

Pupil premium strategy statement – Dane Royd School

2024-25

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	310 UFS to Y6
Proportion (%) of pupil premium eligible pupils	21%
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)	2024-25 2025-26 2026-27
Date this statement was published	6 th December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Miss C Kelly
Pupil premium lead	Miss C Kelly
Governor / Trustee lead	Mr J Rhodes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,615
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£Nil
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£103,615

Part A: Pupil premium strategy plan

Statement of intent

Our school will strive to break down the barriers to opportunity, so that every child can have the best start in life

- Ensure that pupils in receipt of the PP (without complex needs) achieve expected standards in all core subjects, therefore being 'high school ready' by the end of Year 6.
- Ensure that funding and teaching is carefully targeted to meet need
- Ensure that all staff understand their responsibility in securing strong progress from vulnerable pupils

The key principles of our Pupil Premium plan are to enable all children at Dane Royd School to thrive. We know that if staff attend well, children attend well, and staff are experts in the classroom, all our children will achieve expected standards and be ready for their next stage of education. CPD will continue to be prioritised through high quality training, using national and LA programmes. Every member of staff will be supported and guided so that they consistently deliver high quality teaching for every pupil within their care.

The whole school staff believe that being able to read is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success. Through these, our children develop communication skills for education and for working with others: in school and later in training and at work. Pupils who find it difficult to learn to read are likely to struggle across the curriculum, since English is both a subject in its own right and the medium for teaching. This is why all our school staff are committed to continuing to raise standards of literacy for all.

Pupils who fail to learn to read early on start to dislike reading. Our aim is to ensure that pupils keep up with their peers rather than be helped to catch up later, at a point when learning in the wider curriculum depends so much on literacy. Where pupils make insufficient progress, we will use extra efforts to provide children with extra practice and support from the beginning.

This is a three-year plan, updated annually.

Challenges

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

Challenge number	Detail of challenge
1	In December 2024 53% of the children eligible for Pupil Premium had current or former support / involvement from Local Authority Early Help services or Social Care.
2	26% of the children eligible for Pupil Premium have SEND .
3	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are particularly evident from entry in our Nursery and Reception children.

	School uses interventions and assessments to close the language gap by the end of KS2 (Bedrock, Bedrock Mapper, Wellcomm GL Assessment toolkit, SALT referrals) as well as a programme of high quality enriched experience of speaking and listening opportunities.
4	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.
5	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading. Early assessments show disadvantaged children entering Nursery have lower starting points in their early reading in comparison to previous years and their non-disadvantaged classmates.
6	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to anxiety, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased during the pandemic and post pandemic. Internal data demonstrates a greater proportion of children requiring additional support are disadvantaged. Transition to Secondary school in Summer 2021 & 2022, identified more pupils than normal needing mental health support as part of their transition experience. They were proportionally more disadvantaged children requiring additional mental health support for transition.
7	Data for attendance of Pupil Premium children indicates they do not attend as regularly as their peers.

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
<ul style="list-style-type: none"> Attendance of PP pupils is carefully targeted, with effective strategies in place; case studies demonstrate impact of school's actions 	<ul style="list-style-type: none"> Pupil Premium attendance data is at least in line with national data for all pupils.
<ul style="list-style-type: none"> Leaders and teachers have a secure understanding of specific barriers to achievement for individual pupils within the PP group; funding and support is targeted accordingly 	<ul style="list-style-type: none"> All staff are well informed through CPD and extensive reading around the impact the impact of disadvantaged on learning and future success
<ul style="list-style-type: none"> All staff are experts in teaching reading fluency 	<ul style="list-style-type: none"> Outcomes for pupils at KS2 above national data In-year progress data indicates that all pupils are making expected or better progress

<ul style="list-style-type: none"> Pupils gain foundational knowledge in early writing (handwriting, letter formation, spelling) 	<ul style="list-style-type: none"> Outcomes for pupils at KS2 above national data In-year progress data indicates that all pupils are making expected or better progress
<ul style="list-style-type: none"> Pupils to have the self regulation strategies to access learning effectively 	<ul style="list-style-type: none"> Pupils are engaged, ready to learn and are mentally healthy.
<ul style="list-style-type: none"> Children in Early Years develop good speech and communication skills 	<ul style="list-style-type: none"> Language gaps are quickly identified and closed, catching up with their peers. Early Years outcomes in speaking are in line with national data.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £22,922

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training in understanding the challenges around disadvantage and the importance of understanding specific barriers; develop staff understanding of their responsibility in securing good outcomes; share reading around disadvantage with staff	MARC ROWLAND – Addressing educational disadvantage in schools and colleges	1,2,3,4,5,6,7
Children to be assessed in RWI as early as possible so groupings can commence	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: Phonics Toolkit Strand Education Endowment Foundation EEF	4,5
High quality CPD for teaching fluency in reading	EEF Improving literacy at KS1 & KS2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	3

RWI phonics sessions to commence immediately in September so no time is lost. CPD and guidance for all adults delivering the phonics programme.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	4,5
Purchase of 4th year of support programme for Read Write Inc which is a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	4,5
Purchase of Oxford Owl to support the teaching of our DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	4,5
Release time for English leader to ensure that all pupils with a particular focus on disadvantaged pupils master key foundational skills in early writing	Strong Foundations in the first years of school Ofsted 2024 https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school	3
Weekly RWI monitoring to take place for all staff teaching RWI	Carefully monitoring progress ensures that phonics programmes are responsive and provide extra support where necessary. Phonics Toolkit Strand Education Endowment Foundation EEF	4,5
Deployment of teaching assistants specifically trained to support language development, providing structured and consistent support within the classroom.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.	4,5
KS1 TAs weekly release time to plan for RWI Phonic teaching sessions UFS TAs daily release time to plan for RWI Phonic teaching sessions	Careful planning for progression ensures that phonics programmes are responsive and provide extra support where necessary. Phonics Toolkit Strand Education Endowment Foundation EEF	4,5

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

Budgeted cost: £ 40908

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of a programme to improve vocabulary skills for disadvantaged pupils who have relatively low vocabulary skills language skills.</p>	<p>Building vocabulary and language interventions can have a positive impact on pupils' language skills. Approaches that focus on vocabulary and reading comprehension show positive impacts on attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies? (educationendowmentfoundation.org.uk)</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. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	<p>2,3</p>
<p>Use of Wellcomm speech and language toolkit that is designed to assess children's speech and language skills. Not how they talk but the language they use and the language and grammar they understand.</p>	<p>Building vocabulary and language interventions can have a positive impact on pupils' language skills. Approaches that focus on vocabulary and reading comprehension show positive impacts on attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies? (educationendowmentfoundation.org.uk)</p>	<p>2,3</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by full time specialist Reading TA in KS1</p>	<p>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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>4,5</p>

<p>KS2 Phonic Teaching / RWI. Daily intervention in small group tuition in teaching of reading and teaching of maths.</p>	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>3,4</p>
<p>Use TAs to deliver high quality one-to-one and small group support using structured interventions</p>	<p>Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal, unsupported instructional roles, they can impact negatively on pupils' learning outcomes.</p> <p>https://tinyurl.com/axx6x8nd</p>	<p>3,4,5,6</p>
<p>Y6 reading, writing & maths intervention to commence for Pupil Premium children who are not at ARE led by an expert Y6 teacher</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p>	<p>1,2,3,4,5</p>
<p>KS2 Reading Fluency programme</p>	<p>Evidence presented by Wakefield LA lead consultant; HfL have taken over 2000 pupils through the Reading Fluency Project and the average comprehension gains made by participating pupils <i>in just 8 weeks</i> is 2 years and 3 months (according to the YARC Assessments)</p> <p>Following successful implementation of the project, pupils in Year 6 will be on an improved trajectory towards the expected standard at the end of KS2; have a more positive relationship with books; be more enthusiastic, confident readers with an increased understanding and engagement with texts.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>4,5</p>
<p>Provision of Barrington Stokes reading books to support children with specific learning difficulties</p>	<p>For some children, reading is a challenge. Whether they have specific needs that mean they struggle to access the text or they are reluctant to pick up a book, Barrington Stoke's range of titles is specifically designed to support <i>all</i> children to discover a love of reading. These</p>	

in reading. Teacher identified as a Dyslexia Champion. Provision of reading pens, coloured overlays and coloured exercise books to support identified needs.	books will support making our classroom libraries more accessible and a dyslexia-friendly space.	
Intervention for Y4 Pupil Premium children who are not at ARE for Multiplication Check	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.	

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

Budgeted cost: £ 39785

Activity	Evidence that supports this approach	Challenge number(s) addressed
New to Year 1 information evening for parents to be held to include RWI	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.	3,4,5
Daily attendance monitoring for all pupil premium children with first day response by SAO and rapid	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance Themes that support our attendance strategy are identified by EEF as best practice; 1. Building a holistic understanding of pupils & families, and diagnose specific needs 2. Build a culture of community & belonging for pupils 3. Communicate effectively with families Working Together to Improve School Attendance (Revised Aug 2024)	6
According to need, target pupils within the PP group for extra-curricular provision	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance.	6,7
Ensuring peripatetic music lessons and other activities are also available to PP children so that they can make the most of extra-curricular activities	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	1,6

<p>Provision of high quality social and emotional (SEL) learning.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>DHT & AHT have completed L5 diploma in trauma and mental health.</p> <p><i>DHT is the CIC Teacher lead Liaison with family, child and CIC Social Worker.</i></p> <p><i>Direct support for CIC pupil from DHT on emotional well-being</i></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p>	<p>1,6</p>
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Total budgeted cost: £ 103,615

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 2023-24 academic year.

Intended outcome	Success criteria																																																																																							
Improved oral language skills and wider vocabulary usage among disadvantaged pupils.	<p>Success criteria: Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Actual outcomes</p> <p>100% of Pupil Premium children achieved ELG1 & 2 in 2023-24.</p> <table border="1"> <thead> <tr> <th colspan="2"></th> <th colspan="2">2021-2022</th> <th colspan="2"></th> <th colspan="2">2022-2023</th> </tr> <tr> <th colspan="2"></th> <th>ELG 1</th> <th>ELG 2</th> <th colspan="2"></th> <th>ELG 1</th> <th>ELG 2</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Baseline</td> <td>PP (13)</td> <td>46%</td> <td>46%</td> <td rowspan="2">Baseline</td> <td>PP (7)</td> <td>57%</td> <td>43%</td> </tr> <tr> <td>Non-PP (32)</td> <td>84%</td> <td>84%</td> <td>Non-PP (38)</td> <td>84%</td> <td>76%</td> </tr> <tr> <td rowspan="2">End of Year</td> <td>PP (14)</td> <td>71%</td> <td>64%</td> <td rowspan="2">End of Year</td> <td>PP (10)</td> <td>70%</td> <td>70%</td> </tr> <tr> <td>Non-PP (31)</td> <td>90%</td> <td>90%</td> <td>Non-PP (35)</td> <td>91%</td> <td>86%</td> </tr> <tr> <td rowspan="2">Progress</td> <td>PP (14)</td> <td>25%</td> <td>18%</td> <td rowspan="2">Progress</td> <td>PP (10)</td> <td>13%</td> <td>27%</td> </tr> <tr> <td>Non-PP (31)</td> <td>6%</td> <td>6%</td> <td>Non-PP (35)</td> <td>7%</td> <td>9%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2"></th> <th colspan="2">2023-2024</th> </tr> <tr> <th colspan="2"></th> <th>ELG 1</th> <th>ELG 2</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Baseline</td> <td>PP (6)</td> <td>83%</td> <td>83%</td> </tr> <tr> <td>Non-PP (39)</td> <td>67%</td> <td>74%</td> </tr> <tr> <td rowspan="2">End of Year</td> <td>PP (5)</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Non-PP (40)</td> <td>83%</td> <td>85%</td> </tr> <tr> <td rowspan="2">Progress</td> <td>PP (5)</td> <td>17%</td> <td>17%</td> </tr> <tr> <td>Non-PP (40)</td> <td>16%</td> <td>11%</td> </tr> </tbody> </table>			2021-2022				2022-2023				ELG 1	ELG 2			ELG 1	ELG 2	Baseline	PP (13)	46%	46%	Baseline	PP (7)	57%	43%	Non-PP (32)	84%	84%	Non-PP (38)	84%	76%	End of Year	PP (14)	71%	64%	End of Year	PP (10)	70%	70%	Non-PP (31)	90%	90%	Non-PP (35)	91%	86%	Progress	PP (14)	25%	18%	Progress	PP (10)	13%	27%	Non-PP (31)	6%	6%	Non-PP (35)	7%	9%			2023-2024				ELG 1	ELG 2	Baseline	PP (6)	83%	83%	Non-PP (39)	67%	74%	End of Year	PP (5)	100%	100%	Non-PP (40)	83%	85%	Progress	PP (5)	17%	17%	Non-PP (40)	16%	11%
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Improved reading attainment among all pupils and in particular	<p>Success criteria: KS2 reading outcomes in 2023-24 show that 80% of disadvantaged pupils met the expected standard. (Disadvantaged 2019 national data in reading – 68%)</p> <p>Actual outcomes</p>																																																																																							

disadvantaged pupils.	<p>KS2 reading outcomes in 2023-24 show that 45% of disadvantaged pupils met the expected standard</p> <table border="1" data-bbox="376 255 1235 618"> <thead> <tr> <th rowspan="2">Reading</th> <th colspan="2">2019</th> <th colspan="2">2022</th> <th colspan="2">2023</th> <th colspan="2">2024</th> </tr> <tr> <th>PP</th> <th>Non</th> <th>PP</th> <th>Non</th> <th>PP</th> <th>Non</th> <th>PP</th> <th>Non</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td>PP</td> <td></td> <td>PP</td> <td></td> <td>PP</td> <td></td> <td>PP</td> </tr> <tr> <td>KS1</td> <td>43%</td> <td>87%</td> <td>67%</td> <td>75%</td> <td>50%</td> <td>74%</td> <td>60%</td> <td>93%</td> </tr> <tr> <td>KS2</td> <td>71%</td> <td>68%</td> <td>100%</td> <td>84%</td> <td>70%</td> <td>77%</td> <td>45%</td> <td>97%</td> </tr> </tbody> </table> <p>Phonics Check: 100% of disadvantaged (9/9) reached the phonics threshold in 2022. 97% of disadvantaged (12/13) reached the phonics threshold in 2023. 88% of disadvantaged (7/8) reached the phonics threshold in 2024.</p>	Reading	2019		2022		2023		2024		PP	Non	PP	Non	PP	Non	PP	Non			PP		PP		PP		PP	KS1	43%	87%	67%	75%	50%	74%	60%	93%	KS2	71%	68%	100%	84%	70%	77%	45%	97%
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To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils including Children in Care and Post-adoption children.	<p>Success criteria Sustained high levels of wellbeing from 2023-24 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • early identification of children with adverse childhood experiences and provision of support • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils <p>Actual outcomes – actions and impact</p> <table border="1" data-bbox="376 1352 1155 1758"> <thead> <tr> <th>Wellbeing activity/concept</th> </tr> </thead> <tbody> <tr> <td>Mindfulness club - runs weekly during lunchtime to ensure maximum engagement; pupils more settled during afternoon lessons.</td> </tr> <tr> <td>Children responded well to this and were enthusiastic about attending, with attendance rising week on week. Many children were able to use the skills learnt in this in different situations. 10% PP</td> </tr> </tbody> </table>	Wellbeing activity/concept	Mindfulness club - runs weekly during lunchtime to ensure maximum engagement; pupils more settled during afternoon lessons.	Children responded well to this and were enthusiastic about attending, with attendance rising week on week. Many children were able to use the skills learnt in this in different situations. 10% PP																																									
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	<p>Mental Health Ambassadors in each class from UFS - Year 6, meeting a minimum of monthly to help be responsible for:</p> <ul style="list-style-type: none"> ● spreading happiness, kindness and peace throughout the school. ● championing positive mental health and wellbeing across school. ● welcoming new children and staff to the school. ● being kind, caring and helpful towards others. ● always treating others as you would like to be treated yourself. ● promoting and putting into place the 'Five Ways to Wellbeing'. (Connect, Take Notice, Give, Keep Learning and Be Active) ● helping to run our 'Playground Pals' scheme. ● providing feedback on what's working well and highlight any gaps in whole-school approaches to wellbeing. ● planning and holding wellbeing assemblies. <p>Daily/weekly check in time for identified pupils with early signs of mental ill-health with a mental health lead/mental health first aider.</p> <p>Playground Pals scheme set up whereby identified pupils are responsible for ensuring resources are available for activities during playtimes and lunchtimes. Playground Pals have buddy benches to support other children asking for friendship support.</p> <p>Early identification of children showing signs of mental ill-health, with a subsequent referral to the Early Mental Health Practitioner and/or TAS for Future in Mind support.</p> <p>Social skills interventions to improve wellbeing during social times e.g. Lego therapy, etc.</p> <p>Access to workshops for parents led by our future in mind link practitioners.</p> <p>Mindfulness playground zone</p> <ul style="list-style-type: none"> ● Inclusion Lead has completed an advanced diploma in Early Childhood Trauma and Mental Health Informed Schools (Level 5). This work has led to a creation of a system of early identification of children with adverse childhood experiences and ensuring a liaison with staff members to provide or sign post to provision of support. ● The DHT is currently completing an advanced diploma in Early Childhood Trauma and Mental Health Informed Schools (Level 5). 	<ul style="list-style-type: none"> ●
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Throughout the year, we offer a multi-sports club to each key stage. This changes every term to ensure children are able to experience this. Alongside that, we offer a football club to year 5 and 6 and girls' football to KS2.

The impact of each strategy to date:

- Behaviour in school is strong.
- Positive relationships are noted between pupils in school, with very few incidences of arguments and disagreements.
- Pupils play co-operatively at unstructured times.
- Surveys indicate that children enjoy school, feel safe and believe that staff take good care of them.
- Parents all feel that children are safe in school, evidenced through survey undertaken during December 23.

In addition to the extra-curricular clubs, we also provided the opportunity for children to be competitive through inter-school competitions. We offer around 40 competitions throughout the year.

Proportionally, pupil premium children are well represented in sporting tournaments.

In addition to sporting opportunities the following are typical of clubs that run each term which children can choose to attend; Mindfulness, Book Club, Homework Club, Spanish Club, Choir, Puzzle Club, Coding Club and Ocarina.

Sporting Extra-Curricular Clubs		
Cohort	PP	SEN
UFS	83%	57%
KS1	30%	54%
KS2	55%	39%
School	49%	46%

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

Success criteria: Sustained high attendance from 2023/24 demonstrated by:

- the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being 0%.
- the percentage of all pupils who are persistently absent being below 6% and the figure among disadvantaged pupils being no more than 5% lower than their peers.

Outcomes to take account of Covid related absences and implementation of local and national restrictions

Actual outcomes

School have an emphasis on first day responses to absence. Where there are safeguarding concerns and persistent absence the school strongly advises the Children's First Hub and Social Work professionals to include attendance monitoring in plans. The school offers early support and signposting to relevant agencies when needed.

Absence	Academic Year 2022-23		
	PP	Non PP	All
Absence	5.2%	4%	4.2%
Persistently absent	12.5%	5.5%	7.1%

Absence	Academic Year 2023-24		
	PP	Non PP	All
Absence	6.2%	3.8%	4.3%
Persistently absent	11.1%	4.5%	5.8%

Disadvantaged is PA is 5% lower than national and overall attendance is inline with national.

Disadvantage attendance is significantly better than projected national attendance and we ranked 3/114 schools in Wakefield for persistent absence.

Overall disadvantaged we ranked 15/114 out of schools in Wakefield.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
RWInc	Ruth Miskin
TT RockStars	
Bedrock	

Wellcom	
Herts for Learning	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
N/A
The impact of that spending on service pupil premium eligible pupils

Further information

Our Pupil premium strategy is supplemented by additional activity, this includes;

Allocate a champion for each PP child, with families having link workers to establish relationships and trust

Development of additional tracking system of all Pupil Premium Children with half termly progress monitoring by middle leaders and termly Pupil Progress meetings with middle leaders, SENCO, Assessment Lead, Curriculum Lead and Headteacher