

Plains Farm Pupil Premium Expenditure Report for Governors – Summer Term Evaluation 2024/25

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,960
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	£113,960
Number of pupils in school	168 including nursery
Proportion (%) of pupil premium eligible pupils	45.8% (77 pupils)
Pupil premium lead	A. Hunter Deputy Headteacher

Teaching

Budgeted cost: £70,025

Actions identified	Progress against identified actions	Progress against identified actions	Progress against identified actions																																																																								
	Autumn	Spring	Summer																																																																								
<p>Support staff to effectively implement Ready, Steady, Write writing programme through whole school CPD</p> <p>English Lead to provide bespoke CPD and follow up support as necessary ECT mentors to carry out Modelled lessons and coaching sessions. TLR to monitor impact of approach.</p> <p>English Lead to liaise with Leads from across the Trust to evaluate effectiveness.</p> <p>Subscription fees paid to gain access to premium resources</p> <p>Training sessions purchased</p>	<p>Ready, Steady, Write Programme has been fully implemented across school including in EYFS. Twilight CPD sessions were attended by all class teachers and additional supplementary resources were purchased.</p> <p>English Lead has monitored the programme effectively and has held drop in sessions with TIL to provide initial findings of the effectiveness of the programme.</p> <table border="1" data-bbox="510 858 842 1353"> <thead> <tr> <th colspan="3">% of chn on track to achieve Average Standard+</th> </tr> <tr> <th></th> <th>Aut 23</th> <th>Aut 24</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>-</td> <td>37%</td> </tr> <tr> <td>Y2</td> <td>39%</td> <td>56%</td> </tr> <tr> <td>Y3</td> <td>7%</td> <td>23%</td> </tr> <tr> <td>Y4</td> <td>36%</td> <td>45%</td> </tr> <tr> <td>Y5</td> <td>39%</td> <td>41%</td> </tr> <tr> <td>Y6</td> <td>29%</td> <td>43%</td> </tr> </tbody> </table> <p>Compared with this point last academic year, there is a clear increase in terms of attainment in all year groups, indicating a positive impact so far.</p>	% of chn on track to achieve Average Standard+				Aut 23	Aut 24	Y1	-	37%	Y2	39%	56%	Y3	7%	23%	Y4	36%	45%	Y5	39%	41%	Y6	29%	43%	<p>English Lead has continued to monitor the programme effectively and has held drop in sessions with TIL. Teaching and Learning observations were conducted by the English Lead and SLT and a Spring Term Review was conducted to outline key strengths and priorities following initial implementation.</p> <table border="1" data-bbox="1077 770 1408 1297"> <thead> <tr> <th colspan="3">% of chn on track to achieve Average Standard+</th> </tr> <tr> <th></th> <th>Aut 24</th> <th>April 25</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>37%</td> <td>30%</td> </tr> <tr> <td>Y2</td> <td>56%</td> <td>24%</td> </tr> <tr> <td>Y3</td> <td>23%</td> <td>28%</td> </tr> <tr> <td>Y4</td> <td>45%</td> <td>46%</td> </tr> <tr> <td>Y5</td> <td>41%</td> <td>48%</td> </tr> <tr> <td>Y6</td> <td>43%</td> <td>52%</td> </tr> </tbody> </table> <p>Where teaching is stronger, attainment has increased since</p>	% of chn on track to achieve Average Standard+				Aut 24	April 25	Y1	37%	30%	Y2	56%	24%	Y3	23%	28%	Y4	45%	46%	Y5	41%	48%	Y6	43%	52%	<p>.Writing remained a key priority across the Summer Term and it was monitored closely by leaders in school and across the Trust through cross moderation and reviews. Outcomes in books continued to improve across the term and attainment increased.</p> <table border="1" data-bbox="1592 746 1924 1273"> <thead> <tr> <th colspan="3">% of chn on track to achieve Average Standard+</th> </tr> <tr> <th></th> <th>Aut 24</th> <th>July 25</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>37%</td> <td>40%</td> </tr> <tr> <td>Y2</td> <td>56%</td> <td>58%</td> </tr> <tr> <td>Y3</td> <td>23%</td> <td>36%</td> </tr> <tr> <td>Y4</td> <td>45%</td> <td>50%</td> </tr> <tr> <td>Y5</td> <td>41%</td> <td>48%</td> </tr> <tr> <td>Y6</td> <td>43%</td> <td>70%</td> </tr> </tbody> </table> <p>Currently, there are 40 PP children across school who are Below</p>	% of chn on track to achieve Average Standard+				Aut 24	July 25	Y1	37%	40%	Y2	56%	58%	Y3	23%	36%	Y4	45%	50%	Y5	41%	48%	Y6	43%	70%
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<p>Writing Lead to monitor effectiveness of implementation and provide bespoke CPD as a regular follow up activity.</p>	<p>There are 54 PP chn across school working below the Average standard. 31 of these (57%) do not have an identified SEND and will be targeted next term. Of these 31 children, 4 achieved the expected standard at summer exit. All 4 children have been identified for in school interventions and will be tracked by leaders across the Spring Term, through work scrutiny and learning walks. Interim Pupil Progress Meetings in the Spring Term will form the basis of next steps for these children. In addition to this, to increase the attainment of PP children, a number of children have been identified as key targets.</p>	<p>Autumn. This attainment was verified during the Trust Review in Spring Term.</p> <p>Currently, there are 52 PP chn across school working below the Average standard (this has declined since Autumn Term). 27 of these (52%) do not have an identified SEND and will be targeted next term. Of these 27 children, 6 achieved the expected standard at summer exit. All 6 children have been identified for in school interventions and will be tracked by leaders across the Summer Term through work scrutiny and learning walks. Interim Pupil Progress Meetings in the Summer Term will form the basis of next steps for these children. All staff have completed intervention timetables and these will be monitored closely through the scrutiny programme and drop in sessions.</p>	<p>Average standard – this continues to decrease. All children who achieved Low Average or better across academic year 23-24 achieved it 24-25 with additional children moving closer to the low average bands.</p> <p>During Pupil Progress Meetings in Summer Term, target children were identified to track and target across the Autumn Term. These children will be monitored closely by leaders across Autumn 25.</p>												
<p>Continue to implement and sustain Mastering Number Programme for EYFS and KS1.</p> <p>Maths Hub CPD for Lead and Lead Teachers – resources provided from Great North Maths Hub.</p>	<p>Refresher training was attended by Maths Lead and videos of key ideas were shared with 2x new staff in KS1. Resources have been distributed and teaching is now daily.</p> <table border="1" data-bbox="510 1214 1008 1415"> <tr> <td colspan="3">% PPM chn on track to achieve Average + in maths</td> </tr> <tr> <td></td> <td>Aut 23</td> <td>Aut 24</td> </tr> </table>	% PPM chn on track to achieve Average + in maths				Aut 23	Aut 24	<p>KS1 staff have attended training based around the use of rekinreks. Resources shared with all staff. 1x additional small group has commenced to support SEN/PP children.</p> <table border="1" data-bbox="1075 1182 1570 1385"> <tr> <td colspan="3">% PPM chn on track to achieve Average + in maths</td> </tr> <tr> <td></td> <td>Aut 24</td> <td>Apr 25</td> </tr> </table>	% PPM chn on track to achieve Average + in maths				Aut 24	Apr 25	<p>Additional training and resource materials were shared with staff across the Summer Term.</p> <p>Teaching continues to have a positive impact upon outcomes for PP learners.</p>
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<p>Follow up CPD from Maths Lead, Trust Lead.</p> <p>Whole school CPD Maths Lead to provide bespoke CPD and follow up support as necessary ECT mentors to carry out Modelled lessons and coaching sessions.</p> <p>TLR to monitor impact of approach. Maths Lead to liaise with Leads from across the Trust to evaluate effectiveness.</p> <p>Renewal of White Rose License</p> <p>Renewal of deepening understanding</p>	<table border="1"> <tr><td>Y1</td><td>-</td><td>33%</td></tr> <tr><td>Y2</td><td>40%</td><td>50%</td></tr> <tr><td>Y3</td><td>42%</td><td>58%</td></tr> <tr><td>Y4</td><td>50%</td><td>47% *</td></tr> <tr><td>Y5</td><td>43%</td><td>57%</td></tr> <tr><td>Y6</td><td>38%</td><td>42%</td></tr> </table>	Y1	-	33%	Y2	40%	50%	Y3	42%	58%	Y4	50%	47% *	Y5	43%	57%	Y6	38%	42%	<table border="1"> <tr><td>Y1</td><td>33%</td><td>57%</td></tr> <tr><td>Y2</td><td>50%</td><td>50%</td></tr> <tr><td>Y3</td><td>58%</td><td>54%*</td></tr> <tr><td>Y4</td><td>47% *</td><td>50%</td></tr> <tr><td>Y5</td><td>57%</td><td>54%*</td></tr> <tr><td>Y6</td><td>42%</td><td>58%</td></tr> </table>	Y1	33%	57%	Y2	50%	50%	Y3	58%	54%*	Y4	47% *	50%	Y5	57%	54%*	Y6	42%	58%	<table border="1"> <tr><th colspan="3">% PPM chn on track to achieve Average + in maths</th></tr> <tr><td></td><th>Aut 24</th><th>July 25</th></tr> <tr><td>Y1</td><td>33%</td><td>67%</td></tr> <tr><td>Y2</td><td>50%</td><td>82%</td></tr> <tr><td>Y3</td><td>58%</td><td>62%</td></tr> <tr><td>Y4</td><td>47% *</td><td>56%</td></tr> <tr><td>Y5</td><td>57%</td><td>54%*</td></tr> <tr><td>Y6</td><td>42%</td><td>58%</td></tr> </table>	% PPM chn on track to achieve Average + in maths				Aut 24	July 25	Y1	33%	67%	Y2	50%	82%	Y3	58%	62%	Y4	47% *	56%	Y5	57%	54%*	Y6	42%	58%
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	<p>*Y4 have been impacted by transience</p> <p>The attainment of PP learners has increased in all year groups from the same point last academic year, indicating that the work being done in maths is having a positive impact upon all learners.</p> <p>There are 38 PP chn across school working below Average Standard. 17 of these (45%) do not have an identified SEND and will be targeted next term. Of these 17 children, 6 children achieved the average standard at summer exit. During pupil progress meetings, children within this group were identified as targets to support the increase of PPM attainment across school.</p>	<p>Y3 and Y5 PP attainment impacted by transience.</p> <p>PP attainment has increased or maintained in all year groups for Maths.</p> <p>There are 34 PP chn across school working below Average Standard. 12 of these (35%) do not have an identified SEND and will be targeted next term. During the assessment process, staff have identified children to target during interventions in the coming weeks. These children have been added to whole school trackers and will continue to be monitored across the Summer Term.</p>	<p>PP attainment has increased or maintained in all classes, with the exception of Y5 where attainment is impacted by transience.</p> <p>All classes have identified children to target across the Autumn Term, with a particular focus upon PP children.</p>																																																												
<p>Develop and refine Whole Class Guided Reading Model across KS2 to support the development of</p>	<table border="1"> <tr><td>% PPM chn on track to achieve Average + in reading</td></tr> </table>	% PPM chn on track to achieve Average + in reading	<p>Attainment continues to increase for PP children across KS2. As well as overall attainment across school.</p>	<table border="1"> <tr><td>% PPM chn on track to achieve Average + in reading</td></tr> </table>	% PPM chn on track to achieve Average + in reading																																																										
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<p>comprehension strategies.</p> <p>Bespoke CPD provided by SLT to implement Reading Curriculum.</p> <p>Monitoring of newly implemented programme by SLT and MLT.</p>	<table border="1" data-bbox="506 151 896 523"> <tr> <td></td> <td>Aut 23</td> <td>Aut 24</td> </tr> <tr> <td>Y3</td> <td>-</td> <td>50%</td> </tr> <tr> <td>Y4</td> <td>38%</td> <td>47%</td> </tr> <tr> <td>Y5</td> <td>53%</td> <td>64%</td> </tr> <tr> <td>Y6</td> <td>54%</td> <td>58%</td> </tr> </table> <p>Attainment continues to increase for PP children across KS2. As well as overall attainment across school.</p> <p>Reading attainment continues to be a key strength indicating resources and teaching is effective.</p>		Aut 23	Aut 24	Y3	-	50%	Y4	38%	47%	Y5	53%	64%	Y6	54%	58%	<p>Reading attainment continues to be a key strength indicating resources and teaching is effective.</p> <p>*transience has impacted attainment in reading in Y3</p> <table border="1" data-bbox="1070 363 1458 890"> <tr> <td colspan="3">% PPM chn on track to achieve Average + in reading</td> </tr> <tr> <td></td> <td>Aut 24</td> <td>Spr 24</td> </tr> <tr> <td>Y3</td> <td>50%</td> <td>46%*</td> </tr> <tr> <td>Y4</td> <td>47%</td> <td>56%</td> </tr> <tr> <td>Y5</td> <td>64%</td> <td>69%</td> </tr> <tr> <td>Y6</td> <td>58%</td> <td>67%</td> </tr> </table>	% PPM chn on track to achieve Average + in reading				Aut 24	Spr 24	Y3	50%	46%*	Y4	47%	56%	Y5	64%	69%	Y6	58%	67%	<table border="1" data-bbox="1597 151 1973 564"> <tr> <td></td> <td>Aut 24</td> <td>Sum 25</td> </tr> <tr> <td>Y3</td> <td>50%</td> <td>54%</td> </tr> <tr> <td>Y4</td> <td>47%</td> <td>69%</td> </tr> <tr> <td>Y5</td> <td>64%</td> <td>69%</td> </tr> <tr> <td>Y6</td> <td>58%</td> <td>75%</td> </tr> </table> <p>Reading attainment continues to increase in all year groups. Teaching and learning in reading lessons is strong and outcomes continue to improve. Teachers are confident with the whole class teaching model.</p>		Aut 24	Sum 25	Y3	50%	54%	Y4	47%	69%	Y5	64%	69%	Y6	58%	75%
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<p>Sustain the teaching for Mastery across school following the Great North Maths Hub Teaching for Mastery Workgroups</p> <p>TLRs will attend Teacher Research groups with Mastery specialist to develop own teaching of maths to disseminate to staff across school.</p>	<p>Y5 class teacher and Literacy lead has attended 2x TRG sessions this term. These have been focussed around embedding Mastery Approach and how we can use the Big Ideas to support delivery. This is to further support the roll out and sustaining year.</p> <p>1x in school session has been planned for Spr1 to identify key priorities and further support roll out.</p> <p>Further TRGs will take place across the Spr and Summer Terms. One of which</p>	<p>DHT has attended 2x sessions across the Spr term and completed relevant tasks. The focus for each session has been around Oracy and the importance of mathematical talk. The impact of which has been clear in the schools within the TRG.</p> <p>School has signed up for Voice21 to support with the implementation of Oracy into school in the coming years.</p>	<p>DHT attended 2x sessions across the Summer Term and completed all relevant tasks required. Info was shared with teachers around the elements of talk within maths and a plan set for Autumn Term.</p> <p>Leaders have been on initial training for Voice21 and Voice21 champions have been identified.</p>																																																

<p>TLRs and Lead staff to trial approaches in classes and cater to needs of school and children.</p> <p>TLRs and Mastery Specialist will provide CPD bespoke to school to further develop teaching for mastery.</p>	<p>will be based at a school in Inspire MAT.</p> <p>Additional school based tasks are to be completed and are currently ongoing.</p> <p>Adaptations have been made to the arithmetic sessions prior to maths lessons. These no include opportunities for counting and the teaching of times tables for EYFS – LKS2.</p>	<p>DHT will continue with the next 2x TRG sessions before completing further gap tasks in the Summer Term.</p>	
<p>Retention of support staff to supplement teachers enabling disadvantaged pupils to receive high quality teaching.</p> <p>HLTA 4x days – interventions, support for CF children TA 5x days – SEND support</p>	<p>Support staff have supported the delivering interventions across the Autumn Term.</p> <p>Chn who have accessed interventions continue to make progress and are now attaining in line with their expectations.</p> <p>Additional support staff have been deployed effectively for those children with EHCPs.</p>	<p>Support staff have supported the delivering interventions across the Spring Term.</p> <p>Chn who have accessed interventions continue to make progress and are now attaining in line with their expectations.</p> <p>Staff have been redeployed around school to support PP children effectively and to allow for opportunities for accelerated progress.</p>	<p>Support staff have supported the delivering interventions across the Summer</p> <p>Chn who have accessed interventions continue to make progress and are now attaining in line with their expectations.</p>

Targeted academic support Budgeted cost: £15,362

Actions identified	Progress against identified actions	Progress against identified actions	Progress against identified actions
	Autumn	Spring	Summer
<p>Staff to attend CPD and implement Blast Literacy Additional training for 2x TAs and 1x Teachers 1-day training Delivered 5 x 1 ½ hours per day.</p>	<p>Children access daily and receive small group intervention focusing on repetition to build language skills and confidence. Children identified for Spr term.</p>	<p>Children access daily and receive small group intervention focusing on repetition to build language skills and confidence. Chn have been identified for Summer</p>	<p>Children access daily and receive small group intervention focusing on repetition to build language skills and confidence. Talk Boost training has been completed by staff</p>
<p>Chatty Tuesdays for identified children in school. Training for HLTA 2x days per week 1x day to plan 1x day to deliver on a 1:1 basis</p>	<p>Chatty Tuesdays completed across Autumn Term. Chn speak highly of the sessions and it is clearly having a positive impact on mental health and wellbeing of children who attend. Additional referrals have been made to CYPS following work completed and 2x children are currently on an active caseload with MHST.</p>	<p>Chatty Tuesdays continues across Spring Term. Chn speak highly of the sessions and it is clearly having a positive impact on mental health and wellbeing of children who attend. Chatty Tuesday has developed this term to support parent or a PP child who she is finding difficult to manage at home. This has had a significant impact upon the wellbeing of her and her children.</p>	<p>Chatty Tuesday continued across Summer Term. 1x child was supported alongside work with Healthy Heads. 1x parent received weekly sessions.</p>

Wider strategies

Budgeted cost: £28,573

Actions identified	Progress against identified actions	Progress against identified actions	Progress against identified actions
	Autumn	Spring	Summer
<p>Attendance Monitoring Attendance 100 works closely with families and offers both challenge (referring to the LA where necessary) as well as support</p>	<p>SLA purchased for Attendance100</p> <p>The attendance of PP chn in Autumn Term was 91.6% compared to 94.9% for Non-PP chn. PP attendance is an increase from 90.8% LY.</p> <p>Persistently Absent: (26.5%) PA PPM – 32.8% this is a significant decrease from 54% this time last year.</p> <p>Attendance 100 have conducted meetings with all PA children across Autumn Term.</p> <p>It was identified that the school are doing everything possible to ensure attendance increases.</p>	<p>The attendance of PP chn in Spring Term was 92.1% compared to 94.5% for Non-PP chn. PP attendance overall is currently 92% an increase from 90.8% LY.</p> <p>Persistently Absent: (23%) PA PPM – 27.6% this is a significant decrease from 32% and 54% this time last year.</p> <p>Attendance 100 have conducted meetings with all PA children across Spring Term.</p>	<p>The attendance of PP chn in Summer Term was 90.5% compared to 95.1% for Non-PP chn.</p> <p>Persistently Absent: (25.8%) PA PPM – 32.4% this is a significant decrease from 54% this time last year.</p> <p>Attendance 100 have conducted meetings with all PA children across Summer Term. Attendance concerns were also addressed during end of year report writing.</p> <p>1x PP and SEN boy maintained 100% attendance across the whole academic year. Significant increase on previous year of 67%</p>
<p>Relax Kids 2x 1:1 session</p>	<p>Relax Kids sessions have continued across the Autumn Term and continue to have a positive impact.</p>	<p>Relax Kids sessions have continued across the Spring Term and continue to have a positive impact.</p>	<p>Relax Kids sessions have continued across the Summer Term and continue to have a positive impact.</p>

1x small group session	1x additional child has been added to the small group sessions to support with strategies in line with his EHCP.		
Educational Psychologist 6x dates purchased	SENCo held initial planning meeting in September 2x visits were completed and 2x reports have been received. Reports have been used to support the graduated approach and to allow for evidence to support EHCP Needs Assessments etc.	2x visits were completed and 1x reports have been received. Reports have been used to support an annual review in school for a change of provision.	
Enrichment of the curriculum enhanced by off-site visits and visitors to school (including wider school experiences. Pantomime visit etc)	Christmas Pantomime funded in December, including buses and tuck snacks during the performance.	Visits continue to be subsidised where appropriate including residential to Derwent Hill.	Visits were subsidised where appropriate, including a residential to London.

Total budgeted cost: £113,960

A. Hunter

Summer Term 2025