

## 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 on pupil premium had within our school.

### School Overview

Detail	Data
School name	North Worcester Primary Academy
Number of pupils in school	304 from Year R to 5 and 48 in Pre-school
Proportion (%) of pupil premium eligible pupils	37 children 12%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022-2025
Date this statement was published	Reviewed and Edited December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Stuart Grimes
Pupil premium lead	Rhian Duckworth
Governor / Trustee lead	Alan Gaunt

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	56,890
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	56,890

## Part A: Pupil premium strategy plan

### Statement of intent

All schools within The Rivers C of E MAT have prioritised provision and outcomes for all vulnerable pupils (disadvantaged and SEND) during 2022-25.

#### Aims:

To improve outcomes for all disadvantaged pupils *so that*:

- The proportion of pupils attaining ARE or better in RWM combined compares favourably to disadvantaged and non-disadvantaged pupils nationally.
- The increased gap between disadvantaged and non-disadvantaged pupils in reading, writing and mathematics closes.

To improve attendance for all disadvantaged pupils across the MAT *so that*

- Overall attendance improves and is, at least, in line with the national figure for all pupils.
- Persistent absence reduces significantly.

To ensure all disadvantaged pupils receive the appropriate mental health and well-being support so that:

- They engage in their learning and as a result attainment improves and they make at least good progress.

To ensure any language barriers faced by disadvantaged pupils are addressed with urgency from the start.

#### NWPA intent:

We believe that all pupils, irrespective of their background or the challenges they face, should make good or better progress and achieve high attainment across all subject areas.

Our pupil premium strategy focuses on supporting disadvantaged pupils to achieve that goal. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and those who face hardships at home. The activity we outline in this statement is also intended to support pupils' needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, focusing on areas where disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged 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 approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. 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're set
- act early to intervene at the point need is identified
- 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	<p><b>The gap between pupils receiving the Pupil Premium Grant (PPG) and Non-PPG needs to be narrowed In Reading, Writing and Maths.</b></p> <p>We strive to close gaps between those with PPG and those with who are non-PPG.</p> <p>The use of technology, tailored apps, staffing and analysing individual student progress will ensure that we can close any gaps.</p>																				
2	<p><b>Oral language skills.</b></p> <p>Formal Assessments, observations and pupil voice indicate underdeveloped language skills and vocabulary gaps amongst many of our disadvantaged pupils, from Reception to KS2. In 2023 the school introduced the Oracy Voice 21 project.</p> <table border="1"> <thead> <tr> <th></th> <th>2021-22</th> <th>2022-23</th> <th>2023-24</th> </tr> </thead> <tbody> <tr> <td>Phonic check PPG % 32+</td> <td>33%</td> <td>71.4%</td> <td>77%</td> </tr> <tr> <td>EYFS GLD PPG %</td> <td>60%</td> <td>50%</td> <td>25%</td> </tr> <tr> <td>KS1 ARE Reading PPG %</td> <td>44%</td> <td>25%</td> <td>67%</td> </tr> <tr> <td>KS1 ARE Writing PPG %</td> <td>33%</td> <td>25%</td> <td>43%</td> </tr> </tbody> </table>		2021-22	2022-23	2023-24	Phonic check PPG % 32+	33%	71.4%	77%	EYFS GLD PPG %	60%	50%	25%	KS1 ARE Reading PPG %	44%	25%	67%	KS1 ARE Writing PPG %	33%	25%	43%
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3	<p><b>To support Pupil Premium Grant children with their Mental Health and Well-Being to ensure they are ready to learn.</b></p> <p>Some of our disadvantaged pupils have lower self-esteem and a lower sense of self-worth/aspiration. Pupil voice and observations have identified social and emotional issues for many pupils resulting in slower progress and lower attainment in all subjects.</p> <p>Currently:</p> <ul style="list-style-type: none"> <li>Over the past 3 years, several children have needed part-time timetables due to their heightened anxiety.</li> <li>63% of our disadvantaged pupils experience two or more ACES</li> <li>60%+ of PPG families have adverse home-related factors that affect well-being.</li> </ul> <p>A significant number of our pupils in receipt of PPG receive counselling, nurture or play therapy.</p>																				
4	<p><b>To improve the attendance and persistent absentees of PPG improves from 35.29% to well below the national average.</b></p> <ul style="list-style-type: none"> <li>We are taking effective action to further improve pupils' attendance and ensure that any gaps between groups of pupils are closing.</li> </ul>																				
5	<p><b>To support/improve life experiences/Cultural Capital for PPG children.</b></p> <p>Some of our disadvantaged pupils do not have access to wider experiences such as clubs and opportunities to travel opportunities.</p>																				

## 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.

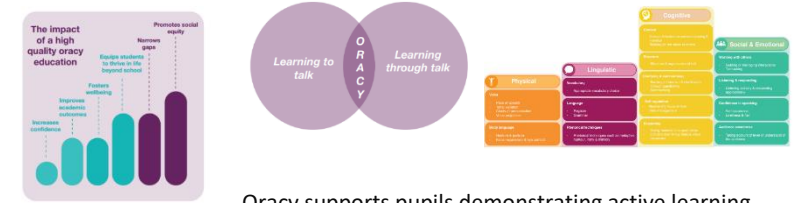
Intended outcome	Success criteria
Decrease the gap in attainment between PPG and non-PPG children in Maths across all year groups.	Children make expected or better-than-expected progress and the gaps between PP and non-PP close rapidly. Attainment for PP pupils in Maths increases and is at least in line with national.
Decrease the gap in attainment between PPG and non-PPG children in Reading across all year groups. In regard to narrowing the gap, the disparity in KS2 is most prevalent: 25% vs 81.25% in Year 3 and 40% vs 92% in Year 4	All identified pupils make good progress within the phonics programme. Our target is that 100% of pupils will pass the phonic screening check. 100% of our pupils who did not pass the phonics in Year 1 will pass the re-check.
Decrease the gap in attainment between PPG and non-PPG children in writing from Y2-Y4	Children make expected or better-than-expected progress and the gaps between PP and non-PP close rapidly. Attainment for PP pupils in writing increases and is at least in line with national.
Increase PPG's children's vocabulary enabling them to make links between different areas of learning.	Children to be able to use key vocabulary in lessons and make links in learning. All PP pupils attain the expected standard at the end of the phonics screening check. Analysis of termly data of spoken language to ensure the gap between PP and non-PPG closes.
The social and emotional needs of pupils eligible for the PPG are identified/assessed and provisions are in place to meet these needs.	Those pupils identified in need of mental health support make good progress towards the targets set through the Motional programme.  Children who needed a higher level of support were given access to a play therapist and other nurture provisions. Analysis of data shows there is a reduction in negative behaviour-related incidents that are reported.
To narrow the gap between disadvantaged and non-disadvantaged pupils' attendance so that it is well below national and under 1%.	Increase in PPG attendance from last academic year so that it is well below national. To reduce the rate of persistent absence of children in receipt of PPG from 34.98% to 20% so that it is well below the national average.
Increase the cultural capital/educational opportunities accessible for children eligible for PPG, giving them a wealth of personal experiences to promote resilience, independence and confidence.	100% of pupils in receipt of PPG attend 2 or more afterschool clubs.  Data of PPG children attending 1 club (2021-2022 = 70.59%    2022-2023 78%    2023-24 79%)  Increase the percentage of PPG children attending educational visits so that 100% of pupils in receipt of PPG attend educational visits.

**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 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Oral language intervention Word Aware CPD Language Link</p> <p>Speech and Language service to support teachers with QFT through consistency with programmes such as Word Aware, visual timetables and bespoke CPD.</p> <p>SALT training for staff SLA with SALT team.</p>	<p><b>Research evidence that supports the approach:</b> <a href="#">EEF: Oral language interventions +6</a></p> <p>The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p> <p>Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>Staff training in Speech and Language training. (SALT)</p> <p>High level of support from the Worcestershire SALT team. We have taken a Service Level Agreement to support staff development and ensure that our children are getting targeted support to improve their oral language skills.</p>	2
<p>Oracy Voice 21 Key lead staff training December 2024 Staff Meeting January 24</p>	 <p>Oracy supports pupils demonstrating active learning behaviours, learning through their talk, developing their language, and building their confidence to talk for different purposes. Voice 21 research shows that schools adopting oracy throughout their curriculums show a 6-month increase in pupil progress for their disadvantaged learners. The Rivers C of E Multi Academy Trust rationale for implementing oracy into the Rivers Curriculum Framework and as part of classroom practice is based on this evidence-based research</p>	
<p>RWI CPD</p> <p>Train staff and new phonics lead on delivering high-quality phonics and reading comprehension strategies.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics and early reading are key skills for children and are a foundation for all future learning across the curriculum. Many of our disadvantaged children have not had early reading support at home and require the regular and systematic teaching of phonics.</p> <p><a href="#">EEF Phonics</a></p> <p>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.</p>	2

	<p>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.</p> <p>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).</p> <p>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>	
Embed oral language interventions across EY and KS1.	<p>EEF: Very high impact for very low cost based on extensive evidence.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	2
<p>Embed a Mastery approach using White Rose.</p> <p>Embed a structure to the Maths lessons to improve engagement and AfL</p> <p>Rivers Fluency document introduced which includes Mastering Number.</p> <p>Staff Meeting and Training</p>	<p><i>Ofsted Review of Mathematics</i></p> <p>The review identifies that:</p> <ul style="list-style-type: none"> <li>Teachers engineer the best possible start for all pupils by closing the school entry gap in knowledge of basic mathematical facts, concepts, vocabulary and symbols.</li> <li>The teaching of maths facts and methods is sequenced to take advantage of the way that knowing those facts helps pupils to learn methods, and vice versa.</li> <li>Throughout sequences of learning, pupils benefit from teaching that is systematic and clear.</li> <li>The aim is for pupils to attain proficiency. Pupils are then more likely to develop motivation and confidence in the subject.</li> <li>Pupils need regular opportunities to rehearse and apply the important mathematical facts, concepts, methods and strategies they have learned.</li> <li>Assessment is most useful when it focuses on the component knowledge that pupils have learned. This aids pupils’ confidence and makes it easier to analyse and respond to gaps in learning.</li> <li>Teachers can support pupils’ progression by ensuring written work is of a high quality. This is important because when pupils’ calculations are systematic and orderly, they are better able to see the connections of number and to spot errors</li> </ul>	1
Maths Intervention	<p>All pupils in KS2 have an iPad to take home to support with learning. Diagnostic platforms are used to support instruction and ensure the level of work is perfectly matched.</p> <p>Century Tech – The platform identifies gaps in knowledge and skills while addressing misconceptions. It uses the latest research in learning science and neuroscience to create constantly adapting personalised pathways for every learner.</p> <p>Numbots - to be purchased to ensure a robust intervention programme. Sept 2023</p> <p>TT Rockstar to ensure automaticity in multiplication and division facts. This is bought together with Numbots.</p> <p>EEF Maths guidance reports</p> <p>EEF Maths Counts project</p>	1
Reading Interventions	<p><a href="https://educationendowmentfoundation.org.uk">Lexia Reading Core5®   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Research has identified remedial and tutorial use of technology as being particularly practical for lower-attaining pupils, those with special educational needs or those from disadvantaged backgrounds in providing intensive support to enable</p>	1,2

Lexia  Accelerated Reading	them to catch up with their peers. Technology can be particularly useful in personalising learning to match pupils' individual abilities and needs given the potential for such programmes to adapt and focus on the child's learning needs.  <a href="#">Accelerated Reader   EEF (educationendowmentfoundation.org.uk)</a>	
Staff CPD (teachers and learning assistants) to improve the quality of teaching, in particular for most disadvantaged pupils, with a focus on questioning and feedback. Staff meetings (in-school and with MAT) and training sessions for all learning assistants using Walk Thrus.	<b>Research evidence that supports the approach:</b> <a href="#">EEF Effective professional development report:</a> Supporting high-quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high-quality teaching can narrow the disadvantage gap.	1, 2, 3, 4
The Write Stuff  Training for leaders Training for staff Ordering books that match the approach. Staff meeting Collaboration with other schools Monitoring of writing between other The Write Stuff schools.	<b>Improvement in writing outcomes for all pupils.</b> Key aspects of The Write Stuff system include:  The Write Stuff builds pupils' confidence with sentence structure. The approach widens the repertoire of writing options for pupils. Pupils gain an understanding of the 'whole' piece that they are writing. Organisation of their ideas and cohesion between them is strengthened.  <b>The Write Stuff</b> is not a scheme, it is a way to liberate your learners so that they have a complete set of tools and structures that can be applied to their writing in all contexts. The system arms both teachers and pupils with the knowledge and understanding of what to write and how to write. Grammar, writing techniques and ideas are embedded in every single lesson, and revisited again and again to ensure that <b>pupils become confident and adept writers.</b>	

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured Interventions	<ol style="list-style-type: none"> <li>1. Small group tuition has an average impact of four months' additional progress over the course of a year.</li> <li>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.</li> <li>3. One-to-one tuition and small group tuition are both effective interventions. However, the cost-effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</li> <li>4. Providing training to the staff that deliver small group support is likely to increase impact.</li> <li>5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds and should be considered as part of a school's pupil premium strategy.</li> </ol>	1, 2, 3
Books promote a love of reading  Invest in age and ability-appropriate books for children to take home.	There is convincing evidence that the interactions young children enjoy at home with their caregivers—especially conversation and hearing stories read aloud—play a significant role in academic success and beyond. Children who are read aloud to at home develop a stronger vocabulary, more background knowledge, better expressive and receptive language abilities, and stronger phonological awareness and early literacy skills. Neuman and Celano (2006).	1

<p>Inspire children to read and have a love of reading by creating a welcoming Reading library in KS2.</p>	<ul style="list-style-type: none"> <li>• Findings show that providing children access to print materials accomplishes the following: <ul style="list-style-type: none"> <li>- Improves reading performance. Among the studies reviewed, kindergarten students showed the biggest increase</li> <li>- Is instrumental in helping them learn the basics of reading, such as letter and word identification, phonemic awareness, and completion of sentences</li> <li>- Prompts them to read more frequently and for greater amounts of time</li> <li>- Improves their attitudes toward reading and learning. – Lindsay (2010)</li> </ul> </li> </ul> <p>The confidence in reading is paramount for children to be able to enjoy and read fluently. This in turn will allow them to access the curriculum. The teaching of reading and comprehension strategies will develop our reading provision and provide support for disadvantaged children.</p> <p><a href="#">Pedagogy for Reading for pleasure</a></p>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed																														
<p>Target parents of pupils whose attendance is below 95% and formulate action plans - the school to agree level of support and parents to agree to the plan.</p> <p>Daily attendance checks on all PP pupils.</p> <p>Weekly monitoring meetings (SLT and MAT attendance officer)</p>	<p><b>In-house evidence that supports the need for action:</b></p> <p>School data</p> <table border="1" data-bbox="485 1160 1134 1570"> <thead> <tr> <th data-bbox="485 1160 608 1249">Year group</th> <th colspan="5" data-bbox="612 1160 1134 1249">Attendance %</th> </tr> <tr> <td data-bbox="485 1256 608 1312"></td> <th data-bbox="612 1256 708 1312">All</th> <th data-bbox="713 1256 809 1312">PA</th> <th data-bbox="813 1256 909 1312">PP</th> <th data-bbox="914 1256 1010 1312">PP PA</th> <th data-bbox="1015 1256 1134 1312">Non PP</th> </tr> </thead> <tbody> <tr> <td data-bbox="485 1319 608 1397">R-2 2021-22</td> <td data-bbox="612 1319 708 1397">94.93</td> <td data-bbox="713 1319 809 1397">8.87</td> <td data-bbox="813 1319 909 1397">92.62</td> <td data-bbox="914 1319 1010 1397">35.00</td> <td data-bbox="1015 1319 1134 1397">95.36</td> </tr> <tr> <td data-bbox="485 1404 608 1482">R-3 2022-23</td> <td data-bbox="612 1404 708 1482">94.92 (94.7)</td> <td data-bbox="713 1404 809 1482">12.5 (16.92)</td> <td data-bbox="813 1404 909 1482">91.33 (91.1)</td> <td data-bbox="914 1404 1010 1482">34.48</td> <td data-bbox="1015 1404 1134 1482">95.6 (95.2)</td> </tr> <tr> <td data-bbox="485 1489 608 1568">R-4 2023-24</td> <td data-bbox="612 1489 708 1568">94.96</td> <td data-bbox="713 1489 809 1568">10.28</td> <td data-bbox="813 1489 909 1568">91.39</td> <td data-bbox="914 1489 1010 1568">35.29</td> <td data-bbox="1015 1489 1134 1568">95.72</td> </tr> </tbody> </table> <p>National average 94.1</p> <p><b>Research evidence that supports approach:</b></p> <p>EEF: Parental engagement +4</p> <p><i>‘Even short breaks from school can reduce a pupil’s chances of succeeding at school by as much as a quarter, research reveals today (22 February 2015). The research, based on extensive pupil absence figures and both GCSE and primary school test results, highlights the importance of clamping down on pupil absence to ensure more pupils regularly attend school, and ultimately leave with the qualifications needed to succeed in modern Britain.’</i></p> <p><a href="https://www.gov.uk/government/news/short-breaksdamage-young-peoples-futures">https://www.gov.uk/government/news/short-breaksdamage-young-peoples-futures</a></p>	Year group	Attendance %						All	PA	PP	PP PA	Non PP	R-2 2021-22	94.93	8.87	92.62	35.00	95.36	R-3 2022-23	94.92 (94.7)	12.5 (16.92)	91.33 (91.1)	34.48	95.6 (95.2)	R-4 2023-24	94.96	10.28	91.39	35.29	95.72	<p>4</p>
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<p>All members of staff will plan and deliver parental-inspired workshops across the academic year on Reading, Writing and Maths.</p> <p>Parenting courses are to be offered to identified parents/families.</p>	<p>Parental involvement is consistently associated with pupils' success at school.</p> <p>It has a positive impact on an average of 4 months' of additional progress. However, it is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p><a href="#">EEF - Parental Engagement</a></p>	<p>1,2,3,4,5</p>
<p>Provide counselling and mentoring sessions for pupils with lower self-esteem and who are potentially vulnerable in terms of good mental health and well-being.</p> <p>Play therapist, 'Motional' assessment, external companies will be used to support the children.</p>	<p><b>In-house evidence that supports the need for action:</b></p> <p>Small group of pupils identified across the school who are unable to access full-time learning/class due to their mental health and low self-esteem. For some, this leads to poor behaviour and can result in suspension from school.</p> <p><b>Research evidence that supports approach:</b></p> <p><a href="#">EEF: Aspiration intervention</a></p> <p><a href="#">EEF: Arts participation +3</a></p> <p><a href="#">EEF: Behaviour interventions +4</a></p> <p>Appointment of HLTA who is ELSA trained to work with children and families to improve mental health in children and work with families.</p>	<p>4</p>
<p>Wrap around care for siblings of PPG children wanting to attend extra provision</p>	<ul style="list-style-type: none"> <li>The demographic of our families means that it is too difficult to return to school to pick up twice and therefore siblings may miss out on club due to other siblings.</li> </ul>	<p>5</p>
<p>Varied opportunities for cultural capital.</p>	<p>Evidence suggests that the cultural capital passed on through families helps children do better in school. (Cultural Learning Alliance 2019)</p> <ul style="list-style-type: none"> <li>'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.' (Ofsted 2019)</li> </ul>	<p>5</p>

**Total budgeted cost: £56,890**

**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.

**The gap between Pupils receiving the Pupil Premium Grant ( PPG)and Non-PPG needs to be narrowed In Reading, Writing and Maths.**

	<b>Maths</b>	<b>Reading</b>	<b>Writing</b>
<b>Year 1</b>	100 % made expected or better progress.	100 % made expected or better progress.	100 % made expected or better progress.
<b>Year 2</b>	57% made expected or better progress.	42% made expected or better progress.	71% made expected or better progress.
<b>Year 3</b>	100% made expected or better progress.	100% made expected or better progress.	100% made expected or better progress.
<b>Year 4</b>	100% made expected or better progress.	87.5% made expected or better progress.	87% made expected or better progress.

**Ofsted report February 24**

The school ensures that reading is a key priority. High-quality displays help promote a love of reading. All classes have an hour of daily reading to practise and enhance the skills they learn. Children in the early years are exposed to a wide range of stories and rhymes to provide an early introduction to literacy. They quickly learn their letters and sounds as staff are well trained in teaching the school’s phonic programme. Teachers check pupils’ progress in reading regularly and adjust pupil groups accordingly. Where necessary, pupils are given extra help to catch up if they begin to fall behind their peers. The books that pupils read are well-matched to their abilities

**2 To improve Oral language skills in PPG children**

- Word Aware embedded across the school.
- Use of stem sentences in Maths to answer questions.
- Pupils using correct vocabulary in pupil voice. This increased throughout the year but needs to continue to be a target to ensure that it is embedded.
- NWPA in September 2023 to embark on Oracy throughout the curriculum. Oracy within schools will follow an approach of **Learning Through Talk** and **Learning to Talk**.
- Use of learning cups to enhance participation of all and to structure answers to the class with agree, build and challenge.
- No hands-up policy to ensure that all are engaged in the learning and have a voice.

**3 To support PPG children with their MHWB to ensure they are ready to learn.**

- Nurture was offered to all pupils that needed it at lunchtime which ensured that good behaviour continued, and children felt supported and confident.
- Motional interventions were used with key children to help them understand their emotions. In September 2023 Motional training for staff and early identification of children who require support.
- Relax Kids
- RSPCA – Wellbeing and understanding emotions for Year 3 pupils.
- Play therapy. This had a positive impact on pupils' attitudes to themselves and their learning.
- 1:1 meetings with AHT and families to improve mental health and attendance. This has had a positive impact on the families and PPG pupils.

**4 To improve the attendance and persistent absentees of PPG children.**

Rigorous monitoring of attendance ensured that absentees and lateness were targeted and addressed.

<b>Year group</b>	<b>Attendance %</b>

	All	PA	PP	PP PA	Non PP
R-2 2021-22	94.93	8.87	92.62	35.00	95.36
R-3 2022-23	94.92 (94.7)	12.5 (16.92)	91.33 (91.1)	34.48	95.6 (95.2)
R-4 2023-24	94.96	10.28	91.39	35.29	95.72

- 1:1 meetings with AHT and families to improve mental health and attendance. This has had a positive impact on the families and PPG pupils.
- Missed learning was identified and targeted.
- Teachers contacting families and children when absences happen shortened the number of days absent
- Meeting with headteacher to address issues and discuss ways to improve attendance.
- Rigorous monitoring of attendance by the attendance team
- Morning activity with TA to encourage anxious/reluctant pupils into school

#### 5 To support/improve life experiences/Cultural Capital for PPG children.

- PPG children are encouraged to join clubs with provision for siblings to attend wrap-around.
- Educational visits and balance-ability were paid for to ensure the children had access to cultural capital.
- School external sporting events were paid for to ensure all could participate.
- In 21-22, 70.6% of PPG children attended after-school clubs this increased to 78% in 22-23 and to 79% in 23-24.
- Number of PPG children offered funding for educational visits 100%
- 100% of that year groups PPG children took part in the residential.

#### 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
Mindfulness	Relax Kids
Balance-ability	Open Trail
Play Therapy	Jane Roberts Worcester Snoezelen

#### 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?	Cultural capital to improve children's experiences.
What was the impact of that spending on service pupil premium eligible pupils?	Children felt similar to their peers and were able to gain hands-on experience on educational visits.

**Further information (optional)**

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*