

Pupil premium strategy statement – Talbot Primary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	571
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-25 2025-26 2026-27
Date this statement was published	31 st December 2024
Date on which it will be reviewed	31 st December 2025
Statement authorised by	K Curtis
Pupil premium lead	M Saunders
Governor / Trustee lead	S Brazier

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£225,114
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£225,114

Part A: Pupil premium strategy plan

Statement of intent

At Talbot Primary School, our ultimate objective is that all pupils, regardless of their background or the challenges they face, thrive in school both socially and academically.

Our pupil premium strategy takes a tiered approach towards achieving these goals, firstly, by ensuring that quality first teaching is at its core. This is the most powerful way of improving pupil attainment, especially for socio-economically disadvantaged students. Our teaching is consistent, of a high standard, and focuses on implementing the 5 Habits of Good Teaching. This applies to all staff who engage with teaching and learning, and enrichment opportunities at Talbot Primary School.

Secondly, teachers will use robust diagnostic assessment to identify needs and act early to intervene. We ensure that provision is monitored and impactful, and links back to classroom teaching, enabling our children to reach their potential.

Lastly, we take a holistic approach to children's education. We look at all aspects of a child's needs when ascertaining what support is required, such as behaviour, attendance, pupil and parent engagement, and their social and emotional well-being. Understanding our pupils' social and cultural capital is key to developing pupil confidence, widening their interests, and a love of life-long learning.

The key principles for our Pupil Premium Strategy will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted are interlinked and will help our pupils to excel. To ensure that they will be effective and impactful we will:

- Ensure that our disadvantaged children receive the appropriate level of challenge.
- To act early to intervene when need is identified.
- To adopt a whole school approach in which all staff members take responsibility for raising the expectations for our disadvantaged children and ensuring that they achieve good outcomes.

Challenges

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

Challenge number	Detail of challenge
1. Cultural and social disadvantage	<p>At Talbot, there is a considerable difference between the social and cultural opportunities that many of our disadvantaged pupils experience when compared to other pupils.</p> <p>This disparity presents a range of challenges including the following:</p> <ul style="list-style-type: none">- Vocabulary and language limited by experiences- Passive learning and lack of focus and curiosity- A lack of interest in education and personal development- Low appreciation for sleep, healthy diet, personal safety- Knowledge to apply to the learning in school and an inability to associate personal experiences with learning

	<ul style="list-style-type: none"> - Unable to communicate about culture and life - engagement in extra-curricular activities is lower due to confidence - social skills when engaging in structured activities during break and lunchtimes are underdeveloped 																														
<p>2. The gap in attainment between disadvantaged pupils and whole cohort at the end of KS2 at Talbot.</p>	<table border="1" data-bbox="438 280 1380 548"> <thead> <tr> <th></th> <th>Talbot KS2 Data 2024</th> <th>Talbot KS2 PP Data 2024</th> <th>National KS2 Data 2024</th> <th>Talbot KS2 PP 2023</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>80%</td> <td>71%</td> <td>74%</td> <td>62%</td> </tr> <tr> <td>Writing</td> <td>76%</td> <td>65%</td> <td>72%</td> <td>65%</td> </tr> <tr> <td>Maths</td> <td>84%</td> <td>71%</td> <td>73%</td> <td>68%</td> </tr> <tr> <td>SPaG</td> <td>78%</td> <td>71%</td> <td>72%</td> <td></td> </tr> <tr> <td>Combined</td> <td>68%</td> <td>55%</td> <td>61%</td> <td></td> </tr> </tbody> </table> <p>Overall, our PP children at the end of KS2 perform slightly below national with a range of -1 in SPaG. to -7 in writing. In addition, they perform on average 10% below our cohort, with the biggest gap being maths at 13%.</p> <p>In all areas, PP pupils in 2024 performed above the PP pupils in the 2023 cohort apart from writing, which stayed the same.</p> <p>The PP cohort's combined score is 6% below national and 13% below the whole cohort which indicates that they are not as prepared for secondary school as their peers.</p> <p>We recognise that some of our disadvantaged pupils are reluctant to write, do not become fluent writers, are not resilient in this subject, and have weaker spellings.</p> <p>Some of our disadvantaged pupils who are disengaged from reading for pleasure often show little interest in or value for reading as an enjoyable or meaningful activity. They may lack regular opportunities to be read to by adults or access to books, limiting their exposure to rich language and storytelling. Additionally, they may not have sufficient chances to practice reading aloud with support and encouragement outside of school, which hinders their confidence and development as readers. These gaps in experiences can contribute to a limited appreciation of the joy and importance of reading in their lives. The limited reading skills of some disadvantaged pupils negatively affects their development as writers, meaning that by the end of Key Stage 2, they are not performing in line with their peers at Talbot or nationally.</p> <p>In maths, some our disadvantaged pupils lack fluency skills required to be successful in arithmetic and lack resilience when faced with reasoning questions.</p>		Talbot KS2 Data 2024	Talbot KS2 PP Data 2024	National KS2 Data 2024	Talbot KS2 PP 2023	Reading	80%	71%	74%	62%	Writing	76%	65%	72%	65%	Maths	84%	71%	73%	68%	SPaG	78%	71%	72%		Combined	68%	55%	61%	
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<p>3. Behaviour</p>	<p>Our data has revealed that a large percentage of our suspensions fall into these two categories: Pupil Premium children and double-funded children (SEN + PP). Pupils with the highest number of suspensions were recommended specialist provision on EHCP's but suitable places are not available. Children on reduced timetables are all PP. Staff are not adequately equipped and trained to manage challenging behaviour appropriately.</p>																														

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
<p>Widen the social and cultural experience of disadvantaged students through enhanced curriculum and enrichment provision.</p>	<ul style="list-style-type: none"> - Increased adaption of curriculum delivery to ensure practical opportunities / links across and between learning so that children understand the relevance of their learning to their everyday lives. - Key components of the curriculum will always be linked to practical, visual examples and experiences. - Refining aspects of the curriculum to narrow down learning, using the most relevant tier 3 language and connecting it to practical experiences. - Making links across the curriculum using the tier 3 vocabulary correctly and with examples. - Building children's experience and familiarity with local museums, art galleries, volunteering and communities / projects to build social capital. - Staff to profile disadvantaged pupils' needs so that they understand them as individuals, which should include pupil conferencing.
<p>Increase the number of PP children who attain reading, writing and maths combined by the end of Y6.</p> <p>To improve children's reading ability and enable them to become fluent readers who enjoy reading with the ability to broaden their vocabulary and vistas.</p> <p>-</p>	<ul style="list-style-type: none"> - We aspire for our disadvantaged children at Talbot to do at least as well as others nationally, giving them even more opportunities to be successful in core subjects. - Increase the number of PP pupils who attain the expected standard at the end of Key Stage 2. - Ensure more PP pupils are ready for secondary education by decreasing the gap with their peers. - To develop PP pupil's resilience when writing, developing their technical accuracy - To offer CPD opportunities for teaching staff to enhance their pedagogy, focusing on supporting disadvantaged children in improving their technical accuracy in writing. - To provide children with low-stakes creative writing opportunities to develop 'a love of writing' include a writing club, competitions and inspirational image of the half term. - To introduce opportunities for oracy across the curriculum to support children's ability to plan and tell stories and to develop confidence in pupil speaking. - Disadvantaged children develop greater automaticity in multiplication and division facts, and a confidence and flexibility with number that exemplifies good number sense. - Improvement in MTC scores by disadvantaged children. - To establish a stronger reading culture amongst our disadvantaged pupils and their families. - Lesson adapted to focus more on vocabulary, opportunities for Oracy and discussion around texts to reflect the new reading framework - Children motivated to read independently and for pleasure, by enhancing the reading culture through supplying high-quality texts and reading opportunities throughout the

	<p>school day. Peer reading, community reading opportunities, using our reading bus and allowing access to our families, children and adults, visiting authors, reading spine, whole-school book club, reading fair, books at bedtime, secret reader.</p>
<p>To enhance the provision for children with challenging behaviour.</p>	<ul style="list-style-type: none"> • Staff are committed to equipping themselves with skills and confidence to manage challenging behaviours. • Provision of high-quality CPD opportunities, including: <ul style="list-style-type: none"> - Specialist training in trauma-informed approaches. - De-escalation strategies. - Latest research-based practices in behaviour management. • Staff are supported to reduce the need for reduced timetables for pupils. • Enhancement of specialist support through: <ul style="list-style-type: none"> - Training. - Development of safe environments. • Support in place for children to develop self-regulation skills in a safe and nurturing setting. • Risk to children, peers, and staff is minimised. • Investment in staff expertise and creation of appropriate interventions and environments. Precision of teaching and task design to support the engagement of most vulnerable children. • A culture of inclusion where every child can thrive.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £112,557

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving the Reading Culture across the school with a focus on the impact that oracy and reading aloud can have.</p> <ul style="list-style-type: none"> - Accelerated Reader in KS2 with a high engagement from staff and pupils. - CPD on reading aloud. - CPD on improving the teaching of reading fluency, consistency of phonics, and fidelity of systematic synthetic phonics. - Whole school agreed 'story time', with an emphasis on modelling good oracy. - Continuation of a reading spine - Continuing to develop the effectiveness of our phonics programme through training, coaching, and mentoring of teaching 	<p>EEF research shows +3 months progress/year.</p> <p>The Reading Framework</p> <p>EEF Research</p> <p>Teachers will receive CPD on breaking the key goals down and on their use of effective modelling.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: EEF research</p>	1, 2
<p>Training on teaching with memory in mind</p>	<p>Rosenshine's Principles of Instruction</p>	1, 2, 3
<p>AHT of English to oversee changes to reading and writing curriculum including</p> <p>Daily spelling in KS2</p> <p>New reading planning</p> <p>Story time being embedding</p> <p>Opportunities for oracy</p> <p>CPD on editing and teaching children to be technically accurate</p>	<p>The reading framework</p> <p>Importance of Talk, Stories, and SSP: Research highlights the crucial role of talk, stories, and systematic synthetic phonics (SSP) in early reading development.</p> <p>Fidelity in Phonics: Maintaining consistency in phonics instruction is essential for effective learning.</p> <p>Evidence supports SSP as the best method for teaching reading.</p> <p>Improving Provision: Identifying and addressing weaknesses in reading provision is vital.</p> <p>Practical Support: Provides guidance for high-quality SSP teaching, fluency, comprehension, and assessment.</p>	1, 2

	<p>Motivating Pupils: Encourages schools to foster a love of reading in students.</p> <p>Parental Involvement: Supports schools in working with parents to aid their children's reading.</p> <p>Meeting Expectations: Helps schools comply with early reading teaching standards.</p>	
<p>AHT of Maths to oversee changes to maths, including</p> <p>Embedding NCETM curriculum prioritisation materials</p> <p>Participation in Mastering Number at KS2</p> <p>Provision of relevant CPD for teaching staff and support staff</p> <p>Enabling more opportunities for peer-on-peer observations and collaborative planning</p> <p>Investigating opportunities for greater oracy across the curriculum</p>	<p>Mastering Number at Reception and KS1 NCETM</p> <p>Mastering Number at KS2 NCETM</p> <p>Aims to develop solid number sense, including fluency and flexibility with number facts, which will have a lasting impact on future learning for all children. It also involves high quality professional development for teachers</p>	1, 2
<p>DHT and PSHE Lead - Implementation new PSHE curriculum, incorporating the safety curriculum.</p>	<p>The Programme of Study sets out learning opportunities for each key stage, in three core themes: Health and Wellbeing, Relationships, and Living in the Wider World. This approach allows different year groups to work on similar themes at the same time, building a spiral programme year on year</p>	1, 3
<p>Provide CPD as required to ensure that teachers understand the curriculum design and are enabling children to build knowledge over time</p>		1, 2, 3
<p>Engage with Trust-wide CPD and Network Meetings for staff to develop practice.</p>	<p>EEF - Effective Professional Development research suggests that high quality teaching is pivotal in improving children's outcomes and narrowing the disadvantage gap.</p> <p>EEF research suggests that when deployed appropriately, TAs can have an impact of +4 months.</p> <p>Hamwic TA training is about effective strategies to support learning. A targeted group will do the training initially, then CPD will be delivered to more TAs later in the year.</p>	2
<p>Year Leaders to mentor their team members through a series of observations, feedback, and professional conversations.</p> <p>Rosenshine's Principles of Instruction: to improve outcomes for all, including disadvantaged pupils</p>	<p>EEF Effective Professional Development gives guidance on how to embed new practice.</p> <p>Rosenshine's Principles of Instruction details effective classroom instruction. Hamwic</p>	2

	Trust's Five Habits of Effective Learning links to these.	
Teaching staff to engage in BCP, Greenway Partnership, and Hamwic moderations.		2
Senior Leaders planning, and monitoring learning and teaching across the school and using outcomes to inform bespoke CPD.	EEF Pupil Premium Guide – Quality teaching helps every child High quality curriculums inspire learners Development and retention of staff is key Ensuring every teacher is supported and developed is essential to achieving the best outcomes for pupils. Providing high quality, bespoke opportunities for professional development support this	1, 2, 3
PP Lead to conduct pupil progress meetings for every disadvantaged child who is off track with year leaders.	EEF Pupil Premium Guide Termly meetings will be held to better understand the child as a whole and to understand the challenges that they face.	1, 2, 3
Personal Development Curriculum INSET	Improving behaviour in schools Introduction of new one-page behaviour policy, behaviour blueprint, and Golden Rules Introduce four-step routine for a consistent approach to managing behaviour at Talbot	1, 3
Engage with EMAS to support staff in EAL assessments, particularly those who are disadvantaged.	The Bell Foundation research states that schools should review how they identify the language and learning needs of children within the EAL category to ensure that funds are targeted towards those at particular risk of low achievement.	1, 2
Curriculum pedagogy and planning INSET Resources for adaptive teaching.	EFF Learning styles	1, 2, 3

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

Budgeted cost: £56,278.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD for support staff to deliver Little Wandle Interventions with fidelity</p> <p>Monitoring of phonics provision by Early Reading Leader.</p>	<p>EEF research suggests that when deployed appropriately, TAs can have an impact of +4 months.</p>	<p>1, 2</p>
<p>Paul Dix 'When the Adult changes...' CPD for support staff.</p>	<p>Behaviour Change Course WhenTheAdultsChange</p> <p>Classroom management programme, utilising Paul's celebrated approach. It is inclusive, relational and highly practical.</p> <p>The course will ensure you are able to:</p> <ul style="list-style-type: none"> ● Establish clear boundaries; your class, your rules ● Manage tricky behaviours with a relational focus ● Create a plan for every day and a plan for the difficult days ● Engage in serious systems thinking ● Know how to manage your own response ● Develop teachable moments, even when behaviour is wobbly ● See how behaviour communicates 	<p>1, 3</p>
<p>Creation of safe spaces / environments</p> <p>Development of SEN Specific base</p>	<p>Holley and Steiner (2005)</p> <p>The metaphor of the classroom as a 'safe space' describes a classroom climate where:</p> <ul style="list-style-type: none"> ● Students feel secure enough to take risks. ● Students can honestly express their views. ● Students can share and explore their knowledge, attitudes, and behaviors. <p>Safety in this context refers to:</p> <ul style="list-style-type: none"> ● Protection from psychological or emotional harm. ● Not physical safety. <p>Being safe is different from being comfortable:</p> <ul style="list-style-type: none"> ● Growth and learning require confronting uncomfortable issues. ● Students must struggle with their identity and beliefs to grow. 	<p>1, 3</p>
<p>NELI (Nuffield Early Language Programme)</p>	<p>EEF research on the NELI states that when delivered during YR, the programme can have a positive impact on students' language skills.</p>	<p>1, 2</p>

<p>Speech and Language Assistant to screen all children on entry and provide bespoke programmes. Pupils access SALT in small group or 1:1 support from the school S&L assistant, backed up by S&L therapist.</p>	<p>EEF research found that communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p>	<p>1, 2</p>
<p>Alternative provision for children working pre-key stage (Star Curriculum).</p>	<p>Our Star Curriculum provision has received positive feedback from Longspee Academy.</p> <p>EEF guidance states that Disadvantaged pupils with SEND have the greatest need for excellent teaching and that Intensive individual support, either one to one or as a small group, can support pupil learning.</p>	<p>1, 3</p>

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

Budgeted cost: £56,278.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD Program for staff to develop greater awareness of needs across our cohort and empathy for challenges pupils are facing. CPD will provide staff with the skills and knowledge to be able to develop positive relationships with children.</p> <ul style="list-style-type: none"> - Young carers - ADHD - Behaviour and Relationships - PACE - Lunchtime provision and positive Play - Pedagogy – creativity and engagement in wider curriculum - INSET - Trauma Informed Training - Hamish and Milo programmes. - ELSA 	<p>Trauma Informed Schools UK PACE</p> <p>BCP Outreach: Longspee Academy ADHD CPD</p> <p>MYTIME Young Carers</p> <p>EEF Learning styles</p> <p>Trauma Informed Schools UK</p> <p>Hamish and Milo to address SEMH needs#</p> <p>ELSA Network</p>	<p>1, 3</p>

<ul style="list-style-type: none"> - Secure Care Training - Suspension training - Graduated Response for SEND / Wellbeing 		
<p>Purchase of Commando Joe's Let's Play package to promote child-led activities at lunchtime to develop a range of social skills.</p>	<p>Let's Play - Commando Joe's</p>	<p>1, 3</p>
<p>Attendance lead oversees attendance, providing support for pupils and families to drive improvement.</p>	<p>DfE's Improving School Attendance.</p> <p>-</p>	<p>1, 2</p>
<p>Pupil Engagement & Welfare Officer support vulnerable pupils and families where poor behaviours are barriers to learning and improve parental engagement.</p> <p>Pastoral team working with identified individuals.</p>	<p>KCSIE 2022 highlights the need for 'Early Help'. As well as working with external professionals and agencies, internal support for children is central to our offer.</p>	<p>1, 2, 3</p>
<p>Support children's understanding and knowledge of the world through a specific program to provide access a wider breadth of cultural capital.</p> <p>Forest school closely matched to curriculum content to embed skills and knowledge through outdoor and experiential learning.</p> <p>AIM – funded music and/or drama lessons off-site for children showing potential in these areas.</p> <p>Variety of extra-curricular clubs provided by teaching staff to enable pupils to identify an interest and experience music, dance, art, cooking, gardening, drama, sport, technology and fun swim.</p> <p>Bikeability (including the loan of bikes, where appropriate.)</p> <p>Music lessons funded by school for vulnerable pupils that show an interest to help improve metacognition.</p>	<p>DfE's Promoting and supporting mental health and wellbeing in schools and colleges.</p> <p>The Ofsted Schools Inspection Handbook states that: <i>“As part of making the judgement about quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life.”</i></p> <p>Barry Dufour Professor of Education Studies, University of Leicester describes the curriculum as <i>“The total learned experience of the child: formal, informal, within the classroom and beyond. “</i></p> <p>School endeavours to provide disadvantaged pupils with a wide variety of experiences, knowledge, and opportunities both within and beyond our classrooms to deliver a rich, enabling curriculum. This offer should raise aspirations, broaden horizons, and open pathways to pupils that they would otherwise have been unaware or unable to explore.</p>	<p>1, 3</p>

Uniform and Providing ICT.		
Support for trips	EEF guidance: At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as " arts for arts' sake "). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.	1
Reading Bus	<ul style="list-style-type: none"> - Refurbishment of Reading Bus with a view to it becoming a 'Book Swap' location at end of school day for both pupils and adults. 	1, 2
Contingency fund	N/A	-

Total budgeted cost: £225,114

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Outcomes – July 2024				
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils in year groups.	Sustained high attendance of all pupils by July 2024. <ul style="list-style-type: none"> A reduction in the percentage of persistent absentees with a particular focus in Year 2, 4 and 6. The percentage of all disadvantaged pupils who are persistently absent being below 20%	September 2023 – July 2024:			<p>In the 2024 academic year, PP attendance at Talbot Primary School was 2.5% off national attendance although still slightly below overall attendance.</p> <p>Talbot PP Persistent Absentee figures have reduced by 1.5% in the 2023/24 academic year.</p> <p>Attendance teams are putting more focus on EYFS aged 5 and Y1 children, putting them on medical evidence lists to monitor.</p> <p>PP students on reduced timetables impacting attendance.</p>	
			Talbot: 23-24	National: 23-24		
		Overall Primary Attendance	94.8	94.5		
		PP Attendance	92	–		
		Persistent Absentees	13.1	15.2		
		PP Persistent Absentees	24.9	–		
The overall percentage of disadvantaged pupils who were persistently absent was 24.4%, however, this was impacted on by children being on reduced timetables, despite their attendance being good when they were in school.						

To develop a strong reading culture where all children are engaged in reading and teaching of reading is compliant with the new guidelines set out by	A school-wide culture of reading where all children are engaged in reading. <ul style="list-style-type: none"> AR outcomes Summative Assessment Outcomes – Word Reading & Comprehension outcomes in EYFS at or above National. Y1 PSC and Y2 Re-take at or above National. 	The reading culture in the school has significantly improved, as seen through various initiatives that promote literacy across all year groups. Learning walks highlight students' increased engagement with reading, with classrooms actively integrating reading into daily routines. Eye-catching and interactive reading displays throughout the school celebrate students' reading achievements and promote diverse books, further encouraging a love for reading. The introduction of story time at the end of each day offers students a calming and enjoyable way to end the school day while fostering a deeper connection with stories. Additionally, the whole-school book club has created a sense of community, bringing together students to share their love of reading, discuss favourite books, and inspire one another to explore new genres and authors.		
		Phonics	Whole Cohort	PP

The Reading Framework	<ul style="list-style-type: none"> KS2 Reading data at or above National. Daily class reading time.	Year 1	95% pass	89% pass	
		Year 2 Retakes	78%	67%	
		2023-24	Whole Cohort *65 children	PP *out of 15 children	National 2024
		Comprehension	80%	67%	80.2%
		Word Reading	75%	60%	76.3%
		2022-23	Whole Cohort	PP *out of 9 children	National 2023
		Comprehension	77%	78%	80.6%
		Word Reading	73%	56%	76.2%
		2023/24 Whole cohort data is broadly in line with national data. 60% children emerging in Literacy - Comprehension are double funded (PP + SEN) 50% children emerging in Literacy - Word Reading are double funded. (PP + SEN) The gap between whole cohort and PP is still too wide which is why this will continue to be a focus of our PP strategy.			

Improved core subject attainment for disadvantaged pupils	At the end of KS2, disadvantaged pupils achieve in line with all their peers nationally in the core subjects.	*Half of who		Talbot KS2 Data 2024	Talbot KS2 PP Data 2024	National KS2 Data 2024	Talbot KS2 PP 2023	those
			Reading	80%	71% *	74%	62%	
			Writing	76%	65% *	72%	65%	
			Maths	84%	71% *	73%	68%	
			SPaG	78%	71%	72%		
			Combined	68%	55%	61%		
achieved Working Towards Standard assessment grade in Year 6 Reading and Writing are double funded.								

		<p><i>*53% children who achieved the Working Towards Standard assessment grade in year 6 Maths are double funded.</i></p> <p>Internal data confirms that the performance of disadvantaged pupils in key areas improved significantly from their baseline and their previous year's data. Where data did not improve, or performance regressed, our analysis suggests that this was down to new pupils arriving, often with limited or no English. Reading, Maths and SPAG PP results are the national average results. Noticeable improvement in PP Reading data in comparison to previous academic year.</p> <p>There is still a gap between our PP outcomes and National Data and the gap is increasing between our PP and none-PP Pupils. It would be advantageous to investigate the reasons why for the next PP strategy.</p>
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<p>To create a warm, calm, and consistent environment, which is accepting and optimises social engagement.</p>	<p>High levels of behaviour demonstrated by the following:</p> <ul style="list-style-type: none"> • Qualitative data from student voice, student surveys and teacher observations. • An increase in the participation in enrichment activities, particularly among disadvantaged pupils. • A reduction in referrals for support for identified children. • A reduction of incidents of behaviour among disadvantaged pupils. • Improved attendance of disadvantaged pupils. • Children on Graduated Response for Behaviour, IBPs and BRPs making clear progress. • Improved parental engagement. 	<p>The information we have gathered over the academic year shows more children are being supported at an earlier stage and monitored quicker in July 2024 compared to June 2023. This demonstrates trained staff are able to provide more support to the children or family when behaviour start to escalate.</p> <p>In the 2023/ 2024 academic year several Pupil Premium children have shown a lot of progress, and their needs have been supported in school. Some Pupil premium children struggled with the transition into a new year group this academic year but have been supported through interventions or pastoral support. This support may include:</p> <ul style="list-style-type: none"> • Behaviour Response plans. • Attendance from school staff to TAF, Child Protection, CIN, TAC or Early Help meetings. • Individual Behaviour plans • Behaviour skills for learning programme. • Dog therapy • ELSA • Nurture intervention groups (afternoons). • Support from volunteers • Star Curriculum (50% of these were double funded and 6/7 had an EHCP). • Play therapy. • Forest School • 1 to 1 support • 2 to 1 support <p><u>PP Attendance</u> See Outcome 1</p> <p><u>Improved Parental Engagement</u> 4 members of PTA are of PP children (under 25% of PTA however). PTA events Tea and cakes reintroduced.</p> <p><u>Suspensions</u> The average suspension percentage for primary schools nationally is 1.81% for the 2023-24 academic year Talbot suspension for 2023-24 academic year was 3.63%. This must continue to be a focus in the next strategy as the number of PP and double funded children make up the majority of our suspensions in the 2023-24 academic year. 81% of suspensions involved PP children 75% of suspensions involved double-funded children pupils with the highest number of suspensions all recommended specialist provision but at the time of incidents, were not given places by BCP</p> <p><u>Play therapy children PP vs non-PP:</u> 80% of children receiving play therapy were PP. 80% of children receiving play therapy were SEND 60% of children receiving play therapy were double funded</p>
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Externally provided programmes

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

Programme	Provider
Accelerated Reader	Renaissance
Spelling Shed	Education Shed Ltd.
Times Tables Rockstars	Maths Circle Ltd

Service pupil premium funding (optional)

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.