

## Pupil premium strategy statement: St Peter's C of E Primary Academy

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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	173
Proportion (%) of pupil premium eligible pupils	87=50.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 to 2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Emma Houghton-Hill
Pupil premium lead	Emma Houghton-Hill
Governor / Trustee lead	Kate Esmond (school academy committee member) Vicky Matthews (EDA) Tamara Allen (DCEO)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136, 199
Recovery premium funding allocation this academic year	£0.00
Pupil premium (and recovery premium) funding carried forward from previous years	£0.00
<b>Total budget for this academic year</b>	£136, 199

## Part A: Pupil premium strategy plan

### Statement of intent

#### **Our Intent is based on John 10:10, 'Life in all its fullness.'**

It is our defining goal to allow **every** disadvantaged pupil (including those in receipt of Pupil Premium) to have standards and progress at least the same as national non-disadvantaged pupils and for any non-academic barriers e.g., attendance or mental health, to be successfully overcome to allow this to happen.

As part of the Lincoln Anglican Academy Trust, we believe that every child should be enabled to be all that God intended through excellence, exploration and encouragement. No matter what their background or circumstances, every child deserves to have the same opportunities to help them succeed in life, both academically and within society as a whole. The purpose of the pupil premium strategy is to support disadvantaged children in overcoming challenges in order to achieve this and to ensure there is equity for all.

Being a school that is part of the Trust, we believe that one way to ensure fairness for all is to provide an education that includes 'mirrors and windows', where children are given opportunities that allows them to see beyond their own lived experiences and get to feel and understand that they have a positive part to play in a rich and varied society (locally, nationally and globally).

Every disadvantaged and vulnerable child has the right to be privileged and it is our intention to address any social divide and inequality. This Pupil Premium Statement supports all children who are vulnerable, including those who are already high attaining. Strategies also include supporting children who are young carers; those that have a social worker; looked after and previously looked after children; pupils in receipt of FSM and those not on FSM but may be on the poverty line; and service children. We ensure that appropriate support is given to those considered to have multiple vulnerabilities, such as disadvantaged and SEND or EAL. There is an expectation that all can achieve.

We have a moral obligation to bring about positive change and a desire to deliver an enriching learning experience based on high expectations and high ambitions for all children, and particularly for those experiencing socio-economic disadvantage. We have received bespoke training from the Trust that has secured our understanding that if we get teaching and learning right for our most vulnerable pupils, then we are getting it right for all.

Research identifies quality-first teaching as being the most effective way to close the attainment gap between disadvantaged children and their peers, therefore this is a fundamental thread throughout the strategy statement, with a focus on high-quality CPD to upskill staff and to ensure disadvantaged pupils' attainment will be accelerated and sustained in line with their non-disadvantaged peers.

The impact of the pandemic, particularly on vulnerable children, cannot be ignored and the recovery premium funding and National Tutoring Programme was in previous years, being used as targeted support through additional tutoring for children who have been affected the most, including non-disadvantaged children.

Our decision-making has taken into account a thorough diagnostic assessment of our children's challenges and individual need, rooted in diagnostic assessment, not assumptions about the impact of being disadvantaged. The approaches we have adopted complement each other to help pupils to succeed. To ensure they are effective, we will:

- be uncompromising in our belief that all pupils and staff should be supported and challenged to be the best that they can be.
- adopt a whole-school approach in which all staff take responsibility for monitoring the wellbeing of children (if this is at the heart of what we do, then this should have a positive impact on attainment)
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve: First and Best!
- ensure there are no 'capped ceilings' on learning
- address any further barriers (e.g., poor attendance) as soon as they arise to mitigate against any additional negative impact on progress.

This statement of intent is in line with our Trust ethos, along with the school vision and priorities to ensure sustained impact.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, book study, lesson visits, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.</p> <p>This is particularly evident Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. There is strong focus on the development of pupils in Reception whose baseline data shows that they are significantly below their expected age and stage of development in this area.</p>
2	<p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers.</p> <p>This negatively impacts their development as readers, as well as their accessibility in other curriculum areas – we aim to give all our Pupil Premium EQUITY, with no excuses.</p>
3	<p>Internal and external assessments indicate that writing and reading attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>This is a high-priority within our 2024-25 School Development Plan.</p>
4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high. Many PP pupils currently require additional support with social and emotional needs. As well as those that receive small group interventions on a daily or weekly basis.</p>
5	<p>Our attendance data over the last indicates that attendance among disadvantaged pupils and the first 20% has been lower than for non-disadvantaged pupils.</p>

	When compared disadvantaged pupils have been 'persistently absent' more compared their non-disadvantaged peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
6	<p>Our assessments, book looks, observations, pupil discussions indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. In correlation with this, pupils have lost their resilience to tackle challenging tasks and are struggling to retain previous learning into long term memory (knowing more, remembering more).</p> <p>Pupils who are disadvantaged have found it harder to demonstrate metacognitive strategies and to self-regulate.</p>
7	Levels of parental engagement are limited and many parents require additional support to enable them to access and support their child in school.
8	Our disadvantaged pupils have a limited access to enrichment experiences and opportunities to develop their cultural capital.
9	DA pupils who struggle with their Social, Emotional and mental health often struggle to regulate their emotions and behaviours and engage positively with school.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	<p>Assessments, Pupil Book Study indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Lesson visits and pupil voice/book study provide evidence that children are being taught explicit vocabulary and can commit the words to long-term memory, which they use to articulate their learning.</p>
Improved reading attainment among disadvantaged pupils.	We believe that reading is the key to unlocking children's potential, especially our disadvantaged children. It is our intention to accelerate Pupil Premium children's reading attainment to be in line with their non-PP counterparts
Improved writing attainment for disadvantaged pupils at the end of KS2.	We have clearly noted the discrepancies within writing between PP children and non-PP children and as a result intend to raise attainment through targeted intervention in small groups, to consolidate and move learning forward.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil wellbeing surveys, parent surveys and teacher observations</li> <li>• ensuring that children in need of support get swift bespoke pastoral intervention</li> <li>• continue to tackle negative behaviour and bullying through targeted a 'no excuse for abuse' approach using external providers and targeted training for staff.</li> </ul>

	<ul style="list-style-type: none"> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance and reduced persistent absence by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils who were PP in 23/24 was 1.97% lower than non-disadvantaged peers.</li> <li>• We need this to be comparable if PP children are to truly reach their potential.</li> <li>• This is also the case with unauthorised absence in 23/24 when comparing PP persistent absence to non-PP, where there was a gap.</li> </ul>
To improve pupils' retention of knowledge (knowing more, remembering more) and to develop metacognition and self-regulation, particularly for our disadvantaged pupils.	<p>Through lesson visits and pupil book study:</p> <ul style="list-style-type: none"> <li>• pupils can articulate learning that has been retained in long term memory</li> <li>• Tier 3 vocabulary is explicitly taught to support understanding and pupils can use this vocabulary to explain what they have learned</li> <li>• disadvantaged pupils will be able to demonstrate or articulate meta-cognitive strategies that help to improve their learning</li> <li>• disadvantaged pupils can show an increased level of concentration for longer periods of time</li> <li>• disadvantaged pupils and teachers can provide examples where the children persevered with a challenging task</li> <li>• there is a noticeable increase in the quality and quantity of work as pupils progress across the year.</li> </ul>
To improve enrichment opportunities and develop pupils' cultural capital	<p>Through curriculum review, lesson visits and pupil book study:</p> <ul style="list-style-type: none"> <li>• Pupils can access sport, leisure and other physical activities; including cultural pursuits such as music, drama and arts in addition to their daily access to the curriculum</li> <li>• Pupils can access educational trips; and other 'extra-curricular' clubs</li> <li>• Pupils develop their awareness of the wider world and develop their cultural capital through carefully planned opportunities to support curriculum delivery.</li> </ul>
To improve parental engagement and improve academic outcomes .	<p>Through a bespoke family learning programme:</p> <ul style="list-style-type: none"> <li>• Improved communication ensures that parents can work with school to support their children</li> <li>• Parent/carers have the support that they require to develop their awareness of the importance of education for themselves and child/ren, including approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>• General approaches in place which encourage parents to support their children with, for example reading or homework;</li> <li>• Increased involvement of parents in their children's learning activities;</li> <li>• Parents/carers can work with outside agencies to support explore approaches to parenting, and access support in the home where required, including more intensive programmes for families in crisis.</li> </ul>

## Activities 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: **£60,131.2**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training and moderation opportunities at regular intervals throughout the year within and across schools e.g., our North Hub 1 and our academy trust as a whole to ensure accurate teacher assessment.</p> <p>The focus will be Pupil Premium children and 'Narrowing the Gap'</p> <p>Training and release time to embed new feedback policies and practices. and to carry out conference feedback with disadvantaged children, who will become the targeted priority.</p>	<p>A system that places significant emphasis on achievement in national tests at various key stages contradicts the need for teachers to think deeply about assessment. Numerous past papers and their associated marking schemes have dominated schools' practices for years, leading many professionals to side-line the importance of getting to grips with core assessment principles.</p> <p>Assessment that does not rely on test outcomes is hard to get right and therefore requires dedicated ongoing professional development to ensure its accuracy. However, a balance between ongoing formative assessment, then teacher assessment that is confirmed by test outcomes is good practice. We know that, especially for younger children, that the results of a test don't always reflect pupils' progress and attainment seen within the classroom.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback?utm_source=/guidance-for-teachers/assessment-feedback&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better">https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better</a></p>	<p>1, 2, 3, 4</p>
<p>Purchase of standardized diagnostic assessments.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the</p>	<p>1, 2, 3, 4</p>

<p>Training for staff to ensure assessments are interpreted and administered correctly and considered as a means to <b>support</b> their accurate teacher assessments.</p> <p>Pupil Progress meetings 3 x per year.</p> <p>Phonics screening and release time for teacher to administer termly assessments for RWInc and to engage with RWInc development days.</p>	<p>correct additional support through interventions or teacher instruction:</p> <p>We, in collaboration with our academy trust (LAAT) make use of the PIRa and PUMa tests.</p> <p>Although this diagnostic tool is vital to getting a fully rounded view of our Pupil Premium children, this can only be truly effective if it is in conjunction with a rigorous approach to teacher assessment, through quality release time for Pupil Progress Meetings. The Pupil Premium are specifically targeted in these and form the vast majority of the professional conversations.</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	
<p>Curriculum Development time for Subject leaders to ensure that the Curriculum responds specifically to the needs of the pupils.</p> <p>CPD provide to ensure that staff have the required CPD to deliver the curriculum effectively.</p> <p>Fund ongoing training and release time for EYFS staff to maximise learning through sustained shared thinking.</p> <p>NPQEYL training for key staff</p> <p>Trust CPD for subject leaders for more able learners including PP-subject leader days to visit other Trust school. 6 teachers x 2 days</p> <p>Opportunities to observe good practice across the hub and to participate in joint moderation.</p> <p>Purchasing resources so that the provision includes all 7 areas of development that enriches adult-child interaction.</p> <p>EYFS – All training for this and subsequent costings for equipment in EYFS</p>	<p>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p><a href="#">EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p>Sustained shared thinking improves both the skills involved in learning, as well as supporting children in knowing and remembering more in all 7 areas of development via adult-child interaction.</p> <p><a href="https://www.ucl.ac.uk/ioe/case-studies/2021/feb/sustained-shared-thinking-early-years">https://www.ucl.ac.uk/ioe/case-studies/2021/feb/sustained-shared-thinking-early-years</a></p> <p><a href="https://www.birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf">https://www.birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf</a></p>	<p>1, 3, 4, 5</p>

<p>Embedding explicit teaching of vocabulary and dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>Bridging the gap in cultural literacy can ensure that no-one is left outside of current or future conversations.</p> <p>We will purchase resources (such as high-quality texts) and fund ongoing teacher training and release time. This also includes curriculum planning and support from subject leaders.</p>	<p>There is a strong evidence base that suggests explicit teaching of vocabulary and oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1</p>
<p>Ensure fidelity to a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all pupils.</p> <p>Release time for phonics lead to coach, team teach, deliver training,</p> <p>Create CPD pathways for individual practitioners to improve practice.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Engrained phonics, St. Peter's has always been comparable to national, despite our levels of deprivation and above by the end of Year 2. This clearly shows the advanced progress that the children make and how it unlocks the door for many of our PP children in those early stages.</p>	<p>2</p>
<p>Enhancement of our reading curriculum and teaching delivery in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access English Hub resources and CPD.</p> <p>Funding will also be used to buy high-quality texts for children to use and study from rather than having to rely on photocopies (if there are budget restraints, ensure disadvantaged children have access to the real texts first).</p> <p>Read write inc texts to support PP children.</p>	<p>The EEF reports offer seven practical evidence-based recommendations that are relevant to all pupils, but particularly to those struggling with their literacy. To develop the recommendations, the EEF reviewed the best available international research and consulted experts to arrive at key principles for effective literacy teaching.</p> <p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy">https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</a></p>	<p>2, 3</p>

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a>	
<p>Enhancement of our writing teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to develop staff confidence to understand the sequence of writing lesson.</p>	<p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks1">Improving Literacy in Key Stage 1   EEF (educationendowmentfoundation.org.uk)</a></p> <p>It focuses on pupils between the ages of 5 and 7 in Key Stage 1. However, it may also be applicable to older pupils who have fallen behind their peers, or younger pupils who are making rapid progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">Improving Literacy in Key Stage 2   EEF (educationendowmentfoundation.org.uk)</a></p> <p>This report offers seven practical, evidence-based recommendations that are relevant to all pupils, and particularly to those struggling with their literacy.</p>	3
<p>To ensure children in all classes have access to high quality Maths Curriculum and resources.</p> <p>Curriculum Development days with a Maths Consultant, resources and staff meetings to review, provide CPD and resources to support.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/mathematics-early-years">Improving Mathematics in the Early Years and Key Stage 1   EEF</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/mathematics-key-stages-2-3">Improving Mathematics in Key Stages 2 and 3   EEF</a></p> <p>The focus is on improving the quality of teaching. Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught.</p>	3
<p>Funding will also be used to provide SENDcO with time to assess and create bespoke interventions for DA/SEND pupils.</p> <p>SENDcO 1 day per week.</p> <p>They may also use this time to support colleagues in planning a sequence of work.</p>	<p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a</p>	1,2,3,4

	<p>more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p><a href="#">Small group tuition   EEF</a></p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year</p>	
<p>Purchase of resources for the New York Assessment for reading Comprehension (Yarc), assessment and fluency project.</p> <p>2 hours per week teaching time to deliver interventions.</p>	<p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p><a href="#">Small group tuition   EEF</a></p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year</p>	1,2,3,4
<p>Purchasing of equipment, such as technology devices or other equipment, such as a dictionary, phonics guides, mathematical resources and stationery to support home learning.</p> <p>Pupil Premium children, in conjunction with SENDCo to have specialist catch-up software, to narrow the gap</p> <p>Funding will be used to ensure that disadvantaged pupils have access to technology that can support and enhance their learning experiences and support high quality teaching.</p> <p>Purchase of Smartboards for classroom environments</p> <p>Purchase of visualisers for each classroom.</p>	<p>This EEF guidance report is designed to support senior leaders and teachers to make better informed decisions based on the best available evidence we currently have. It includes a number of practical examples of technology being used in ways which support improved teaching (e.g., by increasing the accuracy of teacher assessment) or improve pupil learning (e.g., by increasing the quality and quantity of pupil practice).</p> <p>To develop this report's four recommendations for using digital technology to improve pupils' learning we not only reviewed the best available international research, but also consulted with teachers and other experts.</p> <p><a href="#">EEF Digital Technology Guidance Report .pdf (d2tic4wvo1iusb.cloudfront.net)</a></p>	1,2,3,4

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

Budgeted cost: **£38,492.14**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding for an Educational Psychologist to provide bespoke diagnosis and assessments of need for DA/SEND pupils, to improve curriculum engagement and ensure that appropriate intervention are in place for all pupils.</p> <p>To develop strategies to help a child learn more effectively. Strategies may include teaching approaches, improvements to learning environments, advice on curriculum materials and behaviour support.</p>	<p>Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective.</p> <p>Digital technologies can be employed to facilitate individual activities and feedback.</p> <p>Small group learning might be another promising approach to meeting differing learner needs without reducing the total amount of teaching time that pupils receive.</p> <p><a href="#">Individualised instruction   EEF</a></p> <p>On average, individualised instruction approaches have an impact of 4 months' additional progress.</p>	2,4
<p>Purchase of a bespoke tutoring to bring in a SALT (Speech and Language Therapist) to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 4
<p>Funding for key staff to deliver the Elklan programme so that the school can increase its capacity to support and meet the communication needs of all pu-</p>	<p>Elklan 5-11 is an externally accredited level 3 course which will improve practitioners' ability to communicate with their pupils and their ability to communicate with them. It equips practitioners with innovative tools and methods to enhance children's</p>	1, 4

<p>pils, but especially those disadvantaged children who may also have SLCN or are EAL.</p>	<p>learning in the classroom and promotes quality first teaching.</p> <p>We know that the Elklan approach works because an increasing body of evidence is available. Structured evaluation and independent research confirm the positive impact it has had on both professional practice and children's development. See link below for detailed case studies.</p> <p><a href="https://www.elklan.co.uk/OurWork/">https://www.elklan.co.uk/OurWork/</a></p>	
<p>Peer Reviews-Funding to be used to release a teacher 3 x per year to support with the Hub peer reviews.</p>	<p>Through our work with SPP, we have seen that well designed, well managed, rigorous peer review that involves senior leaders, middle leaders and teachers is one of the most valuable and impactful activities that schools in a mature, sector-led system can undertake. Adopting this approach helps to build a culture of trust-based accountability, backed up by a focus on tangible improvement, and a commitment to schoolto-school support.</p> <p>(EDT, 2017)</p>	<p>1,2,3,4</p>
<p>Interventions to support language development.-TA1 to deliver one afternoon per week.</p>	<p><a href="#">Teaching Assistant Interventions   EEF</a></p> <p>Teaching assistants' duties can vary widely, but they are generally deployed in two ways; to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class.</p>	<p>1, 2, 4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p> <p>TAs had training with RWInc and then subsequent training individually.</p> <p>Teaching Assistant deployment and interventions to support-RWInc TA1 5 hours weekly.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2</p>
<p>Purchase of the NELC Specialist Teacher Package-developing approaches to learning, communication and in social and emotional and mental health.</p>	<p>Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective.</p>	<p>4</p>

	<p>Small group learning might be another promising approach to meeting differing learner needs without reducing the total amount of teaching time that pupils receive.</p> <p><a href="#">Individualised instruction   EEF</a></p> <p>On average, individualised instruction approaches have an impact of 4 months' additional progress.</p>	
Pre and post teaching interventions.	<p>Children can feel more positive about intervention prior to the lesson and, therefore, it can boost their confidence and self-concept (Polak, 2017; Trundley, 2017; Earle and Rickard, 2017; Munk et al, 2010; Lalley and Miller, 2006).</p> <p>Pre-teaching prevents/minimises experiences of 'failure' in the lesson, where as re-teaching occurs after the difficult experience in the classroom (Lalley and Miller, 2006).</p> <p>Pre-teaching is more effective than re-teaching as it can transform the way a child sees themselves (Minkel, 2015).</p>	3, 4

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

Budgeted cost: **£37, 575.25**

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP Champion (No cost – SLT time)	<p>The Executive Head Teacher is the named Pupil Premium Champion.</p> <p>Pupil Premium (and SEN) are standard agenda items in SLT Meetings.</p> <p>Pupil Premium is always the highest focus area in Pupil Progress Meetings to ensure that an equitable curriculum is being offered to all.</p> <p>This then triggers appropriate intervention to happen. This is done on a half-termly basis to ensure that our PP children are making the appropriate levels of progress and if not, intervention is altered accordingly.</p>	
Develop PP pupil roles in school-introduction of a reward payment for	Creating a pupil sense of worth, value and being able to make a difference to themselves and the wellbeing of others.	9

<p>those who showcase and model school values and rules.</p>	<p>Promoting self-esteem for all. Improving SEMH. See below.</p>	
<p>Provision for disadvantaged pupils who struggle with their SEMH. Support provide for a range of challenges including, but not limited to:</p> <p>Bereavement Behaviour Friendships Attachment Self-Esteem</p> <p>Delivered in conjunction with a bespoke and personalised RSE and PHSE Curriculum.</p> <p>Employment of a :</p> <p>Pastoral manager and Pastoral Assistant</p> <p>Mental Health Lead</p>	<p>Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p> <p>Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Yet – even though SEL is already a large (and often unrecognised) part of their current job – few teachers receive support on how they can develop these skills in their everyday teaching practice. This is particularly important at a time when schools are reviewing their core vision and curriculum offer, and planning to implement statutory Relationships and Health education</p> <p><a href="https://www.eef.org.uk/media/1000/EEF_Social_and_Emotional_Learning.pdf">EEF Social and Emotional Learning.pdf</a> (d2tic4wvo1iusb.cloudfront.net)</p>	<p>9</p>
<p>Breakfast Club</p> <p>Children who are Pupil Premium are given priority when it comes to attending Breakfast Club. We have a two-person team that is funded via PP allocation.</p> <p>-----</p> <p>In addition to this, the PP children who do not access this facility can instead have a bagel each morning on entry as part of an initiative in which the government subsidizes 75% of the cost and school funds the additional 25%</p>	<p>It is important for pupils to start the day with a nutritious breakfast. Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.</p> <p><a href="https://www.gov.uk/guidance/national-school-breakfast-club-programme#:~:text=It%20is%20important%20for%20pupils,and%20improved%20wellbeing%20and%20behaviour.">https://www.gov.uk/guidance/national-school-breakfast-club-programme#:~:text=It%20is%20important%20for%20pupils,and%20improved%20wellbeing%20and%20behaviour.</a></p>	<p>8</p>

<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>Bus passes for children who are out of catchment</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>6</p>
<p>Increase parental engagement through reading cafes and other workshops so that they know how they can support their children's learning.</p> <p>Develop strong relationships with parents and families through the pastoral lead in order to foster trust</p> <p>Use funding to release teachers to carry out structured conversations (AfA strategies) with parents to support academic achievement and highlight the opportunities available for their children.</p> <p>Create a more welcoming physical environment in order to improve parental engagements.</p> <p>Bespoke Family Learning Support programme developed</p> <p>'Learning with Parents' Programme</p>	<p>The EEF research states there is moderate impact for very low cost based on extensive research. The right approach is key to improved outcomes.</p> <p><a href="#">Working with Parents to Support Children's Learning   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/parental-engagement</a></p> <p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Enrichment activities.</p> <p>Use of funding to allow disadvantaged children access to unique experiences, such as a trip to a university or to visit a city or art gallery.</p> <p>Diverse clubs (e.g., archery, Taekwondo, cookery club, drama, drums etc)</p> <p>No financial barriers to participate in an outward bound residential that develops self-esteem and identifies talents.</p> <p>Use of funding to nurture talents and interests e.g., playing a musical instrument; sports at a higher level; participating in dance classes or Taekwondo.</p>	<p>Widening children's experiences will support cultural capital and enrich the learning experience of all learners so that vulnerable children can become as privileged as their non-disadvantaged peers.</p>	<p>5, 8</p>

<p>Support for Trips as a top-up for our Pupil Premium families.</p> <p>Trin Sports coaching for after school enrichment</p> <p>Forest school</p>		
<p>Necessities that <u>ALL</u> children need.</p> <p>We help to support PP children with the necessities to enable them to have an equitable approach.</p> <p>These have included:</p> <ul style="list-style-type: none"> <li>• Supporting with costs for school uniforms</li> <li>• Subsidised trips</li> <li>• School equipment for learning</li> <li>• Lunch boxes</li> <li>• Christmas lunches</li> <li>• Eye-examinations and purchasing of spectacles</li> </ul>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	

**Total budgeted cost: £136,199**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

This will be the first year that we have published school level KS2 performance measures since 2019. To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and Trust level.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2023/24 was below our expectations.

EYFS: 55.5% 5/9 PP reached GLD

Y1 Phonics: 81.25% 13/16 PP passed.

Y2 Phonics: 91.66% 11/12 PP passed.

KS1: Good in year progress for all children, including children in receipt of PP.

KS2: Reading, maths and combined in-year progress declined over the year for all vulnerable groups.

In Reading: 35.7% PP met EXS (5/14)

Writing: 78.5% (11/14) PP met EXS which was broadly in line with whole cohort.

Maths: 50% (7/14) PP met EXS and 7% (1/14) met GDS which was slightly below whole cohort.

The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.

Absence and persistent absence among disadvantaged pupils was higher than their peers in 2023/24. We recognise this gap is large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our observations and assessments demonstrated that pupil behaviour improved last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2026/27. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

The ongoing post of pastoral manager has supported the ongoing challenges in relation to mental health and wellbeing of pupils and parents following the pandemic. The impact on disadvantaged pupils has been particularly acute. This has given us extra capacity to support pupils and families through early help and through specific pastoral work on a one to one/ small group basis. As a result we have seen improvements in attendance for individuals as well as in their behaviour and engagement in lessons. Qualitative data such as pupil and parent surveys for 2023/24 show that the vast majority of our pupils feel happy and safe at school.

## Externally provided programmes

Programme	Provider

## Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
We do not currently have any Service Children on role.
The impact of that spending on service pupil premium eligible pupils

## Further information (optional)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also participated in a pupil premium workshop led by the Trust's EDA with the opportunity to engage in collaborate professional dialogue and planning with schools from a similar context to get an external perspective on our strengths and areas for development. This has enabled us to broaden the pockets of good practice and revisit our whole school ethos in ensuring we meet the needs of disadvantaged and SEND children through quality first teaching, then we are getting it right for all our children.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

