

## Part B: Review of the previous academic year

### Pupil Premium Strategy Outcomes

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

#### Summary of how our PPG allocation was spent over the previous academic year:

- Reading interventions for target groups alongside daily reading.
- Funding additional Teaching Assistant time and resources for specific intervention programmes and pre-teaching. High quality CPD provided for all TAs.
- High quality phonics CPD and phonics support.
- Implementation of well-being support using ELSA trained staff and provide additional staff member who is drawing and talking trained.
- Tracking of the mental health and well-being of every child in the school.
- Providing an Oasis lunchtime provision.
- Music instrument tuition.
- Subsidising or paying for educational trips and other school activities to prioritise the social needs of pupils to support the formation of interpersonal relationships.
- Ongoing training for a TA to work as an Emotional Literacy Support Assistant; funding for the Teaching Assistant to provide one-to-one/small group nurture provision to support pupils' social and emotional development for two afternoons a week.
- Purchase of teaching and assessment programmes: TTR's and Lexplore
- Breakfast club provision.

#### What difference did the PPG funding make to eligible and other pupils?

Aspirational targets were set for all pupils including those for whom Pupil Premium funding is received. Daily reading being a focus has supported our pupil premium and other pupils increase their reading ages more rapidly therefore allowing them to access the work more easily. The use of the Lexplore programme has given detailed analysis of the pupils reading and assigns specific reading interventions. Support in phonics teaching saw an increase in our outcomes with 4/6 pupils Working at the expected standard.

Providing an oasis club at lunchtime has led to a significant reduction in behavioural issues at lunchtime from those children who find it difficult to cope during the unstructured time.

#### Key stage 2 results:

A pupil did not sit the SATs due to working significantly below the expected standard.

Reading – 6/10 reached exp 60% 4/7 - 57% achieved greater depth

Writing – 5/10 reached exp 50% - 0% achieved greater depth

Maths – 5/10 reached exp 50% - 4/7 - 57% achieved greater depth

Attendance of PP pupils was 92.2% compared to the whole school being 95.7% which is just slightly below the National Average. Specific pupils were identified and support

put into place to assist with their attendance, two families moved to schools closer their homes to support.

Emotional and well-being support has been provided through trained staff in Drawing and Talking therapy and ELSA. Play therapy has also been funded to support pupils. This support is available for all pupils within the school as well as those eligible for Pupil Premium.

Music tuition in flute or violin has been provided for 7 pupil premium pupils for the past 2 years alongside those who are not pupil premium. 14 of our pupil premium children have been part of our school choir and had the opportunity to sing at the O2 and Chatham Central Theatre.

Feedback from pupils, parents and staff continues to be positive about the benefits of approaches taken to support pupils who are eligible for the Pupil Premium Grant funding, in terms of promoting equal access and raising achievement.

Breakfast is offered to all pupil premium children with an uptake of 24.

## Externally provided programmes

Programme	Provider
Music Tuition for Flute/Fife or violin	Medway Music Association

## Further information (optional)

### **Additional activity**

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

- 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 range of high-quality extracurricular activities to boost wellbeing. 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, book scrutiny, lesson observations, conversations with 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.