



St. Mary's C of E Primary Academy Pupil Premium Strategy statement 2021 - 2024 (Year 3)

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name:	St. Mary's C of E Primary Academy
Number of pupils in school:	417
Proportion (%) of pupil premium eligible pupils	20% (85)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Full Governing Body
Pupil premium lead	Lesley Osborne & Rox Rutter
Governor / Trustee lead	John Cox

Funding overview

Detail 2021-22	Amount
Pupil premium funding allocation this academic year	£137, 190
Recovery premium funding allocation this academic year	£12,615
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	-
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£149,805



Detail 2022-23	Amount
Pupil premium funding allocation this academic year	£123,265
Recovery premium funding allocation this academic year	£13,485
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	-
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£136,750



Detail 2023-24	Amount
Pupil premium funding allocation this academic year	£112, 763
Recovery premium funding allocation this academic year	£12,470
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£125,233



Part A: Pupil premium strategy plan

Statement of intent

Following school closures due to the Covid-19 pandemic, the gap between disadvantaged children and others has widened for some of our children. The pupil premium strategy plan covers a three-year cycle and will be reviewed on a yearly basis.

The Academy is committed to ensuring that all children irrespective of their background, will be a successful learner. This academic year we will continue to support identified children to bridge and narrow their gaps acquired from lost learning, or due to circumstances relating to the pandemics which have impacted on their wellbeing, this includes high attaining children, to ensure their needs are met alongside their peers.

High-quality first teaching is at the heart of our approach, with a focus on areas that disadvantaged children require the most support in. This is proven to have the greatest impact on closing the disadvantaged attainment gap, while at the same time benefiting the non-disadvantaged children in our Academy.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help children excel.

To ensure they are effective we will:

- ensure disadvantaged children are challenged in the work that they're set to
- act early to intervene at the point needed
- adopt a whole Academy approach in which all staff take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve.

Alongside this, we will consider the challenges faced by vulnerable children including those with a social worker or young carer regardless whether they are disadvantaged or not.

Challenges

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

Challenge number	Detail of challenge
1	Return to school and learning: Post pandemic Baseline assessments, observations, and professional input indicate underdeveloped oral language skills and vocabulary gaps in our youngest children – Early Years to Year 2. Referrals to speech and language services for children in the younger years has increased significantly this academic year.
2	Baseline assessment across the EYFS has highlighted that children starting points in reception are low across the majority of EYFS curriculum areas. The gaps for children, including disadvantaged, are already present by the time they begin at the Academy. An additional challenge has been the introduction of the newer EYFS framework, a new phonics scheme alongside the impact of school closures. Research concludes that disadvantaged children generally have greater difficulties with phonics than their peers. This negatively impacts on their development as readers.



3	Our whole Academy assessments and observations indicate that the education and wellbeing of many of our disadvantaged children have been impacted by partial school closures to a greater extent than for other children. These findings are supported by national studies. This has resulted in knowledge gaps leading to children falling further behind age-related expectations, in phonics, reading, writing and maths.
4	Team meetings, progress reviews, the increase in safeguarding referrals and discussions with parents and carers during parent meetings identified an increase in social, emotional and mental health issues across the Academy. An increase in external 'mental health' referrals, internal pastoral THRIVE, Nurture, Counselor, NHS Wellbeing Mentor and Emotional Literacy Support Assistant (ELSA) referrals/behavioural support requests have increased. A higher level of support is required to support behaviour particularly in KS1 (Year 2) and in KS2 (Y4 and Y6).
5	The lack of enrichment , before and after school opportunities (during school closures) and limited peer interactions have affected all children including disadvantaged children and impacted on their overall attainment. More families are experiencing poverty which is a significant factor since the pandemic and in the current economic climate, with families unable to pay for enrichment activities for their children outside of school.
6	Persistent absence has increased in comparison to previous year's data. Largely influenced by significant absence due to illness, much Covid related. Attendance rates of groups of children with additional vulnerabilities and complex needs is higher than pre pandemic.

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 all children including disadvantaged children. To develop early language and vocabulary acquisition, strengthen phonic knowledge and early reading skills	<p>Communication and Language prime area of EYFS framework inline or above local and national averages. Systematic Synthetic Phonics SoundsWrite scheme embedded throughout the Academy and cycles of evidence to support impact. Phonics screening results in line with or above local and national averages for disadvantaged children.</p> <p>Assessments and observations indicate significantly improved oral language among disadvantaged children. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Sustained high levels of achievement in 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> ● All staff are trained to deliver systematic synthetic phonics through SoundsWrite to a high level including all new teachers and teaching assistants. ● Phonics teaching is effective and that phonics progress is linked to progress in reading and writing.



	<ul style="list-style-type: none"> All staff are trained in delivering carry over learning and interventions according to pupil targets, set internally, and by other professionals including speech and language therapists or language and communication teachers. <p>OPAL to be launched to support communication and language at lunchtimes through social interaction and teamwork. OPAL training for all staff (including mid day team) to ensure understanding of rationale behind play.</p>
<p>To support disadvantaged children to make accelerated progress across all areas with the EYFS curriculum.</p>	<p>GLD for disadvantaged children will be at least in line with local and national averages. Disadvantaged children within the EYFS will have equal opportunities to their non-disadvantaged peers. Attainment for disadvantaged children will be at least in line with 'others' nationally.</p> <p>Sustained high levels of achievement in 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> Having robust pupil progress tracking and action planning meetings to provide early intervention to address the gaps. Ensure that prime areas are tracked and targeted throughout the first term and beyond to ensure that specific areas can be developed. WellComm Assessments complete with all children and interventions are embedded into daily practice.
<p>To support disadvantaged children to make accelerated progress in phonics and reading, writing and maths towards their end of year expectations, ensuring core knowledge gaps are closed.</p>	<p>Children will make accelerated progress in phonics and reading, writing and maths towards their end of year expectations. Children will make accelerated progress from their starting points. The gap between pupil premium and non-pupil premium children will lessen. The attainment gap for disadvantaged children will be at least in line with 'others' in school, and moving closer to nationally. Sustained high levels of achievement in 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> Embedded high quality, carefully planned professional development. KS2 reading, writing and maths outcomes in 2023/24 show that more than 75% of disadvantaged children met the expected standard or above compared to previous years.
<p>Increased social emotional mental health needs of children and families. To achieve and sustain improved wellbeing for all children in our Academy, particularly our disadvantaged children.</p>	<p>Increased identification of social emotional mental health needs of children and families. Improved home/Academy communication through systematic recording of responses. Clear pathways of external support for children and families. Sustained high levels of wellbeing by 23/24 demonstrated by:</p> <ul style="list-style-type: none"> Qualitative data from children's voice, children and parent surveys and teacher observations.



	<ul style="list-style-type: none"> ● A reduction in behaviour incidents recorded on CPOMS across the Academy. ● The percentage of all children who are persistently absent being below 6% and the figure among disadvantaged children being no more than 2% lower than their peers.
<p>To ensure disadvantaged children have access to high quality services, extracurricular provision and enrichment opportunities across the school year.</p>	<p>All disadvantaged children have access to enrichment opportunities and a choice of at least one afterschool enrichment club of their choice per term. All children in receipt of funding and those deemed vulnerable to attend all off site trips and have equal access to subsidised residential trips in KS2. A significant increase in participation in enrichment activities, particularly among disadvantaged children. Sustained high levels of attendance by 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> ● The overall absence rate for all children being no more than 5%, and the attendance gap between disadvantaged children and their non-disadvantaged peers being reduced by 1%. ● The Academy will offer high quality services, extracurricular provision and a wide range of enrichment opportunities to engage disadvantaged children.
<p>To achieve and sustain improved attendance for all children, particularly our disadvantaged children.</p>	<p>Pastoral Team and SLT to meet weekly to identify and track families in need of support including persistent absentees. Pastoral Team and SLT/SENDCo to identify barriers to attendance and punctuality for children and families. SENDCo to support families and signpost them to internal and external services that can support current barriers around attendance including children with (ESBA), emotional school based avoidance and absences linked to medical or special educational needs (autism). Disadvantaged children' attendance to increase and be in line with Academy, local and national targets. Sustained high attendance by 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> ● A decrease in the overall absence rate for all children identified as persistent absentees. ● Improved engagement and interactions between home and Academy. ● Identified families will be benefiting from early help from our Education Social Worker; impacting attendance, social and emotional and learning behaviours. ● A clear attendance policy which sets out expectations and support offered by the Academy.



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, software, online resources)

	Budgeted Cost (£)	Actual Spend (£)
2021/22	32,500	29,000
2022/23	15,000	17,373
2023/24	40,000	

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all children. We will purchase additional resources and fund ongoing teacher training and release time to ensure high quality teaching of phonics.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p> <p>Report indicates a focus on a synthetic systematic programme for Early Readers which supports all children to be readers by the age of 7. A targeted focus of the lower 20% of readers within each year group. EEF focuses on 'keep up' rather than 'catch up' approach. Where children make insufficient progress, additional practice and support will be put into place immediately.</p>	1, 3
Embedding oracy activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	1, 3



<p>will also fund ongoing teacher training and release time for Communication and Language (Elklan Communication Friendly Setting) across EY & KS1 & KS2 to improve listening and vocabulary skills for disadvantaged children who have low spoken skills.</p>	<p>Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral Language Interventions EEF https://www.elklan.co.uk/Downloads/download?id=2150</p>	
<p>CPD – The Seeds of Happiness training for all staff to embed the approach in our curriculum to support SEMH needs.</p> <p>Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Improving Social and Emotional Learning in Primary Schools EEF</p> <p>Professional development (PD Days) to support the implementation of evidence-based approaches. University of Cambridge Faculty of Education conducted a Study, interviews with the children showed that participation in Seeds of Happiness led to positive emotions, including enjoyment, excitement and happiness, as well as a positive change in attitudes towards learning. In fact, the module on how we learn and neuroplasticity "Your Elastic Plastic Brain" was one of the most recalled modules during the interviews.</p>	4
<p>Kapow Primary Curriculum</p>	<p>Investment in a curriculum to support teachers and subject leaders drive knowledge and skills. Investment of a well researched curriculum will ease burden on teachers and subject leaders and provide them with a baseline of good quality and well thought out.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-anchoring-curriculum-knowledge-using-metacognitive-strategies</p>	3



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

	Budgeted Cost (£)	Actual Spend (£)
2021/22	£86,000	91,000
2022/23	£105,000	£52,760
2023/24	60,000	

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language based intervention supported by speech and language therapist and ELKLAN trained staff.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF Small group tuition Toolkit Strand Education Endowment Foundation EEF	1
1-1 targeted support for individual children through Thrive/ nurture /counselling sessions from THRIVE , Nurture or Children’s counsellor, Education Social Worker, and pastoral team.	Targeted SEMH interventions and resources to meet the specific needs of disadvantaged pupils with low SEMH https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	4
Targeted small group intervention support from trained staff to support English and Maths. Every child a reader drive for all KS1 children.	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: Phonics Teaching and Learning Toolkit EEF Teaching assistant deployment and interventions https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	3, 2



<p>1:1 SEMH support for children through ELSA trained staff. Pastoral team trained in Thrive, ELSA and Mental Health First Aiders</p>	<p>Teaching assistant deployment and interventions .</p> <p>A nationally recognised psychology led intervention for promoting the emotional wellbeing of children and young people.</p> <p>https://www.elsanetwork.org/</p>	<p>4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

	Budgeted Cost (£)	Actual Spend (£)
2021/22	£31,305	£29,805
2022/23	35, 000	£8,938
2023/24	26,000	

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on wellbeing, safeguarding updates, behaviour management and anti bullying approaches with the aim of developing our Academy ethos and improving behaviour across school and in line with Keeping Children Safe in Education updates. (KCSIE) We will purchase resources and fund ongoing teacher training and release time through workshops with the Academy's Education Social Worker and Thrive Practitioner</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Suffolk County Council safeguarding partnership: https://suffolksp.org.uk/</p> <p>The Thrive Approach https://www.thriveapproach.com/</p>	<p>4</p>
<p>Family support workshops from Subject leads, Thrive Practitioner and Education Social Worker to support family challenges 1:1 family support for early intervention to remove barriers</p>	<p>Families are invited to workshops to help with strategies to support children at home.</p> <p>https://www.thriveapproach.com/</p>	<p>6</p>



<p>to learning and supporting attendance</p>	<p>Early help approach shows impact on helping families when robust and supportive</p> <p>https://learning.nspcc.org.uk/safeguarding-child-protection/early-help-early-intervention</p>	
<p>Enrichment including during and after school.</p> <p>Providing access to holiday clubs and enrichment activities to promote children's confidence and wellbeing</p>	<p>Programmes that provide enrichment opportunities for disadvantaged children are linked to academic benefits.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>Activities for the more able disadvantaged children to take part in</p>	5
<p>Embedding principles of good practice set out in the DfE's attendance advice to schools. This will involve training and release time for staff to develop and implement new procedures to improve attendance. Informing parents with regular updates and supportive meetings. Staff allocated to monitoring attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence, providing examples of best practice.</p> <p>https://www.gov.uk/government/publications/school-attendance-framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	6
<p>Supporting EYFS to accelerate progress due to low starting points. Ensure high staff ratios to allow the best possible start.</p> <p>Developing links with parents to support reading and using high adult ratios to close gaps.</p>	<p>Parental engagement refers to early years professionals and settings actively involving parents in supporting their children's learning and development. It includes: Approaches that encourage parents to read and talk with their children at home or to participate in activities in the early years setting.</p> <p>Parental engagement approaches have, on average, a positive impact of five months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. There is extensive evidence on the positive impact of parental engagement approaches.</p> <p>https://educationendowmentfoundation.org.uk/early-years-evidence-store/communication-and-language</p>	2
<p>Development of Wrap Around Care, food hampers and lunch clubs to support enrichment and meal provision</p>	<p>Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes.</p>	6,5



	<p>Extracurricular activities are an important part of education in their own right. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improved outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	
<p>Contingency for acute issues that may unexpectedly arise during the year.</p>	<p>Based on our experiences we have identified a need to set an amount of funding aside to respond quickly to needs that have not yet been identified for our disadvantaged children.</p>	<p>All</p>

Total budgeted cost: £126,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

2021/22 Outcomes
<p>Our internal assessments during 2021/22 suggested that the performance of disadvantaged children was lower than in the previous years in key areas of the curriculum, and the gap has widened during the pandemic closures. Despite seeing improvements in 2018/19 the outcomes we aimed to achieve in our previous strategies (yearly) and by the end of 2021/22 were therefore not fully realised due to the impact of the pandemic. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced from schools across the country, school closures were most detrimental to our disadvantaged children, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had planned. There were attempts to mitigate the impact of closures through our resolve to maintain a high quality but slimmed down curriculum, including during periods of partial closure. This was aided by the purchase of hardcopy resources for all families, and the design of accessible online resources. The 41 devices we received from the DfE were distributed to families, help provided with dongles, and purchased discounted Kindle Fire devices, supported home learning, but for some families access to technology remained an hindrance. Some families also failed to engage with any learning which impacted on the children, including our disadvantaged group. Our Academy remained open to our most vulnerable and disadvantaged children for the duration of school closures, and there was varied rates of uptake by families despite efforts of staff to engage with families to encourage daily attendance. Staff worked on a rotating basis alongside the Senior Leadership Team initially. Then teaching staff were in everyday teaching their class, which averaged 10 to 16 children most days. A</p>



comprehensive online home learning and bespoke packages were provided to support children not attending throughout this period of disruption. Although overall attendance in 2020/21 was lower than in the preceding 2 years due to the pandemic, during school closures all disadvantaged children were offered a school place. Those who did not attend showed less engagement with online learning and a further pastoral package was put in place to support wider families' issues around engagement and safeguarding. 2021/22 attendance has remained steady at 94.56% despite further disruption to learning from children and staff absences due to Covid-19. The Academy has identified persistent absentees and gaps in pupil attendance for some children, which is why attendance is a focus of our current plan. Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged children. We used pupil premium funding to provide wellbeing support for all children, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

2022/23 Outcomes

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils. The data demonstrated that attainment of Pupil Premium children is lower than non pupil premium children in all year groups except Y4. Generally Pupil Premium groups are making better progress than non.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that attendance of PP children is worse than non-PP. Attendance in Pastoral support is higher for PP than non PP. Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to parental SEMH related issues. The impact was particularly acute for disadvantaged children. We used pupil premium funding to provide wellbeing support for all children, and targeted interventions where required. We are building on that approach with the activities detailed in this plan. The Nest is now used as our hub for SEMH. We have also developed Wrap Around Care and use The Nest for this purpose.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and we are at present not on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.



The Academy has identified persistent absentees and gaps in pupil attendance for some children, which is why attendance is a focus of our current plan.

2023/24 Outcomes

Our analysis of pupil data shows that PP children are working below their non PP peers in RWM. However behavioural and nurture support for this group has decreased significantly this is evidenced through fewer referrals needed to the wellbeing hub, The Nest / Thrive.

The support in school to improve behaviour and conditions for learning includes Seeds of Happiness workshops that have helped children to regulate and manage emotions-less incidents on CPOMs. Successful implementation and use of Seeds of Happiness and Jigsaw (PSHE) evidenced through observations by SENDCo and mental health first aider.

OPAL programme has been successfully implemented across the school and resources have been provided to train staff and purchase equipment. This has reduced behavioural or emotional dysregulation amongst children.

The pupil premium allocation arrangement has been evaluated to ensure fair use of funds. The pastoral email has been established to enable parents to ask for direct support. The tracking of funding spend is now much more efficient.

Increase in the holiday clubs allocation to enable a wider range of activities.

Tuk shop was established (with a no cost option) to support all children with opportunities for healthy snacks.

Externally provided programmes

Programme	Provider
Lexia	Lexia Core 5
ELSA	ELSA Support Ltd
Seeds of Happiness	(Teach Happy)
Accelerated Reader	Accelerated Reader
Jigsaw (PSHE)	Jigsaw
OPAL	Michael Follett (Founder)
Times Tables Rockstars	Maths Circle
Spelling shed	Ed Shed
Clicker Writer	Crick Software
KAPOW Curriculum	KAPOW
THRIVE	Thrive
ELKLAN	Communication 4 All
Sounds Write	Sounds Write



Talk 4 Writing	Pie Corbett
Wellcomm	GL Assessment
Dyslexia Gold	Dyslexia

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We allocated a part time teacher to work with children to address the gaps in learning. We also provided extra-curricular opportunities such as visits, music tuition and more able days, catering for their strengths and interests.
What was the impact of that spending on service pupil premium eligible pupils?	Children were settled in school and made strong progress against their individual targets. We have developed strong relationships with families to ensure we are meeting their needs and reviewing this throughout the year.

Further information

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 children, particularly disadvantaged children. 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 children's needs, give children 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 children 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 triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, children and teachers in order to identify the challenges faced by disadvantaged children. 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 children. 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 Academy. We will continue to use it through the implementation of activities. We have put a robust framework in place for the duration of our three-year approach and will adjust our plan over time to secure improved outcomes for children.