

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ditchling (St Margaret's) CE Primary and Nursery
Number of pupils in school	218
Proportion (%) of pupil premium eligible pupils	6% (12 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25; 2025-26; 2026-27
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	A Clarke, HT
Pupil premium lead	J Sayers, DHT
Governor / Trustee lead	H Evans, Inclusion Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14800
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	£1480 x 10 = £14800 + £106 EYPP for T1-2 = £14906 + £2570 adoptive PP = £17476

Part A: Pupil premium strategy plan

Statement of intent

- Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and attain highly across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.
- We will consider the challenges faced by vulnerable pupils, including those who are previously looked after, have a social worker and who are young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.
- High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.
- Our strategy is also integral to wider school plans for education recovery for those whose education has been worst affected, including non-disadvantaged pupils.
- Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:
 - ensure disadvantaged pupils are challenged in the work that they are set
 - act early to intervene at the point need is identified and assessed
 - adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge																																																																						
1	Assessments, observations, and discussions with pupils has suggested that disadvantaged pupils generally have greater difficulties with literacy (including phonics) than their peers. This negatively impacts their development as readers and writers, and therefore their access to the whole curriculum. Last academic year's data shows that Pupil Premium children made 0.4 more progress in writing than non PP children: <table><tr><th colspan="10">RWM key groups progress 196 all Pupils (from 2023-2024)</th></tr><tr><th>Pupil Count</th><th>2023/24 Aut1 Reading Main Assessment</th><th>2023/24 Sum2 Reading Main Assessment</th><th>Reading progress from 2023/24 Aut1 to 2023/24 Sum2 Main Assessment</th><th>2023/24 Aut1 Writing Main Assessment</th><th>2023/24 Sum2 Writing Main Assessment</th><th>Writing progress from 2023/24 Aut1 to 2023/24 Sum2 Main Assessment</th><th>2023/24 Aut1 Maths Main Assessment</th><th>2023/24 Sum2 Maths Main Assessment</th><th>Maths progress from 2023/24 Aut1 to 2023/24 Sum2 Main Assessment</th></tr><tr><td>All Pupils: 196 (100%)</td><td>On Track</td><td>On Track</td><td>+0.3</td><td>On Track</td><td>On Track</td><td>+0.2</td><td>On Track</td><td>On Track</td><td>+0.1</td></tr><tr><td>Boys: 100 (51%)</td><td>On Track</td><td>On Track</td><td>+0.3</td><td>On Track</td><td>On Track</td><td>+0.2</td><td>On Track</td><td>On Track</td><td>+0.1</td></tr><tr><td>Girls: 96 (49%)</td><td>On Track</td><td>On Track</td><td>+0.3</td><td>On Track</td><td>On Track</td><td>+0.2</td><td>On Track</td><td>On Track</td><td>+0.2</td></tr><tr><td>Pupil Premium: 11 (6%)</td><td>On Track</td><td>On Track</td><td>+0.2</td><td>On Track</td><td>On Track</td><td>+0.5</td><td>On Track</td><td>On Track</td><td>+0.2</td></tr><tr><td>Not Pupil Premium: 185 (94%)</td><td>On Track</td><td>On Track</td><td>+0.3</td><td>On Track</td><td>On Track</td><td>+0.1</td><td>On Track</td><td>On Track</td><td>+0.1</td></tr></table>	RWM key groups progress 196 all Pupils (from 2023-2024)										Pupil Count	2023/24 Aut1 Reading Main Assessment	2023/24 Sum2 Reading Main Assessment	Reading progress from 2023/24 Aut1 to 2023/24 Sum2 Main Assessment	2023/24 Aut1 Writing Main Assessment	2023/24 Sum2 Writing Main Assessment	Writing progress from 2023/24 Aut1 to 2023/24 Sum2 Main Assessment	2023/24 Aut1 Maths Main Assessment	2023/24 Sum2 Maths Main Assessment	Maths progress from 2023/24 Aut1 to 2023/24 Sum2 Main Assessment	All Pupils: 196 (100%)	On Track	On Track	+0.3	On Track	On Track	+0.2	On Track	On Track	+0.1	Boys: 100 (51%)	On Track	On Track	+0.3	On Track	On Track	+0.2	On Track	On Track	+0.1	Girls: 96 (49%)	On Track	On Track	+0.3	On Track	On Track	+0.2	On Track	On Track	+0.2	Pupil Premium: 11 (6%)	On Track	On Track	+0.2	On Track	On Track	+0.5	On Track	On Track	+0.2	Not Pupil Premium: 185 (94%)	On Track	On Track	+0.3	On Track	On Track	+0.1	On Track	On Track	+0.1
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2	Internal and external (where available) assessments have indicated that Maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. However, last academic year's data shows that Pupil Premium children made 0.1 more progress in Maths than non PP children: <table><tr><th colspan="10">RWM key groups progress 196 all Pupils (from 2023-2024)</th></tr><tr><th>Pupil Count</th><th>2023/24 Aut1 Reading Main Assessment</th><th>2023/24 Sum2 Reading Main Assessment</th><th>Reading progress from 2023/24 Aut1 to 2023/24 Sum2 Main Assessment</th><th>2023/24 Aut1 Writing Main Assessment</th><th>2023/24 Sum2 Writing Main Assessment</th><th>Writing progress from 2023/24 Aut1 to 2023/24 Sum2 Main Assessment</th><th>2023/24 Aut1 Maths Main Assessment</th><th>2023/24 Sum2 Maths Main Assessment</th><th>Maths progress from 2023/24 Aut1 to 2023/24 Sum2 Main Assessment</th></tr><tr><td>All Pupils: 196 (100%)</td><td>On Track</td><td>On Track</td><td>+0.3</td><td>On Track</td><td>On Track</td><td>+0.2</td><td>On Track</td><td>On Track</td><td>+0.1</td></tr><tr><td>Boys: 100 (51%)</td><td>On Track</td><td>On Track</td><td>+0.3</td><td>On Track</td><td>On Track</td><td>+0.2</td><td>On Track</td><td>On Track</td><td>+0.1</td></tr><tr><td>Girls: 96 (49%)</td><td>On Track</td><td>On Track</td><td>+0.3</td><td>On Track</td><td>On Track</td><td>+0.2</td><td>On Track</td><td>On Track</td><td>+0.2</td></tr><tr><td>Pupil Premium: 11 (6%)</td><td>On Track</td><td>On Track</td><td>+0.2</td><td>On Track</td><td>On Track</td><td>+0.5</td><td>On Track</td><td>On Track</td><td>+0.2</td></tr><tr><td>Not Pupil Premium: 185 (94%)</td><td>On Track</td><td>On Track</td><td>+0.3</td><td>On Track</td><td>On Track</td><td>+0.1</td><td>On Track</td><td>On Track</td><td>+0.1</td></tr></table>	RWM key groups progress 196 all Pupils (from 2023-2024)										Pupil Count	2023/24 Aut1 Reading Main Assessment	2023/24 Sum2 Reading Main Assessment	Reading progress from 2023/24 Aut1 to 2023/24 Sum2 Main Assessment	2023/24 Aut1 Writing Main Assessment	2023/24 Sum2 Writing Main Assessment	Writing progress from 2023/24 Aut1 to 2023/24 Sum2 Main Assessment	2023/24 Aut1 Maths Main Assessment	2023/24 Sum2 Maths Main Assessment	Maths progress from 2023/24 Aut1 to 2023/24 Sum2 Main Assessment	All Pupils: 196 (100%)	On Track	On Track	+0.3	On Track	On Track	+0.2	On Track	On Track	+0.1	Boys: 100 (51%)	On Track	On Track	+0.3	On Track	On Track	+0.2	On Track	On Track	+0.1	Girls: 96 (49%)	On Track	On Track	+0.3	On Track	On Track	+0.2	On Track	On Track	+0.2	Pupil Premium: 11 (6%)	On Track	On Track	+0.2	On Track	On Track	+0.5	On Track	On Track	+0.2	Not Pupil Premium: 185 (94%)	On Track	On Track	+0.3	On Track	On Track	+0.1	On Track	On Track	+0.1
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3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils can be impacted by external events (eg war in Ukraine, changes in social housing) to a greater extent than for other pupils. These findings are supported by national studies. This could result in knowledge gaps leading to pupils falling further behind age-related expectations.																																																																						
4	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities due to financial difficulties. These challenges particularly affect some of our disadvantaged pupils, including their attainment. Teacher referrals for support have increased in the last academic year. 7 pupils currently require additional support with social and emotional needs. Currently 6% of our PP children attend an after-school club.																																																																						

5	Our attendance data shows attendance for 2023- 2024 was 96.36% for disadvantaged pupils compared to non-disadvantaged pupils 95.9%. However, 14% of disadvantaged pupils were persistently absent compared to 3.8% of non-disadvantaged pupils.
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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 reading and writing attainment among disadvantaged pupils.	KS2 reading and writing outcomes in 2023-24 to show that disadvantaged pupils have made a good rate of progress. Reading progress +0.2; Writing progress +0.5 <table><tr><th colspan="10">RWM key groups progress 196 all Pupils (from 2023-2024)</th></tr><tr><th>Pupil Count</th><th>2023/24 Aut1 Reading Main Assessment</th><th>2023/24 Sum2 Reading Main Assessment</th><th>Reading progress from 2023/24 Aut1 to 2023/24 Sum2 Main Assessment</th><th>2023/24 Aut1 Writing Main Assessment</th><th>2023/24 Sum2 Writing Main Assessment</th><th>Writing progress from 2023/24 Aut1 to 2023/24 Sum2 Main Assessment</th><th>2023/24 Aut1 Maths Main Assessment</th><th>2023/24 Sum2 Maths Main Assessment</th><th>Maths progress from 2023/24 Aut1 to 2023/24 Sum2 Main Assessment</th></tr><tr><td>All Pupils: 196 (100%)</td><td>On Track</td><td>On Track</td><td>+0.3</td><td>On Track</td><td>On Track</td><td>+0.2</td><td>On Track</td><td>On Track</td><td>+0.1</td></tr><tr><td>Boys: 100 (51%)</td><td>On Track</td><td>On Track</td><td>+0.3</td><td>On Track</td><td>On Track</td><td>+0.2</td><td>On Track</td><td>On Track</td><td>+0.1</td></tr><tr><td>Girls: 96 (49%)</td><td>On Track</td><td>On Track</td><td>+0.3</td><td>On Track</td><td>On Track</td><td>+0.2</td><td>On Track</td><td>On Track</td><td>+0.2</td></tr><tr><td>Pupil Premium: 11 (6%)</td><td>On Track</td><td>On Track</td><td>+0.2</td><td>On Track</td><td>On Track</td><td>+0.5</td><td>On Track</td><td>On Track</td><td>+0.2</td></tr><tr><td>Not Pupil Premium: 185 (94%)</td><td>On Track</td><td>On Track</td><td>+0.3</td><td>On Track</td><td>On Track</td><td>+0.1</td><td>On Track</td><td>On Track</td><td>+0.1</td></tr></table> KS1 Phonics outcomes enable PP children to successfully pass their phonics screen. In 2023-24, 100% of Y1 PP children passed their phonics screen.	RWM key groups progress 196 all Pupils (from 2023-2024)										Pupil Count	2023/24 Aut1 Reading Main Assessment	2023/24 Sum2 Reading Main Assessment	Reading progress from 2023/24 Aut1 to 2023/24 Sum2 Main Assessment	2023/24 Aut1 Writing Main Assessment	2023/24 Sum2 Writing Main Assessment	Writing progress from 2023/24 Aut1 to 2023/24 Sum2 Main Assessment	2023/24 Aut1 Maths Main Assessment	2023/24 Sum2 Maths Main Assessment	Maths progress from 2023/24 Aut1 to 2023/24 Sum2 Main Assessment	All Pupils: 196 (100%)	On Track	On Track	+0.3	On Track	On Track	+0.2	On Track	On Track	+0.1	Boys: 100 (51%)	On Track	On Track	+0.3	On Track	On Track	+0.2	On Track	On Track	+0.1	Girls: 96 (49%)	On Track	On Track	+0.3	On Track	On Track	+0.2	On Track	On Track	+0.2	Pupil Premium: 11 (6%)	On Track	On Track	+0.2	On Track	On Track	+0.5	On Track	On Track	+0.2	Not Pupil Premium: 185 (94%)	On Track	On Track	+0.3	On Track	On Track	+0.1	On Track	On Track	+0.1
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To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2021-22 demonstrated by: qualitative data from pupil and parent voice, and teacher observations (inc Boxall profiles). 2021-22 Achieved: Boxall profiles show sustained or improved assessment outcomes for disadvantaged children in nearly all areas (see example included later in report). 2022-23 Not achieved: Boxall profiles show marginal increase in developmental difficulties from start to end of last academic year (32% to 33%) and marginal increase in diagnostic difficulties (36% to 38%)																																																																						

2023-24 Boxall profiles show decrease in developmental difficulties over last academic year (33% to 25%) but increase in diagnostic difficulties (38% to 44%)

Ditchling (St Margaret's) Church of England Primary School

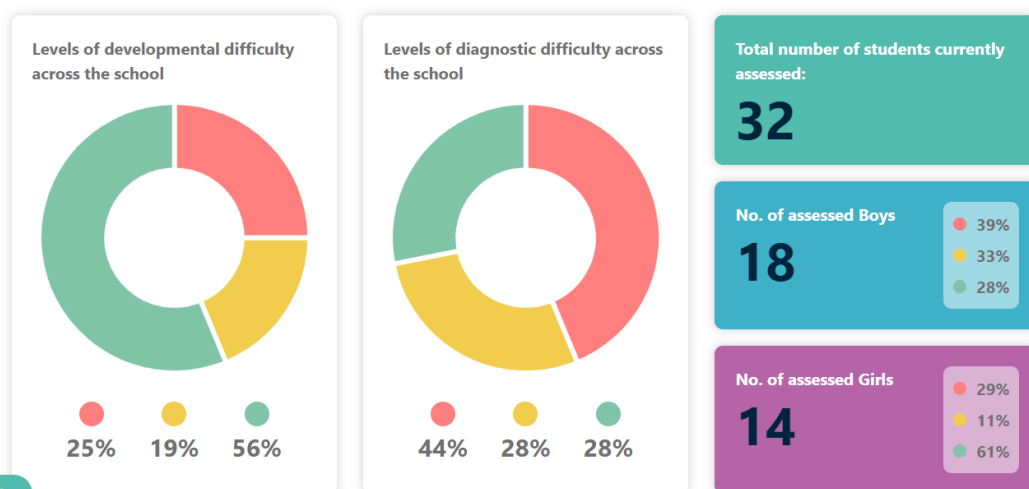


Filter by strand

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A snapshot of your school's data



- an increase in participation in enrichment activities, particularly among disadvantaged pupils.

2021-22 Partially achieved: 1 PP child increased participation in after-school clubs; 3 PP children attended residential trips

2022-23 Partially achieved: 1 PP child attended residential

2023-24 Achieved: 3 PP children participated in after-school clubs; 3 PP children attended residential

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Sustained high attendance demonstrated by:

- Attendance for Pupil Premium students in the academic year 2021- 2022** 94.3% compared to Non Pupil Premium 95.8%. Disadvantaged children are now accessing a greater number of enrichment opportunities closer in line to their peers.
- Attendance for Pupil Premium students in the academic year 2022- 2023** 94.3% compared to Non Pupil Premium 95.7%. Disadvantaged children are now accessing a greater number of enrichment opportunities closer in line to their peers. Persistent absence 16.7% for Pupil Premium and 5.6% for non-disadvantaged.
- Attendance for Pupil Premium students in the academic year 2023- 2024** 96.36% compared to non-disadvantaged pupils 95.49%. However, 14% of disadvantaged pupils were persistently absent compared to 3.8% of non-disadvantaged pupils.

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: £200

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI training for new member of staff (£200)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1

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

Budgeted cost: £14695

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ additional TA hours to support disadvantaged children through a systematic programme of interventions based on RWI and Maths Mastery (£8064 = 21 x £16/hr x 24 weeks) Assign TA hours to year groups (Y4/6) with disadvantaged children to provide targeted one-to-one and small group support during Maths and English lessons and for SEMH support via ELSA/Nurture (£6631)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Evidence shows that tutoring and small-group tuition is effective – particularly where it is targeted at pupils' specific needs; and that it can be particularly effective for disadvantaged pupils. Effective support from support staff can develop independent learning skills, which are associated with improved learning outcomes.	1,2,3

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

Budgeted cost: £ 2581

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for PP/Ever 6 children to participate in all aspects of school life including attending residentials, trips and enrichment activities eg music lessons, after-school clubs, VIAMS participation, outside play in Early Years (£2581)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	4,5

Total budgeted cost: £ 17476

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 2022 to 2023 academic year.

Intended outcome	Success criteria																																																																						
Improved reading and writing attainment among disadvantaged pupils.	KS2 reading and writing outcomes in 2023-4 to show that disadvantaged pupils have made a good rate of progress. PP children made +0.2 progress in reading and +0.5 progress in writing. <table><tr><th colspan="10">RWM key groups progress 196 all Pupils (from 2023-2024)</th></tr><tr><th>Pupil Count</th><th>2023/24 Aut1 Reading Main Assessment</th><th>2023/24 Sum2 Reading Main Assessment</th><th>Reading progress from 2023/24 Aut1 to 2023/24 Sum2 Main Assessment</th><th>2023/24 Aut1 Writing Main Assessment</th><th>2023/24 Sum2 Writing Main Assessment</th><th>Writing progress from 2023/24 Aut1 to 2023/24 Sum2 Main Assessment</th><th>2023/24 Aut1 Maths Main Assessment</th><th>2023/24 Sum2 Maths Main Assessment</th><th>Maths progress from 2023/24 Aut1 to 2023/24 Sum2 Main Assessment</th></tr><tr><td>All Pupils: 196 (100%)</td><td>On Track</td><td>On Track</td><td>+0.3</td><td>On Track</td><td>On Track</td><td>+0.2</td><td>On Track</td><td>On Track</td><td>+0.1</td></tr><tr><td>Boys: 100 (51%)</td><td>On Track</td><td>On Track</td><td>+0.3</td><td>On Track</td><td>On Track</td><td>+0.2</td><td>On Track</td><td>On Track</td><td>+0.1</td></tr><tr><td>Girls: 96 (49%)</td><td>On Track</td><td>On Track</td><td>+0.3</td><td>On Track</td><td>On Track</td><td>+0.2</td><td>On Track</td><td>On Track</td><td>+0.2</td></tr><tr><td>Pupil Premium: 11 (6%)</td><td>On Track</td><td>On Track</td><td>+0.2</td><td>On Track</td><td>On Track</td><td>+0.5</td><td>On Track</td><td>On Track</td><td>+0.2</td></tr><tr><td>Not Pupil Premium: 185 (94%)</td><td>On Track</td><td>On Track</td><td>+0.3</td><td>On Track</td><td>On Track</td><td>+0.1</td><td>On Track</td><td>On Track</td><td>+0.1</td></tr></table>	RWM key groups progress 196 all Pupils (from 2023-2024)										Pupil Count	2023/24 Aut1 Reading Main Assessment	2023/24 Sum2 Reading Main Assessment	Reading progress from 2023/24 Aut1 to 2023/24 Sum2 Main Assessment	2023/24 Aut1 Writing Main Assessment	2023/24 Sum2 Writing Main Assessment	Writing progress from 2023/24 Aut1 to 2023/24 Sum2 Main Assessment	2023/24 Aut1 Maths Main Assessment	2023/24 Sum2 Maths Main Assessment	Maths progress from 2023/24 Aut1 to 2023/24 Sum2 Main Assessment	All Pupils: 196 (100%)	On Track	On Track	+0.3	On Track	On Track	+0.2	On Track	On Track	+0.1	Boys: 100 (51%)	On Track	On Track	+0.3	On Track	On Track	+0.2	On Track	On Track	+0.1	Girls: 96 (49%)	On Track	On Track	+0.3	On Track	On Track	+0.2	On Track	On Track	+0.2	Pupil Premium: 11 (6%)	On Track	On Track	+0.2	On Track	On Track	+0.5	On Track	On Track	+0.2	Not Pupil Premium: 185 (94%)	On Track	On Track	+0.3	On Track	On Track	+0.1	On Track	On Track	+0.1
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Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2023-4 to show that disadvantaged pupils have made a good rate of progress. PP children made +0.2 progress in maths. <table><tr><th colspan="10">RWM key groups progress 196 all Pupils (from 2023-2024)</th></tr><tr><th>Pupil Count</th><th>2023/24 Aut1 Reading Main Assessment</th><th>2023/24 Sum2 Reading Main Assessment</th><th>Reading progress from 2023/24 Aut1 to 2023/24 Sum2 Main Assessment</th><th>2023/24 Aut1 Writing Main Assessment</th><th>2023/24 Sum2 Writing Main Assessment</th><th>Writing progress from 2023/24 Aut1 to 2023/24 Sum2 Main Assessment</th><th>2023/24 Aut1 Maths Main Assessment</th><th>2023/24 Sum2 Maths Main Assessment</th><th>Maths progress from 2023/24 Aut1 to 2023/24 Sum2 Main Assessment</th></tr><tr><td>All Pupils: 196 (100%)</td><td>On Track</td><td>On Track</td><td>+0.3</td><td>On Track</td><td>On Track</td><td>+0.2</td><td>On Track</td><td>On Track</td><td>+0.1</td></tr><tr><td>Boys: 100 (51%)</td><td>On Track</td><td>On Track</td><td>+0.3</td><td>On Track</td><td>On Track</td><td>+0.2</td><td>On Track</td><td>On Track</td><td>+0.1</td></tr><tr><td>Girls: 96 (49%)</td><td>On Track</td><td>On Track</td><td>+0.3</td><td>On Track</td><td>On Track</td><td>+0.2</td><td>On Track</td><td>On Track</td><td>+0.2</td></tr><tr><td>Pupil Premium: 11 (6%)</td><td>On Track</td><td>On Track</td><td>+0.2</td><td>On Track</td><td>On Track</td><td>+0.5</td><td>On Track</td><td>On Track</td><td>+0.2</td></tr><tr><td>Not Pupil Premium: 185 (94%)</td><td>On Track</td><td>On Track</td><td>+0.3</td><td>On Track</td><td>On Track</td><td>+0.1</td><td>On Track</td><td>On Track</td><td>+0.1</td></tr></table>	RWM key groups progress 196 all Pupils (from 2023-2024)										Pupil Count	2023/24 Aut1 Reading Main Assessment	2023/24 Sum2 Reading Main Assessment	Reading progress from 2023/24 Aut1 to 2023/24 Sum2 Main Assessment	2023/24 Aut1 Writing Main Assessment	2023/24 Sum2 Writing Main Assessment	Writing progress from 2023/24 Aut1 to 2023/24 Sum2 Main Assessment	2023/24 Aut1 Maths Main Assessment	2023/24 Sum2 Maths Main Assessment	Maths progress from 2023/24 Aut1 to 2023/24 Sum2 Main Assessment	All Pupils: 196 (100%)	On Track	On Track	+0.3	On Track	On Track	+0.2	On Track	On Track	+0.1	Boys: 100 (51%)	On Track	On Track	+0.3	On Track	On Track	+0.2	On Track	On Track	+0.1	Girls: 96 (49%)	On Track	On Track	+0.3	On Track	On Track	+0.2	On Track	On Track	+0.2	Pupil Premium: 11 (6%)	On Track	On Track	+0.2	On Track	On Track	+0.5	On Track	On Track	+0.2	Not Pupil Premium: 185 (94%)	On Track	On Track	+0.3	On Track	On Track	+0.1	On Track	On Track	+0.1
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To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2021-22 demonstrated by: - Qualitative data from pupil and parent voice, and teacher observations (inc Boxall profiles). 2023-24 Boxall profiles show decrease in developmental difficulties over last academic year (33% to 25%) but increase in diagnostic difficulties (38% to 44%) - An increase in participation in enrichment activities, particularly among disadvantaged pupils. 2023-24 Achieved: 3 PP children participated in after-school clubs; 3 PP children attended residential																																																																						

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance for Pupil Premium students in the academic year 2023-2024 96.36% compared to non-disadvantaged pupils 95.49%. However, 14% of disadvantaged pupils were persistently absent compared to 3.8% of non-disadvantaged pupils.
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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 (N/a)

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)

Additional activity

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

- developing more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

We used the EEF's implementation guidance to help us develop our strategy for pupil premium children. We have particularly developed our approach to identifying and referring in order to diagnose specific pupil needs and confirm which evidence-based activities and approaches are likely to work in our school. We continue to refer to EEF guidance with regard to the implementation of activities.

We have a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure increasingly better outcomes for pupils.