Pupil premium strategy statement – 2024-25

This statement details our school's use of pupil premium (and recovery 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
Number of pupils in school	252
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	September 2024 – August 2025
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mrs Samantha Petchey (Partnership Head)
Pupil premium lead	Mrs Holly Greenwood (September 2024)
Governor / Trustee lead	Maureen Hanke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137,640
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£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*	£137,640

Part A: Pupil premium strategy plan

Statement of intent

To ensure that all children receipt of Pupil Premium make accelerated progress so that they are either working at age related expectations in Reading, Writing and Maths by the end of the academic year, or they have made outstanding progress throughout the year so that the gap is closing.

To ensure that pupils take part in an enriched curriculum that provides experiences to enhance progress in academic, social and emotional development.

To have no recognisable gap between the attainment of pupils in receipt of PP and non-pupil premium groups.

To ensure that standards of attainment and progress for PP children meet national expectations and that children achieve their full potential.

We prioritise the use of the Pupil Premium as follows:

Pupil Premium pupils who are underachieving.

Pupil Premium pupils who are achieving well and deserve to be extended and challenged to reach their true potential.

In making provision for socially disadvantaged pupils, we recognise however that not all pupils who receive free school meals via PP will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Therefore, whilst it is recognised that Pupil Premium funding is to be allocated to those specifically identified using the Government criteria, we will seek opportunities wherever possible to expand that support so that other vulnerable pupils or groups may also benefit from interventions are enhancement activities that are being delivered for Pupil Premium.

Challenges

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

Challenge number	Detail of challenge
1 Reading	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers - particularly inference and comprehension skills, as well as fluency (sometimes due to a lack of practice at home).
2 Writing	Lack of vocabulary to draw on; poor spelling and sentence construction; restricted oral language and limited writing skills. Progress and attainment in reading is good throughout school, but progress and attainment in writing and spelling is not in-line with reading. Notably, there are increasing gaps in attainment and progress of boys' writing – have increased during the pandemic due to lack of engagement with remote writing tasks.
3 Maths	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is typically below that of non-disadvantaged pupils. Fluency and recall of basic

	skills – those children furthest behind struggle to recall addition facts, times tables, basic number bonds and find retaining taught calculation strategies difficult.
4 Personal Development	Some of our pupil premium children have a lack of cultural capital and enrichment opportunities outside of school. Some PP children need broader outlooks and higher aspirations - low stimulation outside school and lack of life experience.
5 Behaviour and Attitudes	Improving attendance and readiness to learn for the most disadvantaged pupils is becoming an increasing issue now that additional catch up intervention groups are run from 8.45am-9.05am.
6 Mental Health and Well Being	Hardship within some PP families – safeguarding issues, proportionally lower parental engagement, limited support for home learning, restricted life experiences, families struggling financially, low aspirations.

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
Priority 1: To narrow the attainment gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths through quality first teaching and closely monitored intervention groups. Better teaching and directed support ensures disadvantaged children keep up with their peers. Pupils keep up not catch up.	Data shows that individual PP pupils have accelerated their rate of progress in Reading, Writing and Maths. Increased percentage in the number of pupils achieving the expected standard in Reading, Writing and Maths in all year groups but especially Y6. Attainment gaps between PP and non-PP children are closing. Class teachers demonstrate a high level of knowledge of children's individual needs at PPMs A focus on novel study and Reading for Pleasure in KS2 increase reading attainment. We have increased reading for pleasure amongst Disadvantaged pupils. Daily Maths 'fluency' sessions cement 'the basics' leading to better attainment in arithmetic especially. Pathways to Write processes are embedded across the whole school which leads to an increase in attainment. Class teachers use PiXL to demonstrate how to target individual needs through daily therapies based on QLA's.
Priority 2: A high proportion of our disadvantaged pupils make or exceed nationally expected progress rates at the end of EYFS, Y1 PSC, KS1 and KS2; rates of progress in nonreporting year groups is at least 'good'.	All progress scores for disadvantaged pupils are in the positive range at the end of KS2 in Reading, Writing and Maths. Disadvantaged pupils make expected progress in Foundation subjects through careful monitoring of standards. Quality First Teaching – impactful CPD further strengthens pedagogy, particularly the use of AFL and feedback; scaffolding strategies and teacher modelling techniques. • SENDCO works with teachers to improve their capacity to support SEND and lower ability children, including strategies and resources relating to understanding barriers and addressing needs. Targeted, impact measured interventions (PiXL therapies) for RWM 1:1; small group tuition, booster activities improve attainment.
Priority 3: For all pupils to have improved resilience and aspirations through access to wider opportunities within an enhanced curriculum	Majority of Disadvantaged children take part in at least two after-school clubs or enrichment activities each year e.g. sports competitions, peripatetic music lessons. Increase in the number of pupils accessing extra-curricular activities and trips, increasing their life experiences. All PP pupils reach their full potential; some exceed – more able PP are judged as working at GDS.

that will impact positively on learner behaviours and pupil outcomes re: academic, social and emotional development	Our rich, exciting and engaging themed-based curriculum is further enhanced to ensure that lessons promote shared values and pupils' SMSC development. • We support children in becoming 'citizens of good character' by fully embedding Character Education initiatives across the whole school. Positive emotional wellbeing and good mental health is promoted across the school community so that all pupils have high aspirations and positive self esteem. A free place at Morning Breakfast Club is provided for PP children. Quality lunchtime and after-school clubs offered free to PP children provide them with wider opportunities thereby enhancing their personal development. Trips, visits, clubs are subsidised so PP children have the same opportunities and experiences as non-disadvantaged children.
Priority 4: To address the academic, social, emotional and mental health needs of pupils who are most at risk of underachieving through support for our vulnerable families	For pupils with SEMH needs, accurate and timely identification and careful monitoring of individual targets, support plans and bespoke provision in class enables these children to thrive. SENDCO proactively engage with outside agencies to provide additional support and advice where appropriate re: mental health and well-being. Wellbeing Team identify parents for additional support and work with them on strategies to support SEMH and further parental engagement. School further develops its communication via accessible website with regular FB Posts and links. Maths and Reading Parents programmes and other curriculum events for parents are held throughout the year. Reduced absence among pupils eligible for PP to achieve targets. Attainment and progress is improved through greater motivation and self learning. Parents report positive experiences of working with their children on learning objectives at home. Attainment and progress is improved through greater motivation and self-learning

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

Budgeted cost: £48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To teach challenging and thoughtfully scaffolded lessons across all ability ranges, demonstrating the use of an appropriate range of teaching skills, strategies (including feedback) and resources that meet learners' needs, take account of diversity and promote equality and inclusion	*Sutton Trust found that,' The effects of high- quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers* *Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives; Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.* *High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium).* *Evidence to support the impact of quality first teaching. The*	1, 2, 3, 4, 5

	EEF notes that feedback appease to have a greater effect on primary pupils (+7 months): *Teacher Feedback to Improve Pupil Learning | EEF (educationendowmentfoundation.org.uk)*	
Embed the use of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	*Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:*	1, 2, 3, 4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training)	*The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:* *Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk)* *The EEF guidance is based on a range of the best available evidence:* *Improving Mathematics in Key Stages 2 and 3* *EEF Tiered Approach, 'Making learning stick - the science of learning,' EEF tiered approach, DfE 2020, Rosenshine* *EEF Professional Development Guidance Report*	3, 4, 5
To address the specific needs of each child on an individual basis, to ensure that support and provision is personalised to meet the barriers to learning for each child.	*Evidence to support the impact of quality first teaching and targeted support:* *The EEF Guide to the Pupil Premium Evidence to support closing the gap: Mark Rowland – Addressing Educational Disadvantage EEF The Attainment Gap.*	1, 2, 3, 4, 5 & 6

Targeted academic support

Budgeted cost: £62,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics and Fresh Start • Additional phonics and Fresh Start sessions targeted at disadvantaged pupils who require further phonics support. • Ensure all relevant staff (including new staff) have received RWI training to deliver the phonics and Fresh Start scheme effectively.	*EF toolkit states that phonics interventions have a +4 months impact on the most vulnerable pupils.* *Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.* *Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.*	1, 4, 5 & 6
Reading • To promote a love of reading throughout school - create a welcoming and positive reading environment in each class, the library and the entrance area.	*EEF guidance report Improving states that effectively implementing a systematic phonics programme has 'very extensive' evidence to suggest it will be effective. It states progress should be monitored,*	1, 4, 5 & 6

• Prioritising the hearing of the lowest 20% for daily reading. Fluency is considered alongside decoding before children progress. • Once phonic knowledge is secure, KS2 interventions to have balanced focus on vocabulary development, reading fluency and comprehension skills. • Track closely attainment and progress of disadvantaged pupils –AFL leads to responsive and precisely targeted pre and post teaching. Teachers provide pupils with modelling/scaffolding/ steps to achieve them. • Quality first teaching and intervention groups across all classes (keep up booster sessions and small group tuition). Target disadvantaged pupils. Experienced HLTAs & TAs assigned to Y6 and Y3 • Ensure class books are used in context and linked to subject topics. Novel study books to be high quality with challenge, cross-curricular linked where possible. • Regular monitoring of Phonics and Reading provision by the Reading Leader. • PiXL 3 in 3 supports reading. Reading Lab investment continues to support reading across Year 5 (Autumn term and summer 2) and Year 6 (Spring term and summer 1) The school is taking part in the Reading Fluency Project	*lessons should be engaging and all staff should receive training.* *Teaching reading comprehension strategies has a high impact for disadvantaged pupils for a low cost according to EEF toolkit (+6 months impact). It also has a 'very extensive' evidence strength as mentioned in the Guidance Report Improving Literacy in Key Stage 2.* *Developing pupils' language capability to support their reading and writing has 'extensive' evidence according to EEF Guidance Report Improving Literacy in Key Stage 2. This includes reading books aloud, vocabulary, structured questioning to develop comprehension and thinking aloud*	
Writing • High quality CPD in Pathways to Write to develop staff skills in delivering appropriate learning strategies. Track closely attainment and progress of disadvantaged pupils –RSL lead to responsive and precisely targeted teaching. Teachers provide pupils with modelling/scaffolding/ steps to achieve them. • Quality first teaching and intervention groups across all classes (keep up booster sessions and small group tuition) Target disadvantaged pupils using in house data analysis. Experienced HLTAs & TAs assigned to Y6 and Y3. • Writing planning to follow Pathways to Write steps in the teaching sequence - to be closely monitored by English Lead. The school is taking part in the DfE Writing Project.	*Sutton Trust found that,' The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers* *Small group tuition having an impact of +4mmonths (EEF)* *Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives; Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.* *High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium).*	2, 4, 5 & 6
Maths • Establish small group Maths interventions for disadvantaged pupils falling behind age-related expectations. Daily assembly keeping up sessions in place • Purchase of PiXL for Maths. • Track closely attainment and progress of disadvantaged pupils – RSL lead to responsive and precisely targeted teaching. Teachers provide pupils with modelling/scaffolding/ steps to achieve them. • Quality first teaching and intervention groups across all classes	*Sutton Trust found that 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers* *Small group tuition having an impact of +4 months (EEF)* *Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives; Teachers*	3, 4, 5 & 6

(keep up booster sessions and small group tuition). Target disadvantaged pupils using in house data analysis). Experienced HLTAs & TAs assigned to Y6 and Y3. • WRM delivery to be streamlined and tailored to securing fluency before introducing reasoning and problem solving to LA pupils. Minimise the number of strategies and methods taught for calculations. Continue to use manipulatives and modelling to secure knowledge of place value and other key numerical concepts.	*providing pupils with modelling/scaffolding/appropriate steps to achieve them.* *High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium).*	
To ensure summative results for the reporting years are at, or exceed, national expectations for progress • Small group intervention with experienced Teachers/HLTAs and TAs in addition to QFT. • Additional TA/LSA deployment for small group tuition in Reading, Writing and Maths across all year groups. • Provision maps, based on analysis of data and teacher knowledge, detail targeted support and are analysed for impact. • Support staff to be class based for same day intervention: including pre and post teaching. • Class teacher to direct the learning of disadvantaged pupils and provide the majority of their teaching. • QLA and PiXL used to ensure and inform precision teaching. • Experienced HLTA & TA assigned to classes with high proportions of disadvantaged or vulnerable pupils; split teaching within LKS2 and UKS2 allows for Teachers, HLTA and TA to target groups of disadvantaged children. • Train and support teachers and Learning Support Assistants with up to date/evidence based training for quality first teaching/ small group interventions/ feedback (written and verbal) + 8 months progress (EEF Toolkit). • Upskill support staff with appropriate approaches and pedagogy to teaching interventions. (SENDCO to lead). • Regular year group PP Progress meetings - teachers and staff in year groups and cohorts to work as teams to identify and provide keep up support where identified. • Year 6 cohort action plans in place that identify gaps in learning and next steps. Cohort review meetings every 3 weeks with HT/DHT/SENCO and MLT members	*Sutton Trust found that, 'The effects of high- quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers.* *Small group tuition having an impact of +4 months (EEF)* *Meta-Analysis of research by John Hattie breaks down quality teaching into: Pupils having clear goals/objectives; Teachers providing pupils with modelling/scaffolding/appropriate steps to achieve them.* *High quality teaching for all is the most important lever for improving outcomes (EEF Guide to Pupil Premium).* *Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.* *Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF* *EEF The Attainment Gap*	1, 2, 3, 4, 5 & 6

Wider strategies

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To enhance pupils' cultural capital by providing a breadth of experiences and ensuring that there are no financial barriers to taking part. • To ensure the curriculum is balanced and carefully sequenced, which allows opportunities for cultural development. • To allow all disadvantaged children in year 6 a free residential. • To allow pupils to partake in visits free of charge which build on skills and knowledge from our Curriculum lessons and enhance Cultural Capital. • To provide greater enrichment opportunities for disadvantaged pupils e.g. have themed curriculum days to deepen children's understanding of specific topic areas; use live theatre/performance to engage and enthuse learners and provide further enrichment opportunities; increase the range of visitors. • Subsidise offsite trips, residential visits and extra-curricular activities to ensure there are no financial barriers to taking part. E.g. after school sports clubs; swimming lessons; school trips & transport subsidy; residential subsidy; • To use the local location of the city of Norwich to engage and enthuse learners and provide further enrichment opportunities • Subsidise children to take part in after-school coaching sessions to develop fitness, expertise and team-building. • Ensure that disadvantaged pupils are offered the opportunity to represent the school at Sports Competitions. • To provide specialist music tuition	*Ofsted: The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.*	4, 5 & 6
To improve attendance and progress of disadvantaged pupils and ensure they are in line with national expectations. • To identify pupils who are falling behind national expectations for attendance. • Embedding principles of good practice set out in the DfE's Improving School Attendance advice. • To provide tailored support for families with low attendance, working with the school's attendance team and key members of staff. (Early Intervention approach). • Daily meet and greet and late gate. • To provide pupils with the opportunity to attend Morning Breakfast Club for free and to engage with structured activities such as TTRockstars and Prodigy.	*The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.* *EEF research states that parental engagement has a +3 month impact on disadvantaged pupils.* *EEF toolkit states social and emotional strategies have a +4 month impact on disadvantaged pupils* *KCSIE 2021 & NSPCC 'Statutory guidance in each nation of the UK highlights the importance of providing early intervention, rather than waiting until a child or family's situation escalates (DfE), 2018;* *Department of Health, Social Services and Public Safety, 2017; Early Intervention Foundation (EIF), 2018 - Providing timely support is vital. Addressing a child or family's needs early on can*	4, 5 & 6

	reduce risk factors and increase protective factors in a child's life.	
To work reactively with vulnerable families and provide bespoke support for any SEMH issues • To allocate a contingency fund to support current pupils and those who are new to Orchard. This may be on additional interventions or additional adult support. • Free Breakfast/After-School club. • Commission the services of professionals so that all PP children with complex learning and emotional, social or behavioural difficulties are supported towards successful outcomes and full inclusion (EP; SALT; assigned TA/LSA Intervention time Mindfulness sessions; ELSA sessions; support from the school's pastoral and ELSA staff. • To enable children to engage fully in school life and feel healthy and well during the school day (buy uniform and/or sports kit; purchase snacks for pupils at break-time; subsidise breakfast and after-school club. • Pastoral Team and PSA support identified parents to engage in their children's learning and support effectively at home. E.g. Ensure that pupils have regular routines including home reading, homework, spellings and have the correct equipment in school.	*EEF research shows that a free breakfast club offering a nutritious meal before school can boost outcomes by the equivalent of two months progress per year.* *EEF research states that parental engagement has a +3 month impact on disadvantaged pupils.* *EEF toolkit states social and emotional strategies have a +4 month impact on disadvantaged pupils* *KCSIE 2021 & NSPCC 'Statutory guidance in each nation of the UK highlights the importance of providing early intervention, rather than waiting until a child or family's situation escalates (DfE), 2018; Department of Health, SocialServices and Public Safety, 2017; Early Intervention Foundation (EIF), 2018 - Providing timely support is vital. Addressing a child or family's needs early on can reduce risk factors and increase protective factors in a child's life.*	4, 5 & 6

Total budgeted cost: £135,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Aim	Outcome
The percentage of pupils who are eligible for PP reaching expected or greater depth in reading and maths is in line with other pupils at the end of KS2. Diminishing the difference in achievement between PP and Non PP in all areas of the curriculum.	Clear Partnership vision on high expectations and the purpose of a school. This vision supports senior leaders with capacity and consistency between EYFS, KS1 and KS2. The partnership has re-invested in PiXL. This is the start of the second year for GWJS. This year has seen a more focused and streamlined transition programme from KS1 into KS2. This has supported the school with identifying early those children for intervention and daily 1:1 reading. This has meant that children are identified before they join the school in September to ensure they are quickly and effectively targeted for support and intervention. Both schools have embedded a culture of keeping up rather than catching up. PiXL supports with the capacity to maintain this culture through the use of therapies and regular assessments mapped to the PiXL calendar. New reading leader is clear on their vision for RWI. They are maintaining ongoing CPD for all RWI staff, picking up any misconceptions and staff training requirements swiftly to support rapid progress for children accessing the scheme. School SIDP areas for 24/25 are based around developing a coaching culture, further developing our assessments and modelling. By having a Partnership SIDP we can support each other across the Partnership using the support from our outstanding infant school to further support fidelity to our RWI scheme. Two new English leads from September 2024 are also senior leaders who have the capacity to work across the Partnership and Trust schools. We have moved away from The Write Stuff and now adopted Grammarsaurus PVPG and Pathways to Write. This is to ensure we continue to meet at least national in writing at the end of KS2. A move away from VIPERS to whole class reading based on Grammarsaurus comprehension crushers will further develop a love of reading culture across the school. The intended impact is for the daily reading lesson to be exciting, engaging and fully inclusive, Rich quality texts which have been carefully mapped across each year group are now used at the end of the day story time. This takes place 4 times per week. A new maths lead was appointed from January 2024 and a new times tables lead has been appointed from September 2024. A shift away from White Rose was needed to ensure our CPA approach is maintained. The introduction of Prodigy along with the relaunch of TTRS has supported all pupils. PP pupils have attended daily Prodigy and TTRS clubs at both lunchtimes and after school, this will continue into next year as it has been such a success this year. Year 5 have been targeted for Reading Lab which began in the summer term 2024. The school will continue to use this reading targeted intervention in Year 5 from September 2024. The school has decided not to take up national tutoring programme offer for the second year. Instead, using PiXL, Reading Lab and quality first teaching. The school is also continuing to take part in the National Writing Project led by the DfE, this is due to end in April 2025 after 18 months. The school is also beginning the EEF Reading Fluency Project in September 2024.
Increased attendance rates for pupils eligible for PP.	The Deputy Head has taken on the role of attendance lead with support from the partnership PSA and the Deputy Head from MIANS. This has enabled support to be quicker and timely. The school has a clear attendance policy in place which has been shared with parents at the start of the new academic year. If/when needed this is shared with families throughout the year. The newsletter has a weekly attendance reminder and winning class attendance percentage communicated to all parents.

	Weekly Friday celebration assemblies has a time for the whole school to celebrate the winning class attendance. A new attendance trophy has been added alongside weekly certificates. End of term individual attendance certificates and prizes are awarded. Where needed strategies are put in place to support increased attendance to reduce the percentage of persistent absences. Strategies include meetings with the assistant head and PSA, attendances support panels, advice letters, joint medical health protocols, family support and the collection of pupils from their home. The school secretary continues to call before 9:30, logging attendance concerns and absences for PP on CPOMS. Opening the school gate earlier at 8:30am and closing at 8:50am has supported a slight reduction in late arrivals. Higher presence of staff on the playground in the morning is supporting children getting into school on time as there is more of an urgency to be in. It is also supporting SEMH needs especially those children who find separating from their adult challenging. Partnership PSA involved in weekly meetings with DSLs at GWJS and across the infant school to ensure consistency pupil mental health and wellbeing with a rise in engagement and readiness to learn. The school has maintained 4 WOW trained members of staff to support parents with their child's mental health to increase school attendance. The school has adopted an increased open door policy, whereby parents are invited into school to take part in a range of meetings and activities. These include parent introduction meetings and opportunities to participate in lessons. It is hoped this inclusive environment will see attendance rise in line with the trust figure of 95%.
Targeted support for families via PSA and Benjamin Foundation.	There continues to be good engagement with relevant professionals leading to a reduction of family related incidents/issues affecting the child's social emotional and attendance concerns. The school is able to offer a range of services to support children and families with their mental health including ELSA, PSA support, Time for You, Talking and Writing, Forest School and Play Therapy sessions. Children who take part in these sessions report a significant positive impact on their wellbeing.
Pupils access a wide range of enrichment experiences both in and out of school.	This year 2023/24 pupil surveys reflected enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and team work have developed. There is a greater engagement of PP children taking part in after school clubs and other enrichment opportunities, both in and out of school. The school is better at targeting PP children before other groups of children across the school. The school has seen a higher number of PP children taking up offers and opportunities provided by the school. An example of this is the school taking all PP children to the Norwich Theatre Royal to watch the play 'The Boy at the Back of the Class', with every PP taking up the offer to attend. The school will seek further similar opportunities in 24/25. Aspirations weeks in the Autumn, Spring and Summer term were targeted more specifically towards our PP children to ensure aspirational visitors were linked to the interests and aspirations of PP children beyond school. The school has seen more PP children bringing achievement beyond and school and the curriculum into school and sharing this during our weekly celebration assemblies.

Externally provided programmes

Programme	Provider
ELSA	CEPP Norfolk
Time for You	Benjamin Foundation
Play Therapy	Norfolk Play Therapy
Clicker8	Clicker
WOW	NIHR

Supporting Smiles	Norfolk CC
Times Table Rockstars	NCETM & Maths Hub East Midlands
The Writing Project	DfE
The Reading Fluency Project	EEF
Read Write Inc	Oxford University Press
Fresh Start	Oxford University Press
PiXL therapies and assessments	PiXL
Pathways to Write and Pathways to Spell	The Literacy Company
Teach Handwriting	Teach Handwriting
Comprehension Crushers	Grammarsaurus
Place Value Punctuation and Grammar	Grammarsaurus
SEND and Inclusion	George White Junior School SRB

Further information

Additional Activity

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

• Embedding more effective practice around feedback. EEF evidence demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.

• Utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents

• 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

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

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