



# 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	207
Proportion (%) of pupil premium eligible pupils	42.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2025
Statement authorised by	Mr. Jon Williams
Pupil premium lead	Cheryl Nowell – Head of School
Governor / Trustee lead	Jim Raban

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,960 based on 82 pupils.
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <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>	£0
<b>Total budget for this academic year</b> <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>	£113,960

## 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 motto: 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, sometimes challenging but often 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><b>Metacognition</b></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> <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.</p> <p>Our KS2 overall outcomes as a school were mostly in line or at times better than those within the local authority and nationally.</p> <p>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.</p>
2	<p><b>Assessment for and of Learning</b></p> <p>Attainment data across the curriculum is lower in non-statutory tested years than in others. This leads to a narrative of poor internal attainment until they sit the optional SATs in year 2 or year 6 SATs.</p>

	<p>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.</p> <p>Refinements to the objectives through creation of mastery thresholds will raise teacher confidence when assessing and using assessment for learning strategies.</p> <p>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 and learning challenges 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><b>Developing a sense of intrinsic reward and academic ambition within a values based education.</b></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 so that the inequalities of time, environment or support are not a further imbalance for pupils. This also means that it is school's responsibility to support pupils in understanding of learning not attained and we cannot rely on work being completed at home to catch or keep up with learning.</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>

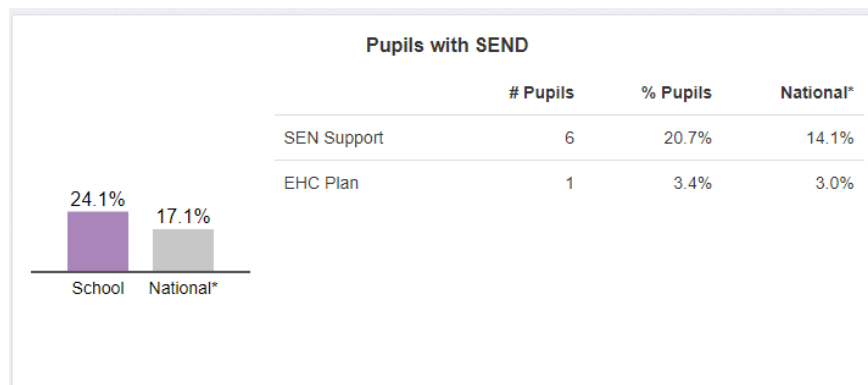
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### Scaffolding, Explicit Instruction, Flexible Grouping and TA deployment

#### 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 to re-establish above expected progress for these pupils for them to keep up with their peers. This is true across all subjects but most notable in writing and maths.

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 to appropriately scaffold and assess learning for all pupils.



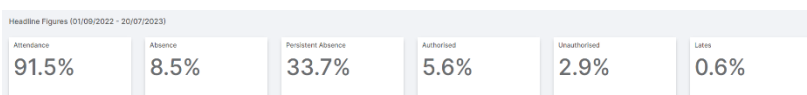
Work needs to be done on how pupils are grouped and the use of additional adults when supporting learning to make the very best use of time. Use of technology and how this can support and enhance learning also needs to be explored to make efficiencies and increase teacher impact.

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### Attendance.

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. It is imperative that pupils in receipt of PP are supported to attend in line with school targets of above 96%.

#### PP – 2022/23



## NPP –2022/23

Headline Figures (01/09/2022 - 20/07/2023)					
Attendance	Absence	Persistent Absence	Authorised	Unauthorised	Late
95.5%	4.5%	9.9%	3.5%	1.0%	0.3%

## PP 2023/24

Headline Figures (03/09/2023 - 31/08/2024)						
Attendance	Absence	Persistent Absence	Authorised	Unauthorised	Late	Severely Absent (>50%)
91.8%	8.2%	27.8%	5.0%	3.2%	1.3%	2 2.5%

## Non-PP 2023/24

Headline Figures (03/09/2023 - 31/08/2024)						
Attendance	Absence	Persistent Absence	Authorised	Unauthorised	Late	Severely Absent (>50%)
94.6%	5.4%	13.9%	4.1%	1.3%	0.2%	0 0.0%

Current persistent absence rates of 2021/22 = 47.5% and 2022/23 = 33.7% and 23/24 27.8% are substantially higher than pupils not eligible for the premium which currently stand at 13.9%.

Overall, there was a -2.8% attainment gap last year. Whilst persistent absence figures are showing a decrease the percentage is higher than current national figures.

By school type, the persistent absence rate across the academic year 2023/24 was: 15.2% in state-funded primary schools

By pupil characteristics, the absence rates across the academic year 2023/24 were: 11.1% for pupils who are eligible for free school meals and 5.8% for pupils who were not eligible for free school meals

The data shows that the attendance rate across the academic year 2023/24 was 92.8%. The absence rate was, therefore, 7.2% across all schools.

By school type, the absence rates across the academic year 2023/24 were: 5.5% in state-funded primary schools (3.9% authorised and 1.6% unauthorised)

You can find more information here: [National Statistics Data](#)

## 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><b>Metacognition &amp; Self-Regulation</b></p> <p>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"> <li>➤ All pupils know the Thinking Moves A-Z.</li> <li>➤ Pupils are given opportunity and are able to select an appropriate A-Z move when approaching a task – age appropriate.</li> <li>➤ Pupils evidence making connections between their learning both within their current and between previous year groups.</li> </ul>
<p><b>Metacognition &amp; Self-Regulation</b></p> <p>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"> <li>➤ 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.</li> <li>➤ Data gathered from work with 'Relax with Donja' &amp; Synergy led by Tim Atkins shows that pupils are better able to communicate and manage their emotions and behaviours can be evidenced.</li> <li>➤ 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.</li> <li>➤ Nurture and ELSA continue to be provided for pupils across school showing improvements in emotional regulation through baseline and final assessments.</li> <li>➤ 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.</li> <li>➤ PSHE curriculum is embedded across school to teach PSHE for all year groups.</li> <li>➤ 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. In 2024 this was further enhanced by the introduction of a Family Support Worker in school.</li> </ul>
<p><b>Assessment for and of Learning</b></p> <p>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"> <li>➤ Classroom observations evidence the effective use of scaffolding across subjects – monitored through the 5-a-Day approach observation model.</li> <li>➤ Additional adults in classrooms are used appropriately and effectively as evidenced through classroom observation and planning.</li> <li>➤ School has adequate and varied resources available to teachers to equip and enhance the teaching of the bespoke curriculum. These are audited by subject leaders, signposted through headline data and support</li> </ul>

	documents and training is given regularly in staff meetings to support and guide their use in the subject.
<p><b>Assessment for and of Learning</b></p> <p>Most pupils on the PP register make good or accelerated progress towards key objectives in the core subject – Writing. Rising over the 3 years.</p>	<ul style="list-style-type: none"> <li>➤ Key objectives KPIs are a set focus for teaching and interventions for PP pupils.</li> <li>➤ TA support is directed towards specific objectives and pupils. TAs are given responsibility for gathering evidence towards certain objectives to support teacher assessment.</li> <li>➤ Pupil attainment towards certain KPIs are monitored as part of pupil progress meetings.</li> <li>➤ SEND pupils will have attained a majority 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.</li> </ul>
<p><b>Assessment for and of Learning</b></p> <p>Teacher assessment is accurate.</p>	<ul style="list-style-type: none"> <li>➤ Internal and external monitoring provides evidence of accurate assessment in core subjects evidenced through external audit and support.</li> <li>➤ Wider curriculum is monitored regularly by subject leads and mastery objectives are put into place which supports teachers in accurately assessing pupil attainment.</li> <li>➤ Improved and followed mastery objectives and learning challenges result in increased teacher confidence and understanding leading to improved pupil outcomes.</li> <li>➤ There is regular and up to date training in place to support teacher assessment.</li> <li>➤ Use of Accelerated Reader, Bug Club, Speechlink, MyMaths, PUMA and other online tools support teachers in their accurate assessment and provide baselines and national comparisons.</li> </ul>
<p><b>Developing a sense of intrinsic reward and academic ambition within a values-based education.</b></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"> <li>➤ Pupils can talk about the value of academic achievement.</li> <li>➤ Pupils understand the clear pathways to certain careers or areas of work.</li> <li>➤ Local high schools and the SUA Trust work in collaboration with the school in guiding and inspiring pupils towards future goals.</li> <li>➤ 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.</li> <li>➤ 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.</li> </ul>
<p><b>Developing a sense of intrinsic reward and academic ambition within a values-based education.</b></p>	<ul style="list-style-type: none"> <li>➤ Striving for Excellence programme to be developed in school.</li> <li>➤ Collaboration between local schools and SUAT to celebrate and develop a programme of support for</li> </ul>

<p>Pupils are regularly challenged and parents are involved in the development and enhancement of their children's areas of aptitude and strength. There is a focus on higher attainers within school.</p>	<p>pupils across Lichfield who are working above age related across the curriculum.</p> <ul style="list-style-type: none"> <li>➤ Specific page on the school website created to include guidance for parents of pupils who are higher attainers in different areas linking them to groups, school information and areas where they can find additional challenge for their children.</li> </ul>
<p><b>Developing a sense of intrinsic reward and academic ambition within a values-based education.</b></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"> <li>➤ After school clubs are supported and encouraged with PP pupil numbers being in line with school %.</li> <li>➤ Trips, educational visitors and events support and enhance the curriculum and are well attended by pupils in receipt of pupil premium.</li> <li>➤ 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.</li> </ul>
<p><b>Scaffolding, Explicit Instruction, Flexible Grouping and TA deployment</b></p> <p>Teacher assistants are deployed effectively in all classrooms.</p>	<ul style="list-style-type: none"> <li>➤ 1:1 pupils are adequately supported evidenced through observation by SENDco and by progress of pupils with EHCP towards their personal targets.</li> <li>➤ Teaching assistants are observed supporting a variety of pupils and use appropriate scaffolding techniques.</li> <li>➤ 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.</li> <li>➤ Monitoring of sessions shows that routines are in place which allow for efficient use of additional adults.</li> <li>➤ Progress and attainment is improved.</li> </ul>
<p><b>Scaffolding, Explicit Instruction, Flexible Grouping and TA deployment</b></p>	<ul style="list-style-type: none"> <li>➤ Teachers have been trained and exhibit effective use of flexible grouping and explicit instruction.</li> <li>➤ Teachers understand what is meant by the term explicit instruction and have seen models of this in practice.</li> <li>➤ Teachers are trained in how to deal with SEND needs within their class and the strategies that support these students.</li> </ul>
<p><b>Attendance</b></p> <p>Unauthorised absence and persistent absence drops to in line with other schools with the same cohorts and moves closer to national figures.</p>	<p>Current persistent absence rates of 2021/22 = 47.5% and 2022/23 = 33.7% and 23/24 = 27.8% are substantially higher than pupils not eligible for the premium which currently stand at 13.9%.</p> <p>Overall, there was a -2.8% attainment gap last year. Whilst persistent absence figures are showing a decrease the percentage is higher than current national figures.</p>

By school type, the persistent absence rate across the academic year 2023/24 was:15.2% in state-funded primary schools

By pupil characteristics, the absence rates across the academic year 2023/24 were: 11.1% for pupils who are eligible for free school meals and 5.8% for pupils who were not eligible for free school meals

The data shows that the attendance rate across the academic year 2023/24 was 92.8%. The absence rate was, therefore, 7.2% across all schools.

By school type, the absence rates across the academic year 2023/24 were:

5.5% in state-funded primary schools (3.9% authorised and 1.6% unauthorised)

Absence of pupils in receipt of PP reduces from 8.2% in 2023/24 to 6% to reduce the gap between NPP.

Pupil Premium PA - trend of impact

2021/22 = 47.5%

2022/23 = 33.7%

2023/24 = 27.8%

Our goal was that persistent absence of pupils in receipt of PP drops by 10% in 2023/24 from 34% to 24%. This year our goal will be for a similar drop with our target moving to 17% PA for PP pupils this will move us closer to national figures.

- 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.
- Family Support Worker to support families in improving attendance.



## 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: £ 51,120.00

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 <a href="#">click here</a></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><a href="#">Individualised instruction</a> +4months</p> <p><a href="#">Teaching Assistant interventions.</a> +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 <a href="#">here</a>.</p> <p>Evidence to support the impact of individualised instruction can be found <a href="#">here</a>. Impact +4 months</p> <p>Successful use of Teaching Assistants has been proven to make +4month impact. Evidence <a href="#">here</a>.</p>	4
Audit curriculum regularly and	Resources are purchased in order to meet the National Curriculum	2,3,4

ensure adequate resourcing to enable teachers to teach efficiently and effectively.	<p><a href="https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4">https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4</a> in an engaging way. Materials and experiences are planned for in order that all children have opportunity to meet the objectives when in school.</p> <p>The OME teacher retention report by RAND <a href="#">found here</a> cites workload one of the largest retention factors.</p>	
Behaviour and Attendance Tracking to be in place and regularly monitored – Continued subscription to Track-It Lights.	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. +4months. <a href="#">EEF</a>.</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>	2,3,5
PP lead and Family Support Worker to develop pastoral support alongside SENDCo – time from classroom	<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.</p> <p>The OME teacher retention report by RAND found <a href="#">here</a> cites workload one of the largest retention factors.</p> <p>Allowing time out of class for direct planning, monitoring and evaluation.</p>	1, 3,4,5
Head of School lead on development of excellence programme and support of higher attainers	<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>	2,3,4
Training for specific teacher and TA targets of development related to but not excluding the	<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</p>	1, 4

progress, attainment and wellbeing of PP pupils.	effectiveness of teaching but also improved outcomes.	
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## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £19,200

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 <a href="#">here</a>.</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
Employment of a Booster teacher to complete short term directed interventions – for phonics, writing and maths as identified for specific groups of pupils.	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 <a href="#">EEF for small group tuition</a> and <a href="#">individualised learning</a> can be found by clicking the highlighted links above.	4
<p>Online learning tools to monitor and tailor learning.</p> <p>Accelerated Reader, MyMaths, BugClub, TT Rockstars, Tapetry, Insight Tracking</p>	Phonics report EEF – high impact extensive research +5. <a href="#">Read here.</a>	2
Relax with Donja & Tim Atkins Synergy support.	Public Health England : <a href="#">click here</a>	1

<p>Development of Mastery approaches across school through Thinking Moves, Rosenshine Principles and Kagan Structures alongside additional adaptations to assessment systems</p>	<p>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)</p> <p>The EEF report on Mathematics in KS2&amp;3 supports that teaching for mastery has been key to success in improving standards <a href="#">click here</a> 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: <a href="#">click here</a></p>	<p>2, 4</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 <a href="#">click here</a>.</p> <p>The 3 hours 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 <a href="#">here</a> provided by the Sutton Trust.</p>	<p>4</p>

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

Budgeted cost: £ 23, 216

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>OEC coach and subsidy for residential camp Y6 and additional school trip subsidy for PP pupils across the year for trips and activities.</p>	<p>Whilst EEF evidence is still unclear there is evidence to suggest that outdoor learning increased self-confidence and resilience. Found <a href="#">here</a>. Sylvia Foundation conducted a survey of over 1000 schools looking at outdoor learning and forest school. Read the report <a href="#">here</a>. Forestry Commission Scotland report. <a href="#">Here</a>.</p>	<p>1 &amp; 3</p>
<p>Before and After School Club subsidy for PP pupils to continue as long as required before introduction or support from National Breakfast Club initiative.</p>	<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>	<p>3 &amp; 5</p>
<p>Enrichment Activity – Circus, theatre trips, Wonderdome, science week, Internet safety workshops and Nativity licences and resources.</p>	<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>	<p>3</p>

(This is not an exhaustive list).	approach. Our work is further guided and supported by the cultural learning alliance whose work, guidance and approach can be found <a href="#">here</a> .	
Supporting resources for extracurricular clubs and interests – chess sets	Evidence from the Children’s University Study showed an improvement in Reading and Maths of +2 months.  Evidence here: <a href="#">Children’s University Study</a>	3
Reading Rewards to support whole school reading.	Reading comprehension strategies have an impact rating of +6months our reading rewards and use of Accelerated reader support our whole school reading development. <a href="#">Impact report</a> .	2 & 3
OPAL scheme continued and supported through playleader and resourcing when required	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.  Evidence provided by OPAL show that - for hundreds of OPAL schools behaviour incidents related to playtimes decreased by around 80%  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	1
Computer literacy and safety workshops for KS1 and KS2 – delivered by One Day Creative.	Importance of safeguarding pupils is reiterated in this article. <a href="https://swgfl.org.uk/online-safety/why-is-online-safety-important/">https://swgfl.org.uk/online-safety/why-is-online-safety-important/</a>  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.	1, 3
Nurture and ELSA support led by TAs, SENDco and Family Support Worker.	The Public Health England report in 2014 found <a href="#">here</a> finds a close link between improved outcomes and mental health and wellbeing of pupils.  The department for education report on how to support pupils in need of help and protection guidance can be found	1

	here and will support our planning and interventions can be <a href="#">here</a> .	
Provision of breakfast for every child.	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 <a href="#">here</a> .	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%)	<p>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.” <a href="#">here</a></p> <p>Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz &amp; Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, &amp; Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p>	5

**Total budgeted cost: £ 93,536**

**Remaining Allocation to be allocated, throughout the year, based on review: £20,423**

**How this budget strategy compares to the EEF guidance**

**Teaching & Retention – 46% of budget**

**Targeted Academic Support 16% of budget**

**Wider Strategies – 20% of budget**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<p><b>Metacognition &amp; Self-Regulation</b></p> <p>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"> <li>➤ All pupils are taught to use Thinking Moves A-Z. Observations and Pupil voice showed that pupils were now more knowledgeable of how to approach tasks and had the language to articulate their thinking and to question the thinking of others.</li> </ul>
<p><b>Metacognition &amp; Self-Regulation</b></p> <p>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"> <li>➤ 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.</li> <li>➤ Data gathered from work with 'Relax with Donja' continues to show improvement in emotional regulation of pupils within her groups and teachers have relayed the impact these sessions have made on pupils.</li> <li>➤ Nurture and ELSA continue to be provided for pupils across school showing improvements in emotional regulation through baseline and final assessments.</li> <li>➤ Breakfast Club subsidy – pupils do not complain of being hungry throughout the morning and pupils have been able to attend school on time and ready to learn when the option of breakfast club has been given when personal home events are making attendance difficult.</li> <li>➤ PSHE curriculum is taught across school following a clear framework.</li> <li>➤ 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. In 2024 this was further enhanced by the introduction of a Family Support Worker in school (not funded by PP).</li> </ul>
<p><b>Assessment for and of Learning</b></p> <p>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"> <li>➤ In many instances, classroom observations evidence the effective use of scaffolding across subjects – monitored through the 5-a-Day approach observation model.</li> <li>➤ Additional adults in classrooms are sometimes used appropriately and effectively as evidenced through classroom observation and planning this needs further improvement, guidance and enhancement through training.</li> <li>➤ School has adequate and varied resources available to teachers 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</li> </ul>

	<p>staff meetings to support and guide their use in the subject.</p>
<p><b>Assessment for and of Learning</b></p> <p>Most pupils on the PP register make good or accelerated progress towards key objectives in the core subject – Writing. Rising over the 3 years.</p>	<ul style="list-style-type: none"> <li>➤ Key objectives KPIs are a set focus for teaching and interventions for PP pupils. This has meant that booster and TA support is better directed for pupils and that parents are able to receive a report with clear areas for development detailed for their child’s current attainment.</li> <li>➤ TA support is directed towards specific objectives and pupils. TAs are given responsibility for gathering evidence towards certain objectives to support teacher assessment. This has enabled pupils to make leaps within certain subjects through targeted intervention.</li> <li>➤ SEND pupils have clear objectives and a clear method for monitoring and recording their progress towards these goals. This has supported the SENDco in better directing TAs towards support for these pupils as well as supporting school in gaining adequate diagnosis and support from outside agencies.</li> </ul>
<p><b>Assessment for and of Learning</b></p> <p>Teacher assessment is accurate.</p>	<ul style="list-style-type: none"> <li>➤ Internal and external monitoring provides teachers with clear steps forward for pupils further supporting progress for PP pupils across the curriculum.</li> <li>➤ Wider curriculum is monitored regularly by subject leads and mastery objectives are put into place which supports teachers in accurately assessing pupil attainment. This means that pupils are able to shine and achieve in topics over and above the core subjects.</li> <li>➤ Use of Accelerated Reader, Bug Club, Speechlink, MyMaths, PUMA and other online tools support teachers in their accurate assessment and provide baselines and national comparisons.</li> </ul>
<p><b>Developing a sense of intrinsic reward and academic ambition within a values-based education.</b></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"> <li>➤ Pupils can talk about the value of academic achievement.</li> <li>➤ Recent 3 Houses assessments showed several pupils in receipt of PP mentioning the desire to have careers which required specific training or university courses. This implies a greater understanding of the pathways required for individual success and a focus on future aspirations.</li> </ul>
<p><b>Developing a sense of intrinsic reward and academic ambition within a values-based education.</b></p>	<ul style="list-style-type: none"> <li>➤ Direct support has been provided for pupils on how to enter and access 11+ exams or schools with specific specialisms or access requirements. This has resulted in 3 pupils passing the 11+ this year and one</li> </ul>

<p>Pupils are regularly challenged and parents are involved in the development and enhancement of their children's areas of aptitude and strength. There is a focus on higher attainers within school.</p>	<p>child gaining a place at a grammar school from the last year 6 cohort. Following this a specific page on the school website is being developed created to include guidance for parents of pupils who are higher attainers in different areas linking them to groups, school information and areas where they can find additional challenge for their children.</p>
<p><b>Developing a sense of intrinsic reward and academic ambition within a values-based education.</b></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"> <li>➤ After school clubs are supported and encouraged with PP pupil numbers being in line with school % in most instances.</li> <li>➤ Trips, educational visitors and events have been held which support and enhance the curriculum and are well attended by pupils in receipt of pupil premium.</li> <li>➤ 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.</li> </ul>
<p><b>Scaffolding, Explicit Instruction, Flexible Grouping and TA deployment</b></p> <p>Teacher assistants are deployed effectively in all classrooms.</p>	<ul style="list-style-type: none"> <li>➤ 1:1 pupils are adequately supported evidenced through observation by SENDco and by progress of pupils with EHCP towards their personal targets.</li> <li>➤ Teaching assistants are observed supporting a variety of pupils and use appropriate scaffolding techniques.</li> <li>➤ 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.</li> </ul>
<p><b>Scaffolding, Explicit Instruction, Flexible Grouping and TA deployment</b></p>	<ul style="list-style-type: none"> <li>➤ Teachers understand what is meant by the term explicit instruction and have seen models of this in practice. Knowledge of effective pedagogy supports pupils in attaining better and making greater progress.</li> <li>➤ Teachers are trained in how to deal with SEND needs within their class and the strategies that support these students across the curriculum. This is being further developed this year through subject specific adaptation documents across the curriculum.</li> </ul>
<p><b>Attendance</b></p> <p>Unauthorised absence and persistent absence drops to in line with other schools with the same cohorts.</p>	<p>Absence of pupils in receipt of PP reduced from 8.5% in 2022/23 to 8.2% showing slow progress in reducing the gap between PP and NPP eligible pupil attendance.</p> <p>Persistent absence however is showing very positive change with another reduction across school this year.</p> <p><b>Pupil Premium PA - trend of impact</b></p> <ul style="list-style-type: none"> <li>• 2021/22 = 47.5%</li> </ul>

	<ul style="list-style-type: none"> <li>• 2022/23 = 33.7%</li> <li>• 2023/24 = 27.8%</li> </ul>
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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
1:1 support and group work on Wellbeing and Emotional Regulation	Tim Atkins - Synergy
1:1 support and group work on Wellbeing and Emotional Regulation	Donja Martin – Relax with Donja

## 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.*