excited. This is how we want the children to feel about coming to school each day. We immerse the children in nature, adding 'loose parts' and authentic resources to our environment. We make sure the lighting is	
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	carefully thought-out and the use of natural light maximised. This has been extended and is being trialled in other year groups across the school. https://www.berkswichceprimary.co.uk/hygge-approach-in-eyfs/	
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Targeted Academic Support

The school records, on an individual basis, the targeted academic support for all children. The information below is summarised for anonymity purposes.

Budgeted cost: £ 9650

Activity	Evidence that supports this approach	Challenge number(s) addressed
GL Assessment Screening Software. Available to all pupils including PP children. £	GL Assessment provides teachers with vital insights about their pupils, in turn helping those pupils to do better. Geoff Barton General Secretary, ASC The resulting ‘triangulation’ around a child gives us rich data as well as an in-depth picture of him/her in relation to every other child, and ensures that, while not everyone will ultimately achieve the same results, all children will make the best possible progress. This aspirational learning approach is about setting tough targets for individuals, but not generalised SMART targets that may be unrealistic or impossible for some while being insufficiently taxing for others. Using GL Assessment data with educators and leaders to drive high achievement - GL Assessment (gl-assessment.co.uk)	1,3,4
SEND and Inclusion HUB Meetings including EAPDR	The EAPDR Pathway is designed to be a multidisciplinary process between the school / educational setting, parents, and professionals, and any agreed Enhanced APDR Cycle will identify appropriate support in addition to existing APDR. This can include enhanced provisions from: Educational Psychology Service (EPS) Specialist Teaching Support Service (STSS) Staffordshire Enhanced District Inclusion Support (SEDIS) Teams Staffordshire Children and Young People’s Flexible Framework	1,3,4,5

	Enhanced Adult Support for delivery of intervention, e.g., TA Support for EAPDR cycles is identified through the One Form and commissioned/funded via the SEND Commissioning Team.	
It's Time to Talk Intervention EYFS (Free training, budget for resourcing, staff delivering intervention)	'It's Time to Talk' is a preverbal and early language skills targeted group intervention. It is designed for children in the early years and to be delivered by trained early years' practitioners. The programme targets early interaction, attention and listening and single word vocabulary development in early topics. 'Children taking part in the intervention are developing in their language and this is shown through our Early Years development tracking. They are more confident and are using more words during play. 'Nursery Practitioner-Stoke Speaks Out	1,3,4,5
Recommended Reading Approach (RRA) (EPATT) A structured reading approach to support children who are behind.	Word reading Synthesis – this is a phonological skill (i.e., children or young people do not look at print) and refers to a child or young person's capability to hear individual sounds and put them together to make words. Systematic phonic intervention that focuses on the most frequently occurring grapheme-phoneme correspondences (GPCs) in written English Teaching children and young people to correct the pronunciation of words that have been decoded accurately but lead to a nonword pronunciation (Dyson, Best, Solity & Hulme, 2017). Sight vocabulary intervention that focuses on the most frequently occurring phonically irregular words Vocabulary knowledge Generalising reading skills to real books Comprehension Word Reading to accuracy and fluency Oral language skills The following skills: literal, inference, summarising, simplifying syntactic and semantic complexities, critical skills, study skills The following knowledge: vocabulary, facts, reasoning skills, logic, schemata, syntax, specific topic knowledge Spelling Segmentation - this is a phonological skill (i.e. children or young people do not look at print) and refers to a child or young person's capability to hear a word and separate it into the individual sounds Writing letters to dictation Phonic, whole word, morphemic spelling interventions Generalising spelling skills into independent writing/recording Writing Letter and number formation Word formation Writing sentences Oral language skills. https://www.staffordshire.gov.uk/Education/Access-	1,3,4,5

	to-learning/Graduated-response-toolkit/School-toolkit/EPs-school-support-information-and-resources/EP-Recommended-Approach-to-Literacy/Staffordshire-Literacy-Guidance-2021.pdf	
Educational Psychology Service	Educational Psychologists work in the community in schools and educational settings. The main focus for the work of an Educational Psychologist is to provide advice and support to schools and educational settings staff to meet children and young people's needs. The Educational Psychology Service has provided a core service county wide during and immediately after Covid-19. This will end in December 2022 and a traded offer will re-commence. School have brought into this service for 2023-2024	
Autism Inclusion Team in Reach Commissioned Support	We provide basic awareness training and bespoke training to any setting on request. We advise on the implementation of Autism Education Trust National Standards and Competencies. We design support to suit the individual needs of children and young people and the mainstream setting. We assess and regularly review the level and type of support offered. We provide: Autism Awareness and Acceptance training. This covers initial Autism awareness, and more in-depth full day courses. We offer practical, and strategy training sessions, including structured teaching and communication strategies e.g., TEACCH, PECS, Social Stories/Comic Strip Illustrations, Social Skills Groups, Emotional Regulation and Behaviour Support. (For further information on the Autism Inclusion Team's training offer, please contact the Specialist Teaching Support Service - sss.service@staffordshire.gov.uk) Advice and support to mainstream SENCos, Teachers and Teaching Assistants. Advice on how the children and young people with Autism can access the curriculum effectively. Individual or small group staff training. Liaison with parents and carers. One to one or small group work with children and young people. Support settings to develop, social skills sessions, peer awareness sessions, circle of friends. Assistance with resources including visual supports e.g., timetables, sequence charts, social stories.	1,3,4,5

	Advice and evidence for statutory assessments, and support within the EAPDR pathway and Graduated Response Toolkit. Liaison with Speech and Language Therapists, Children and Adolescent Mental Health Service (CAMHS), Midlands Partnership Foundation Trust (MPFT), Diagnostic Services, Paediatricians, Educational Psychologists and any other relevant professionals.	
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Wider Strategies

Budgeted cost: £5470

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA Many PP children access this support through pastoral Identified families and children are supported and school work to alleviate barriers to learning. - Vulnerable children to be highlighted and supported through ELSA, Nurture sessions, positive play sessions, and Lego Therapy sessions. Access and support through Family Services is also made available. Supervision of ELSA half termly.	In order for children to become effective learners, Maslow (1970) suggested that it is first necessary to ensure that children's physiological and emotional needs are met. Gardner (1983) argued that emotional and social abilities, including intra and interpersonal intelligence, may be more influential than conventional intelligence for personal, career and school success (cited in Burton, Osborne, & Norgate, 2010). Research has found that children's emotional competence at preschool predicts concurrent and later social competence (Denham et al., 2003), and that socioemotional skills and well-being underpin later academic achievement (Duncan et al., 2007; Greenberg et al., 2003; Berger, Lidia, Alejandra & Neva, 2011; Djambazova-Popordanoska, 2016). Children's social and emotional wellbeing is now recognised as a key factor in determining how well children do at school (National Institute for Health and Clinical Excellence, 2008, 2009), with direct teaching of Emotional Literacy found to increase children's academic achievement and improve behaviour (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Zins, Bloodworth, Weissberg, & Walberg, 2007). When these emotional needs are not met, children are at greater risk for maladjustment (failure to cope with the demands of a normal social environment) (Baumeister & Leary, 1995). ELSA-article-version-for-	1,3,4,5

	submission-to-Debate-amendmended.pdf (soton.ac.uk). A spokesperson for ELSA from Berkswich attended an ELSA conference where she shared the successes, we have had in Berkswich from using the evidence-based intervention. Another member of staff has completed the 6-week ELSA training course.	
LAMDA	LAMDA offers significant benefits for Pupil Premium children by addressing key challenges they often face. Its focus on clear communication and articulation helps bridge language gaps and builds confidence in public speaking, which these students may lack. Achieving LAMDA qualifications and performing can significantly boost self-esteem and raise aspirations, showing them their potential for success. The program also cultivates crucial social and emotional skills like teamwork and empathy, alongside valuable employability skills such as confidence and problem-solving. For those aiming for higher education, LAMDA grades can provide UCAS points, and the program offers access to cultural experiences that enrich their lives. Berkswich CE Primary School is committed to the holistic development of its pupils and demonstrates this commitment by offering LAMDA to all children eligible for Pupil Premium funding. This initiative ensures equitable access to enriching opportunities, empowering these students to develop vital communication, social, and emotional skills while boosting their confidence and aspirations, ultimately contributing to closing the achievement gap.	2
Music Tuition Funding An offer has been sent to all PP children's parents for January 2025 for all music tuition to be subsidised through Pupil Premium. Hourly £60 per term- £180 per year.	A 2016 study at the University of Southern California's Brain and Creativity Institute found that musical experiences in childhood can actually accelerate brain development, particularly in the areas of language acquisition and reading skills. According to the National Association of Music Merchants Foundation (NAMM Foundation), learning to play an instrument can improve mathematical learning and even increase SAT scores. Academic achievement isn't the only benefit	2

	of music education and exposure. Music ignites all areas of child development and skills for school readiness, including intellectual, social-emotional, motor, language, and overall literacy. It helps the body and the mind work together. Exposing children to music during early development helps them learn the sounds and meanings of words. Dancing to music helps children build motor skills while allowing them to practice self-expression. For children and adults, music helps strengthen memory skills. Children and Music: Benefits of Music in Child Development Bright Horizons® The curriculum is supported by research, recognising that the impact of participation in the arts is positive; improved outcomes have been identified in the core subjects. Practice is informed by findings which suggest that this effect, on average, is greater for younger learners and, in some cases, particularly beneficial for disadvantaged pupils. Wider benefits are reported to include more positive attitudes to learning and increased well-being (Education Endowment Foundation).	
Curriculum Enrichment/Uniform, Trips Support. Costs can vary and parents request this support where necessary.	The EEF now has funded trials of 15 projects with a focus on character / essential life skills. One completed project provides encouraging initial evidence. Enriching education has shown to yield intrinsic benefits (sometimes referred to as “arts for arts’ sake”). All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many go beyond this and argue that enrichment approaches can directly improve pupils’ attainment. Reworded from EEF.	2
Safeguard Software All PP children are monitored closely by SLT to ensure high expectations of attendance are maintained.	Safeguarding in schools is essential for keeping children safe. It means having: whole-school policies and procedures, staff and volunteers confident in identifying and raising concerns, leadership confident in responding to, referring concerns, working with other agencies to protect children, and teaching resources to promote wellbeing NSPCC, 2021. Safeguard as part of the Stonewall Family is a robust and trustworthy solution, which allows schools to record, and monitor students to ensure their wellbeing. Exceeds regulatory requirements by demonstrating a greater level of compliance with record-keeping of safeguarding incidents.	1

Karen Treisman Therapeutic Resources	Karen Treisman's resources are exceptionally valuable for Pupil Premium children because they directly address the challenges stemming from trauma, adversity, and attachment difficulties, which disproportionately affect this population. Her trauma-informed approach ensures sensitive understanding and support, while her focus on attachment helps children build secure relationships and a sense of belonging. The accessible and engaging materials, often using creative methods, allow children to explore their experiences safely. Treisman's work provides practical strategies and tools for adults to support these children in developing coping mechanisms and resilience, all while emphasizing their strengths and fostering a positive self-image. Utilising these resources enables us to create a more supportive environment, helping Pupil Premium children overcome obstacles and thrive through group or 1:1 sessions with pastoral support and teaching staff.	3,5
SEND Resources for increasing inclusive classroom-based practices and for our sensory room.	This room will be used for a range of learning opportunities for the children across the school. Research shows that providing an opportunity for children to access a calm space promotes a positive school culture and climate which supports children's health and wellbeing. Furthermore, a space such as this allows children to improve visual, auditory and tactile processing, and fine and gross motor skills. By providing a sense of calm and comfort, our sensory room will allow children to learn to talk about, acknowledge and self-regulate their emotions which ultimately improves focus, happiness and optimises learning and resilience. Our sensory space will incorporate mindfulness activities to support interoceptive awareness to facilitate self-regulation, and support social and emotional learning (Lynch, et al., 2020). Sensory spaces can also promote self-care, self-nurturance, empowerment, skill development, resilience and recovery (Champagne, 2006). Children from across the whole school will enjoy this mindfulness space – a place where they can reflect, feel safe and communicate	1,2,3,4,5

	their feelings where necessary. The room will also provide space for enrichment activities such as drama, music tuition and academic activities.	
Lego Intervention	Lego Therapy offers significant benefits for Pupil Premium children, addressing key challenges they often face. Its structured, collaborative nature helps develop crucial social skills like communication, turn-taking, and problem-solving, which may be weaker in children with less exposure to social interaction. The tangible nature of Lego building provides a non-threatening environment for self-expression, boosting confidence and self-esteem, areas where Pupil Premium children may struggle due to various socio-economic factors. Furthermore, the program enhances fine motor skills, spatial reasoning, and the ability to follow instructions, all valuable for academic success. By fostering teamwork and communication, Lego Therapy equips these children with essential tools for navigating social situations and improving their overall well-being, ultimately contributing to their personal and academic growth.	1,2,3,4,5
PP meal vouchers are sent through all school holidays.		

Total budgeted cost: £31,666

Some of the money has been sourced from other areas as well as using the full allocation of Pupil Premium funding as we deemed these strategies extremely important in supporting children in receipt of Pupil Premium.

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.

	No Assessment	Out of year group below	Working Towards	Just At	Securely At	Greater Depth	Out of year group above
Reading ➡	18.8% (3)		30.8% (4)		53.8% (7)	15.4% (2)	
Writing ➡	18.8% (3)		30.8% (4)		69.2% (9)		
Mathematics ➡	18.8% (3)		38.5% (5)		53.8% (7)	7.7% (1)	

External Providers

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
Phonics and Early Reading Program	Little Wandle