Pupil premium strategy statement – Firs Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	461
Proportion (%) of pupil premium eligible pupils	64.6%
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)**	2023 – 2024 2024 – 2025 2025 – 2026
Date this statement was published	1/12/2024
Date on which it will be reviewed	1/12/2025
Statement authorised by	Mrs P Martin, Headteacher
Pupil premium lead	Mrs P Martin, Headteacher
Governor / Trustee lead	Mr S Grundy, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£386, 601
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*	£386, 601

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about how to use the pupil premium to improve the attainment of disadvantaged pupils, the needs of *all pupils* in the school are assessed. The funding is then allocated with the aim of making maximum impact in the school. In line with DfE guidance, the funding is not only spent on eligible pupils, or on a per eligible pupil basis, as analysis of our schools' context has shown that eligibility for free school meals is not the greatest, nor only indicator of disadvantage in the school.

Firs Primary School faces extreme contextual challenges, which means that simple approaches to the use of Pupil Premium funding are insufficient in tackling the deeper levels of disadvantage than are found in other schools. Contextual challenges include:

- Higher than average levels of disadvantage.
- Extremely high pupil mobility (77 in year admissions in 2023-24 and 75 in year leavers). Many in year admissions arrive directly from overseas and may live in greater deprivation than those entitled to Pupil Premium funding, as 'direct entrants' to the UK are excluded from entitlement to means-tested benefits and other non-contributory benefits. This includes those who have "leave to enter or remain in the UK for a limited period on the condition that they do not have recourse to public funds. *This applies to most people who come to the UK to work, study, to join a partner or relative already living here, or for leisure purposes, including people arriving from EEA countries since 1 January 2021"*[1]. In October 2024, 24% of pupils in KS1 and KS2 entered Firs Primary as their first UK school after the first term of FS2.

Current Year Group (October 2024)	Total in Year Group	Year Group of Entry to Firs Primary School																
		Nursery (Forever Firs)		FS2 (Term 1) (Forever Firs)		FS2 (Term 2 or 3)		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	No.	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Year 1	60	31	51.7	21	35.0	7	11.7	0	0.0										
Year 2	61	18	29.5	17	27.9	15	24.6	8	13.1	3	4.9								
Year 3	60	9	15.0	19	31.7	4	6.7	11	18.3	12	20.0	5	8.3						
Year 4	61	9	14.8	11	18.0	6	9.8	13	21.3	11	18.0	9	14.8	2	3.3				
Year 5	60	11	18.3	13	21.7	4	6.7	5	8.3	10	16.7	10	16.7	5	8.3	2	3.3		
Year 6	60	5	8.3	10	16.7	6	10.0	6	10.0	12	20.0	9	15.0	7	11.7	4	6.7	1	1.7
All (Years 1-6)	361	83	23.0	91	25.2	42	11.6	43	11.9	48	13.3	33	9.1	14	3.9	6	1.7	1	0.3

- High numbers of Children Missing in Education (CME).

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[1] https://www.entitledto.co.uk/help/Immigration-status-and-benefits

- Higher than average percentage of pupils who speak English as an Additional Language (EAL) – 76.4.% in October 2024.

- Wide range of languages spoken across the school (43 languages in October 2024), meaning that peer support is not always available for new arrivals to the school, as there may not be another child who speaks the same language. This presents additional challenges in terms of finding interpreters to support communication with parents.

- High numbers of children who live in challenging or traumatic circumstances, with a higher than average number of children who are at the Child in Need and Child Protection levels of social care intervention and support. Approximately 14% of pupils in the school have had one or more Adverse Childhood Experiences (data from October 2023)- research into adverse childhood experiences (ACEs) consistently shows that a set of 10 adverse experiences in childhood are associated with an increased risk of poor health and other problems in later life.

- A much higher than average percentage of pupils who are Gypsy Roma (mainly from Slovakia – the most disadvantaged of Roma groups) - over 17% in October 2024 (the 'Improving Outcomes for Gypsy Roma, and Traveller Pupils' report carried out by the DFE in 2010 found that "Gypsy, Roma and Traveller pupils have lower levels of achievement than other ethnic groups at all key stages. This is due to a complex range of factors, including barriers that prevent them from fully accessing the curriculum, such as lack of engagement, interrupted education and negative experiences of school").

Research has found that school context is "strongly associated with the progress made by pupil premium students". The Social Mobility Commission has recently produced a report (June 2021) that found:

"In line with previous studies, [school context] accounted for up to 55% of the variance in schools' Progress 8 scores for pupil premium students in our statistical models. This is likely to underestimate the importance of context because these models are limited by the data available. Our fieldwork indicated that there are further elements of a school's context, which are not captured by standard school characteristic data, but which are associated with the progress of pupil premium students."

Further analysis of our school's context (data below collected in October 2023) demonstrates that the majority of pupils face more than one of the following barriers to learning; pupil premium, English as an additional language, SEND, Adverse Childhood Experiences[2], at least one school move from the reception year onwards.

Barriers to Learning	Number of Pupils	Percent of Pupils

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[2] Adverse Childhood Experiences (ACEs) are; "highly stressful, and potentially traumatic, events or situations that occur during childhood and/or adolescence. They can be a single event, or prolonged threats to, and breaches of, the young person's safety, security, trust or bodily integrity." (Young Minds, 2018). These include, for example, physical, emotional or sexual abuse, neglect, exposure to domestic violence, substance or alcohol abuse by a parent or carer etc.

Adverse Childhood Experiences	60	14%
Attendance Below 90% (exc. FS1)	84	20%
EAL	350	79%
Pupil Premium	270	60%
SEND	63	14%
Transience (1+ School move) (exc.FS1)	229	55%

Number of Barriers to Learning	Number of Pupils (%)
6 Barriers to Learning (most vulnerable pupils)	3 (1%)
5 Barriers to Learning	11 (3%)
4 Barriers to Learning	45 (10%)
3 Barriers to Learning	138 (31%)
2 Barriers to Learning	144 (32%)
1 Barrier to Learning	94 (21%)
0 Barriers to Learning (least vulnerable pupils)	8 (2%)

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils (whatever their disadvantage may be) to achieve that goal, including progress for those who are already high attainers. We do this by ensuring that, wherever possible, any barriers to learning are removed or mitigated, so that they can take full advantage of the learning and personal development opportunities provided.

We strive to improve the life chances of our disadvantaged pupils by providing an ambitious, broad and balanced curriculum that enables them to develop their cultural capital, resilience and aspirations for the future, as well as widening their life experiences.

Our current pupil premium strategy plan works towards achieving these objectives by focusing on embedding effective whole school teaching, and wider strategies to address the challenges to learning set out below, as research suggests that some of the most effective spending will be on whole school strategies, including improving the quality of teaching, which have the potential to impact positively on all pupils, but particularly disadvantaged pupils.

Effect of teaching on students in years of progress
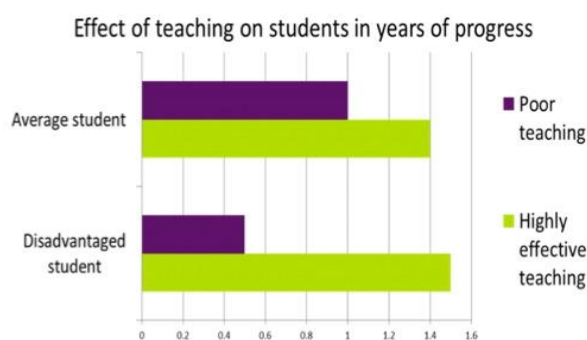
Source: Sutton Trust (2011)

Decisions about how to achieve the maximum impact in the school are informed by research carried out by, for example, the Education Endowment Foundation and the National Foundation for Educational Research. Given the challenges faced by the school it is vital that the Pupil Premium is used in an evidence informed way, which addresses or mitigates these issues as far as is possible, to ensure the best outcomes for our children without placing limits on our expectations of what our pupils can achieve, given the right support.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills in English, but also in pupils' home languages. The majority of pupils have vocabulary gaps whether they are EAL or have English as a first language. This is evident from Nursery through to KS2 and in general, no more prevalent among our disadvantaged pupils (those in receipt of Pupil Premium funding) than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers on entry to Reception. On entry to Reception class last academic year, 95% of our disadvantaged pupils arrived below age-related expectations in reading compared to 74% of other pupils. This remains significant at the end of KS2.
	In addition, many pupils arriving at the school as in year admissions have reading levels far below those expected for their age, both in English and in their home languages.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils (those in receipt of Pupil Premium funding) including those with EAL and/or SEND is below that of their peers (a higher percentage of disadvantaged pupils without EAL/SEND actually attained ARE than non-disadvantaged pupils without EAL/SEND in statutory assessments last academic year).

	On entry to Reception class last academic year, 68% of our disadvantaged pupils arrive below age-related expectations compared to 63% of other pupils. 50% of both disadvantaged pupils, and their peers, without EAL/SEND arrived working below age-related expectations in maths.
4	Internal and external assessments indicate that writing attainment for most pupils remains below age related expectations. Observations and discussions with staff suggest that this area of the curriculum was most negatively impacted by partial school closures during the COVID-19 pandemic. On entry to Reception class last academic year 100% of pupils, both those in receipt of pupil premium funding and their peers, were below age-related expectations in writing.
5	Assessments and observations of pupils indicate that many pupils both in receipt of pupil premium funding, and those without it, have below age related gross and fine motor skills. This impacts on pupils' ability to access other curriculum areas due to difficulties with the physical act of writing and lack of writing stamina. On entry to Reception class last academic year 53% of pupils in receipt of Pupil Premium, and 63% of those not in receipt of pupil premium were below age-related expectations in 'Moving and Handling'. For 'Health and Self Care' these figures were 31% and 58% respectively. An increasing number of pupils in the Nursery class now require support with toileting.
6	Our attendance data over the last 5 years indicates that attendance among disadvantaged pupils has fallen over time, whereas attendance for non-disadvantaged pupils has risen. Attendance has also fallen for EAL pupils, while rising for non-EAL pupils. Gypsy Roma pupils have the lowest attendance rates. Last academic year 20% of pupils (excluding nursery) were classed as persistently absent (missing 10% or more of school sessions). Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
7	Observations and discussions with staff indicate that an increasing number of pupils are suffering from poor health and/or nutrition e.g. hunger, tiredness, dental problems, obesity etc, due to poverty or lack of parental understanding of healthy living and/or how to access health services. Many pupils also lack the basic clothing required to keep them warm and dry in poor weather. Our observations and discussions during 'Diminishing the Difference' meetings (pupil progress meetings) indicate that pupil attainment and progress for many disadvantaged pupils is negatively impacted by these issues.
8	Observations and analysis of behaviour incidents shows that pupils in receipt of Pupil Premium funding are more likely to have poorly developed social and emotional skills than their peers, resulting in poor behaviour which in turn impacts on their readiness to learn. Last academic year children in receipt of Pupil Premium were disproportionately more likely to be involved in a behavior incident and issued with a consequence than non-Pupil Premium children. An average of 56.7% of pupils were entitled to Pupil Premium in 2022-23, however 76% of children involved in incidents of poor behaviour were entitled to Pupil Premium.
9	Observations and discussions with staff, parents and pupils indicate that many parents struggle to support their children's learning and development outside of school. This is further evidenced by low levels of reading practice completed at home. Difficulties include; lack of access to learning resources including books and writing materials at home, lack of opportunity to develop cultural capital through visits to museums, theatres and galleries etc, and low levels of parental literacy, either due to having English as an additional language or as a result of parents' own educational

	outcomes. These factors can also hamper communication between parents and the school.
10	Observations, assessments and discussions with staff demonstrate that there are increasing numbers of pupils with significant and complex SEND, who are new to the country and the school, who therefore do not have the SEND funding in place required to provide the additional support they need to access mainstream education.
11	Observations, assessments and discussions with pupils indicate that many pupils, generally due to deprivation and lack of opportunity, do not have access to the wide range of experiences and knowledge necessary to enable them to develop their cultural capital, placing them at a disadvantage in terms of their future success. This lack of experiences also makes it harder for them to relate to and engage with learning in the wider curriculum.

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
Accelerate progress in speaking and listening, with a particular focus on vocabulary development to reduce the vocabulary gap between disadvantaged pupils and their peers nationally.	• 82.2% of **first language English and Advanced bilingual EAL learners** to meet at least expected standard in 'Listening, Attention and Understanding' and 82.8% in 'Speaking' at the end of EYFS (*national attainment in 2023 for Listening, Attention and Understanding was 82.2%, and for Speaking was 82.8%*) • Children accessing Reading Plus who are working below age related expectations are making accelerated progress as shown by their Reading Plus vocabulary level gains (>+1 vocab level over the academic year).
Accelerate progress in reading, promoting a love of reading and reducing the attainment gap between disadvantaged pupils in school and non-disadvantaged peers nationally.	• KS2 SATS Reading outcomes in 2024, for both PP and non-PP pupils, increase from the % of pupils in these groups meeting ARE in 2023 (29.7% and 68.2% respectively), and the gap in attainment between PP and non-PP pupils diminishes (is less than 38.5%). • Year 1 Phonics Screening pass rate for PP pupils and non-PP pupils who are not SEND or EAL remains at 100%. The pass rates for pupils with SEND and EAL are in line with national outcomes for these groups in 2023 (42% and 78% respectively) • At the end of EYFS the % of Forever Firs pupils, who are first language English or who are Advanced bilingual EAL learners, that achieve age related expectations is in line with the 2023 national average for Word Reading (76.2%) and Comprehension (80.6%). • FFT Self Evaluation data shows that the % of all pupils meeting ARE in reading at the end of KS1 and KS2 rises from 2023 (48% and 44% respectively). • FFT Self Evaluation data shows that the % of Ever FSM pupils meeting ARE in reading at the end of KS1 and KS2

	• (those starting before Y5) rises from 2023 (50% and 37% respectively).
	• FFT Self Evaluation data shows that the average scaled score in reading for all pupils at the end of KS2 has risen from 2023 (96.2).
Accelerate progress in writing to reduce the attainment gap between disadvantaged pupils in school and non-disadvantaged peers nationally.	• KS2 SATS Writing outcomes in 2024, for both PP and non-PP pupils, increase from the % of pupils in these groups meeting ARE in 2023 (24.3% and 54.5% respectively), and the gap in attainment between PP and non-PP pupils diminishes (is less than 30.2%).
	• At the end of EYFS the % of Forever Firs pupils, who are first language English or who are Advanced bilingual EAL learners, that achieve age related expectations is in line with the 2023 national average for Writing (71%).
	• FFT Self Evaluation data shows that the % of all pupils meeting ARE in writing at the end of KS1 and KS2 rises from 2023 (30% and 36% respectively).
	• FFT Self Evaluation data shows that the % of Ever FSM pupils meeting ARE in writing at the end of KS1 and KS2 (those starting before Y5) rises from 2023 (33% and 30% respectively).
	• FFT Self Evaluation data shows that the average scaled score in writing for all pupils at the end of KS2 has risen from 2023 (97.5).
Accelerate progress in maths to reduce the attainment gap between disadvantaged pupils in school and non-disadvantaged peers nationally.	• KS2 SATS Maths outcomes in 2024, for both PP and non-PP pupils, increase from the % of pupils in these groups meeting ARE in 2023 (35.1% and 63.6% respectively), and the gap in attainment between PP and non-PP pupils diminishes (is less than 28.5%).
	• At the end of EYFS the % of Forever Firs pupils, who are first language English or who are Advanced bilingual EAL learners, that achieve age related expectations is in line with the 2023 national average for Number (78.9%) and Numerical Patterns (78.3%).
	• FFT Self Evaluation data shows that the % of all pupils meeting ARE in maths at the end of KS1 and KS2 rises from 2023 (51% and 46% respectively).
	• FFT Self Evaluation data shows that the % of Ever FSM pupils meeting ARE in maths at the end of KS1 and KS2 (those starting before Y5) rises from 2023 (53% and 43% respectively).
	• FFT Self Evaluation data shows that the average scaled score in maths for all pupils at the end of KS2 has risen from 2023 (97.8).
Deliver a high quality, broad and balanced curriculum which provides opportunities for pupils to access a wide range of experiences, developing their cultural capital.	• Subject action plans, policies, progression and coverage documents and 'Firsy Foundations' continue to demonstrate opportunities for a wide range of experiences for pupils, as well as a coherent, well planned and broad curriculum.
	• Children are able to take part in extra-curricular arts-based events outside of school time.
	• Geography curriculum continues to include fully funded field trips to support pupil learning.

	• Pupil voice indicates that pupils can talk about a wide range of experiences they have had at school including; museum and theatre visits, music lessons, field trips
Ensure the curriculum incorporates meaningful opportunities for children to learn about the experiences and histories of those with protected characteristics, so that all children can relate to what is taught and have the opportunity to identify with role models they can relate to.	• Books purchased for the library throughout the year, and those read to children include a wide range of representations of people with protected characteristics and diverse experiences including characters from BAME groups, LGBTQ+ characters, characters with SEND, different family structures and socio-economic groups. • A diversity curriculum map summarises the opportunities children have to learn about the experiences and histories of those with diverse and protected characteristics. • Pupil voice shows that children talk positively about diversity and difference.
For all pupils to achieve at least 95% attendance over each academic year.	Analysis of end of year attendance data shows: • the percentage of pupils classed as persistently absent (below 90% attendance) falls from 20% to below 17% (17.1% of children in state-funded primary schools were persistently absent in 2022-23) • average attendance of Gypsy Roma pupils rises to over 90% • average attendance for all pupils rises to over 95%, and attendance figures for Ever FSM pupils is in line with those of non-Ever FSM pupils
To support disadvantaged pupils with their social and emotional development and behaviour	• Behaviour analysis shows that the % of Ever FSM pupils receiving a consequence for a behaviour incident is proportionate and in line with the % of Ever FSM pupils in the school. • Behaviour analysis shows that number of Ever FSM pupils involved in behaviour incidents falls over time.
New pupils (in year arrivals) are well supported in school, teachers quickly identify learning needs and plan teaching accordingly.	• Internal assessments show that in year arrivals are attaining in line with targets set by teachers during pupil progress meetings. • Internal assessments show that in year arrivals are making at least expected progress from their starting points (+4 months per term).
Parents of disadvantaged pupils (whatever their disadvantage may be) are able to support their child's learning and engage with school events.	• 100% of parents are attending parent/teacher interview afternoons. • Analysis of MyOn and Reding Plus show that children are engaging with reading at home. • Parental engagement sessions and parent workshops (e.g. phonics) are well attended. • Parent questionnaires show that parents feel the school helps them to support their child's learning.
Disadvantaged pupils are supported to develop 'cultural capital' and a wide range of background experiences essential for effective reading for meaning, understanding, the wider curriculum and future success.	• Subject action plans, policies, progression and coverage documents and 'Firsy Foundations' continue to demonstrate opportunities for a wide range of experiences for pupils, as well as a coherent, well planned and broad curriculum. • Children are able to take part in extra-curricular arts-based events outside of school time. • Pupil voice shows that pupils on roll at the school for the duration of KS and KS2 have had the opportunity to take part

	in each of the '11 things by age 11' activities provided by the school.
Pupils basic needs are met in terms of nutrition and health, enabling them to be ready to learn while at school.	• Teacher voice indicates that pupils are not prevented from engaging with learning due to hunger or poor health. • Where needed, parents of disadvantaged pupils are supported to make and attend appointments with medical professionals. • Pupils identified as 'disadvantaged', whether or not they are in receipt of Pupil Premium are attending the school's breakfast club. • Average attendance for all pupils rises to over 95%, and attendance figures for Ever FSM pupils is in line with those of non-Ever FSM pupils
Pupils demonstrate gross and fine motor skills (physical literacy) in line with expectations for their age.	• At the end of EYFS the % of Forever Firs pupils that achieve the Early Learning Goals in Gross and Fine Motor Skills is in line with the 2023 national average for Gross Motor Skills (92.1%) and Fine Motor Skills (86%). • Observations indicate that all pupils in KS1-2 (without a physical disability that would prevent this) are able to hold a pencil using a tripod grip. • Observations and 'book looks' demonstrate that pupils who have been at Firs for at least two years and are in KS2 are able to use cursive handwriting. • Real PE assessments show that 100% of pupils (without a physical disability that would prevent this) are meeting age related expectations.

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: £ *184,136*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing Retrieval Practice CPD for all staff.	"…the positive impact of the retrieval studies, the good theoretical grounding of the practice, and the low cost of implementing low stakes testing and quizzing generally mean that it is a promising approach that teachers should consider". https://educationendowmentfoundation.org.uk/public/files/Publications/Cognitive_science_approaches_in_the_classroom_-_A_review_of_the_evidence.pdf	1,2,3,4
High quality CPD for targeted staff members: *Early Career Teacher Training x 3 teachers* *NPQBC x 2 teachers (continued)*	"Providing teachers with a right to high-quality training and development would boost pupil attainment and earnings, and may tackle retention problems in the profession, a cost-benefit analysis study from the Education Policy Institute (EPI) commissioned by Wellcome has shown." "The new report finds that a well-implemented policy of 35 hours a year of high quality CPD for teachers would lead to significant benefits for pupils, including an extra two-thirds of a GCSE grade – improving their lifetime earnings by over £6,000." "In the immediate term, a policy of CPD entitlement could also significantly improve retention, leading to up to 12,000 extra teachers remaining in the profession a year." https://epi.org.uk/publications-and-research/the-effects-of-high-quality-professional-development-on-teachers-and-students/ "Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD." https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2,3,4

Improving writing training – Transcription x 2 English leads	"It is important to promote the basic skills of writing— skills that need to become increasingly automatic so that pupils can concentrate on writing composition. This includes the transcription skills of handwriting (or typing, where appropriate) and spelling, as well as sentence construction (forming sentences that effectively convey meaning, with appropriate grammar, syntax, and punctuation). If these skills are slow or effortful then this will hinder progress in writing composition. High quality practice is essential to develop fluent transcription."	4
Writing Working Group – Developing writing in schools	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1674053292	
Little Wandle training for all teachers and TAs *Little Wandle coaching for staff members, as identified through regular monitoring* *Daily phonics monitoring – time out of class for Reading Leader*	"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." https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics **Improving Literacy in Key Stage 1 – Recommendation 3** "Training - ensure all staff have the necessary pedagogical skills and content knowledge" https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	2,4
NTS Reading Assessments (Yr 1-6)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 Recommendation 6 of 'Improving Literacy in Key Stage 2': "Target teaching and support by accurately assessing pupil needs". NTS assessments inform the Shine interventions, which target support based on pupil outcomes in assessments and identified areas of need.	2
NTS Maths Assessments (Yr 1-6)	https://educationendowmentfoundation.org.uk/education-evidence/ guidance-reports/maths-ks-2-3 Recommendation 1 of 'Improving Mathematics in Key Stage 2 and 3' "Use assessment to build on pupils' existing knowledge and understanding; assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know. This should inform the planning of future lessons and the focus of targeted support."	3
GAPS SPaG Tests (Yr 3-6)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 Recommendation 6 of 'Improving Literacy in Key Stage 2': "Target teaching and support by accurately assessing pupil needs".	4

	NTS assessments inform the Shine interventions, which target support based on pupil outcomes in assessments and identified areas of need.	
Reading Plus (Yr 1-6 – all children beyond the early stage of reading)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 Recommendation 6 of 'Improving Literacy in Key Stage 2': "Target teaching and support by accurately assessing pupil needs". Reading Plus assessments also ensure that pupils accessing Reading Plus are reading texts matched to their ability.	2,4
Little Wandle Phonics assessments	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 Recommendation 6 of 'Improving Literacy in Key Stage 2': "Target teaching and support by accurately assessing pupil needs".	2
Little Wandle Resources (e.g. maintaining books required for reading scheme)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics + 5 months. • "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. • 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). • 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."	2,4
Numberstacks Maths Assessments	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 Recommendation 1 of 'Improving Mathematics in Key Stage 2 and 3' "Use assessment to build on pupils' existing knowledge and understanding; assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know. This should inform the planning of future lessons and the focus of targeted support." Number stacks supports the assessment of pupils working well below the standard of the age related NTS tests and feeds into the Numberstacks interventions.	3
Updating and maintenance of technology to facilitate assessment and curriculum	The provision of additional laptops and I pads for each classroom was essential for ensuring effective use of both Accelerated Reader and Tackling Times Tables. It also means that more pupils are able to access the MyOn online library during school hours.	2,3,4

delivery including; Kindles, Netbooks, Laptops, variety of technology to support delivery of DT, geography and computing curriculums.	Reading Plus will be rolled across the school for pupils no longer on Read Write Inc, and requires each pupil to have 1:1 access to a laptop or netbook for a minimum of three lessons per week. These sessions are timetabled at the same time each day, meaning multiple class sets are required. Furthermore, evidence suggests that including technology in the classroom has a "positive influence on multiple indicators of student engagement". https://educationaltechnologyjournal.springeropen.com/articles/10.1186/ s41239-017-0063-0 **Computer-based technology and student engagement: a critical review of the literature (2017)**	
Reading Plus 3-year subscription (unlimited licenses)	• Pupil premium eligible children using Reading Plus made 97% more progress than pupil premium eligible children in the control schools. • Average test scores for control school pupil premium eligible pupils increased by 22% from the first (September 21) to the final SATs test (May 22). Average test scores for Reading Plus pupil premium eligible pupils increased by 68% during the same period. • Boys who used Reading Plus for their reading development made, on average, 45% more progress than boys in the control schools who did not have access to the programme. • Average test scores for boys in the control schools increased by 29% from the first (September 21) to the final (May 22) SATs test. Average test scores for boys using Reading Plus increased by 54% during the same period. https://www.readingsolutionsuk.co.uk/reading-plus-efficacy-study-in-partnership-with-derby-research-school-full-report/	1,2,9
MyOn Subscription (all pupils) – online library	Research Evidence on Reading for Pleasure (https://assets.publishing.service.gov.uk/government/uploads/system/uploads /attachment_data/file/284286/reading_for_pleasure.pdf) – indicated that around 45% of pupils never visit a library. Many of our pupils equally have no reading books at home. MyOn can be accessed on phones as well as on computers.	2,9
Early Start Spanish and Early Start German subscriptions	'Discovering Language' in primary school: an evaluation of a language awareness programme file:///C:/Users/lpugh/Downloads/BartonBraggSerratrice2009 %20(2).pdf Recommends choosing resources which support teacher subject knowledge with video of native language speakers, filmed on location in the country of the language studied, providing cultural insights as well as real life language models.	11
Tackling Times Tables	Cambridge Mathematics found that: • Knowing times tables is important and should be taught in schools at a young age to ensure fluency for later mathematics	3

	• Using ICT to learn times tables facts can be more effective and motivating than paper and pen methods https://www.cambridgemaths.org/Images/espresso_1_learning_and__assessing_times_tables.pdf	
Digimaps Subscription *Fully funded field trips to support teaching of the geography curriculum*	**Improving primary teachers' subject knowledge across the curriculum: A summary of evidence from subject surveys (excluding English and mathematics)** *(Ofsted 2007/08)* "Where teaching in geography was good or outstanding, it was characterised by: • effective use of the local environment to raise pupils' awareness of the immediate world around them • the use of topical issues relevant to pupils' lives • purposeful use of a good range of appropriate resources including ICT, such as geographical information systems (GIS), to bring learning to life • the use of a variety of types of maps to develop a sense of place and space through enquiry and discovery." https://dera.ioe.ac.uk/305/1/Improving%20primary%20teachers%20subject%20knowledge%20across%20the%20curriculum.pdf	1,11,12
Outstanding Science Subscription	"There is good evidence…that the ability to reason scientifically – by testing hypotheses through well-controlled experiments – is a strong predictor of later success in the sciences and that this skill can be developed through programmes that allow pupils to design experiments that require them to control variables. Many effective programmes give teachers training to guide their pupils' scientific reasoning by setting questions that can be investigated and getting them to design fair tests." https://educationendowmentfoundation.org.uk/guidance-for-teachers/science	12
External Specialist Art Teacher 1.5 days per week (to teach and train staff in art teaching)	"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. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported." https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation#:~:text=Overall%2C%20the%20average%20impact%20of,both%20primary%20and%20secondary%20schools.	5,11,12
Key Stage History Subscription	**Improving primary teachers' subject knowledge across the curriculum: A summary of evidence from subject surveys (excluding English and mathematics)** *(Ofsted 2007/08)* Primary schools should:	11,12

	• ensure that they do as much as possible to provide access to an expert subject leader or the resources to nurture one for each subject • review their policies on the role of a subject leader so that these are comprehensive and include the role of training other staff • within the context of the school development plan, develop teachers' subject knowledge, taking account of the demands of different subjects identified in this and Ofsted's subject reports • seek links with neighbouring schools to share good practice and capitalise on local expertise • take advantage of subject-specific opportunities for continuing professional development, such as those available in science. https://dera.ioe.ac.uk/305/1/Improving%20primary%20teachers%20subject%20knowledge%20across%20the%20curriculum.pdf	
Subject Leader Networks	**Improving primary teachers' subject knowledge across the curriculum: A summary of evidence from subject surveys (excluding English and mathematics)** *(Ofsted 2007/08)* Primary schools should: • ensure that they do as much as possible to provide access to an expert subject leader or the resources to nurture one for each subject • seek links with neighbouring schools to share good practice and capitalise on local expertise • take advantage of subject-specific opportunities for continuing professional development, such as those available in science. https://dera.ioe.ac.uk/305/1/Improving%20primary%20teachers%20subject%20knowledge%20across%20the%20curriculum.pdf	1,2,3,4,11, 12
Purchase of new books for the library to include books representing diverse cultures, backgrounds and experiences, graphic novels and comics, and a large range of non- fiction books.	"Engaging pupils in literature gives them access to all the things we can learn from great books and stories. They should read, listen to and talk about contemporary and classic writing by a broad and diverse range of authors, where the depth of ideas and language allows for rich discussion and study. All pupils should encounter characters, situations and viewpoints that mirror their own lives, so they understand that they matter. Books, however, should also give them a window into the lives of others. For some pupils, stories might be the only place where they meet people whose social and cultural backgrounds and values differ from their own. These books should be introduced in English lessons, story times and book clubs **Choosing literature** [Books should]: • contain a 'big' idea at its heart, for example, the power of friendship or the ability of power to corrupt • reflect a diverse range of voices and characters, reflecting the background of pupils in the school and society more widely • have rich, lyrical language • have the potential to develop pupils' wider knowledge • deliberately widen horizons by offering culturally rich content • offer opportunity for pupils to encounter a different genre or format so they have a chance to experience a wide range of literary forms and develop their own opinions and preferences? … teachers and English subject leads might identify a core set of literature for each year group that can either be read aloud in story	1,2,11

| | times or read by pupils in English lessons, including high-quality contemporary and classic texts: fiction, non-fiction, poetry and prose. Teachers should also engage their pupils in choosing new books. Refreshing the list of core books regularly, as new books are published and new teachers arrive, will avoid its being set in stone."

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf | |

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

Budgeted cost: £ *£90,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle Phonics Interventions (target sounds, high frequency words, fluency)	"When students are identified early, explicit direct instruction can be received to meet the students' specific needs. The significance of being a fluent reader is too important to not address. Effective and continuous professional development and support is a key element in increasing teachers' content knowledge as well as confidence to provide effective direct reading instruction. Schools will see increased success when they focus efforts on early identification of struggling readers and providing explicit direct instruction by highly trained, confident staff." https://core.ac.uk/download/pdf/217031098.pdf Read Write Inc interventions based on the Direct Instruction model and are put in place following half termly RWI interventions – any child making below expected progress will take part in an intervention aimed at addressing the specific need identified by the assessment. Teachers and TAs receive training in these interventions by 1:1 coaching from the school's Reading Leaders, and regular RWI whole school develop days supported by an external trainer. A wealth of research has suggested that Precision Teaching is effective. For instance: • Griffin and Murtagh (2015): Precision Teaching improved sight vocabulary, reading accuracy, fluency and comprehension in primary school pupils compared to a control group. • Lambe, Murphy and Kelly (2015): Precision Teaching improved the reading fluency of primary aged pupils. • Chiesa & Robertson (2000): Precision Teaching improved the maths skills of primary aged children above their peers. • Roberts & Norwich (2010): Precision Teaching improved the word reading skills of secondary aged pupils We have also used Precision Teaching in previous years and have found through experience that it supports children to retain the knowledge taught.	2,4

Shine Reading, Maths and SPaG interventions	The Shine Interventions are structured in response to pupil outcomes on termly maths assessments, and provide additional tuition on areas of need explicitly arising from each pupil's test – ensuring a targeted response. "Assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know. This should inform the planning of future lessons and the focus of targeted support." https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	2,3,4
Numberstacks Maths Intervention	"Assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know. This should inform the planning of future lessons and the focus of targeted support." https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 Numberstacks interventions are based on the outcomes of the Numberstacks assessment.	3
	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1
Speech and Language Link Assessment and Interventions	Oral language interventions +6 months	1
Additional teacher to deliver interventions across KS1 and KS2	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Small group tuition (made possible by having an additional teacher in these phases) was found to have a +4 months impact on attainment.	1,2,3,4,5,10
Additional TA to support 3 x high needs SEND pupils in KS2 who cannot yet access SEND funding through EHCP due to limited time in country		
Physical Literacy Interventions for identified pupils (based on	Research suggests that interventions that support children's physical development and gross motor skills have a positive impact on children's fine motor skills and their ability to write neatly and at length. "…it can be stated that intervention programs developed based on physical education can positively affect children's fine motor skills development and indirectly writing skills." https://files.eric.ed.gov/fulltext/EJ1233771.pdf Research has also found that;	5

initial assessment)	"There [is] a significant negative effect of social disadvantage on motor skills, for both age groups, and for both males and females. A similar negative effect of social disadvantage on attainments in language, and reading was also found. Children from areas of social disadvantage had significant deficits in motor and receptive language attainments relative to their more advantaged peers. In addition, we revealed a significant predictive relationship between a neurodevelopmental measure of early motor development and reading attainment." **The effect of social disadvantage on motor development in young children: a comparative study (2007)** **https://pubmed.ncbi.nlm.nih.gov/18093027/**	
Sensory room – equipment and staffing time	Research has shown that "On average, students were 56% more engaged in classroom activities post-sensory room intervention". https://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1002&context=ot_education	1,2,3,4,5,8

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

Budgeted cost: £ *£110,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
External Specialist Art Teacher 1.5 days per week (to teach and train staff in art teaching)	"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. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported." https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation#:~:text=Overall%2C%20the%20average%20impact%20of,both%20primary%20and%20secondary%20schools.	5,11,12
60% of costs paid towards Year 5/6 Residential trip (Bush Craft)	EEF – Outdoor Adventure Learning +4 months progress "Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. The evidence suggests that the impact is greater for more vulnerable students and older learners (teenagers),	1,8,11

	longer courses (more than a week), and those in a 'wilderness' setting, though other types of intervention still show some positive impacts." https://educationendowmentfoundation.org.uk/public/files/Toolkit/complete/EEF-Teaching-Learning-Toolkit-July-2018.pdf	
Subsidised school trips for each year group (additional to fully funded geography fieldtrips and memorable experiences).	**Trial shows project based on a fun day out boosts writing skills by nine months** "The programme began by involving all pupils in a memorable experience which they could then write about. These included a trip to a castle, a session with a World War II veteran and a visit to local caves. A structured approach to writing about the experience was then put in place, which included pupils learning how to self-evaluate and improve their work." https://educationendowmentfoundation.org.uk/news/trial-shows-project-based-on-a-fun-day-out-boosts-writing-skills-by-nine-mo	1,4,11
Whole school theatre trip (annual) – fully funded.	**The Benefits of Attending Live Performance for Children and Adolescents (2019)** "Theatre can improve social bonding, allow for emotions to be explored in a safe space, develop the emotional and cognitive skills to deal with a complicated world, and kick-start conversations about important issues." https://static.entstix.com/sites/default/files/YoungerPopulationsTheatre-ACN.pdf Most children at Firs Primary School do not have the opportunity to visit the theatre outside of school. We feel that supporting children to take part in cultural visits not only develops their cultural capital, but also supports their vocabulary development by exposing them to a wider range of experiences. In turn, this has a positive impact on their written language.	11
2 x classes to take part in Lantern Festival and linked arts-based activities.	Arts participation +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation?utm_source=/education-evidence/teaching-learning-toolkit/arts-participation&utm_medium=search&utm_campaign=site_search&search_term=arts	11
Symphonia Viva (music/STEM project and performance for a group of 20 identified pupils)		
Forest Schools (6 identified pupils each half term) *Forest Schools training for 2 x staff members*	**Forest School and its impacts on young children: Case studies in Britain (2007)** "The research highlights that children can benefit in a range of ways. Six themes emerged from the data of the positive impacts on children in terms of confidence, social skills, language and communication, motivation and concentration, physical skills and knowledge and understanding. Two further themes highlight the wider impacts of Forest School on teachers, parents, and the extended family. Contact with the natural environment can be limited for children and young people in contemporary society due to concerns about safety outdoors and issues of risk and liability. Forest School provides an important opportunity for children to gain access to and become familiar with woodlands on a regular basis, while learning academic and practical skills. The constructivist theory of learning seems	1,5,8

	to be particularly suited to the Forest School approach as children make meaning from their direct experiences." https://www.sciencedirect.com/science/article/abs/pii/S1618866707000301	
Violin lessons (external provider) – Year 4 – 30 weeks	https://educationendowmentfoundation.org.uk/public/files/Toolkit/complete/EEF-Teaching-Learning-Toolkit-October-2018.pdf EEF – Arts participation provides +2 months progress

"Music's place in school life is sometimes justified by reference to literature that supports its wider benefits. Among these are benefits to concentration, phonemic awareness, literacy, memory and academic achievement…What can be said with a degree of certainty is that learning music is good for becoming more musical. Playing the piano is helpful for improving piano performance, singing in a choir supports becoming a good choral singer and writing lots of songs is a foundation for expertise in song-writing. These are wonderful things in and of themselves and need no further justification." https://www.gov.uk/government/publications/research-review-series-music/research-review-series-music

The violins for the lessons are provided by the music lesson provider. | 11 |
| *Early Start Russian Subscription for after school Russian club* | The EEF is currently reviewing the impact of foreign language learning on educational outcomes, an interim report was published in 2020:

Foreign language learning and its impact on wider academic outcomes: A rapid evidence assessment (EEF, 2020) 2…judicious use of technology, video, film and TV (and their captions) can have a place in facilitating the development of foreign language knowledge and skill".

"Knowing and using another language is advantageous, because it allows the individual to know and use another language. Circular reasoning such as this should normally be eschewed but we use it here to demonstrate a self evident truth – being knowledgeable in another language is a good thing in and of its own right."

"…some positive evidence that learning a FL in school can lead to positive outcomes in other areas but given the lack of research in this area this is only a tentative conclusion at this stage". | 11 |
| *Lunchtime sports clubs*

Boxing club (1 x per week, 12 identified children – SEMH support) | **Behaviour and Discipline in Schools** There is a growing evidence base that clearly demonstrates the impact of sport in improving behaviour and attendance in schools. The improvement of both can also positively impact on academic achievement. A number of recent reports and 'in progress' studies demonstrate the value of sport, and competition in particular, in improving the behaviour of young people. For instance, a recent Centre for Policy Studies report says: *"Competitive sport provide s many teenage boys with what they crave – an outlet for their energy and aggression, a group with which to identify and a chance to prove themselves in front of their peers and to win the approbation of older males. Boys are motivated by competition even if they lose."* Wasted: The betrayal of white working class and black Caribbean boys, Harriet Sergeant , 2010 .

https://publications.parliament.uk/pa/cm201011/cmselect/cmeduc/writev/behaviour/we83.htm | 5,8 |

Lunchtime library and reading shed resourced and staffed	**Research Evidence on Reading for Pleasure, DFE, 2012** Benefits of reading for pleasure: • There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006). • Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).	2
Book vending machine, cost of machine and stock – reward reading mileage and promote reading for pleasure	• Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002). • There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007). • Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009). https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf	
Daily after school clubs (funded for pupils at parents request)	Art/Craft Clubs: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation (arts participation +3 months) Sports Club: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity (physical activity +1 month) Russian Club: The EEF is currently reviewing the impact of foreign language learning on educational outcomes, an interim report was published in 2020: **Foreign language learning and its impact on wider academic outcomes: A rapid evidence assessment (EEF, 2020)** 2…judicious use of technology, video, film and TV (and their captions) can have a place in facilitating the development of foreign language knowledge and skill". "Knowing and using another language is advantageous, because it allows the individual to know and use another language. Circular reasoning such as this should normally be eschewed but we use it here to demonstrate a self evident truth – being knowledgeable in another language is a good thing in and of its own right." "…some positive evidence that learning a FL in school can lead to positive outcomes in other areas but given the lack of research in this area this is only a tentative conclusion at this stage".	5,11
Winning Minds/Buildin g Sound Minds (9 identified children + Year 6	The programme consists of three key strands: 1. Resilient Mind 2. Healthy Mind 3. Active Mind The KS2 programme is split into two six week, one hour classroom based interventions per class: SATs Survival Guide (delivered Spring 2) Year 6-Year 7 Passport (delivered Summer 2)	8

Transition and SATs Mental Health support)	EEF– Social and Emotional learning = +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
Safe and Sound (identified vulnerable children – promoting safer online use)	**Vulnerable Children in a Digital World** Vulnerable groups are more at risk of online abuse and crime. Groups include; • Young carers and children in care • Pupils with special educational needs • Pupils with physical difficulties • Pupils with communication difficulties • Pupils with mental health difficulties. "For some vulnerable children, one reason that they give for not being attentive during an online safety session is that they are worrying about real major problems in their life and simply do not have the capacity to view as urgent the potential risks being described in the session. They can shut it out, or feel they know it already or it 'won't happen to me'." "The new RSE basic curriculum (to be compulsory in schools in England) provides welcome opportunities to begin to close this gap, however the workforce requires training in online safety to fully enable this. Moreover, special attention must be given to children with vulnerabilities - and this report begins to suggest how to do that. RSE could deliver nuanced education and support to vulnerable children." https://www.internetmatters.org/wp-content/uploads/2019/04/Internet-Matters-Report-Vulnerable-Children-in-a-Digital-World.pdf	8
Free, universal breakfast club, daily.	**Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation (DFE, 2017)** Overall, schools were very supportive of breakfast clubs and believed they contributed to most of the positive outcomes expected for pupils. • All schools reported perceived reductions in the number of pupils being hungry, and most schools reported that they felt that the breakfast club was having an impact on pupils eating more healthily; • Pupils and parents were less likely than school staff to say that breakfast clubs were helping pupils eat breakfast where they would not have done so before. This may reflect families being hesitant to report poor eating habits at home; • Schools did not report a perceived impact of breakfast clubs on overall school attendance figures, but schools often reported improvements in punctuality for some pupils and targeted persistent latecomers to attend the breakfast club; • Schools generally reported improvements in concentration and in behaviour from pupils attending breakfast clubs. Schools attributed this in part to children not being hungry, and in part to the new routine of the breakfast club which allowed pupils to settle into school more calmly and be more ready to learn when lessons started; • Schools reported breakfast clubs bringing additional social benefits by helping pupils develop wider friendship groups. Several saw benefits in pupils developing friendships across year groups; • Schools reported benefits for less socially confident pupils, with breakfast clubs giving a space for pupils to learn to be more outgoing; • Some special schools reported benefits from breakfast clubs supporting learning such as helping them encourage pupils to adapt to change. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	6,7

Family Learning Sessions (1 afternoon per week, 10 identified families)	Many parents at the school struggle with low levels of English literacy – whether they have English as a second language or not. This impacts on their ability to support their children with their learning at home. Both these programmes aim to support parents to develop their own English skills, so that they are better able to help with their child's learning at home. EEF Recommendations for working with parents include: • Start by assessing needs and talking to parents about what would help them support learning: targeting is likely to be needed to use resources effectively and avoid widening gaps. • Communicate carefully to avoid stigmatising, blaming, or discouraging parents. Focus on building parents' efficacy— that they are equal partners and can make a difference.	9
ESOL Lessons (2 hours per week, 10-16 parents)		
Functional Skills English, level 1 and 2 qualifications for parents	**Family learning: An evaluation of the benefits of family learning for participants, their families and the wider community** *(Ofsted, 2009)* The family learning programmes observed made a considerable contribution to the achievements of children and adults.	
Functional Skills Maths, level 1 and 2 qualifications for parents (initial trial Jan 2023 to July 23)	• They interacted much better with teachers in schools, showing increased confidence and communication skills. They developed good skills to help their children's learning, became familiar with the teaching strategies the school used, and applied the same methodologies to support their children • Learners greatly improved their literacy, numeracy and language skills. They applied these skills well to developing games and activities that stimulated and enthused their children. • Learners for whom English was an additional language improved their spoken skills considerably, to help their child and to better integrate themselves into the local community. • In all the providers visited, staff and parents reported that children's skills developed well. Children's behaviours improved and they settled better in class. They were able to relate better to their peers and to teachers. They improved their communication skills, self-confidence, fine motor skills, and participation in group activities, reading, writing and numeracy. Interactions between the child and their parent or carer were much improved. The wider benefits and progression outcomes for adults included increased involvement in school life, gaining employment, increased social networking, achieving qualifications and moving into employment. Parents became more actively involved in school life, with benefits for all.	
3 x mornings per week New Communities Achievement Team (NCAT) support (translation and family liaison re: attendance, family support re housing, health and support services)	**Key principles for schools working with new arrivals** "Parents or carers of new arrivals may also need support in accessing local services" https://www.bell-foundation.org.uk/eal-programme/guidance/diversity-of-learners-who-use-english-as-an-additional-language/new-arrivals/ **Working with Parents to Support Children's Learning** (+3 months progress for effective parent engagement) Recommendation: "Consider offering regular home visits for younger children with greater needs. This can be an effective approach for parents that struggle to attend meetings in settings, and for building relationships." https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents https://www.gov.uk/government/publications/schoolattendance/frameworkfor-securing-full-attendance-actions-for-schools-and-local-authorities	6,9
Attendance support: EWO sold Service.		

Attendance support: In school Attendance Officer – working with families or persistent absentees	"1.Offer a clear vision for attendance, underpinned by high expectations and core values, which are communicated to and understood by staff, pupils and families. 2. Make sure staff, pupils and families understand that absence from school is a potential safeguarding risk and understand their role in keeping children safe. 3. Expect good attendance and punctuality from all members of the school community and make sure that pupils understand its importance. 4. Convey clear messages about how absence affects attainment, wellbeing and wider outcomes. Empower staff to take responsibility for attendance. 5. Recognise attendance as an important area of school improvement. Make sure it is resourced appropriately (including through effective use of pupil premium funding) to create, build and maintain systems and performance. 6. Have a designated attendance champion in the senior leadership team with clearly assigned responsibilities which are identified within the attendance policy, escalation of procedures and school improvement plan. 7. Make sure staff receive professional development and support to deploy attendance systems effectively."	
Learning mentor/NCAT – support for parents to arrange/attend children's medical appointments	"…the most important patient-level factor to predict likelihood of serially missing general practice appointments remains high levels of socioeconomic deprivation" **Demographic and practice factors predicting repeated non-attendance in primary care: a national retrospective cohort analysis, 2017** https://www.thelancet.com/action/showPdf?pii=S2468-2667%2817%2930217-7 "Gypsy, Roma and Traveller communities' experiences some of the poorest health outcomes, including: • significantly lower life expectancy (study in Leeds found the difference was 28 years) • higher maternal and infant mortality (The All Ireland Traveller health study found that the infant mortality rate for Travellers in Ireland was almost four times higher than in the general population) • higher rates in GRT children of accidental injury and infections; high rates of accident and emergency department attendance; low/variable uptake of childhood immunisations; significantly increasing risk of vaccine preventable disease • poor dental health, high unmet need and low dental registration" **Improving uptake and delivery of health services to reduce health inequalities experienced by Gypsy, Roma, and Traveller people** NHS England https://www.england.nhs.uk/ltphimenu/improving-access/improving-uptake-and-delivery-of-health-services-to-reduce-health-inequalities-experienced-by-gypsy-roma-and-traveller-people/	7
Mobile phone for learning mentor – direct phone line for identified families.	We have found through years of experience that the hardest to reach parents are more likely to answer the phone when they know it is the learning mentor calling them directly, than if they are called from the school's general number. They are also more likely to contact the school and share relevant information relating to their child's situation at home if they can speak directly with the learning mentor than if they have to phone the school office, or speak to a teacher on the playground. Parents are able to build up a relationship with the learning mentor over a long period of time – whereas a child may have a new teacher each year, or for different subjects.	9
Class Dojo and text message communications service.	EEF Recommendations for supporting Parental Involvement include: Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.	9

	• Examples include weekly texts sent from school to parents, and short, termly letters. • Impacts from such approaches may appear small but they are generally low cost, and straightforward to introduce. • Messages are likely to be more effective if they are personalised, linked to learning, and promote positive interactions by, for example, celebrating success. • Communication should be two-way: consulting with parents about how they can be involved is likely to be valuable and increase the effectiveness of home-school relationships. Currently around half of parents say that they have not been consulted. • School communications may be particularly important for engaging some parents who could play an important role but may have less contact with school. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf	
Peer Mentoring (10 x peer/mentor pairs)	Social/emotional support and friendships Pairs up Year 5s with younger children. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring EEF Peer Mentoring - +2 months	8
Lego Therapy	**How effective is the 'Lego® Therapy' intervention to support children aged 5-16 with an autistic spectrum disorder with their social communication difficulties in school?** "The five studies used in this review show a unanimous consensus on the positive effects of LEGO® therapy on improving social communication difficulties within children with ASD. There was promising evidence which suggested that LEGO® therapy could be a better way to improve social communication difficulties, than compared to other interventions (Owens et al., 2008)." https://www.ucl.ac.uk/educational-psychology/resources/CS1Songara16-19.pdf	8
Easter School (Year 6 x 5 days over Easter holiday)	Extending school time +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	1,2,3,4
Year 6 After School SATs Boosters (Spring Term)		
Learning Mentor – runs 'Orchard' through lunchtimes and playtimes to support pupils struggling with SEMH.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel "Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year."	8
Behaviour Box	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	5,8

(behaviour intervention)	Behaviour interventions +4 months progress.	
Early Career Learning: Our Future Derby	**Career-related learning in primary: The role of primary teachers and schools in preparing children for the future (2019)** "Holding biased assumptions and having narrow aspirations can, and does, go on to influence the academic effort children exert in certain lessons (Flouri and Pangouria, 2012; Bandura et al., 2001; Gutman and Akerman. 2008), the subjects they choose to study (Kelly, 1989; Archer and Dewitt, 2017), and the jobs they end up pursuing (Akerlof and Kranton, 2000; Breen and Garcia-Penalosa, 2002). Research has shown that early interventions can bring a lasting impact on children's development and perceptions of different occupations and of the subjects thus enabling access to them (Howard et al. 2015)." https://www.educationandemployers.org/wp-content/uploads/2019/01/EdEmp_CareerPrimary-report_Jan2019_v5_INDV.pdf The EEF are currently undertaking a research review relating to careers-based learning because: "There is a risk that a lack of good quality careers education will disproportionately impact on students from disadvantaged backgrounds, who are perhaps less likely to have family or friends with the breadth of insight and expertise to offer informed advice, and who could be left poorly equipped in making decisions about their futures." https://educationendowmentfoundation.org.uk/news/eef-partners-with-bank-of-america-merrill-lynch-to-investigate-ways-to-impr	11
7 day visit to China for 6 x disadvantaged pupils via Global School Alliance *(while the majority of funding for the will be through the Turing Scheme, there are additional costs not covered including staff time, and items such as visas, passports and health insurance for staff etc)*	***Note: The UK's Turing Scheme replaced the EU Erasmus programme for students in the UK following Brexit.*** **Is unequal uptake of Erasmus mobility really only due to students' choices? The role of selection into universities and fields of study (2020)** "Recent studies show that students from lower socio-economic backgrounds are less likely to study abroad than better-off students, thereby benefitting less from improved employment opportunities and language competences often associated with mobility. Unequal uptake is generally explained by students' choices: disadvantaged students hold lower social capital which leads them to decide against mobility." **https://journals.sagepub.com/doi/full/10.1177/0958928719899339** **The Erasmus Impact Study: Effects of mobility on the skills and employability of students and the internationalisation of higher education institutions** "The Erasmus Impact Study highlights the diverse benefits of participation in the Erasmus and Erasmus+ programmes, showing that young people who study or train abroad not only gain knowledge in specific disciplines, but also strengthen key transversal skills which are highly valued by em-ployers. The study shows that 92% of employers are looking for personality traits boosted by the programme such as tolerance, confidence, problem-solving skills, curiosity, knowing one's strengths/weaknesses, and decisive-ness when making a recruitment decision. Tests before and after exchange periods abroad reveal that Erasmus students show higher values for these personality traits, even before their exchange starts; by the time they come back, the difference in these values increases by 42% on average,	11

| | compared with other students. They can also expect faster career advancement; staff with international experience are given greater professional responsibility according to 64% of employers.

Erasmus students are half as likely to experience long-term unemployment compared with those who have not studied or trained abroad and, five years after graduation, their unemployment rate is 23% lower." | |
| --- | --- | --- |
| | https://erasmus-plus.ec.europa.eu/fr/eche/the-erasmus-impact-study-effects-of-mobility-on-the-skills-and-employability-of-students-and-the-internationalisation-of-higher-education-institutions#:~:text=Erasmus%20students%20are%20half%20as,unemployment%20rate%20is%2023%25%20lower. | |

Total budgeted cost: £ *112,465*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of 2023-24 Pupil Premium Strategy

Note – caution should be used when comparing the school's outcomes to national outcomes. There are still ongoing impacts from the COVID-19 pandemic which affected schools and pupils differently. Given the complexity and range of barriers faced by the majority of pupils at Firs Primary School (as outlined in the Statement of Intent in Section A), the majority of pupils were significantly impacted by the pandemic, more so than non-disadvantaged peers nationally.

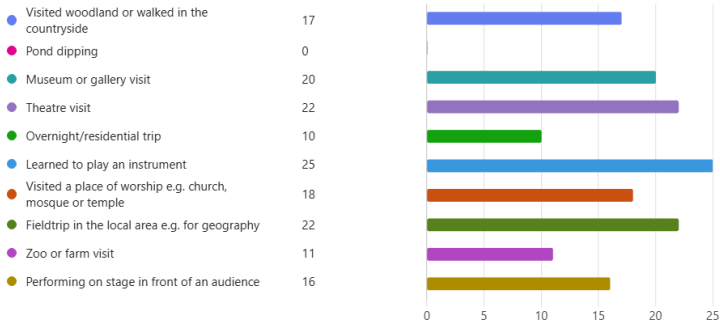| Intended outcome	Success criteria	Interim Review Autumn 2024
Accelerate progress in speaking and listening, with a particular focus on vocabulary development to reduce the vocabulary gap between disadvantaged pupils and their peers nationally.	• 82.2% of **first language English and Advanced bilingual EAL learners** to meet at least expected standard in 'Listening, Attention and Understanding' and 82.8% in 'Speaking' at the end of EYFS (*national attainment in 2023 for Listening, Attention and Understanding was 82.2%, and for Speaking was 82.8%*) • Children accessing Reading Plus who are working below age related expectations are making accelerated progress as shown by their Reading Plus vocabulary level gains (>+1 vocab level over the academic year).	**Analysis of internal assessment data shows:** First Language English pupils – LA&U – 76.9% at ARE (up from 40% ARE at baseline). Speaking – 84.6% at ARE Advanced Bilingual EAL Learners – 90% at ARE in LA&U and Speaking. ***Reading Plus data to be reviewed at the end of the 2024-25 academic year, as a full year of data was not available for 2023-24.***
Accelerate progress in reading, promoting a love of reading and reducing the attainment gap between disadvantaged pupils in school and non-disadvantaged peers nationally.	• KS2 SATS Reading outcomes in 2024, for both PP and non-PP pupils, increase from the % of pupils in these groups meeting ARE in 2023 (29.7% and 68.2% respectively), and the gap in attainment between PP and non-PP pupils diminishes (is less than 38.5%). • Year 1 Phonics Screening pass rate for PP pupils and non-PP pupils who	• **KS2 Reading (FFT Analysis)** 2024 PP ARE = 31% 2024 Non PP ARE = 55% Gap = 24% (decrease) Average Scaled Score for Reading - increase 2021 = 93.7 2022 = 94.6 2023 = 97.9 2024 = 98 % ARE in RWM combined - increase 2022 = 17% 2023 = 34%

	are not SEND or EAL remains at 100%. The pass rates for pupils with SEND and EAL are in line with national outcomes for these groups in 2023 (42% and 78% respectively)	2024 = 36% • **Year 1 Phonics** ASP Data for 2023-24 PP = 56% ARE Non PP = 78% Gap = 22%
	• At the end of EYFS the % of Forever Firs pupils, who are first language English or who are Advanced bilingual EAL learners, that achieve age related expectations is in line with the 2023 national average for Word Reading (76.2%) and Comprehension (80.6%).	• **EYFS** Forever Firs Pupils (on roll from the first term of FS2 or before), who were NOT EAL, or NOT New to English (C-E proficiency codes) Word Reading - 83.3% ARE Comprehension – 86.1% ARE
	• FFT Self Evaluation data shows that the % of all pupils meeting ARE in reading at the end of KS1 and KS2 rises from 2023 (48% and 44% respectively).	
	• FFT Self Evaluation data shows that the % of Ever FSM pupils meeting ARE in reading at the end of KS1 and KS2 (those starting before Y5) rises from 2023 (50% and 37% respectively).	
	• FFT Self Evaluation data shows that the average scaled score in reading for all pupils at the end of KS2 has risen from 2023 (96.2).	
Accelerate progress in writing to reduce the attainment gap between disadvantaged pupils in school and non-disadvantaged peers nationally.	• KS2 SATS Writing outcomes in 2024, for both PP and non-PP pupils, increase from the % of pupils in these groups meeting ARE in 2023 (24.3% and 54.5% respectively), and the gap in attainment between PP and non-PP pupils diminishes (is less than 30.2%).	• **KS2 Writing (FFT Analysis)** All pupils % ARE - increase 2021 = 30% 2022 = 22% 2023 = 36% 2024 = 41% 2024 PP 34% ARE (increase) Not PP 55% ARE (increase) Gap 21% (decrease)
	• At the end of EYFS the % of Forever Firs pupils, who are first language English or who are Advanced bilingual EAL learners, that achieve age related expectations is in line with the 2023 national average for Writing (71%).	• **EYFS** Forever Firs Pupils (on roll from the first term of FS2 or before), who were NOT EAL, or NOT New to English (C-E proficiency codes) Writing - 83.3% ARE

	- FFT Self Evaluation data shows that the % of all pupils meeting ARE in writing at the end of KS1 and KS2 rises from 2023 (30% and 36% respectively). - FFT Self Evaluation data shows that the % of Ever FSM pupils meeting ARE in writing at the end of KS1 and KS2 (those starting before Y5) rises from 2023 (33% and 30% respectively). - FFT Self Evaluation data shows that the average scaled score in writing for all pupils at the end of KS2 has risen from 2023 (97.5).	
Accelerate progress in maths to reduce the attainment gap between disadvantaged pupils in school and non-disadvantaged peers nationally.	- KS2 SATS Maths outcomes in 2024, for both PP and non-PP pupils, increase from the % of pupils in these groups meeting ARE in 2023 (35.1% and 63.6% respectively), and the gap in attainment between PP and non-PP pupils diminishes (is less than 28.5%). - At the end of EYFS the % of Forever Firs pupils, who are first language English or who are Advanced bilingual EAL learners, that achieve age related expectations is in line with the 2023 national average for Number (78.9%) and Numerical Patterns (78.3%). - FFT Self Evaluation data shows that the % of all pupils meeting ARE in maths at the end of KS1 and KS2 rises from 2023 (51% and 46% respectively). - FFT Self Evaluation data shows that the % of Ever FSM pupils meeting ARE in maths at the end of KS1 and KS2 (those starting before Y5) rises from 2023 (53% and 43% respectively).	- **KS2 Maths FFT Analysis** **All Pupils Increase:** 2021 = 33% ARE 2022 = 34% ARE 2023 = 46% ARE 2024 = 48% ARE Average Scaled Score, all pupils (increase) 2021 = 95 2022 = 94.1 2023 = 97.8 2024 = 97.4 2024 – increase in % at ARE PP = 37% ARE Non PP = 68% ARE Gap = 31% (increase) - **EYFS** Forever Firs Pupils (on roll from the first term of FS2 or before), who were NOT EAL, or NOT New to English (C-E proficiency codes) Number - 83.3% ARE Numerical Patterns - 83.3% ARE

	• FFT Self Evaluation data shows that the average scaled score in maths for all pupils at the end of KS2 has risen from 2023 (97.8).	
Deliver a high quality, broad and balanced curriculum which provides opportunities for pupils to access a wide range of experiences, developing their cultural capital.	• Subject action plans, policies, progression and coverage documents and 'Firsy Foundations' continue to demonstrate opportunities for a wide range of experiences for pupils, as well as a coherent, well planned and broad curriculum. • Children are able to take part in extra-curricular arts-based events outside of school time. • Geography curriculum continues to include fully funded field trips to support pupil learning. • Pupil voice indicates that pupils can talk about a wide range of experiences they have had at school including; museum and theatre visits, music lessons, field trips	• Subject Progression and Coverage documents are being reviewed and updated throughout the 2024-25 academic year, but still include planned opportunities for: -children in year 4 to learn to play the violin (1 year) -residential trip for UKS2 for orienteering -fully funded field trips as part of the geography curriculum - opportunities for children in KS2 to learn Spanish, German, Latin and Russian. • Extra-curricular opportunities in 2023-24 included: • Taking part in the Derby City Lantern Festival (x 2 classes) • Symphonia Viva • Russian club at lunchtime open to KS2 • Lunchtime chess club open to KS2 • Whole school theatre trip - Subsidised residential trip for UKS2 (Bushcraft) • Pupil voice questionnaire in Nov 2024 showed that pupils were able to talk about a range of experiences had with school, including: • Visiting the space centre • Bushcraft residential • Twycross Zoo • Performing in the Derby Dance Festival • Sinfonia Viva Performance • Eyam school trip • Sleepover at school • Space Centre • Going to the museum • Walking in the Peak District
Ensure the curriculum incorporates meaningful opportunities for children to learn about the experiences and histories of those with protected characteristics, so that all children can relate to what is taught and have the opportunity to identify with role models they can relate to.	• Books purchased for the library throughout the year, and those read to children include a wide range of representations of people with protected characteristics and diverse experiences including characters from BAME groups, LGBTQ+ characters, characters with SEND, different family structures and socio-economic groups.	• £15,000 spent on new books for the library in Summer 2024, including a wide range of fiction and non-fiction texts representing the range of cultures and countries of birth of pupils across the school. • Additionally – 3 x copies of 'Book of the Week' purchased in Autumn and Spring terms of 23-24, with a focus on diverse representation. • Curriculum map has been reviewed and adapted to include a wider range of diverse role models and learning experiences, including the incorporation of lessons from the Key Stage History Unit – Black Britain - into existing history topics, the inclusion of more black and female

	• A diversity curriculum map summarises the opportunities children have to learn about the experiences and histories of those with diverse and protected characteristics. • Pupil voice shows that children talk positively about diversity and difference.		artists and designers into the Art and DT curriculums. • Pupil voice survey carried out in November 2024 shows that 85% of Year 5/6 pupils asked were able to talk about examples of learning about people with diverse experiences and backgrounds in class (15% weren't sure, 0% said they hadn't had this opportunity in class). • Pupils were able to give a variety of examples about how the school helps them to learn about people from a diverse range of backgrounds and experiences, including: -"*Our school does different lessons to teach us about different cultures like religious education, geography and history*" *"They help by really explaining where their from , who they are and what they do and their background , what their famous for."* *"they teach about famous people from different cultures and backgrounds"* *"It lets black and white children and people from all over the world be together and make new friends."* *"it helps by showing us different languages and their culture , so there culture does not die"* *"It shows us different languages and each term we learn different things instead of teaching us one thing so we know many things about many cultures"* • Pupil voice also showed that pupils spoke positively about diversity. When asked- There are children from lots of different cultures and backgrounds in our school, and lots of languages are spoken. How do you feel about this? – all responses were positive and included: - *I feel happy about this because it gives everyone a chance to make friends with different cultures* - *i feel diffrent from the rest but in a good way . i also get to become freinds with people from all around the world .* - *I dont mind because I have alot of friends that speak in their culture and it feels cool to hear them because i know they have there own life that doesnt just involve me.* - *The school helps by Young Interpreters.* - *I feel that different cultures and religions make you feel inspired.* - *i feel like its good because we can learn about their culture and the*

		difference between their culture and other peoples cultures
		- *I feel grateful for children's learning from all cultures and places all around the world.*
		- *I dont mind because I have alot of friends that speak in their culture and it feels cool to hear them because i know they have there own life that doesnt just involve me.*
		- *i feel unique because everyone is different in there ow way and everyone should feel special*
For all pupils to achieve at least 95% attendance over each academic year.	Analysis of end of year attendance data shows: • the percentage of pupils classed as persistently absent (below 90% attendance) falls from 20% to below 17% (17.1% of children in state-funded primary schools were persistently absent in 2022-23) • average attendance of Gypsy Roma pupils rises to over 90% • average attendance for all pupils rises to over 95%, and attendance figures for Ever FSM pupils is in line with those of non-Ever FSM pupils	Attendance data for 2023-24 • average attendance for all pupils 93.43 • average attendance % for Ever FSM pupils 92.38% • average attendance % for non-Ever FSM pupils 94.75 • average attendance % for GRT pupils 87.69 • % of pupils with less than 90% attendance over the year 19.5%
To support disadvantaged pupils with their social and emotional development and behaviour	• Behaviour analysis shows that the % of Ever FSM pupils receiving a consequence for a behaviour incident is proportionate and in line with the % of Ever FSM pupils in the school. • Behaviour analysis shows that number of Ever FSM pupils involved in behaviour incidents falls over time.	
New pupils (in year arrivals) are well supported in school, teachers quickly identify learning needs and plan teaching accordingly.	• Internal assessments show that in year arrivals are attaining in line with targets set by teachers during pupil progress meetings. • Internal assessments show that in year arrivals are making at least expected progress from their starting points (+4 months per term).	• Internal Reading assessments show that the % of in year arrivals meeting or exceeding their targets were: -Reading = 87% -Writing = 85% -Maths = 94% • Internal reading assessments from 23-24 show that of the 25 in year arrivals with at least two NTS testing points: - 68% made accelerated progress in their reading age. - 4% made expected progress

		20% made below expected progress i.e. 3 months instead of 4 months progress. - Internal maths assessments from 23-24 show that of the 25 in year arrivals with at least two NTS testing points: 79.2% made accelerated progress in their maths age. 8.3% made expected progress 8.3% made below expected progress i.e. 3 months instead of 4 months progress.
Parents of disadvantaged pupils (whatever their disadvantage may be) are able to support their child's learning and engage with school events.	100% of parents are attending parent/teacher interview afternoons. - Analysis of MyOn and Reding Plus show that children are engaging with reading at home. - Parental engagement sessions and parent workshops (e.g. phonics) are well attended. - Parent questionnaires show that parents feel the school helps them to support their child's learning.	- MyOn analysis shows that of the time spent reading Myon books online – 68% of this was carried out outside of school hours (evenings and weekends). - Parents evening (carried out in the afternoon during school hours to support attendance) – Autumn 2024 = 94.3% of parents attended.
Disadvantaged pupils are supported to develop 'cultural capital' and a wide range of background experiences essential for effective reading for meaning, understanding, the wider curriculum and future success.	- Subject action plans, policies, progression and coverage documents and 'Firsy Foundations' continue to demonstrate opportunities for a wide range of experiences for pupils, as well as a coherent, well planned and broad curriculum. - Children are able to take part in extra-curricular arts-based events outside of school time. - Pupil voice shows that pupils on roll at the school for the duration of KS and KS2 have had the opportunity to take part in each of the '11 things by age 11' activities provided by the school. Pupil voice questionnaire carried out with 27 UKS2 pupils in Nov 2024 shows: (Pond dipping planned as part of Year 5/6 geography curriculum in summer term 2025) 2. Which of the following have you taken part in since you have been at Firs Primary School? |	
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Visited woodland or walked in the countryside	17
Pond dipping	0
Museum or gallery visit	20
Theatre visit	22
Overnight/residential trip	10
Learned to play an instrument	25
Visited a place of worship e.g. church, mosque or temple	18
Fieldtrip in the local area e.g. for geography	22
Zoo or farm visit	11
Performing on stage in front of an audience	16 | UKS 2 Pupils were asked about their favourite trip or experience at school, responses included: Visiting the space centre	

	- Bushcraft residential - Twycross Zoo - Performing in the Derby Dance Festival - Sinfonia Viva Performance - Eyam school trip - Sleepover at school - Space Centre - Going to the museum - Walking in the Peak District	
Pupils basic needs are met in terms of nutrition and health, enabling them to be ready to learn while at school.	• Teacher voice indicates that pupils are not prevented from engaging with learning due to hunger or poor health. • Where needed, parents of disadvantaged pupils are supported to make and attend appointments with medical professionals. • Pupils identified as 'disadvantaged', whether or not they are in receipt of Pupil Premium are attending the school's breakfast club. • Average attendance for all pupils rises to over 95%, and attendance figures for Ever FSM pupils is in line with those of non-Ever FSM pupils	Attendance data for 2023-24 - average attendance for all pupils 93.43 - average attendance % for Ever FSM pupils 92.38% - average attendance % for non-Ever FSM pupils 94.75 - average attendance % for GRT pupils 87.69 • % of pupils with less than 90% attendance over the year 19.5% 75% of pupils in receipt of PP funding attend the daily breakfast club.
Pupils demonstrate gross and fine motor skills (physical literacy) in line with expectations for their age.	• At the end of EYFS the % of Forever Firs pupils that achieve the Early Learning Goals in Gross and Fine Motor Skills is in line with the 2023 national average for Gross Motor Skills (92.1%) and Fine Motor Skills (86%). • Observations indicate that all pupils in KS1-2 (without a physical disability that would prevent this) are able to hold a pencil using a tripod grip. • Observations and 'book looks' demonstrate that pupils who have been at Firs for at least two years and are in KS2 are able to use cursive handwriting. • Real PE assessments show that 100% of pupils (without a physical disability that would prevent this) are meeting age related expectations.	**EYFS Gross Motor Skills** - All FF Pupils – 79.2% ARE - PP FF Pupils – 72% - Non PP FF Pupils – 85% **EYFS Fine Motor Skills** - All FF Pupils – 79.2% ARE - PP FF Pupils – 72% - Non PP FF Pupils – 85%

Externally provided programmes

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

Programme	Provider
Little Wandle	
Reading Plus	
Tackling Times Tables	
Early Start Languages: Russian, German, Spanish	
Outstanding Science	
Speech and Language Link	
Key Stage History	
Place Value of Punctuation and Grammar	

Further information (optional)