



Pupil premium strategy statement

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	234
Proportion (%) of pupil premium eligible pupils	44%
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)	2022-23 2023-24 2024-25
Date this statement was published	December 2022 November 2023 December 2024
Date on which it will be reviewed	Autumn 2023 Autumn 2024 Autumn 2025
Statement authorised by	Jemma Slater, Principal
Pupil premium lead	Hayley Davis
Governor / Trustee lead	Jayne Yates



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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£149, 480
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>	£149, 480



Part A: Pupil premium strategy plan

Statement of intent

At Model Village, we strive to provide high quality first education for all of our children. We believe that all children can achieve the very best, irrespective of the many challenges they face, and we endeavour to provide help and support where it is needed most. We recognise that the progress made by children from disadvantaged backgrounds can be slower than that of children from non-disadvantaged backgrounds and aim to support those who need it most so that they can progress to the best of their abilities. We recognise that there is a gap between the academic achievements of disadvantaged children and others and aim to narrow this gap so that all children leave our school with equal chances in life.

Despite this, we are also aware that not all disadvantaged children need support to progress in line with their peers. A number of our disadvantaged children achieve at or above Age Related Expectations throughout their time in our school. We aim to give all our children a wide range of enriching experiences, both in and out of the school environment, which can foster self-esteem and confidence as well as providing opportunities to succeed and ambitious goals to strive for.

All staff in school are responsible for identifying children who need extra support to keep up with the learning taking place in class. Intervention at the point of learning is crucial to enable children to access the curriculum in the first instance. We provide extra learning opportunities for those who need it with provision based on ongoing formative and summative assessments. Interventions such as this are specifically based on individual needs, not broadly based on assumptions, to enable individual children to make progress in line with their peers. Where possible, interventions are carried out with small groups or individuals. They are targeted, specific and concise so that children can still access a broad and balanced curriculum. Many of our disadvantaged children achieve well due to the high quality first teaching on offer at our school so we endeavour to offer opportunities for children to participate in a range of experiences such as clubs and educational visits so that they can improve life skills such as communication, confidence and organisation, as well as find the things that really excite them and ignite their enthusiasm. Many of these and other projects are delivered in conjunction with other organisations and are funded from our PP budget as well as other funding.

We recognise that behaviour and attitudes are key in making changes and achieving great things and know that as a school, we need to work in partnership with the families of our children in order to ensure the highest engagement from all those in our



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school family. We know how important good attendance is in so many aspects of school and life and work tirelessly to improve the attendance of all of our children.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route)

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with children show that challenges in language and communication, including in our new starters with EAL, have an impact on learning from the very earliest years of school. This has a direct impact on phonics and reading attainment, including the attainment of disadvantaged pupils, and highlights a need for strong starts in EYFS.
2	Attendance remains a significant challenge for our school, particularly for pupils eligible for the Pupil Premium (PP). While overall attendance has improved from 93.01% in 2022/23 to 93.3% in 2023/24, it remains below the national target of 96%. Persistent absence (PA) rates are also a concern, rising from 16.03% in 2022/23 to 19.2% in 2023/24.
3	Our assessments, observations and discussions with children and families have identified some lower levels of engagement. Behavioural, cognitive and emotional engagement is lower for some families. Communication and relationships between families and school have improved, with parents now more comfortable to have difficult conversations and accept the support we can offer. However, the need for support for some children and families remains high. Low levels of engagement directly impact progress and attainment across the curriculum, including the core skills in English and Maths.
4	Our assessments show that the academic attainment gap is beginning to narrow in some areas but that more work needs to be done to ensure this is consistent in all areas and that all children achieve in line with or above their Age Related Expectations. Gaps in learning are evident in



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	some areas highlighting a need for these gaps to be filled so that children can progress to the best of their ability.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for some pupils, particularly some multiple disadvantaged pupils. These challenges have an impact on pupils' independence, resilience and confidence to access the school day and their learning.

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
Improved and sustained language and communication skills in EYFS.	Percentage of children achieving GLD at the end of Reception to increase to 70% of all children with no significant gap between the number of socio-economic disadvantaged children achieving GLD and the number of non-disadvantaged.
Improved and sustained progress and attainment in phonics and reading.	Percentage of children achieving the expected standard to be in line with national averages with no significant gap between socio-economic disadvantaged children and non-disadvantaged children: <ul style="list-style-type: none"> • Year 1 Phonics – 83% • KS1 Reading – 75% • KS2 Reading <ul style="list-style-type: none"> • EXS – 75% • GD – 20%
Improved and sustained attendance for all pupils.	Overall attendance improves to at least 96% with no significant gap between the attendance of socio-economic disadvantaged children and non-disadvantaged children. To reduce the year to date of persistent absenteeism to below 15%.
Improved and sustained progress and attainment in maths.	Percentage of children achieving the expected standard to increase to:



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	<ul style="list-style-type: none">• EYFS maths – 75%• KS1 maths – 75%• KS2 maths<ul style="list-style-type: none">• EXS– 75%• GD – 20% <p>with no significant gap between socio-economic disadvantaged children and non-disadvantaged children.</p>
<p>To achieve and sustain improved engagement for pupils and their families, including disadvantaged pupils.</p>	<p>Sustained high levels of engagement by demonstrated by:</p> <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations.• needs are identified in a more timely manner and families are open to working in partnership with school so that support can be targeted and intervention can begin as early as possible to have the most impact.• a significant increase in participation in enrichment activities, homework, reading at home, etc.• Parent/pupil voice to show increased satisfaction in range of clubs offered from 57% to 80%.
<p>Improved and sustained independence, resilience and confidence.</p>	<p>Improved levels of independence, resilience and confidence demonstrated by:</p> <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations.• a significant increase in participation in all aspects of the school day.• Staff support children to respond to their emotions and behaviours in a positive way.• Children have improved skills and a range of strategies to deal with their emotions.



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	<ul style="list-style-type: none">• The number of suspensions to be reduced from 18 in 2022/23.
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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: £74,740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription to Little Wandle Letters and Sounds. Little Wandle programme is delivered to children in EYFS and KS1 for daily phonics and guided reading sessions. The scheme includes regular assessments to identify gaps in learning in individuals.	The EEF says that, “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. 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.” Phonics EEF	1 3 4 5



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<p>Little Wandle books are used in guided reading sessions and sent home to rehearse and consolidate learning in school.</p> <p>Selection of books to be updated and replaced.</p> <p>New and existing staff training through scheme resources. Training and coaching for new and existing staff.</p> <p>English/phonic s lead to be released for monitoring support and CPLD. New and existing staff to be released for training.</p>		
Teaching of whole class	Reading comprehension strategies are proven to have a high impact.	1 3



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<p>shared reading to be developed in KS1 and 2 so that VIPERS reading comprehension skills are embedded. Updated scheme of work for reading to be delivered. Books purchased to support the scheme.</p> <p>NFER assessments to be delivered to identify children needing extra support to keep up with expectations.</p> <p>English lead to ensure CPLD for all staff involved, including CPLD on new reading interventions. New and existing staff to be released for training, lesson</p>	<p>Reading comprehension strategies EEF</p>	<p>4</p> <p>5</p>
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<p>studies and coaching in school and in other successful schools.</p>		
<p>Subscription to Power Maths to be delivered with consolidation from White Rose Maths.</p> <p>TAs to be deployed to support teaching in maths lessons. TAs to support the teacher in identifying gaps in learning and misconceptions, intervening promptly to children to keep up with the curriculum.</p> <p>New and existing staff training through release of staff for training, lesson studies and coaching</p>	<p>The EEF’s guidance report, “Improving Mathematics at Key Stages 2 and 3” has many recommendations which relate to the NCETM’s Five Big Ideas for Mastery.</p> <p>Guest Blog: Mastery and maths - how our guidance can help EEF</p> <p>The EEF recommend that TAs should be deployed to add value to lessons.</p> <p>TA Guidance Report MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf</p>	<p>3 4 5</p>



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<p>with Maths lead and Maths Hub. CPLD in the Five Big Ideas of Mastery linked to all training for all teaching staff.</p> <p>Release of teachers, TAs and Maths lead.</p> <p>Learning environments to be developed to ensure a good range of resources are available for each class and working walls demonstrate the Five Big Ideas and a range of vocabulary which is modelled by staff.</p> <p>TAs deployed to support maths lessons to help identify misconception</p>		
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<p>s and gaps in learning. Teachers and TAs to intervene at the point of learning.</p> <p>Teaching staff to conduct transition meeting each year and share Ready to Progress Criteria/progress against KPIs.</p>		
<p>Mastery in Number to be delivered in Reception and Key Stage 1 in addition to the daily maths lesson. TAs deployed to support learning.</p> <p>Staff new to the programme to be released for training. Release of maths lead to monitor and support delivery.</p>	<p>According to the EEF, “Early numeracy approaches appear to benefit all groups of children, including children from low-income families.”</p> <p>Early numeracy approaches EEF</p> <p>MVPS EYFS and KS1 maths data from July 2023 shows an increase in the number of children achieving ARE after taking part in the Mastery in Number lessons.</p>	<p>3 4 5</p>



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<p>EYFS lead to ensure CPLD in planning, teaching and approaches used at MVPS for all staff new to EYFS/MVPS. Staff to be released for training, lesson studies and coaching in school and in other successful schools.</p> <p>Release EYFS lead to provide mentoring and coaching to ECT after change of Key Stage to EYFS.</p>	<p>In his book, “Addressing Educational Disadvantage”, Marc Rowland says that, “Early intervention is critical. The earlier that schools intervene, the better the chance of success – giving disadvantaged pupils the best chance of enjoying and thriving throughout their school career.” (page 15) “Research evidence tells us that:</p> <ul style="list-style-type: none"> • The attainment gap is at its narrowest in the early years. • The effect of strategies and interventions tend to be greater when adopted in the early years.” (page 62) 	<p>1 3 4 5</p>
<p>Develop high quality play and engagement opportunities in EYFS, especially in the outdoor provision. Provision will include developing a language rich</p>		<p>1 3 4 5</p>



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<p>environment across all of EYFS Release of EYFS lead to monitor the provision. Purchase of new resources, etc. CPLD for all EYFS staff.</p>		
<p>CPLD to develop adaptive teaching.</p> <p>SLT to monitor developments and provide support.</p>	<p>EEF research suggests that teachers should employ certain approaches to support all children, including those with SEND, to develop independent learning skills.</p> <p>EEF blog: 'Five-a-day' to improve SEND outcomes EEF</p> <p>TA Guidance Report MakingBestUseOfTeachingAssistants-Printable 2021-11-02-162019 wsqd.pdf</p>	<p>1 3 4 5</p>
<p>Delivery of an updated broad and balanced curriculum to appeal to all children's strengths and interests and to equip children with a wider general knowledge of the world around them.</p> <p>Curriculum leaders released to ensure coverage,</p>	<p>The DFE offers suggestions for creating a broad and balanced curriculum evident in case studies in their document, "Teaching a broad and balanced curriculum for education recovery". They suggest that pupils should, "learn from wider experiences such as educational visits and visitors to the school."</p> <p>Teaching a broad and balanced curriculum for education recovery</p>	<p>3 5</p>



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<p>consistency, high expectations and progression. Curriculum leads to increase knowledge and understanding of how well their subjects are being taught and the impact of the teaching and learning. Curriculum to be refined as a response to the work done by subject leads.</p> <p>SLT to monitor.</p> <p>Resources to be purchased and educational visits and visitors to school subsidised to enrich the curriculum.</p>		
<p>New writing framework to</p>	<p>The EEF recommends that pupils' language capabilities should be developed through purposeful activities. They</p>	<p>2 5</p>



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<p>be put in place. Writing and reading frameworks complement each other.</p> <p>Opportunities to read high quality texts and to rehearse oracy skills are planned throughout.</p> <p>CPLD to ensure all staff are familiar with the framework and the expectations for delivery of the curriculum.</p> <p>Purchase of new books and visualisers to support the delivery of the curriculum.</p> <p>Tracking of progress including new oracy tracker. CPLD to ensure class</p>	<p>say the writing process should be modelled to give pupils skills they can use independently.</p> <p>EEF-KS2-lit-2nd-Recommendations-poster.pdf</p>	
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<p>teachers are using trackers to make robust judgments when assessing progress in reading, writing and oracy.</p> <p>Moderation of assessments planned.</p> <p>Release of English lead to monitor and support delivery.</p>		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £43,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Little Wandle Letters and Sounds keep up programme to be delivered to children who need extra support to keep up with the programme.</p>	<p>The EEF says that, “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.”</p> <p>Phonics EEF</p> <p>The DFE’s “Teaching a broad and balanced curriculum for education recovery,” says that, “Making sure pupils catch up with their reading is the priority, since it is vital for their access to the rest of the curriculum.”</p> <p>Teaching a broad and balanced curriculum for education recovery</p>	<p>1 3 4 5</p>
<p>YARC assessments used to identify gaps in learning and to track progress in bottom 20% of cohorts from Year 2 to Year 6.</p> <p>YARC Intervention scheme to be purchased on which to base daily reading interventions for bottom 20% “magic readers” to help them improve fluency and accuracy and to help them keep up with the rest of the class.</p>	<p>A case study of a successful school detailed in Marc Rowland’s book, “Addressing Educational Disadvantage” shows that prioritising fluency in reading should be a priority in “tackling the literacy gap in the classroom”. (page 26)</p> <p>The DFE’s “Teaching a broad and balanced curriculum for education recovery,” says that, “Making sure pupils catch up with their reading is the priority, since it is vital for their access to the rest of the curriculum.”</p> <p>Teaching a broad and balanced curriculum for education recovery</p>	<p>1 3 4 5</p>



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<p>Subscription to Lexia to further support catch up in reading comprehension.</p>		
<p>SALT and C&L groups delivered in EYFS.</p>	<p>The EEF says that, “Overall, studies of 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>Communication and language approaches EEF</p>	<p>1 3 4</p>
<p>Nurture group to provide support for children who find it challenging to manage their own social, emotional and behavioural difficulties.</p> <p>Staff to plan, prepare and deliver the provision and to track progress of individuals.</p>	<p>The EEF says that, “Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs.”</p>	<p>2 3 5</p>
<p><i>Set up and staffing of “The Hub” to support children who find focussing on the school day difficult. Opportunities to take part in a blended inclusive approach to learning including a flexible</i></p>	<p>Social and emotional learning EEF</p>	



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<p><i>timetable that will meet the needs of identified individuals.</i></p> <p><i>Provision of "Meet and Greet" sessions for some individuals.</i></p>		
<p><i>CASY Counselling sessions to support children with further social and emotional needs.</i></p>		



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

Budgeted cost: £31,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop a culture of “reading for pleasure” throughout school and the community through:</p> <ul style="list-style-type: none"> • Use of reading diaries to track reading frequency at home. Rewards for regular reading. • Meetings with parents to ensure expectations are shared. • Coaching sessions for groups of parents to model a 1-1 reading session with their own child. • Daily story time in each class. The range of books to be updated and widened with copies for children to read. • School library to be well stocked with new books purchased at least once per term. Books band selections to be updated. • Visits to Shirebrook library with all children encouraged to join the library and be responsible for their own library card and books. Parents invited to join each class on their visits. • “Time to read” afternoons through the year. 	<p>The National Literacy Trust’s Annual Literacy Survey has found that fewer than 50% of children enjoy reading and fewer than 30% of children read daily.</p> <p>Children and young people's reading engagement in 2022 National Literacy Trust</p>	<p>1 3 4 5</p>



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<ul style="list-style-type: none"> Book Fayres throughout the year. 		
<p>Further development of the Kindness Curriculum to support wellbeing and develop children’s vocabulary for talking about their own and others’ well-being.</p> <p>Kindness café to reward children who demonstrate the theme each month. PSHE lead to develop schedule of class assemblies which will reinforce the curriculum. Visitors to enhance each month’s theme.</p>	<p>The EEF says that, “Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. While targeted approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs.”</p> <p>Social and emotional learning EEF</p>	<p>3 4 5</p>
<p>CPLD on techniques staff can use to support children struggling to deal with their emotions.</p>		
<p>Highlight the importance of good/improved attendance to children and families.</p> <ul style="list-style-type: none"> Release of attendance lead to track attendance and monitor effectiveness of actions. Regular communication with parents, including parents of children whose attendance drops below 96%. CPLD for teachers regarding updated guidance on attendance. Teachers regularly meet with parents of children with attendance lower than 96%. EAL versions of attendance policy to be available. Imposing penalty fines and ensuring parents/carers are aware 	<p>An EEF assessment of research on attendance interventions has found that, “ There is some evidence of promise for several strategies including parental engagement approaches and responsive interventions that target the individual causes of low attendance Positive impacts were found for both parental communication approaches and targeted parental engagement interventions. The impact was larger for targeted approaches. Responsive intervention in which a member of staff or team use multiple interventions and target approaches specifically to the needs of individual pupils was also found to be effective.”</p>	<p>1 2 3 4 5</p>



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<p>of the penalty before booking holidays.</p> <ul style="list-style-type: none"> Administration staff make daily phone calls to ensure absences are authorised where appropriate. PP lead to follow up absences with targeted families. Attendance rewards. Breakfast club subsidies. 	<p>Attendance-REA-report.pdf</p>	
<p>Clear expectations of home learning tasks set each week.</p> <ul style="list-style-type: none"> Reading – reading diaries to log reading at home. Spelling practice – books and resources provided. Active Learn maths games. EYFS and Year 1 maths packs developed to link to learning in maths and Mastery in Number. 	<p>The EEF have found that homework can have a positive impact, especially for disadvantaged pupils. Homework clubs are found to help overcome barriers such as not having the space or equipment to complete tasks. Digital technology typically has a greater impact.</p>	<p>1 2 3 4 5</p>
<p>After school homework club/library sessions, including a quiet space, support and the correct equipment.</p>	<p>Homework EEF</p>	
<p>Subsidies for educational experiences to include:</p> <ul style="list-style-type: none"> Some subsidies for educational visits. After school clubs provided at no extra cost and/or subsidised for disadvantaged children. £25 credit available at the school office for disadvantaged children 	<p>The DFE offers suggestions for creating a broad and balanced curriculum evident in case studies in their document, “Teaching a broad and balanced curriculum for education recovery”. They suggest that pupils should, “learn from wider experiences such as educational visits and visitors to the school.”</p> <p>Teaching a broad and balanced curriculum for education recovery</p>	<p>1 2 3 4 5</p>



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<p>Transition programme for children new to the school to support all children to settle in well. A focus on disadvantaged children and those with EAL.</p>	<p>The EEF and the Bell Foundation highlight a need to support children through transition.</p>	<p>1 2 3</p>
<p>Transition arrangements in place for children moving between classes and Key Stages, including to Key Stage 3.</p>	<p>Transition_tool.pdf Transition-guidance-FV.pdf</p>	<p>4 5</p>

Total budgeted cost: £ 149,480



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The data on this part of the strategy statement is based upon national assessment data and our own internal assessments and observations.

EYFS outcomes show that the percentage of children achieving GLD is close to our target for the second year running. This percentage is also above the national average for 2024. The percentage of disadvantaged children achieving GLD is slightly below that for all children but again above the national average.

Year 1 phonics data is again in line with our targets and with the national average for all children. There is a gap between the data for all children and that for socioeconomic disadvantaged. Again, this is in line with National Average.

In both KS reading and maths, the percentage of children achieving the expected standard falls below our target, with disadvantaged children achieving below non-disadvantaged.

KS2 reading data is below our target and below the national average, showing that this is an area we must continue to focus on in the coming year for both KS1 and 2. Changes to this year's Pupil Premium Strategy Statement reflect this, alongside it being a priority in the school's School Improvement Plan (SIP). It is important to note that the percentage of disadvantaged children achieving the expected standard exceeds that of all children and the national average for disadvantaged children.

The percentage of KS2 children achieving the expected standard for maths falls below our aspirational target for 2024. This is the second year that this has happened, despite this data being in line with or above the national average. This has led us to adapt our target for the coming year. We still strive for our children to achieve the best that they can and plan to consistently meet or exceed this target. Again, it should be noted that the percentage of disadvantaged children achieving the expected standard exceeds that of all children and the national average for disadvantaged children.

Our attendance data shows a gradual upward trend for the last three years, although this is below our target and the government target. Data for attendance of disadvantaged children shows a gradual downward trend, leading to a widening gap. In the last academic year, over 1.5% of absences continues to be unauthorised, with over 2% of disadvantaged children's absences being unauthorised. Therefore, attendance, including persistent absenteeism, must be at the forefront in the coming year.



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In addition to our challenges and targets in previous years, we feel that now is the time to add writing as a priority, in line with the current SIP. Changes to the reading and writing curriculum should complement each other and we look forward to seeing further progress in these areas.

We have also found that many of our children are finding it difficult to show independence, resilience and confidence throughout their time in school, presenting a challenge for us as a school family. We have already implemented several strategies over the past year and will continue to do this as a priority during 2024-25 in order to support our children's social and emotional learning.

Based on the above information, the performance of our disadvantaged children generally did not meet our expectations. There are, however, areas where they exceeded our targets, such as in KS reading and maths. Our evaluation of the approaches used in the 2023-24 academic year shows that some of our strategies have been successful and our updated strategy document uses these alongside additional approaches.

The data below demonstrates the outcomes in more detail.

- In July 2024, 68% of all children and 62% of socio-economic disadvantaged children achieved GLD with a difference of -6%.
- In July 2024:
 - Y1 Phonics. 83% of all children and 71% of socio-economic disadvantaged children were working at ARE with a difference of -12%.
 - KS1 Reading. 64% of all children and 51% of socio-economic disadvantaged children were working at ARE with a difference of -13%.
 - KS2 Reading. 67% of all children and 71% of socio-economic disadvantaged children were working at ARE with a difference of +4%.
- In July 2024:
 - EYFS maths. 72% of all children and 69% of socio-economic disadvantaged children were working at ARE with a difference of -3%.
 - KS1 maths. 68% of all children and 51% of socio-economic disadvantaged children were working at ARE with a difference of -17%.
 - KS2 maths. 77% of all children and 83% of socio-economic disadvantaged children were working at ARE with a difference of +6%.
- In July 2024, attendance was recorded as:
 - All children – 93.48% This is below the national target of 96%.
 - socio-economic disadvantaged children – 92.34%
 - This shows a gap of -0.14%



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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



Further information (optional)

For 2024/2025, our Sports Premium will fund the set up of the Opal Playgrounds scheme. Even though this will be paid for from a different budget, it will benefit all our children, including our socio-economic disadvantaged children and our multiple disadvantaged children, especially those who need support with their SEL. We see this as a great enhancement and addition to the plans in our Pupil Premium Strategy Statement.

In 2024, a selected group of children from the school had access to some sessions from CASY Counselling, which was funded by TEAM Education Trust. We have recognised the benefits in this resource for those children who need support with their social and emotional needs and have decided to fund further sessions for 2024/2025 from our Pupil Premium funding.