

Pupil premium strategy / self-evaluation

1. Summary information					
School	Navenby Church of England Primary School				
Academic Year	2024-25	Total PP budget	£61,012	Date of most recent PP Review	July 24
Total number of pupils	205	Number of pupils eligible for PP	27	Date for next internal review of this strategy	April 25

2. Current attainment			
27 pupils in school receive PP funding. 6 Y6 pupils will leave the school in July 2025.	<i>Pupils eligible for PP (your school as at Dec 2024)</i>	<i>All pupils Y6 SATs (national average 2024)</i>	
% achieving expected standard or above in reading	56% (15 children)	74%	
% achieving expected standard or above in writing	26% (7 children)	72%	
% achieving expected standard or above in maths	44% (12 children)	73%	
% achieving expected standard or above in reading, writing & maths	15% (4 children)	61%	
% making expected progress in reading (as measured in the school)	48% (13 children)	unknown	
% making expected progress in writing (as measured in the school)	26% (7 children)	unknown	
% making expected progress in mathematics (as measured in the school)	48% (13 children)	unknown	

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Children find retention/recollection of knowledge and key facts demanding – this is being developed through our curriculum which has a mixture of ‘spaced learning’, blocked learning (eg White Rose) and a topic-driven approach. In KS1, the expectation is on enjoyment, opportunities and exploration so that children are keen to learn; in Lower Key Stage 2 it is about honing and refining knowledge and skills and in upper Key Stage 2 it is about using this knowledge to have meaningful discussions based on prior knowledge and experiences which they can recall.
B.	Read, Write Inc is embedded in our practice and it has massively helped the children’s acquisition of reading skills and the ability to decode words. We have found that fluency is the main issue which is hampering progress in early reading. Children enjoy reading throughout the school and due to the structure of reading and the opportunities to read, the reading results have remained high for children leaving our school. PP children do best in this area. Gaps continue to be an issue in writing and so we are addressing this by having it on the SDP; staff have received CPD from an external provider and we are currently reviewing our approach to spelling

C.	Emotional resilience – some of our children find this area challenging and consequently it continues to form a barrier to some children’s progress. 11 of the PPG children have poor perseverance, stamina and drive from within; they have low expectations around academic achievement and so see themselves as people who cannot succeed even before even beginning the tasks. Parental engagement is improving though through the weekly Parent Workshop Group. We are evaluating and amending our PSHE provision through Jigsaw and are continuing to add skillsets to our staff to develop emotional well-being in children and adults.
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Additional barriers *(including issues which also require action outside school, such as low attendance rates)*

D.	We have worked hard to engage all parents with school life and where there has been some success, we still feel this is a barrier to some children’s progress. We have a non-teaching SENCo and a TA with responsibility to engage parents through homework clubs and support workshops. These are well-attended and now we are looking to further evolve them. Attendance on the whole is good at the school but there are about 7 persistent absentees whose attendance data remains very low (due to non or late attendance). Parents do attend meetings, on the whole, but find it difficult to support with home learning activities.
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4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>	Success criteria
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A.	To continue to develop links between home and school so that there is a consistent approach to rewards/sanctions, behaviours and learning. To support parents with working closely with the school to improve their ability to support their child at home and to address any anxiety/ well-being concerns.	The Parent/School Well-Being group will continue to meet regularly to develop knowledge on how children learn. Workshops will be well attended and successful, with children displaying improvements in their attitude to school and school work both at home and at school. They will be engaged in their learning and wanting to share their successes. Parents will feel a part of school life and have contact points they can call on if they need advice/support.
B.	To ensure that all PP children are included in all aspects of school life and that financial issues are not a constraint on their learning journey	Funding is directed to after-school provision and trips so children can attend. High proportion of children attending clubs (eg sewing) and Y6 PP pupils go on the PGL residential. Children also have milk if they choose to.
C.	To improve/develop the PP children’s mindset and emotional resilience so that they strive to improve and have more of an ‘I can’ attitude – they feel they belong and have ambition. To further develop independence and the knowledge that it is more important to ‘have a go’ rather than not.	Children have specific resources bought for them which are engaging. From these, adults prepare a variety of interesting tasks to motivate and address their needs, hopefully linked to the class’ topic. The resource is then given to the child following that unit of learning. A whole school focus on independence and life skills by using the Mini/Junior Duke award scheme
D.	To ensure children make at least satisfactory progress and to close the gaps on their peers where they are able to.	All staff working with these children have high quality training in order to work proactively together. Staff build positive relationships with the children and provide work which is engaging and well-pitched. Spaced learning becomes an embedded feature of planning for these children. Children receiving tuition are carefully selected and matched to the adult who is going to get the best out of them.

5. Review of expenditure				
Previous Academic Year		2023-2024		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Due to our PP numbers, the range of need has risen and so we want to invest in the people who work closely with these children. It is important they have the support to develop the knowledge and skills needed to deliver quality learning for our children. We want to build on the ELSA success of last year to provide other support tools for the children.	To have more staff trained to cover a variety of area of need in school. It has been identified that Drawing for talking is a strategy that would benefit our pupils and so we are hoping to have this covered. In addition, we would love to have someone ELKLAN trained to support with speech and language. All this is supported by non-teaching SENCo and her invaluable advice and support.	All of these targets were put in place. We have two ELSA trained TAs who deliver weekly hour long sessions to children throughout the year. Each child sees them for between 6 and 8 sessions depending on need. We also have a TA who is trained in Drawing for Talking and she sees one child per week for an hour through the year. We have an ELKLAN trained TA who will start working with children this year.	This has been a big success and lots of children and their families have been impacted on in a positive way through this provision.	£17,099 (SENCo salary) £850 DfT/ ELSA/ Elklan
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
For selected children to receive 1:1 or small group tuition from a nominated, competent member of staff (this is seen as a good learning strategy by the EEF.) This will also encourage links between home and school.	Tuition will give children the confidence to succeed and have a positive mind-set about work. It will help create an 'I can' attitude and will teach them some of the 'quick fix' short cuts to help them feel success. Children will be more inclined to 'have ago' at things and develop independence rather than relying on adult support. Knowledge learnt in the tuition sessions.	Tuition has been a positive experience for children who have had this previously and it is seen as a good learning tool by the EEF. Tuition will help to boost progress and to further develop links between home and school. Our staff are best placed to advise on next steps as opposed to external tuition.	As in previous years, the tuition gives children the confidence they need to engage more in homework and lessons in the classroom. It is something that works well at this school	£1,800

<p>To provide additional evidence for children who require EHCPs. To engage with external agencies to provide guidance and support for some of our ore vulnerable children and families</p>	<p>For EHCP requests to be successful; For expert external advice and guidance to be provided to support teachers and TAs in helping some of our more needy children.</p>	<p>Through this approach we have been able to get two children additional support through an EHCP. We are currently working on helping another two of our children get this support.</p>	<p>Although the process is not sped up, we need the outside agency involvement (and their reports) to get what we need. They can also provide useful information on how to help these children until the funding comes through.</p>	<p>£2,070</p>
<p>To continue to develop the parent working group to support with children's behaviours, work and attitudes to school. To provide parents with a platform to share views and learn new strategies.</p>	<p>Parents feel more comfortable talking to school about how to support their child's primary education. This will include good attendance, improved behaviours, ensuring siblings are supportive of each other and improved attitude to school work. Parents will be able to share similarities to reinforce the idea they are not alone. School will support through modelling, expectations and helping overcome concerns. Children will work with their parents to learn new skills so that the parents feel happy teaching their children.</p>	<p>This continues to be one of the best things we have done and so we are keen to continue it. The area is well led by HK and SS and they are constantly thinking of new ways of engaging parents. The relationships between school and the parents is incredibly strong so we can continue to grow together. Last year the group represented the school at the Lincolnshire Show with children and parents going out of their comfort zone to talk to strangers about the project they did</p>	<p>A lot of barriers can be removed by having positive meaningful relationships. We are looking at other ways to expand this model to target other hard to reach families</p>	<p>£12,175</p>
<p>iii. Other approaches</p>				
<p>Action</p>	<p>Intended outcome</p>	<p>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>Our curriculum is ambitious for all and so children/ families should not feel alienated due to financial restrictions. We will provide additional funding for those PP families that require it.</p>	<p>Trips and visitors add an additional layer to the children's understanding. It can often bring an experience to life. When they have all experienced this, it provides a common thread for discussion and learning in the classroom where we want all children to feel a part of the learning.</p>	<p>No child in the school did not attend any trip/visit due to financial restrictions. PP funding and donations from our FONS team helped achieve this target.</p>	<p>This will be continued next year as it provides inclusivity for all pupils and families.</p>	<p>£1,193</p>

To ensure all children who are entitled to a school lunch and / or milk receive them; to remind parents via the newsletter about applying for PP funding if they feel they are entitled to it.	All children have access to a nutritious lunch. Places at Breakfast Club are promoted for PP children so they receive these advantages too. Children perform better when they have eaten and drunk well during the school day. It also supports one of our key concept in PE (healthy diet)	The Breakfast Club continues to be extremely popular for all children. It provides them with a positive start to the day. Children attending are 'ready to learn'.	No reason why this should not continue as no negative impact	£11,993
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6. Planned expenditure

Academic year	2024-2025
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
We want to continue investing in the people who work closely with PP children. It is important they have the support to develop the knowledge and skills needed to deliver quality learning for our children. We want to build on the ELSA and Drawing for Talking success of last year and possibly increase capacity in this.	ELSA and Drawing for Talking is now embedded in school. One of our TAs has completed the ELKLAN training and so we can now look at embedding this in school too. We are now looking at Forest School training and Thrive training as the next additions to this practice. All this is supported by non-teaching SENCo and her invaluable advice and support.	We are continuing to promote mental well-being through our SDP and our curriculum in which it is one of the main drivers. It is important that children feel safe and happy in their environment and they are given the necessary knowledge and skills to manage effectively a widening array of circumstances.	The leaders of each of these areas will liaise with the Head to put a programme of support together. This will ensure that the correct children are receiving the intervention. TA will relay progress back to head and SENCo. ELSA/DfT sessions reported on CPOMS and relevant staff members alerted to the sessions	JB (DfT) GP (Elk) HK (Thrive /FS)	£850 initially £22,375 (SENCo salary) Ongoing through the year
Total budgeted cost					£23,225

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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For selected children to receive 1:1 or small group tuition from a nominated, competent member of staff (this is seen as a good learning strategy by the EEF.) This will also encourage links between home and school.	Tuition will give children the confidence to succeed and have a positive mind-set about work. It will help create an 'I can' attitude and will teach them some of the 'quick fix' short cuts to help them feel success. It will also identify gaps in learning and give them the tools to help minimise these. Children will be more inclined to 'have ago' at things and develop independence rather than relying on adult support. Knowledge learnt in the tuition sessions.	Tuition has been a positive experience for children who have had this previously and it is seen as a good learning tool by the EEF. Tuition will help to boost progress and to further develop links between home and school. Our staff are best placed to advise on next steps as opposed to external tuition.	Staff will have to complete the relevant paperwork, plan and deliver high quality sessions for the children. There will be close liaison with parents so they know what is being delivered. The Bursar will keep track of pay claims to ensure the right amount of tuition is delivered. Drop ins to sessions by SLT to assure accountability.	CE (HT) RH (Bursar) All staff who offer tuition	£6,480 Ongoing through the year
To continue to develop the parent working group to support with children's behaviours, work and attitudes to school. To provide parents with a platform to share views and learn new strategies.	Parents feel more comfortable talking to school about how to support their child's primary education. This will include good attendance, improved behaviours, ensuring siblings are supportive of each other and improved attitude to school work. Parents will be able to share similarities to reinforce the idea they are not alone. School will support through modelling, expectations and helping overcome concerns. Children will work with their parents to learn new skills so that the parents feel happy teaching their children.	This has been one of the best things we have done to date and so we are keen to continue it. The area is well led by SS and she is constantly thinking of new ways of engaging parents. The relationships between school and the parents is incredibly strong so we can continue to grow together.	Regular meetings between SS and CE. The terms will be planned in advance to ensure pace and agendas are clear and focused. SS to report to CE and CE to attend some of the meetings and workshops. CE to report on success to GB through Head's reports.	CE (HT) SS (Leader)	April 2025 £7,454 (salary) £1,000 (resources)
Total budgeted cost					Total: £14,934
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Our curriculum is ambitious for all and so children/ families should not feel alienated due to financial restrictions. We will provide additional funding for those PP families that require it.</p>	<p>Trips and visitors add an additional layer to the children’s understanding. It can often bring an experience to life. When they have all experienced this, it provides a common thread for discussion and learning in the classroom where we want all children to feel a part of the learning. We will also support with purchasing Nessy, RWI resources, IT equipment and the Parent wellbeing group</p>	<p>Our curriculum is ambitious for all and so children/families should not feel alienated due to financial restrictions. Historically, our trips are well attended but this is due to the additional funding supporting some families. When they all attend, it provides a common thread for discussion and learning.</p>	<p>When trip letters are sent to parents, the admin team, Bursar and teacher will ensure PP children will receive one alerting them to the premium. Returns will be monitored so that PP children will be attending. Follow up letters may follow for further clarification on arrangements</p>	<p>CE (HT) SS (EVC) RH (Bursar) WW (admin)</p>	<p>April 2025 £10,305</p>
<p>To ensure all children who are entitled to a school lunch and / or milk receive them; to remind parents via the newsletter about applying for PP funding if they feel they are entitled to it.</p>	<p>All children have access to a nutritious lunch. Places at Breakfast Club are promoted for PP children so they receive these advantages too. Children perform better when they have eaten and drunk well during the school day and are ‘ready to learn’</p>	<p>Children perform better when they have eaten and drunk well during the school day. It also supports one of our key concept in PE (healthy diet)</p>	<p>-analyse data on the uptake and report to GB -feedback from the MDS team</p>	<p>RH (Bursar)</p>	<p>April 2025 £11,993 9in and out)</p>
<p>Total budgeted cost</p>					<p>Total: £10,305</p>
<p>7. Additional detail</p>			<p>Total 2024-2025</p>		<p>£48,697</p>
<p>2023-2024 allocation: £67,690 (31 x £1,455 + c/f £22,585)</p> <p>2024-2025 amount budgeted to spend: £38,480 (26 pupils x £1,480) for 2024/25. Carry forward of £22,532.21 from 2023/24.£61,012</p> <p>Amount currently remaining as possible carry forward for 2025/26: £12,315</p>					