



Pupil premium strategy statement

2023-2026

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

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

School overview

Detail	Data
Number of pupils in school	228
Proportion (%) of pupil premium eligible pupils	37.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Katie Stanley - Principal
Pupil premium lead	Cheryl Nowell – Vice Principal.
Governor / Trustee lead	Jim Raban

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113490
Recovery premium funding allocation this academic year	£0
<p>Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i></p> <p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	£0
<p>Total budget for this academic year</p> <p><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></p>	£113490

Part A: Pupil premium strategy plan

Statement of intent

We allocate the pupil premium grant towards our aim of providing a bespoke, enriching and engaging curriculum where all children are invested in their learning. We aim to nurture confident, curious and ambitious pupils who have had the opportunity to experience the world; be heard and respected and as a result have the learning power and self-belief to go on and discover their lifelong purposes and passions.

Our strategy is targeted to the specific needs of our local community and careful consideration is taken over the use of funding to support and enhance the 'whole child' in line with our school mission statement: Inspire, Nurture, Achieve.

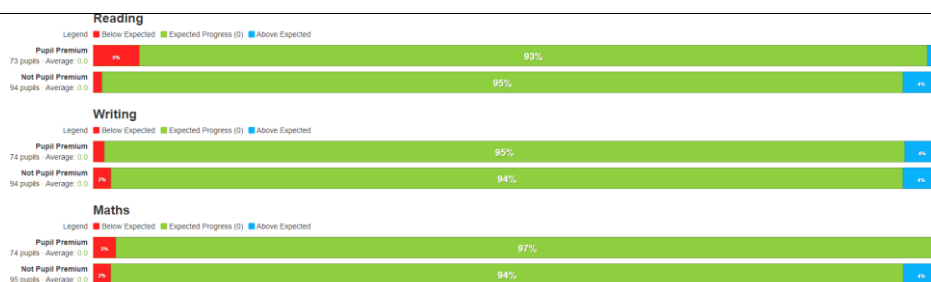
Central to our ethos is the belief in the importance of pupils recognising the intrinsic rewards of their success'. Whilst we motivate pupils through positive praise and celebration of their achievements, we are working on developing a values-based curriculum; further supporting pupils to build resilience and have confidence to take on the many varied and sometimes challenging and exciting opportunities that life affords.

Our interventions and support are implemented through 3 main avenues recommended by the EEF: Whole school, individual and small group support. Our approaches focus on embedding learning and understanding; accelerating the progress of our pupils and building resilient, confident and secure individuals.

Challenges

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

Challenge number	Detail of challenge																																													
1	<p>Metacognition</p> <p>Pupils across year groups do not always retain knowledge of previous learning thus preventing them from making connections and embedding learning. Pupils have not yet gained secure enough knowledge of the methods by which they think and learn (metacognition) and as a result their cognition is impeded, and progress is reduced.</p> <p>Audits of the Thinking Moves™ across school showed that pupils in lower years, where the teachers were invested in the programme, had a wider knowledge of and understanding of the methods by which they processed information. Older year groups had not yet spent dedicated time learning these methods as teachers had prioritised learning for end of key stage. As a result, pupils were not assessing their thought process' when learning or being encouraged to assess if their methods were most efficient.</p> <p>Data across year groups has continued to be below 80% in the core subjects for both pupils in receipt of PP and those that are not. Additionally, between these pupils attainment gaps are evident in almost all year groups when comparing by percentage. It also remains the case that fewer pupils in receipt of pupil premium are attaining greater depth.</p> <div data-bbox="368 1218 1337 1525"> <p>Attainment Overview for Pupils (from 2022-2023) in Years 1-6 - 2022-2023 Summer 2 - Main Assessment</p> <table border="1"> <caption>Reading</caption> <thead> <tr> <th>Group</th> <th>Well below</th> <th>Just below</th> <th>Expected</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium (73 pupils)</td> <td>10%</td> <td>25%</td> <td>60%</td> <td>1%</td> </tr> <tr> <td>Not Pupil Premium (105 pupils)</td> <td>13%</td> <td>17%</td> <td>46%</td> <td>24%</td> </tr> </tbody> </table> <table border="1"> <caption>Writing</caption> <thead> <tr> <th>Group</th> <th>Well below</th> <th>Just below</th> <th>Expected</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium (73 pupils)</td> <td>22%</td> <td>33%</td> <td>45%</td> <td>0%</td> </tr> <tr> <td>Not Pupil Premium (105 pupils)</td> <td>19%</td> <td>22%</td> <td>45%</td> <td>14%</td> </tr> </tbody> </table> <table border="1"> <caption>Maths</caption> <thead> <tr> <th>Group</th> <th>Well below</th> <th>Just below</th> <th>Expected</th> <th>Above</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium (73 pupils)</td> <td>16%</td> <td>25%</td> <td>55%</td> <td>11%</td> </tr> <tr> <td>Not Pupil Premium (105 pupils)</td> <td>12%</td> <td>18%</td> <td>49%</td> <td>21%</td> </tr> </tbody> </table> </div> <p>Previously, despite gaps in attainment, internal data showed that pupils in receipt of PP were making 'better than expected progress' at a greater rate than their peers however at the beginning of this year this has begun to stagnate with interventions now impacting learning positively for all groups further reducing this gap.</p>	Group	Well below	Just below	Expected	Above	Pupil Premium (73 pupils)	10%	25%	60%	1%	Not Pupil Premium (105 pupils)	13%	17%	46%	24%	Group	Well below	Just below	Expected	Above	Pupil Premium (73 pupils)	22%	33%	45%	0%	Not Pupil Premium (105 pupils)	19%	22%	45%	14%	Group	Well below	Just below	Expected	Above	Pupil Premium (73 pupils)	16%	25%	55%	11%	Not Pupil Premium (105 pupils)	12%	18%	49%	21%
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Our KS2 overall outcomes as a school were mostly in line or at times better than those within the local authority.

Internal data shows that end of KS2 data is now beginning to improve with our % showing an upward or stabilising trend. This being said, the gaps between those in receipt of pupil premium and those who are not remain and there is work to be done to raise the number of pupils who are able to achieve greater depth.

End of KS2

KS2 Percentage achieving at or above ARE

	School				National			
	2018	2019	2022	2023	2018	2019	2022	2023
Reading	79	77.8	74.2	74	75	73.6	74.9	73
Writing	71	74.1	51.6	71	78	78.9	69.7	71
Maths	82	77.8	54.8	68	76	79	71.7	73
GPS	82	85.2	67.7	81	78	78.4	72.7	72
RWM	68	59.3	45.2	61	64	65.2	58.9	60

2

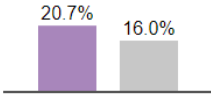
Assessment for and of Learning

Attainment data across the curriculum is lower over the course of the year than in non-statutory tested years than others. This leads to a narrative of poor internal attainment until they sit SATs in year 2 or year 6.

Following audit, observations, governor challenge, EIP support alongside leadership and teacher reflection the conclusion has been made that internal data practices now need refinement. This is because, in some cases, teachers were airing on the side of caution when completing summative assessment; leading to low internal data which did not always fit the end of key stage results. Whilst adequate systems are in place these are not yet used as efficiently or as effectively as they may be in order to support all pupils. Refinements to the objectives through creation of mastery thresholds is further supporting teacher confidence when assessing and using assessments for AforL.

This is a long process which will require training, formulation and evaluation. Once this is in place every teacher will have a set of mastery objectives for every subject and will have true teacher confidence that pupils are working at their age-related expectations even in year groups where national testing or moderation is not in place.

<p>3</p>	<p>Developing a sense of intrinsic reward and academic ambition within a values based education.</p> <p>All pupils do not see the intrinsic reward attached to academic attainment. Whilst pupils work hard and enjoy the reward systems that value the progress and achievements of learning they do not all have an intrinsic motivation to achieve through self-guided effort or discovery. There is not always an understanding or enjoyment of success beyond that of reward or recognition.</p> <p>Three houses' assessments conducted as part of our wellbeing audit of pupils showed that pupil aspirations were not greatly linked to academic based subjects or areas of learning. This suggests pupil interest within the areas of the core subjects is low. Pupils also showed a lack of awareness of the requirements for certain roles in the future and how valuable their learning may be for future goals.</p> <p>Whilst parent's evenings are well attended and parents are invested in the attainment of their children, busy working lives and shift patterns often mean that time to support learning at home is limited. As such, rewards for extra learning at home are not overly celebrated in order to not play on inequalities of time, environment or support which children have no control over.</p> <p>No local grammar school also means that there is little incentive to push already higher attaining pupils who might have been encouraged to work for greater depth at home in order to pass 11+ exams. There is no local programme for potential higher attainers and as such there is lower appetite for attaining above age related compared to historically when these were in place.</p> <p>Further work needs to be done surrounding building intrinsic reward and creating a values-based education incorporating our school values. Training, study and research needs to be conducted over the next academic years in order to create and embed this approach.</p>
<p>4</p>	<p>Scaffolding, Explicit Instruction, Flexible Grouping and TA deployment</p> <p>Attainment in relation to their peers. Pupils who draw in the pupil premium funding and whose profile flags show they are in receipt of free school meals do not meet the same levels of progress as their peers in school or nationally. This is of most concern now as previously despite lower outcomes they would often make better than expected progress. Current data suggests that this trend has slowed. Targeted and innovative support, scaffolding, intervention and teaching approaches need to be put into place in order to re-establish above expected progress for these pupils in order for them to keep up with their peers. This is true across all subjects but most notable in writing and maths.</p> <p>Alongside this the wide range of academic ability coupled with sometimes higher-than-average numbers of pupils on the SEND register in different classrooms requires very specific and accurate scaffolding of learning and assessment processes. Teachers require further training and resources in order to appropriately scaffold and assess learning for all pupils.</p>

	<p style="text-align: center;">Pupils with SEND</p> <div style="display: flex; align-items: center; justify-content: center;">  <table border="1" style="margin-left: 20px;"> <thead> <tr> <th></th> <th># Pupils</th> <th>% Pupils</th> <th>National*</th> </tr> </thead> <tbody> <tr> <td>SEN Support</td> <td>31</td> <td>17.8%</td> <td>13.5%</td> </tr> <tr> <td>EHC Plan</td> <td>5</td> <td>2.9%</td> <td>2.5%</td> </tr> </tbody> </table> </div> <p>Work needs to be done on how pupils are grouped and the use of additional adults when supporting learning to make the very best use of time. Use of technology and how this can support and enhance learning also needs to be explored to make efficiencies and increase teacher impact.</p>		# Pupils	% Pupils	National*	SEN Support	31	17.8%	13.5%	EHC Plan	5	2.9%	2.5%
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5	<p>Attendance.</p> <p>Persistent absence and unauthorised absence continue to be highest within pupils in receipt of pupil premium. Missing school adds both academic and social challenges to the school experience of the child. And as such it is imperative that pupils in receipt of PP are supported to attend in line with school targets of above 96%.</p> <p>Current persistent absence rates of 2021/22 = 47.5% and 2022/23 = 33.7% are substantially higher than pupils not eligible for the premium and whilst these numbers are showing a decrease the % is over 10% higher than current national figures (Autumn 2022-23 22.3%)</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>Metacognition & Self-Regulation Pupils will know and understand the myriad of ways in which we think, process, learn and remember through the use of Thinking Moves™</p>	<ul style="list-style-type: none"> ➤ All pupils know the Thinking Moves A-Z. ➤ Pupils are given opportunity and are able to select an appropriate A-Z move when approaching a task – age appropriate. ➤ Pupils evidence making connections between their learning both within their current and between previous year groups.
<p>Metacognition & Self-Regulation Pupils are better able to self-regulate their emotions and as a result are better able to focus and learn.</p>	<ul style="list-style-type: none"> ➤ Behaviour across school is good in the majority with instances of poor learning behaviour in class reduced to minimal figures in KS2 and numbers falling in KS1 as the year progresses. ➤ Data gathered from work with ‘Relax with Donja’ shows that pupils are better able to communicate and manage their emotions and behaviours evidenced . ➤ OPAL continues to meet the platinum standard it has reached and is further enhanced. As a result, instances of undesired behaviour at lunchtimes are reduced. ➤ Nurture and ELSA continue to be provided for pupils across school showing improvements in emotional regulation through baseline and final assessments. ➤ Breakfast Club subsidy is continued to enable pupils to come to school on time and begin the day fed. This is coupled with continuation of the toast for all pupils on entrance to school. ➤ 1Decision portal and curriculum is embedded across school to teach PSHE for all year groups. ➤ Time is dedicated to the pastoral support of families as well as emotional wellbeing through time out of class for both the SENDCo and PP lead to process and organise support and outside agencies.
<p>Assessment for and of Learning Teachers have a bank of reliable and effective methods of scaffolding across subjects. They employ different teaching approaches effectively in lessons.</p>	<ul style="list-style-type: none"> ➤ Classroom observations evidence the effective use of scaffolding across subjects – monitored through the 5-a-Day approach observation model. ➤ Additional adults in classrooms are used appropriately and effectively as evidenced through classroom observation and planning. ➤ School has adequate and varied resources available to teachers in order to equip and enhance the teaching of the bespoke curriculum. These are audited by subject leaders, signposted through headline data and support documents and training is given regularly in staff meetings to support and guide their use in the subject.

<p>Assessment for and of Learning</p> <p>The majority of pupils (75%) on the PP register make good or accelerated progress towards key objectives in the core subject – Writing. Rising over the 3 years to be 75% accelerated.</p>	<ul style="list-style-type: none"> ➤ Key objectives KPIs are a set focus for teaching and interventions for PP pupils. ➤ TA support is directed towards specific objectives and pupils. TAs are given responsibility for gathering evidence towards certain objectives to support teacher assessment. ➤ Pupil attainment towards certain KPIs are monitored as part of pupil progress meetings. ➤ SEND pupils will have attained at least 50% of their year group KPIs by the end of the year with an expectation that all other pupils would meet all KPIs in writing by the end of the year.
<p>Assessment for and of Learning</p> <p>Teacher assessment is accurate.</p>	<ul style="list-style-type: none"> ➤ Internal and external monitoring evidences accurate assessment in core subjects evidenced through external audit and support. ➤ Wider curriculum is monitored regularly by subject leads and mastery objectives are put into place which supports teachers in accurately assessing pupil attainment. ➤ Improved and followed mastery objectives result in increased teacher confidence and understanding leading to improved pupil outcomes. ➤ There is regular and up to date training in place to support teacher assessment. ➤ Use of Accelerated Reader, Bug Club, Speechlink, MyMaths, TT Rockstars and other online tools support teachers in their accurate assessment and provide baselines and national comparisons.
<p>Developing a sense of intrinsic reward and academic ambition within a values-based education.</p> <p>Pupils in school speak of their learning as having value above and outside of certificates, achievement boards or rewards. They can appreciate their acquisition of new skills and are proud of their individual progress.</p>	<ul style="list-style-type: none"> ➤ Pupils are able to talk about the value of academic achievement. ➤ Pupils have an understanding of the clear pathways to certain careers or area of work. ➤ Local high schools work in collaboration with the school in guiding and inspiring pupils towards future goals. ➤ Parents are guided and informed on the next steps in education, different possibilities and alternative routes into careers for pupils with specific areas of strength or weakness. ➤ Pupils have a bank of their attainment through school from starting points to end through collation of a personal achievement folder where they store work from throughout their journey in school.
<p>Developing a sense of intrinsic reward and academic ambition within a values-based education.</p> <p>There is a focus on higher attainers within school.</p>	<ul style="list-style-type: none"> ➤ Striving for Excellence programme to be developed in school. ➤ Collaboration between local schools and SUAT to celebrate and develop a programme of support for pupils across Lichfield who are working above age related across the curriculum. ➤ Specific page on the school website created to include guidance for parents of pupils who are higher attainers

<p>Pupils are regularly challenged and parents are involved in the development and enhancement of their children's areas of aptitude and strength.</p>	<p>linking them to groups, school information and areas where they can find additional challenge for their children.</p>																																				
<p>Developing a sense of intrinsic reward and academic ambition within a values-based education.</p> <p>Pupils continue to access an enriching, wide reaching and well-resourced education leading to investment in their own learning outcomes.</p>	<ul style="list-style-type: none"> ➤ After school clubs are supported and encouraged with PP pupil numbers being in line with school %. ➤ Trips, educational visitors and events support and enhance the curriculum and are well attended by pupils in receipt of pupil premium. ➤ Subjects are well resourced allowing teachers to teach the curriculum efficiently and providing opportunity for pupils to experience things not always possible in the home learning environment. 																																				
<p>Scaffolding, Explicit Instruction, Flexible Grouping and TA deployment</p> <p>Teacher assistants are deployed effectively in all classrooms.</p>	<ul style="list-style-type: none"> ➤ 1:1 pupils are adequately supported evidenced through observation by SENDco and by progress of pupils with EHCP towards their personal targets. ➤ Teaching assistants are observed supporting a variety of pupils and use appropriate scaffolding techniques. ➤ TAs have had up to date training on specific learning needs of the pupils they work with and have a set of go to resources and scaffolding techniques available across subjects. ➤ Monitoring of sessions shows that routines are in place which allow for efficient use of additional adults. ➤ Progress and attainment is improved. 																																				
<p>Scaffolding, Explicit Instruction, Flexible Grouping and TA deployment</p>	<ul style="list-style-type: none"> ➤ Teacher have been trained and exhibit effective use of flexible grouping and explicit instruction. ➤ Teachers understand what is meant by the term explicit instruction and have seen models of this in practice. ➤ Teachers are trained in how to deal with SEND needs within their class and the strategies that support these students. 																																				
<p>Attendance</p> <p>Unauthorised absence and persistent absence drops to in line with other schools with the same cohorts.</p>	<p>PP – 2022/23</p> <table border="1" data-bbox="580 1615 1401 1711"> <thead> <tr> <th colspan="6">Headline Figures (01/09/2022 - 20/07/2023)</th> </tr> <tr> <th>Attendance</th> <th>Absence</th> <th>Persistent Absence</th> <th>Authorised</th> <th>Unauthorised</th> <th>Lates</th> </tr> </thead> <tbody> <tr> <td>91.5%</td> <td>8.5%</td> <td>33.7%</td> <td>5.6%</td> <td>2.9%</td> <td>0.6%</td> </tr> </tbody> </table> <p>NPP –2022/23</p> <table border="1" data-bbox="580 1765 1401 1861"> <thead> <tr> <th colspan="6">Headline Figures (01/09/2022 - 20/07/2023)</th> </tr> <tr> <th>Attendance</th> <th>Absence</th> <th>Persistent Absence</th> <th>Authorised</th> <th>Unauthorised</th> <th>Lates</th> </tr> </thead> <tbody> <tr> <td>95.5%</td> <td>4.5%</td> <td>9.9%</td> <td>3.5%</td> <td>1.0%</td> <td>0.3%</td> </tr> </tbody> </table> <p>Absence of pupils in receipt of PP reduces from 8.5% in 2022/23 to 5% to close the gap between NPP.</p> <p>Pupil Premium PA 2021/22 = 47.5%</p>	Headline Figures (01/09/2022 - 20/07/2023)						Attendance	Absence	Persistent Absence	Authorised	Unauthorised	Lates	91.5%	8.5%	33.7%	5.6%	2.9%	0.6%	Headline Figures (01/09/2022 - 20/07/2023)						Attendance	Absence	Persistent Absence	Authorised	Unauthorised	Lates	95.5%	4.5%	9.9%	3.5%	1.0%	0.3%
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	<p>2022/23 = 33.7%</p> <p>Persistent absence of pupils in receipt of PP drops by 10% in 2023/24 from 34% to 24%.</p> <ul style="list-style-type: none">➤ Work continues with the Attendance Hub - Willows Academy – Delta Academy Trust➤ Employment of the services of an Attendance Officer to support severely persistent absent pupils (below 80%)➤ Referrals made to EMPH and additional services to support wellbeing.➤ Development of a multi-purpose wellbeing area within the school quad.
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Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 5,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pay for access to Thinking Moves network and training	<p>In service training of staff allows staff to evaluate current practice and acquire new skills following up to date evidence and advice. As a result of training, evidence shows that there is not only improved effectiveness of teaching but also improved outcomes.</p> <p>To read more about the effectiveness of in-service training click here</p> <p>Key findings of the EEF study on metacognition found that: “Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies.”</p> <p>“The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.” This evidence has an evidence strength of 4. Click here to read more.</p>	1
Online Tracking Tool used and continually developed – Insight Tracking	<p>Accurate data tracking allows for individualised planning and interventions. The evidence for which is supported by the EEF and can be found by following these links.</p> <p>Individualised instruction +4months</p> <p>Teaching Assistant interventions. +4months</p>	2
Scaffolding and support training to be organised based on need for all teachers, TAs and additional adults in the classroom.	<p>Scaffolding using the 5-a-day approach. Information about this approach can be found here.</p> <p>Evidence to support the impact of individualised instruction can be found here. Impact +4 months</p> <p>Successful use of Teaching Assistants has been proven to make +4month impact. Evidence here.</p>	4
Audit curriculum and ensure	Resources are purchased in order to meet the National Curriculum	2,3,4

<p>adequate resourcing to enable teachers to teach efficiently and effectively.</p>	<p>https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4 in an engaging way. Materials and experiences are planned for in order that all children have opportunity to meet the objectives when in school. The OME teacher retention report by RAND found here cites workload one of the largest retention factors.</p>	
<p>Behaviour and Attendance Tracking to be in place and regularly monitored</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. +4months. EEF.</p> <p>According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.</p> <p>The most common reason for exclusion is persistent disruptive behaviour.</p>	<p>2,3,5</p>
<p>PP lead to develop pastoral support alongside SENDCo – time from classroom</p>	<p>Education sciences critical review on teacher recruitment and retention – found here – explores approaches for retention and cites the impact of teacher workload and development in retention. The OME teacher retention report by RAND found here cites workload one of the largest retention factors.</p> <p>Allowing time out of class for direct planning, monitoring and evaluation.</p>	<p>1, 3,4,5</p>
<p>Vice Principal lead on development of excellence programme and support of higher attainers</p>	<p>Evidence supporting raising aspirations as a means of improving academic attainment is not currently strong or prolific enough to use by itself.</p> <p><i>“Ensuring that students have the knowledge and skills to progress towards their aspirations is likely to be more effective than intervening to change the aspirations themselves” (EEF).</i></p> <p>Using approaches like developing Metacognition (+7 months) and increasing the knowledge of options available are more likely to be effective.</p> <p>EEF <i>“much underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills, and characteristics required to achieve them.”</i></p>	<p>2,3,4</p>

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

Budgeted cost: £ 56,776

Activity	Evidence that supports this approach	Challenge number(s) addressed
MyConcern – Safeguarding and Pastoral Support by PP lead and SENDCo	<p>The evidence and guidance used to plan for our support and approaches regarding SEND from the EEF can be found here.</p> <p>Safeguarding of pupils is paramount importance. Since introduction of MyConcern more accurate records are now held. Staff feel more comfortable creating chronological records of minor concerns which will support in building a larger picture increasing pupil welfare. Safeguarding Leads were able to access and communicate accurately throughout the pandemic and passing information to other schools is safer and quicker.</p>	3
Booster Teacher in Y6 & 5 and supporting resources.	Use of a qualified teacher to lead small group interventions targeted at specific areas or to support in class teaching of small groups of pupils to scaffold learning has moderate to good impact. Evidence from the EEF for small group tuition and individualised learning can be found by clicking the highlighted links above.	4
<p>Online learning tools to monitor and tailor learning used.</p> <p>Accelerated Reader, MyMaths, BugClub, TT Rockstars, Tapetry, Insight Tracking</p>	Phonics report EEF – high impact extensive research +4. Read here .	2
Relax with Donja	Public Health England : click here	1
Development of Mastery approaches across school through Thinking Moves and additional adaptations to assessment systems	The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year. Mastery learning has been used successfully across the curriculum but particularly for reading, mathematics and science. Effects are higher in mathematics and science (+6 months	2, 4

	<p>The EEF report on Mathematics in KS2&3 supports that teaching for mastery has been key to success in improving standards click here to access</p> <p>The Fair Education Alliance also cites teaching for mastery as a factor of success in 20 studied schools in this report: click here</p>	
<p>3 hours specified pupil premium targeted support from a TA in class for all eligible pupils across school R-6 to work in individual or small group targets for improvement.</p>	<p>Teaching Assistant interventions are shown to make moderate impact of up to 4 months progress. For further information click here.</p> <p>The 3 hours also allows for greater quality first teaching from teachers who are able to focus on specific groups during this time. Evidence and research to support QFT can be found here provided by the Sutton Trust.</p>	<p>4</p>

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

Budgeted cost: £ 3,225

Activity	Evidence that supports this approach	Challenge number(s) addressed
OEC coach and subsidy for residential camp Y6 and additional school trip subsidy for PP pupils	<p>Whilst EEF evidence is still unclear there is evidence to suggest that outdoor learning increased self-confidence and resilience. Found here. Sylvia Foundation conducted a survey of over 1000 schools looking at outdoor learning and forest school. Read the report here.</p> <p>Forestry Commission Scotland report. Here.</p>	1 & 3
Before and After School Club subsidy for PP pupils	<p>Our before school and afterschool club is attended by a wide breadth of the school cohort – from nursery to Y6, EAL, SEND and Pupil Premium pupils. Often PP pupil attendance is subsidised or paid for and it greatly supports the wellbeing of many families. Additionally, for some behaviour and arriving on time has improved following children having places at the club. The club also allows for siblings to attend booster clubs or extra-curricular activities whilst their siblings are cared for meaning only one parent collection time.</p> <p>The Persistent absence report 2023 recommendations states “48. There is evidence that breakfast clubs can help to make a difference in relation to school readiness, increased concentration and improved wellbeing and behaviour of children who attend, which is why the Department recently expanded the NSBP to a further 200 schools. The Department is keen to build on this insight, and explore further any link between breakfast clubs and increased attendance.”</p>	3 & 5
Enrichment Activity – Circus, Nativity licences and resources	<p>The importance and impact of immersive experiences can be seen in improved outcomes in lessons where pupils have been given the opportunity to engage with real world events and experiences. Evidence from pupil work and use of vocabulary supports the need and positive impact of this</p>	3

	<p>approach. Our work is further guided and supported by the cultural learning alliance whose work, guidance and approach can be found here.</p>	
<p>Supporting resources for extracurricular clubs and interests – chess sets</p>	<p>Evidence from the Children’s University Study showed an improvement in Reading and Maths of +2 months.</p> <p>Evidence here: Children’s University Study</p>	3
<p>Reading Rewards to support whole school reading.</p>	<p>Reading comprehension strategies have an impact rating of +6months our reading rewards and use of Accelerated reader support our whole school reading development. Impact report.</p>	2 & 3
<p>OPAL scheme continued and supported through playleader and resourcing when required</p>	<p>The EEF report summarises that “Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year.”. It also states that: “Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months)” click here to read more.</p> <p>Evidence provided by OPAL show that - for hundreds of OPAL schools behaviour incidents related to playtimes decreased by around 80%</p> <p>It is noted that 20% of each day is dedicated to playtimes, which equates to a day a week and 1.4 years per 7 years, just the same as literacy and maths</p>	1
<p>Computer literacy and safety workshops for KS1 and KS2 – delivered by One Day Creative.</p>	<p>Importance of safeguarding pupils is reiterated in this article. https://swgfl.org.uk/online-safety/why-is-online-safety-important/</p> <p>Reported online issues in school are also making an impact on the mental health and attainment of some pupils who are bring issues from social media into the classroom.</p>	1, 3
<p>Nurture and ELSA support led by TA</p>	<p>The Public Health England report in 2014 found here finds a close link between improved outcomes and mental health and wellbeing of pupils.</p> <p>The department for education report on how to support pupils in need of help and protection guidance can be found</p>	1

	here and will support our planning and interventions can be here .	
Provision of breakfast for every child following the Magic Breakfast initiative used previously.	EEF researched Magic Breakfast and found an improvement of up to 2 months progress in pupils who received a free breakfast at school – combined with improved wellbeing and mental health outcomes. Read the report here . Magic Breakfast can be found here .	1, 2, 5
Attendance – Engagement with the Willows Academy Delta Academy Trust and employment of an Attendance Officer Support for severe persistent absence (below 80%)	The attendance REA Report March 2022 states: “Positive impacts were found for both parental communication approaches and targeted parental engagement interventions. The average impact was larger for targeted parental approaches.” here Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.	5

Total budgeted cost: £ 66,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupils are able to speak and communicate with confidence using themed language appropriate to the topic and building on conversation of others as they move through the key stages.

1. EYFS pupils met the communication goal in summer 2022
2. All pupils completed the NELI programme and.
3. Insight tracking has been used to track speaking and listening. Subject specific vocabulary is added as an objective in composites and subject leaders provide this for teachers meaning this not left to chance. As yet the tracking system is not used for consistently for this in English and data analysis now needs to commence by the subject lead.
4. Communication is not taught as an explicit session and greater coherence of how and when this should be taught should now be put into place. Disadvantaged pupil data is not yet monitored closely enough in this area.

Pupils will have built a toolkit to help them navigate and take control of their own learning through application of Thinking Moves A-Z.

1. All classes now apply the Thinking Moves. They are included in composite plans and daily lessons. A daily ABCK Groove is in place and whole school assemblies are held to introduce new moves to the pupils.
2. Level of greater depth is not yet rising in foundation subjects and more time is needed to embed the Thinking Moves in order to provide deeper learning opportunities.
3. There is evidence that children are recognising how they are thinking more and they are beginning to reference the TM when they are talking about their learning however this is only with a limited number of moves and as yet this does not build in complexity as they are moving through the school.

Pupils in KS1 will show a % improvement in their understanding of number – as a result attainment in other areas such as addition and subtraction will also increase. This will be implemented through the addition of teaching number using the Rekenrek scheme within KS1 and Early Years.

1. Mastering Number programme is fully in place and taught 4 times a week across R-Y2.

2. Teachers in R and Y1 have had training. New to Y2 teacher now on programme to be trained and this is led by the Maths Hub.

3. This year number of pupils who attained AT in maths in Y2 was:66% in comparison to summer 2021: 61%

Emotional resilience and self-confidence – including exam confidence and attitudes in learning will increase.

1. EDUKIT surveys are in place for pupils across KS and these are used by SENDco to monitor groups and arrange support.

2. This feature is still being developed by the APP however looking at where we stand again national are numbers are largely in line or above with only a few areas below their peers in specific areas.

3. Boxall profiles continue to support planning and progress measures. These may be reduced as more pupils move to the NELI program during Nurture.

4. Pupils can speak about their opinions and feelings and this is further evidenced in the curriculum in PSHE and Faith lessons. Even pupils in KS1 and EYFS are able to express or explain emotions like feeling “anxious” or “terrified”.

5. Trackit Lights enables leaders to monitor behaviour more closely and spot trends such as football causing issues. Leaders are then able to act and put in place support, lessons and guidance to improve these. Data showed a reduction in issues in Y2 following actions. The system has also supported pupils getting support as it provides evidence of the struggles in place.

6. In summer 2022 the number of pupils who stated they would keep trying was 63% showing a rise in resilience. Teaching this will continue in line with our school value of commitment.

Attendance of pupils will improve with persistent absence reducing resulting in less lost learning.

1. Persistent absence continues to be above National. October 2022 – 15%. Work continues with families. Recent Ofsted set as a point for improvement but recognises that all possible actions are being take.

2. Missed learning is not always covered when pupils return to school and work sent home is not always completed meaning there continue to be gaps in learning of those who are absent.

3. Parent voice regarding attendance not yet completed.

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Externally provided programmes

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

Programme	Provider

Further information (optional)

An action plan detailing timelines for development and implementation will be held and managed by the PP lead and shared with the lead governor and headteacher at regular meetings. Additions to this strategy will be made as and when school priorities require. Items may be discontinued and a note will be added here for reference when this occurs.